Moberly Area Community College
Common Syllabus

BHS100: Introduction to Behavioral Health Support

Current Term

Instructor:
Office number:
Office hours:
Contact information:
Classroom number:
Class days and time:

Catalog Description: BHS100: Introduction to Behavioral Health Support (3-0-3)
This course introduces the student to the behavioral health care profession. An overview of the programs and services offered by Community Behavioral Health Centers are presented. The skills and ethically considerations needed to work with various clients are discussed. Students are oriented to the most prevalent diagnosis, introduced to the recovery/resiliency model, family systems, population management, and additional philosophies within the community support. The course identifies the population being served as well as the personal and profession requirements in order to be successful working in the field. Introduction to the serious mental illness, SUD, confidentiality, HIPAA, personal/professional boundaries, abuse laws, client rights, guardianship, custody, conservatorship, and involuntary detention are presented.

Prerequisite/Co-requisite: None

Text(s): Title: FOUNDATIONS OF BEHAVIORAL HEALTH
Author(s): Ardis Hanson; Bruce Lubotsky Levin
Publish Date: June 29, 2019
Publisher: Springer Nature
ISBN: 978-3-03-018433-9

Other Required Materials:

Purpose of Course:
Introduction to Behavioral Health Support is intended to offer students insight into:
• The organization, financing, delivery, and outcomes of behavioral health services.
• The fundamental issues in behavioral health.
• At-Risk populations and behavioral health services for this population.
• Services delivery of behavioral health support.

This course is an introduction to the behavioral health services. Students will learn the topics of concern to health administrators, planners, policymakers, evaluators, and treatment professionals in the work of behavioral health services. This includes at-risk indigenous populations, individuals in the juvenile justice systems, individuals with intellectual and developmental disabilities, and individuals living in rural and frontier areas. Many fundamental issues in behavioral health, including epidemiology, insurance and
financing, health inequities, implementation sciences, lifespan issues, cultural competence, and policy.

Course Objectives:
Upon successful completion of this course, students will be able to do the following.
1. Describe social determinants of health and disease.
2. Discuss the epidemiology of behavioral health problems from a global perspective
3. Understand and discuss substance use disorders as well as co-occurring disorders.
4. Understand and discuss insurance and financing of behavioral health services.
5. Describe the importance of implementation sciences in behavioral health.
6. Explain the challenges of behavioral health services research data.
7. Describe the delivery of behavioral health services to children and adolescents in school environments.
8. Discuss juvenile justice systems in the United States and how our youth are involved.
9. Examine and discuss critical issues in women’s behavioral health from an interdisciplinary public health perspective.
10. Understand and describe the challenges faced by the American Indian and Alaskan native populations regarding behavioral health services.
11. Discuss the prevalence and impact of behavioral health services in older adult populations.
12. Analyze behavioral health services for persons with intellectual and developmental disabilities.
13. Discuss and explain the rationale for integrating health and behavioral health services.
14. Describe the major issues in the delivery of behavioral health services for individuals living in rural and frontier areas.
15. Explain the concept of cultural competence for the delivery of behavioral health services to culturally diverse populations.
16. Understand the role of pharmacy services in behavioral health.
17. Discuss and analyze current trends in global behavioral health policy, systems, and services. This includes examining the magnitude of the problem, from definitional and operational perspectives, with a focus on child adolescent behavioral health.
18. Identify the critical importance of using an interdisciplinary public health approach to understand behavioral health issues from a public health framework.

Course Content:
1. The Global Epidemiology of Mental and Substance Use Disorders
2. Behavioral Health Approaches to Preventing and Treating Substance Use Disorders
3. Financing of Behavioral Health Services: Insurance, Managed Care, and Reimbursement
4. The Role of Implementation Science in Behavioral Health
5. Challenges with Behavioral Health Services Research Data
6. Policies and Practices to Support School Mental Health
7. Behavioral Health and the Juvenile Justice System
8. Women’s Behavioral Health Needs
10. Older Adults
11. Behavioral Health Services for Persons with Intellectual and Developmental Disabilities
12. Integration of Primary Care and Behavioral Health
13. Rural Behavioral Health Services
14. Reframing the Concept of Cultural Competence to Enhance Delivery of Behavioral Health Services to Culturally Diverse Populations
15. Pharmacy Services in Behavioral Health
16. Global Services, Systems, and Policy

Connection with Health Sciences Division (HSD) Outcome Statement:

In compliance with MACC’s HSD outcomes, the student who successfully completes this course will be able to:

Outcome 1: Demonstrate effective written and oral communication skills through online discussions and a paper presentation.

Outcome 3: Think critically while systematically assessing problems, identifying issues and implementing solutions through online discussions, written assignments based on the content.

Outcome 4: Apply principles of professionalism and safety standards when entering the workplace through applying the concepts learned in the class with general behavioral health support.

In compliance with MACC’s BHS outcomes, the student who successfully completes this course will be able to:

BHS Outcome 2: Students will demonstrate the skill of documentation to support client and treatment plan through completion of the case scenario assignments.

BHS Outcome 4: Student will apply foundational knowledge of risk factors, treatment options, options and recovery techniques to assist clients with a variety of mental illnesses through online participation in the class discussions and written assignments.

ASSESSMENT OF STUDENT LEARNING

Grade Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
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</tbody>
</table>

Assessment:

Assessment of Student Learning:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper</td>
<td>1 x 100 points</td>
</tr>
<tr>
<td>Discussions</td>
<td>14 x 30 points each</td>
</tr>
<tr>
<td>Quizzes</td>
<td>14 x 50 points each</td>
</tr>
<tr>
<td>Short Answer/Essay</td>
<td>9 x 50 points each</td>
</tr>
<tr>
<td>Final Exam</td>
<td>1 x 100 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,770 points</strong></td>
</tr>
</tbody>
</table>
The following grading scale will be used to calculate your final grade:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points Earned</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1,593 – 1,720</td>
<td>90 – 100%</td>
</tr>
<tr>
<td>B</td>
<td>1,416 – 1,592</td>
<td>80 – 89%</td>
</tr>
<tr>
<td>C</td>
<td>1,239 – 1,415</td>
<td>70 – 79%</td>
</tr>
<tr>
<td>D</td>
<td>1,062 – 1,238</td>
<td>60 – 69%</td>
</tr>
<tr>
<td>F</td>
<td>0 – 1,061</td>
<td>0 – 59%</td>
</tr>
</tbody>
</table>

Expected Study Time Commitments:

Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

Description of Assignment(s)/Project(s):

1. Discussions
   - There will be 14 discussions, each worth 30 points. Participation in discussions will be evaluated this way: you must make a meaningful contribution (see the Discussion Rubric) to each discussion topic (20 points) and respond in similar fashion to at least two of your classmate’s posts (10 points). When you do both within the due date deadlines, you may earn 30 points per discussion.
   - The Discussion Rubric (grading guidelines) can be found in Canvas under the Modules – Course Resources.

2. Quizzes/Final Exam
   - Quizzes will cover assigned textbook readings and possibly any additional material covered.
   - There will be 14 quizzes each semester. The quizzes will be worth 50 points each (25 questions x 2 points for each question). You will have 50 minutes to complete each quiz.
   - The final exam will be comprehensive for knowledge. The final exam will be worth 100 points (50 questions x 2 points for each question). You will have 100 minutes to complete the final exam.

3. Short Answer/Essay Assignments
   - There will be 9 short answer or essay assignments worth 50 points each. These assignments involve questions that encourage students to explore a particular topic from the reading more in depth. Students will be asked to respond to a particular question or set of questions. This response should be thorough, indicating your depth of knowledge on this given topic. A grading rubric can be found in Canvas under the Modules-Course Resources.
4. BHS Career Paper

- There will be a 100-point paper that you will need to complete. This paper will be in APA format discussing a career/job that you are interested in as a graduate of the BHS program. There is a rubric and detailed requirements in Canvas under the Modules-Course Resources.

Instructor Policies:

Tardiness:

Make-up and latework:

Extra Credit Work:

COLLEGE POLICIES

Attendance:

Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

Term Length Drop Calculations

16-week: Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

8-week: Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

4-week: Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Intersession: Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.
Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

**Definition of Course Attendance**

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Seat</td>
<td>Physically attending scheduled, face-to-face, class meetings</td>
</tr>
<tr>
<td>Virtual</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
</tr>
</tbody>
</table>
| Hybrid        | Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:  
  - Completion of quizzes or exams during class meetings and online  
  - Submission of assignments during class meetings and online  
  - Participation in discussions during class meetings and online |
| Online        | Active participation in an online course includes the following:  
  - Completion of quizzes or exams  
  - Submission of assignments  
  - Participation in threaded discussions |

Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. *(Policy Handbook, I.090 & M.095)*

**Academic Dishonesty:**

MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook *(Policy Handbook M.010)*. In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

**Student Email:**

MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.
**ADA Statement:**

Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x 11240 or the Columbia office at (573) 234-1067 x 12120, or visit our web page at [http://www.macc.edu/index.php/services/access-office](http://www.macc.edu/index.php/services/access-office).

**Title IX Statement:**

MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see [http://www.macc.edu/sexual-misconduct-policy](http://www.macc.edu/sexual-misconduct-policy) or contact Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or [cheryll@macc.edu](mailto:cheryll@macc.edu).