



**KENNEBEC VALLEY COMMUNITY COLLEGE
FAIRFIELD & HINCKLEY, MAINE**

Approval Date: 11/17/10

Rotation: Spring

Year: 2018

COURSE NUMBER: SOC103
COURSE TITLE: Introduction to Social Services Systems
CREDIT HOURS: 3
CLOCK HOURS: 45

PREREQUISITES: None
CO-REQUISITES: None

INSTRUCTOR: Brenda Radel
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OFFICE: Adjunct Office
OFFICE HOURS: Appointments upon request

TEXTS:

Co-occurring Collaborative of Southern Maine, *Mental Health Support Specialist Curriculum, updated 2009.*

OTHER MATERIALS:

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COURSE DESCRIPTION:

An introduction to social welfare systems and their functions as they relate to social needs and problems within political, social and economic contexts. An overview of the history and development of social welfare systems, the range of current social services and the knowledge and skills necessary for responding to human needs.

COURSE OBJECTIVES:

Upon successful completion of this course, the student should be able to:

1. discuss the philosophy, purpose, and types of social service systems
2. describe the sociological need for social services
3. assess resources and impediments of consumer needs and social service systems
4. write appropriate plans and goals that are clear, concise, specific, and measurable
5. describe the relationship between the social service provider and other service providers and be able to identify potential problem areas
6. explain the basic concepts of social services and teamwork

COURSE CONTENT:

Role of the Mental Health Support Specialist

1. Describe the roles, expectations, and functions of the Mental Health Support Specialist (MHSS).

2. Explain the importance of the MHSS job:
 - a. Use of supervision
 - b. Working as part of a team
 - c. Being a lifelong learner
 - d. Working boundaries
 - e. Problem solving
 - f. Resolving conflict
 - g. Dealing with stress
 - h. Identifying and resolving issues of staff safety
3. Explain Maslow's Hierarch of Needs as it applies to all of us.
4. Identify ways of supporting different learning styles in providing daily living support
5. Demonstrate the Tell, Show, Do strategy for teaching skills
6. Describe the responsibility of the MHSS as a mandatory reporter

Understanding Mental Health and Mental Illness

1. Define the characteristics of mental health and mental illness
2. Define the prevalence of mental illness and explain some of the theories
3. Describe the "biopsychosocial model" and its purpose
4. Explain how the Diagnostic and Statistical Manual of Mental Disorders IV (DSM) is used to determine a diagnosis
5. Relate the importance of treating each person as an individual
6. Gain an understanding of the mental health issues that impact older adults
7. Define "co-occurring disorders" as it is used in the mental health field.

Trauma

1. Describe the prevalence and common effects of trauma
2. Define trauma as described by DHHS
3. Identify common responses/adaptations to trauma
4. Identify how to acknowledge trauma and highlight methods for preventing re-traumatization
5. Define vicarious traumatization and describe its impact on mental health workers

Health and Recovery

1. Define the principles of recovery
2. Describe the history of the recovery movement and its influence on the field of mental health
3. Identify and describe the dimensions and stages of recovery
4. Identify specific factors that help and hinder the recovery process
5. Understand intentional peer support's contribution to the recovery process

Communication

1. Identify the purposes of communication
2. Characterize verbal and nonverbal communication
3. Identify what constitutes respectful communication
4. Summarize the four essential parts of communication and identify listening skills
5. Describe some potential difficulties in communication
6. Reveal specific strategies that can improve communication, including listening and empathy.

Confidentiality

1. Define the General Rule of Confidentiality
2. Define informed consent
3. Provide examples of responses to requests for information
4. Identify some exceptions to the General Rule of Confidentiality
5. Explain the "Need to Know" concept and describe the necessary safeguards to protect individual information
6. Explain the significance of guardianship, conservatorship, and representative payee, and power of attorney.

Documentation

1. List the primary purpose of documentation
2. Explain the guidelines that apply to documentation and records
3. Explain the difference between a subjective and objective narrative note
4. Write an objective narrative note
5. Explain the guidelines that apply to an incident report

Sexuality

1. Define sexuality in general terms
2. Identify myths surrounding sexuality and mental illness
3. Understand how to provide information and emotional support on sexuality
4. Identify resources and ways to provide sexuality education
5. Describe ways to promote privacy and respect gender preferences
6. Identify responses to inappropriate sexual behavior
7. Define sexual abuse and exploitation and recognize warning signs

Health and Safety

1. Identify environmental and household hazards
2. Identify signs that smoking may cause a fire hazard
3. Identify some preventative safety measures
4. Considerations regarding food preparation and storage
5. Explain the USDA Food Pyramid
6. Gain an awareness of the relationship between physical and mental health
7. Increase understanding of self-management and self-care strategies.

Diversity and Cultural Competence

1. Define culture and cultural competence
2. Name differences in cultural, religious, and ethnic values relating to disability, gender, sexuality, customs, and behavior.
3. Define the immigrant and refugee groups in Maine
4. Describe Deaf culture
5. Identify provisions of legal and policy mandates.

Maine's Mental Health System and Related Resources

1. Identify the mission and values underlying DHHS/Adult Mental Health Services
2. Explain the Rights of Recipients and the AMHI Consent Decree
3. Summarize the core and related services that comprise Maine's community-based mental health service system
4. Define Advance Health Care Directive
5. Identify social service programs and entitlements

Being Part of the Community

1. Identify the cycles of reform in mental health care
2. Describe natural supports
3. Define the concept of communities
4. Identify the criteria for community inclusion
5. Describe the supported employment approach

COURSE ACTIVITIES:

Regular readings, video viewings, written assessments, and in class discussions and activities make up the major activities of the course. Emphasis on this course is building knowledge and competencies in the mental health field that will enhance awareness, skill development and proficiency. Students will participate in a variety of informal and formal classroom situations, both as an individual and in groups.

GRADING:

Grades will be based on achievement and evaluated according to the criteria specified in each assignment description. There will be some opportunities to earn extra credit during the semester but only if all assigned material is completed first.

GRADING SCALE:

The point system of grades will be used in this course. The student's total accumulated points at the end of the course will be compared to the total number of possible points. The grade levels will be determined by the percentages of the total points available in the course. Overall course grades are as follows: A (1000-945); A- (944-895); B+ (894-865); B (864-825); B- (824-795); C+ (794-765); C (764-725); C- (724-695); D+ (694-665); D (664-625); D- (624-595) and so on. Students that do not complete all the major assignments will receive no higher than a C average for the course regardless of accumulated points.

ATTENDANCE POLICY:

For this to be a useful and successful experience, you must be prepared for the days you are slated to present as well as the days you are not. Consequently, your class participation and attendance will affect your grade. You will be allowed one unexcused absence and one *Free Pass* if your class meets once a week without grade penalty and on days when other major assignments are NOT due. I would also caution against using the *Free Pass* during days where in class work is scheduled. Using in class time to work with other group members is essential to reducing the burden that comes with trying to find time to work with others. **In case of tragedy or severe illness only**, individual arrangements may be made. However, if you do not notify me that you are going to miss a class on days when assignments are due, 5 points will be deducted from your total accumulated points for that particular assignment. Finally, if you do not notify me that you are not going to make your scheduled presentations, or be in class when other assignments are due, you will lose one letter grade for every class period that it is late. Job interviews, make-up tests in other classes, and meetings with other instructors are not valid excuses. You can schedule those at different times.

Students who do well in this class have solid positive attendance and complete all assignments on time. These successful students also learn how to manage and balance their schoolwork with other responsibilities such as family and work. Earning an education is a personal commitment that involves work and sacrifices, prioritizing your responsibilities, and other time management skills. The payoff from meeting these demands is life-long and will benefit you as well as others.

COURSE REQUIREMENTS:

Diagnosis Assignment: Using the DSM-V, find three different disorders and write a 1-2 page overview of each diagnosis. For instance, find a mood disorder (1-2 pages), anxiety disorder (1-2 pages, and psychosis (1-2 pages) and write about them. *What is the criteria for a diagnosis? Who can diagnose? What do the numbers mean?* Please, no more than 6 pages total.

Community Assignment: For this assignment, you will go into the Kennebec area to research and gather available community resources. You will be assigned a partner and given a scenario to follow. You will then present your results to the class and hand in a 2-3 page paper documenting your process in finding these resources and how they apply to the scenario.

Mental Health Culture Assignment: Pick any culture different from your own and look up information concerning mental health practices within that culture and write a **4-5 page paper with a bibliography**. Be prepared to present your results to the class. Examples may include China, Japan, Middle East countries, Eastern and Western Europe, South American countries, African countries, Scandinavian countries, Islands of the Pacific, Australia, etc. You may also consider sub-cultures within the dominant culture such as the deaf culture, the dual diagnosis culture, the developmental disability culture, veterans with PTSD or physical disabilities, etc.

Research Paper: The final paper is **7-8 pages** and can cover any topic that will be discussed in the semester. This paper will require considerable research and a **bibliography must be attached to the paper for credit.**

INSTRUCTOR POLICIES:

Classroom etiquette:

Please contribute to the supportive climate of this class by observing the following norms:

- If you have a mobile phone, turn off the sound. Please do not carry on a conversation, even a short one, while class is in session. **NO TEXT MESSAGING WILL BE TOLERATED.**

- If you should arrive to class late, please do not enter the classroom while a student is making a presentation. You could disrupt their train of thought and also distract the audience. Wait outside until that student is finished before entering.
- Respect the opinions, values and contributions of others.
- Your classmates have paid good money to take this class. Please do not detract from their learning environment by disrupting class with cross-talk or other distracting behaviors.

Professionalism and Student Code of Conduct

In this class we will work to create a professional environment, just as should be experienced in a workplace. The use of sexist and stereotypical language is discouraged and will not be tolerated. That does not mean that political perspective, value debates, or conflicts are not allowed. You are encouraged to engage in issues raised in class. However, real engagement requires respect and respect of other's differences. One may not always agree with the views of others, but we must agree to respect other's rights to have and share their own purposes and arguments. This creates a greater understanding of the diversity of experiences in society.

In addition, the purpose for a Code of Conduct is to establish an atmosphere of mutual respect for one another in the college community. The Code specifically applies to students and student club/organizations and applies to a wide range of behaviors including:

Fraudulent Conduct

- Plagiarism - representing the thoughts, words, or images crafted by someone else as your own. Examples include the work of another student or an author published in a book, or an article.
- Cheating - includes tampering with grades and theft of tests, and so forth. The penalty for cheating or helping others cheat is failure. It can also result in disciplinary action at the College level, including academic suspension.
- Supplying false information to College personnel - includes the creation of sources and information that are not real. Recycling papers or presentations from other classes or activities is considered academic dishonesty.

Conduct that disregards the welfare, health, or safety of the College community

- Assault
- Harassment or intimidation
- False reports of fire or other dangerous conditions
- Possession or unauthorized use of weapons or other harmful devices
- Use, possession, sale, or distribution of alcoholic beverages or drugs
- Actions that produce mental or physical discomfort, embarrassment, or ridicule to any member of the College community
- Intentionally placing a person in reasonable fear of physical harm
- Loud or indecent behavior
- Parking violations

Improper use of property

- Misuse, destruction, or unauthorized use of College property
- Unauthorized presence on College community property
- Violation of College computer use policies

Students who violate this Code may be subject to one or more sanctions, (consequences) including:

- Reprimand
- Probation
- Work or service
- Restitution
- Suspension or dismissal from the program
- Suspension or dismissal from the College
- Referral for criminal prosecution

STUDENTS WITH DISABILITIES (2016/2017)

Kennebec Valley Community College welcomes students with disabilities, and in accordance with state and federal laws, KVCC is committed to assisting students with disabilities to achieve their educational goals.

In order to receive reasonable accommodations for this course:

- Students must contact the Director of Learning Commons at 453.5084 or cjohnson2@kvcc.me.edu
- Students must provide current, appropriate documentation of their disability
- Students must make a timely request for accommodation to the Director of Learning Commons
- Accommodations will not be provided until the faculty member receives a letter requesting accommodations. This letter is created with the director of learning commons and is supported by the documentation of stated disability
- Requests for accommodation(s) must be renewed each semester for each course

To begin this process, please contact Christy Johnson, Director of Learning Commons at cjohnson2@kvcc.me.edu or 207.453.5084

NOTICE OF NON-DISCRIMINATION (2017):

Kennebec Valley Community College is an equal opportunity/affirmative action institution and employer. KVCC does not discriminate on the basis of disability in the admission to, access to, or operation of its programs, services or activities. Students requesting classroom accommodation should be forwarded to the Director of the Learning Commons, Lunder Library, phone: 453-5084

Complaints about College decisions related to disability accommodations or discrimination must be forwarded to the Dean of Student Affairs, Enrollment Services Center, 92 Western Avenue, Fairfield, ME 04937, phone: 453-5822.