**Wayland Mission Statement**

Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

**Contact Information**

**Course**

: HMNS 5311 VC01 – Navigating Mental Health Emergencies

**Campus**

: WBUonline

**Term/Session**

**:** Fall 2 2021 - 8-week session

**Instructor**

**:** Dr. Cassie Collins

**Office Phone Number**

**:** 806-291-1182 or cell # 806-685-7626

**WBU Email Address**

**:** collinsc@wbu.edu

**Office Hours, Building, and Location**

**:** Or

Please call or email to set up an appointment time

WBU Plainview Campus, Gates Hall, Room 318

**Class Meeting Time and Location**

**:** WBUonline Fall 2 2021 - 8-week session

**Course start date: October 11, 2021**

**Course end date: December 11, 2021**

**Textbook Information**

**Required Textbook(s) and/or Required Materials**

**:** Benas and Hart, Mental Health Emergencies, Hatherliegh, 9781578266746, 2017

*The textbook for this course is part of the* ***Wayland’s Automatic eBook*** *program. You will have access to an eBook and interactive learning material on the first day of class through your Blackboard course site. The cost of this Automatic eBook will be billed directly to your student account when you register for the course. You will be notified via email with access instructions and additional information. If you do not wish to participate in the Automatic eBook program, you will have the first 12 days of class to opt-out of the program (additional details will be outlined in your email instructions). For more information on the Automatic eBook program, visit the Wayland Bookstore* [*Automatic eBook FAQ*](https://bookstore.wbu.edu/site_inclusive.asp) *page.*

**Optional Materials**

**:** None

**Course Information**

**Catalog Description**

**:**  Develops skills to recognize and assist individuals with mental health problems. Covers risk factors and characteristics of common mental illness like anxiety, depression, substance abuse, bipolar disorder, eating disorders, and schizophrenia and provides tools to understand the context of situations, methods of support and common resources available for individuals working in a helping profession.

**There is no prerequisite for this course.**

**Course Outcome Competencies**

**:** Upon completion of this course, students will be able to:

* Recognize the potential risk factors and warning signs for a range of mental health problems, including: depression, anxiety/trauma, psychosis and psychotic disorders, substance use disorders, eating disorders and self-injury
* Apply knowledge of the appropriate professional, peer, social, and self-help resources available to help someone with a mental health problem treat and manage the problem and achieve recovery
* Assess their own views and feelings about mental health problems and disorders
* Acquire basic skills including, but not limited to, assessing a person for risk of suicide or harm, listening nonjudgmentally, giving reassurance and information, encouraging appropriate professional help, and encouraging self-help and other support strategies
* Addresses mental health challenges common among adolescents, including: depression, anxiety, psychosis, eating disorders, AD/HD, disruptive behavioral disorders, and substance use disorders
* Interpret the prevalence of various mental health disorders in the U.S. and the need for reduced negative attitudes in their communities
* Have greater confidence in providing help to others, greater likelihood of advising people to seek professional help, improved concordance with health professionals about treatments, and decreased stigmatizing attitudes

**Attendance Requirements**

WBUonline

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 2 or more weeks of an 8-week session, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given session is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

**University Policies**

**Statement on Plagiarism and Academic Dishonesty**

**:** Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**Disability Statement**

**:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Director of Counseling, Career and Disability Services serves as the coordinator of students with disability and should be contacted concerning accommodation request at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

Accessibility issues with content in WBUonline courses or in Blackboard should be addressed to the WBU accessibility coordinator, Dr. Trish Ritschel-Trifilo, [trifilot@wbu.edu](mailto:trifilot@wbu.edu) or call (806) 291-3745.

**Student Grade Appeals**

**:** Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

[WBU Catalog](http://catalog.wbu.edu/)

**Course Requirements and Grading Criteria**

Minimum Technical Skills:

To succeed in this class, students need to be able to understand and engage in a few important technical activities and have a basic skill set of each. Here is a general list: be knowledgeable in utilizing Blackboard 9.1; be able to navigate the web, including downloading and reading files from web sites; be able to use their WBU email, including attaching and downloading documents from email; be able to create and save files in commonly used word processing formats (i.e. .doc, .docx); be able to copy and paste text and other items on a computer; be able to save and retrieve documents and files on a computer; be able to locate information on the internet using search engines.

Because this is a full online class via Blackboard 9.1, students should be familiar with how to use Blackboard 9.1 including using Discussion board, submitting assignments, etc. Please contact Blackboard helpdesk at (806) 291-3740 during business hours or for 24/7 support at (806) 547-9192.

In addition, Blackboard tutorial is located at [WBUonline Staff - Wayland Baptist University](https://www.wbu.edu/wbu-online/current-students/staff.htm).

****Readings:****

Readings should be completed early in the week in which they are assigned with the expectation that graduate students will be able to adequately address the question(s) posted through the weekly discussion board assignment. All class assignments are due on Sunday by 11:59 p.m. Central Standard Time (CST) with exception to the final Discussion Board submission, which is due on Saturday by 11:59 p.m. (CST). Each due date is listed on the Course Tentative Schedule. Specifically, regarding discussion board postings, your discussion board postings are posted by the instructor by 11:59 p.m. (CST) Sunday and your initial response to the postings are due on Thursday by 11:59 p.m. (CST). Your follow-up responding discussion board postings to other student’s initial responses are due on Sunday at 11:59 p.m. (CST).

Professional behavior dictates that the student will contact the instructor through class email ahead of time if he or she will need to turn an assignment in late. Late work will be accepted only upon permission of the instructor. Any work accepted by the instructor late will receive a 5% reduction per day.

Response Times of the Grading of Assignments:

Grades for discussion board postings are typically entered a couple of days from the due date. Grades for other assignments may be expected no later than a week from the due date. Please check the instructor comments section of each (Discussion Board, Navigating Mental Health Emergencies Basic Skills Assignment #1, Navigating Mental Health Emergencies Basic Skills Assignment #2, Navigating Mental Health Emergencies Basic Skills Assignment #3) for feedback and further instructions. The “My Grades” section of Blackboard provides a method for tracking your progress through the course. Grades will be entered in “My Grades” generally within a week. Response times may vary for each assignment type based on the criteria and length of the paper.

Emails are responded to within 24 hours during the work week and 48 hours during the weekends and holidays, although they are generally responded to sooner than that.

# **Course Assignments:**

DISCUSSION BOARD

**Weekly Chapter Reflections (20 points for each, 160 points total)** Each week there will be one or more questions that will be posted by the instructor on Discussion Board that reflect contents of each chapter that is assigned on the tentative course schedule. Students will read each chapter(s) and make thoughtful answers. In addition, each student is required to respond ***to at least 2*** other student’s initial responses to the discussion board question(s). Initial responses and two (2) responses to another student’s initial response must be a paragraph in nature each.

Readings should be completed early in the week in which they are assigned with the expectation that graduate students will be able to adequately address the question(s) posted through the discussion board assignment. A discussion board question(s) will be asked by the instructor by 11:59 p.m. (CST) Sunday each week. By Thursday of the same week by 11:59 p.m. (CST) each student is expected to have responded to the discussion question(s) from their own perspective. Within 3 days, by Sunday at 11:59 p.m. (CST) each student is expected to have intelligently and comprehensively responded to two (2) other students.

**Exception: The last week of the course the discussion board question(s) will be asked by the instructor by 11:59 p.m. (CST)** **Sunday. By Wednesday of the same week by 11:59 p.m. (CST) each student is expected to have responded to the discussion question(s) from their own perspective. Within 3 days, by Saturday at 11:59 p.m. (CST) each student is expected to have intelligently and comprehensively responded to two (2) other students.**

NAVIGATING MH EMERGENCIES BASIC SKILLS ASSIGNMENT #1 **(80 points total)**

**The textbook "Mental Health Emergencies" for this course briefly discusses a few unique populations in which first responders may need to be knowledgeable of special considerations in effectively working with them...the youth, the LGBTIQ community, military veterans, and the older adult population. There are numerous other groups that also require such considerations, such as college students, individuals with chronic pain, athletes, sex offenders, persons with substance abuse problems, individuals with chronic mental health and/or psychotic disorders, individuals grieving loss (death), victims of sexual abuse, persons receiving hospice care, etc. For your written assignment, please identify ONE of these unique populations and do research on the internet and/or WBU library resources site (LRC)**[**WBU library resources**](http://www.wbu.edu/academics/library/index.htm)**to better understand any special considerations that a first responder may need to know. Once you have a decent understanding, write an essay briefly discussing some of these considerations. Provide any information that you learned through your research, cite resources, and give examples.**

**This essay should be at least 4 double-spaced pages with 1-inch margins in length and cite resources.**

NAVIGATING MH EMERGENCIES BASIC SKILLS ASSIGNMENT #2 **(80 points total)**

**After watching an assigned documentary, write an essay describing the specific signs and symptoms (behaviors, affect, mood, thought processes, etc.) of suicide that you made note of from the different highlighted individuals who were in a mental health crisis. The document "Lethality assessment and additional questions" will be made available for you and will assist you in identifying many of characteristics of suicide that are shown in the documentary.  Provide any information that you learned through your viewing of this documentary, cite resources (if used), and give examples (if you have personal experiencing that you would like to include).**

**This essay should be at least 4 double-spaced pages with 1-inch margins in length and cite resources.**

NAVIGATING MH EMERGENCIES BASIC SKILLS ASSIGNMENT #3 **(80 points total)**

**The textbook "Mental Health Emergencies" for this course briefly discusses in Chapter 21 "Mental Health Self-Care" and offers a few tips and suggestions to reduce the level of burnout that you might be experiencing.  Click on the following link**[**https://www.mindtools.com/pages/article/newTCS\_08.htm**](https://www.mindtools.com/pages/article/newTCS_08.htm)**and complete the "Burnout Self-Test." Once you have completed it scroll down to view and interpret your score.**

**Where do you fall? In your own words, explain why you feel that you are scoring at this place on the assessment. What do you feel you are currently personally/professionally affecting your mental health well-being? Be as honest and genuine as you can.**

**Then, click on the article link "Avoiding Burnout"**[**https://www.mindtools.com/pages/article/avoiding-burnout.htm**](https://www.mindtools.com/pages/article/avoiding-burnout.htm)**and the article link "Recovering from Burnout"**[**https://www.mindtools.com/pages/article/recovering-from-burnout.htm**](https://www.mindtools.com/pages/article/recovering-from-burnout.htm%20)**.**

**Read the articles and provide suggestions to yourself that would most likely decrease your mental health fatigue.**

**I want to know that you are insightful of your mental health. One cannot be an effective helper as a "wounded healer." You need to be cognizant of how to take care of you own self. We have to learn to BREATHE so that we can assist someone else to BREATHE.    
This essay should be at least 4 double-spaced pages with 1-inch margins in length and cite any resources used.**

**Course Grading Scale**

(400 total possible points)

A = 90%-100% 400-360

B = 80%-89% 359-320

C = 70%-79% 319-280

D = 60%-69% 279-240

F= below 60% 239 and below

\*This scale may be revised to accommodate any changes in assignments.

**The University has a standard grade scale:**

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term, within the last week of an 8-week session, or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long 16-week term or 8-week session, unless the instructor designates an earlier date for completion.  If the work is not completed by the appropriate date, the I is converted to an F.

**Tentative Schedule**

| **Course Tentative Schedule: WEEK#** | **Reading**  **Chapter and Content** | **Assignment Due** |
| --- | --- | --- |
| Week #1  Oct 11-Oct 17 | Students should orient themselves to the syllabus and Blackboard.  Via Discussion Board, tell the class a little about yourself. For example, your name, important family facts, what you enjoy doing when you are not studying or working, current occupation, why the field of human services interests you, and what you hope to get from this course.  **PART I: AN INTRODUCTION TO MENTAL HEALTH**  **Chapter** **1** – What Affects our Mental Health?  **Chapter 2** – What is a Mental Health Emergency? | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. (CST) Thursday, Oct 14.  Two (2) responses to other students’ responses due by 11:59 p.m. (CST) Sunday, Oct 17.  Responses should be directed at Chapter 1 and Chapter 2 discussion Board Initial Responses; however, feel free to reply to others’ personal responses to their introductions, too. |
| Week #2  Oct 18-Oct 24 | **Chapter 3** – How to Prepare Yourself as a First Responder  **Chapter 4** – Supporting Others in a Mental Health Emergency  **Chapter 5** – How to use this Book | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. (CST) Thursday, Oct 21.  Two (2) responses to other students’ responses due by 11:59 p.m. (CST) Sunday, Oct 24. |
| Week #3  Oct 25-Oct 31 | **PART II: MENTAL HEALTH CONDITIONS: THE QUICK REFERENCE GUIDE 33**  **Chapter 6** – Anxiety  **Chapter 7** – Depression  **Chapter 8** – Somatic Symptoms | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. (CST) Thursday, Oct 28.  Two (2) responses to other students’ responses due by 11:59 p.m. (CST) Sunday, Oct 31.  **Navigating Mental Health Emergencies Basic Skills Assignment #1 Due** by 11:59 p.m. (CST) Sunday, Oct 31, Submit to Blackboard |
| Week #4  Nov 1-Nov 7 | **Chapter 9** – Personality Disorders  **Chapter 10** – Obsessive-Compulsive Behaviors  **Chapter 11** – Substance Use Disorders | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. (CST) Thursday, Nov 4.  Two (2) responses to other students’ responses due by 11:59 p.m. (CST) Sunday, November 7. |
| Week #5  Nov 8-Nov 14 | **Chapter** **12** – Psychosis  **Chapter 13** – Suicidal Behaviors | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. (CST) Thursday, Nov 11.  Two (2) responses to other students’ responses due by 11:59 p.m. (CST) Sunday, November 14.  **Navigating Mental Health Emergencies Basic Skills Assignment #2 Due** by 11:59 p.m. (CST) Sunday, November 14, Submit to Blackboard |
| Week #6  Nov 15-Nov 21 | **Chapter 14** – Trauma & Stress Related Disorders  **Chapter 15** – Self-Injury  **Chapter 16** – Eating Disorders | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. (CST) Thursday, Nov 18.  Two (2) responses to other students’ responses due by 11:59 p.m. (CST) Sunday, Nov 21. |
| Nov 22-Nov 28 | **No Class – Thanksgiving Holiday** | **No Class – Thanksgiving Holiday** |
| Week #7  Nov 29-Dec 5 | **PART III: GETTING AHEAD OF A MENTAL HEALTH CRISIS**  **Chapter 17** – Determining a Person’s Needs  **Chapter 18** – Support  **Chapter 19** – How to Handle Vulnerability and Build Mental Health Resiliency | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. (CST) Thursday, Dec 2.  Two (2) responses to other students’ responses due by 11:59 p.m. (CST) Sunday, Dec 5. |
| Week #8  Dec 6-Dec 11 | **Chapter 20** – De-Escalating a Situation  **Chapter 21** – Mental Health Self-Care | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. (CST) Wednesday, Dec 8.  Two (2) responses to other students’ responses due by 11:59 p.m. (CST) Saturday, December 11.  **Navigating Mental Health Emergencies Basic Skills Assignment #3 Due** by 11:59 p.m. (CST) Saturday, Dec 11, Submit to Blackboard |

**Additional Information**

[WBU Catalog](http://catalog.wbu.edu/)