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| **PROFESSOR:**        | **PHONE NUMBER:**        |
| **OFFICE LOCATION:**        | **E-MAIL:**        |
| **OFFICE HOURS:**        | **SEMESTER:**        |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**HUS 2525 MENTAL HEALTH ISSUES IN HUMAN SERVICES (3 CREDITS)**

This course provides an overview of major mental health disorders with an emphasis on their attendant behaviors, appropriate interaction between the human services professional and the effects of mental disorders on the self, the family and the community. Assessment, case management, treatment and available resources are addressed.

1. **PREREQUISITES FOR THIS COURSE:**

PSY 2012 and HUS 2302, both with a grade of “C” or higher

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.
	1. Diagnosis, Assessment and Study of Mental Disorders
	2. Anxiety, Obsessive-Compulsive, and Trauma-Related Disorders
	3. Somatic Symptom and Dissociative Disorders
	4. Depressive and Bipolar Disorders and Suicide
	5. Eating Disorders
	6. Personality Disorders
	7. Sexual Dysfunctions, Paraphilic Disorders, and Gender Dysphoria
	8. Schizophrenia and Other Psychotic Disorders
	9. Developmental and Disruptive Behavior Disorders
	10. Neurocognitive Disorders
2. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**   **General Education Competencies and Course Outcomes**

Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

 General Education Competency: **Think**

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

* Demonstrate knowledge and skills to analyze and assess the mental health needs of clients or client groups.

**B.** **Other Course Objectives/Standards**

1. Understand the capacities, limitations, and resiliency of human systems in determining and meeting mental health needs of clients. (CSHSE 12.e. TKSM)
2. Recognize the role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, learning styles, ability, and socio-economic status) in determining and meeting the mental health needs of clients. (CSHCS 12.f. KSM)
3. Identify the range of populations served and mental health needs addressed by human services. (CSHSE 13.b. KH)
4. Know the major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning in determining and meeting the mental health needs of clients. (CSHSE 13.c. TKSH)
5. Demonstrate knowledge and skills to analyze and assess the mental health needs of clients or client groups. (CSHSE 15.a. TKSH)
6. Exhibit skills to develop goals, and design and implement a plan of action to meet the mental health needs of clients. (CSHSE 15.b TKSM)
7. Display theory and knowledge bases of prevention, intervention, and maintenance strategies to achieve maximum autonomy and functioning for individuals living with mental health diagnoses. (CSHSE 16.a. TKSH)
8. Show skills to facilitate appropriate direct services and interventions related to individual or group goals for clients living with mental health diagnosis. (CSHSE 16.b. TKSM)
9. **DISTRICT-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at equity@fsw.edu.  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

Please remember to include **Engaged Learning Time**. For a 15-week course, students should spend no less than one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week. This formula should be adjusted for courses of different lengths or credits.

**Examples:**

**Mini-Term Example:**

During this 7-week 3-credit course, students will be required to engage in a weekly commitment of:

6.5 hours of engaged learning time (online lectures, discussions, speakers, etc.)

12.75 hours of other academic activities (reading, studying, quizzes, assignments, Service Learning, etc.)

**Summer Term Example:**

During this 11-week, 3-credit course, students will be required to engage in a weekly commitment of:

4 hours of engaged learning time (online lectures, discussions, speakers, etc.)

8 hours of other academic activities (reading, studying, quizzes, assignments, Service Learning, etc.)

**Full Term Examples:**

During this 15-week, 2-credit course, students will be required to engage in a weekly commitment of:

2 hours of engaged learning time (online lectures, discussions, speakers, etc.)

4 hours of other academic activities (reading, studying, quizzes, assignments, Service Learning, etc.)

During this 15-week, 3-credit course, students will be required to engage in a weekly commitment of:

3 hours of engaged learning time (online lectures, discussions, speakers, etc.)

6 hours of other academic activities (reading, studying, quizzes, assignments, Service Learning, etc.)

1. **ATTENDANCE POLICY:**

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

Below 60 = F

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

(Which would be useful to the students in the class.)