

## Wayland Mission Statement

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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

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**Course:** HMNS 5311 VC01 – Navigating Mental Health Emergencies

**Campus:** WBUonline

**Term/Session:** Summer 2023

**Instructor:** Dr. David McClung

**WBU Email Address:** david.mcclung@wayland.wbu.edu

**Office Hours, Building, and Location:** Appointments are available upon request by email

**Class Meeting Time and Location:** WBUonline

## Textbook Information

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### Required Textbook(s) and/or Required Materials:

Benas, N., & Hart, M. T. (2017). *Mental health emergencies: A First-responder's guide to recognizing and handling mental health crises*. Hatherleigh Press.

*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](#) page.*

## Course Information

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**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

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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

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**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. Rick Hammer, [hammerr@wbu.edu](mailto:hammerr@wbu.edu) or call (806) 292-9150.

**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](#)

## Course Requirements and Grading Criteria

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### Discussion Board (20%)

The discussion board serves to promote shared learning through dialogue with one another. While your responses should cite the text and provide evidence that you have read the assigned material, responses are also expected to “go beyond the text” by actively analyzing, critiquing, and applying the readings. Discussion posts should be at least a few paragraphs in length. Full credit will not be given for discussion posts that only summarize the material. Your initial post must be submitted by Wednesday at 11:59PM CST. In addition to posting an initial post for each week’s discussion, you should also provide responses at least two other students. Responses to your peers should go beyond simply agreeing or disagreeing with someone. All responses should be made by Saturday at 11:59PM CST.

### Experiential Learning Assignments (50%)

Over the course of the semester, you will be asked to participate in four different experiential learning opportunities to support your mastery of the material. These four assignments may include case studies, small essay responses, watching videos, online training material, and other pathways for learning related to mental health emergencies and crisis. These experiential learning opportunities have been designed to provide a strong and expansive overview of topics related to crisis response and to promote critical thinking about responses to crisis across professions. Experiential learning assignments are due by Saturday at 12PM (Noon) CST.

### Final Exam (20%)

An open-book/open-resource final exam will test your understanding of the material covered throughout the duration of the course and your ability to apply the material to real-life practice. Questions may be multiple choice, sequential, fill in the blank, short answer, or essay. You will be allowed to use any materials for this exam but are expected to cite your sources for any essay questions. The Final Exam must be turned in by Saturday at 11:59pm CST.

### Participation/Engagement (10%)

Your active participation and involvement in the course play a critical role in your learning and that of your classmates. Participation includes but is not limited to thoughtful discussion board responses, insightful interactions with your classmates, on-time submission, and demonstration of critical thinking throughout the duration of the class.

### Summary of Due Dates Each Week

Type of Assignment	Due Dates
Initial Discussion Post	Wednesday at 11:59pm CST
Experiential Learning Activities (When Applicable)	Saturday at 11:59pm CST
Discussion Board Responses (Minimum of 2)	Saturday at 11:59pm CST
Quizzes/Exams (When Applicable)	Saturday at 11:59pm CST

### Grading Policy

The instructor reserves the right to deduct points or choose not to receive work that is turned in after the assigned due date. Assignments will normally be subject to a 10% reduction for each day that the assignment is late. Assignments submitted 5 days after the original due date will receive a grade of zero. Exceptions may be granted under special circumstance, when discussed with the professor before the due date.

### 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

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Date	Topic/Assignment
Week 1 May 29-June 3	<b>Topic: An Introduction to Mental Health</b> Reading Assignment: Chapters 1-5 and 18, Supplemental Reading Discussion Board #1
Week 2 June 5-10	<b>Topic: Mental Health and Trauma</b> Reading Assignment: Chapter 14, Supplemental Material Discussion Board #2 Experiential Learning #1

Week 3 June 12-17	<b>Topic: Mental Health, Self-Harm, and Suicide</b> Reading Assignment: Chapters 13, 15, and 17, Supplemental Material Discussion Board#3 Experiential Learning #2
Week 4 June 19-24	<b>Topic: Mental Health and Substance Use</b> Reading Assignment: Chapter 11, Supplemental Material Midterm Exam
Week 5 June 26 – July 1	<b>Topic: Mental Health and Psychosis</b> Reading Assignment: Chapter 12, Supplemental Material Experiential Learning #3
Week 6 July 3-8	<b>Topic: Mental Health and Cultural Responsiveness</b> Reading Assignment: Supplemental Material
Week 7 July 10-15	<b>Topic: Mental Health and Safety Planning</b> Reading: Chapter 20, Supplemental Reading Experiential Learning #4
Week 8 July 17-22	<b>Topic: Mental Health and Community Prevention</b> Reading Assignment: Chapters 19 and 21, Supplemental Materials Final Exam