



On-Campus Course Syllabus
PSY 402
Community and Mental Health
Spring 2025

Class Information

Day and Time: Tuesday/Thursday 8:00am to 9:15am

Room Number: E325

Contact Information

Instructor Name: Laura Landreth

Instructor Email: llandreth@criswell.edu

Instructor Phone: 214-906-1445

Instructor Office Hours: By appointment only.

Course Description and Prerequisites

Field-based, practical application of counseling and psychological theory and techniques in the local community under professional supervision. Classroom instruction also provides ongoing guidance and consultation with an emphasis on legal issues, ethical issues, crisis care, and best practices to create a framework for providing quality care for recipients. (Only open to Juniors and Seniors.)

Course Objectives

1. Address the qualities and characteristics of effective counselors and caregivers in their communities.
2. Gain a better understanding of the dynamics of multiculturalism.
3. Learn self-care strategies appropriate for those who serve in their communities.
4. Foster a better understanding of the importance of the role of professional development, professional consultation, and networking in the local counseling community and beyond.
5. Demonstrate acquired knowledge and understanding through actual service in the community.

Required Textbooks

Rosenberg, S. & Rosenberg, J. (2017). Community mental health: Challenges for the 21st Century (3rd Ed.),
Routledge, 978-1138913110

Recommended Reading

Young, M. (2017). Learning the art of helping: Building blocks and techniques. (6th ed.). Boston, MA: Pearson.
ISBN 978-0134165783

Course Requirements and Assignments

1. Twenty-five percent (25%) of the student's semester grade will depend upon the completion of a Midterm exam. The first part of the exam will focus upon key terms and concepts. The second part of the exam will focus on Essay Questions to demonstrate understanding, critical thinking, and synthesis.
2. Twenty-five percent (25%) of the student's grade will depend upon the completion of a Comprehensive Final Exam. The first part of the exam will focus upon key terms and concepts. The second part of the exam will focus on Essay Questions to demonstrate understanding, critical thinking, and synthesis.
3. Twenty-five percent (25%) of the student's grade will consist of reading and creating a Summary Outline for each of the following four key chapters from the selected textbook for the course: Rosenberg, S. & Rosenberg, J. (2017). *Community mental health: Challenges for the 21st Century* (3rd Ed.). The Chapters from the textbook are listed below:
 - Chapter 3 Spirituality and Recovery by Vincent R. Starnino and W. Patrick Sullivan.
 - Chapter 6 Suicide: America's Grim Bellwether by Jeanene Harlick.
 - Chapter chosen by Student.
 - Chapter chosen by Student.

For each chapter, the student must identify a minimum of ten key terms and insights per chapter that are most meaningful. The student will include APA Citations for each of the insights. In addition, the student will explain each key term and insight in three to five complete sentences, minimum and why it is meaningful. Finally, the student will present the top key terms and top insights from each chapter on the day the outline is due. The presentation will be at least 20 to 30 minutes with a time for questions and answers. Each of these Summary Outlines are to be submitted into CANVAS before class on the day they are due.

4. Twenty-five percent (25%) of the student's grade will depend on two Community Outreach Events outside of class under the supervision of a selected mentor. These Community Outreach Events can be at an agency in the local community or local church. The Community Outreach Events must have the approval of the Professor of Record by the third week of class. The student will be required to write a three to five-page Reflection Paper describing these Community Outreach Events written in APA Style and Format including an APA Title Page. The student will present his/her reflections during the last class period of the semester. The presentation will be approximately 20 to 30 minutes with a time for questions and answers.

Class Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be

forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of

the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus’s closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An “I” may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar’s Office. The “I” must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the “I” will become an “F.”

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,

- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Login credentials are emailed to students near the beginning of the semester.

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at tutoringcenter@criswell.edu.

Course Outline/Calendar

Week	Date	Learning Opportunities
1	1/21	Introductions, Syllabus Review
	1/23	Lesson 1 Spiritual Formation
2	1/28	Lesson 1 Spiritual Formation
	1/30	Lesson 1 Spiritual Formation
3	2/4	Chapter 3 Summary Outline Due, Presentation Due
	2/6	Chapter 3 Presentation Due
4	2/11	Lesson 2 Learning the Art of Helping
	2/13	Lesson 2 Learning the Art of Helping Volunteer Outreach Project Due
5	2/18	Community Outreach
	2/20	Community Outreach
6	2/25	Lesson 3 Professional Identity of Counselors
	2/27	Lesson 3 Professional Identity of Counselors
7	3/4	Depression, Anxiety, Suicide
	3/6	Depression, Anxiety, Suicide
8	3/11	Chapter 6 Summary Outline Due, Presentation Due
	3/13	Chapter 6 Presentation Due Review for Midterm Exams
9	3/17 – 3/21	Spring Break
		Community Outreach Event
10	3/25	Research and Writing Day
	3/27	Midterm Exams
11	4/1	Summary Outline Due (Chosen by Student) Presentation Due
	4/3	Presentation Due Community Outreach Event
12	4/8	Lesson 4 The Interpersonal Process Approach
	4/10	Lesson 5 Multicultural Understanding
13	4/15	Summary Outline Due (Chosen by Student) Presentation Due
	4/17	Presentation Due
14	4/22	Presentation of Reflection Paper
	4/24	Presentation of Reflection Paper Final Exam
15	May 2	Final Grades Due for Graduation Students
	May 17	Graduation

Selected Bibliography

- American Psychiatric Association (APA). (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: Author.
- Barker, P. & Buchanan-Barker, P. (2005). *The Tidal Model: A guide for mental health professionals*. East Sussex, K: Routledge.
- Beirness, D. J., Jesseman, R., Notarandrea, R., & Perron, M. (2008). *Harm Reduction: What's in a name?* Ottawa, ON: Canadian Centre on Substance Abuse.
- Carello, J., & Butler, L. D. (2015) Practicing what we teach: Trauma-informed educational practice. *Journal of Teaching in Social Work*, 35(3), 262–278.
- Carniaux-Moran, C. (2008). The Psychiatric Nursing assessment. In O'Brien, P.G., Kennedy, W.Z., Ballard, K.A. *Psychiatric mental health nursing: An introduction to theory and practice*. Sudbury, MA: Jones & Bartlett
- Centre for Mental Health and Addiction. (2012). Trauma. Retrieved http://www.camh.ca/en/hospital/health_information/a_z_mental_health_and_addiction_information/Trama/Pages/default.asp
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- World Health Organization. (2003). *Advocacy for mental health*. Geneva, Switzerland: Author.
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