

**COLLEGE OF EDUCATION  
VALDOSTA STATE UNIVERSITY  
DEPARTMENT OF PSYCHOLOGY AND COUNSELING  
PSYC 8150  
BEHAVIORAL HEALTH CARE SYSTEMS  
FOR  
CHILDREN AND ADOLESCENTS  
3 HOURS  
ON-LINE COURSE**

**REQUIRED TEXT**

Stroul, B.A. (1996). Children's Mental Health: Creating Systems of Care in a Changing Society. Baltimore, MD: Paul H. Brooks Publishing Company

**OPTIONAL** The texts listed below are sources of additional information concerning systems of care and children's mental health services. They are NOT required reading for the course.

Friesen, B.J. & Poertner, J (1995). From Case Management to Service Coordination for Children with Emotional, or Mental Disorders. Baltimore, MD: Paul H. Brooks Publishing Company.

Kutash, K. & Rivers, V.R. (1996). What Works in Children's Mental Health Services: Uncovering Answers to Critical Questions. Baltimore, MD: Paul H. Brooks Publishing Company.

Hernandez, M. & Mereasa, I.R. (1998). Promoting Cultural Competence in Children's Mental Health Services. Baltimore, MD: Paul H. Brooks Publishing Company.

**COURSE DESCRIPTION:**

Develops knowledge and skills concerning the behavioral health care of school aged youth with severe emotional disorders, including the conceptual, philosophical, operational, structural and procedural mechanisms commonly associated with system-level service coordination and delivery.

**COURSE REQUIREMENTS**

- a. Seven section **quizzes** will be given consisting of short answer items sampling mastery of assigned readings and power –point lectures. All quizzes will be taken and e-mailed to Dr. Hinkle by the dates specified.
- b. Each student will be required to complete a community assessment of the system of care for children and adolescents in their county of residence or work.
- c. **System of Care Proposal**-ALL students will be required to write a 5-10 page proposal addressing the conceptual, philosophical, operational, structural, and procedural mechanisms needed to develop a system of care service delivery model within their own geographical area. See System of Care Proposal Power Point for specific instructions for Proposal Outline.
- d. A **Final Exam** consisting of 75-100 multiple-choice questions drawn from the reading material.  
**You will be expected to come to campus for the final exam.**
- e. **NOTE: Because the on-line course is self-directed, students will need to discipline themselves to complete assignments in a systematic and timely manner. All assignments are due on the dates specified.**

**COURSE EVALUATION**

1. Each quiz will be scored on a 10-point scale for a total of 70 points.
2. Local System of Care Assessment will be scored on the basis of 80 points.
3. System of Care Proposal will be scored on the basis of 100 points.
4. Final Exam will be scored on the basis of 100 points.

**GRADE CRITERION**>90%=A, 80-89%= B, 70-79%= C, 60-69%= D, <69%= F

## COURSE SCHEDULE

<u>WEEK</u>	<u>SECTIONS</u>	<u>ASSIGNMENT</u>	
June 6 <sup>th</sup>	Syllabus & Introduction	Read Syllabus –Children’s MH (Audio)	
June 10 <sup>th</sup>	Surgeon Generals Report	Read Assigned Sections	Quiz 1
June 17 <sup>th</sup>	Concepts/Philosophy/Population	Read Ch. 1 & 4	Quiz 2
June 24 <sup>th</sup>	Role of Fed/State Government	Read Ch. 5 & 6	Quiz 3
July 1 <sup>st</sup>	Local Profiles/Role of Education	Read Ch. 8 & 10	Quiz 4
July 8 <sup>th</sup>	Individualization/Case Man.	Read Ch 23 & 14	Quiz 5
July 15 <sup>th</sup>	Hum. Res./Financing/Measuring	Read Ch 15, 16 & 17	Quiz 6
July 22	Indiv. Serv/Meeting MH Needs	Read Ch 23 & 29	Quiz 7
July 29-31	<b><u>Final Exam</u></b> -To Be Determined	<b><u>SOC Assessment &amp; Proposal (Paper)</u></b> due by <b>July 31</b>	

## DETAILED ASSIGNMENTS

<u>WEEK</u>	<u>ASSIGNMENT</u>
June 6 <sup>th</sup>	<b><u>Syllabus</u></b> -read on-line syllabus <b><u>Introduction</u></b> –review power-point presentation and listen to audio stream on Children’s Mental Health Issues
June 10 <sup>th</sup>	<b><u>Review System of Care Assessment Assignment &amp; Forms</u></b> Surgeon General Report on Children’s Mental Health-read assigned sections: Review power point presentation Read Foreword through Goals (pgs. 3-5) Read Conference Summary (Background) through Conference Proceedings (pgs. 11-14) Read the following “selected” presenters reports: David Satcher, M.D., Ph.D. (begins p. 14) Steven E. Hyman, M.D. (begins p. 15) Steve Forness, Ed.D. (begins p. 19) Barbara J. Friesen, Ph.D. (begins p. 29) Barbara J. Burns, Ph.D. (begins p. 32) Sherry Glied, Ph.D. (begins p. 38) Robert M. Friedman, Ph.D. (begins p. 40) Jane Knitzer, Ed.D. (begins p. 42) <b><u>Quiz</u></b> - take quiz 1 (Due to Dr. Hinkle by June 16 <sup>th</sup> )
June 17 <sup>th</sup>	Section 1-Concepts/Philosophy/Population Review power point presentation Text: Children’s Mental Health System Read Chapter 1-The System of Care Concept and Philosophy Read Chapter 4-The Population of Concern: Defining the Issues Recommended reading: <i>Administrative Tools</i> article <a href="#">Administrative Tools for Operationalizing word.doc</a> <b><u>Quiz</u></b> - take quiz 2 (Due to Dr. Hinkle by June 23)
June 24 <sup>th</sup>	Section 2-Role of Federal/State Government Review power point presentation Text: Children’s Mental Health System Read Chapter 5-The Role of the Federal Government Read Chapter 6-The Role of the State in System Development <b><u>Quiz</u></b> - take quiz 3 (Due to Dr. Hinkle by June 30)

- July 1<sup>st</sup>**      **Section 3-Local Profiles/ Role of Education**  
 Review power point presentation  
 Text: Children’s Mental Health System  
 Read Chapter 8-Profiles of Local Systems of Care  
 Read Chapter 10-The Role of Education in Systems of Care  
Quiz- take quiz 4 (Due to Dr. Hinkle by July 7)
- July 8<sup>th</sup>**      **Section 4-Individualization/ Case Management**  
 Review power point presentation  
 Text: Children’s Mental Health System  
 Read Chapter 23-Individualized Services in a System of Care  
 Read Chapter 14-Service Coordination in Systems of Care  
Quiz- take quiz 5 (Due to Dr. Hinkle by July 14)
- July 15<sup>th</sup>**      **Section 5-Human Resources/Financing/Measurement**  
 Review power point presentation  
 Text: Children’s Mental Health System  
 Read Chapter 15-Human Resource Development  
 Read Chapter 16-Financing Systems of Care  
 Read Chapter 17-Measuring Outcomes in Systems of Care  
Quiz- take quiz 6 (Due to Dr. Hinkle by July 21)
- July 22<sup>nd</sup>**      **Section 6-Family Role/ Meeting Mental Health Needs**  
 Review power point presentation  
 Text: Children’s Mental Health System  
 Read Chapter 23-Individualized Services in a System of Care  
 Read Chapter 29-Meeting the Mental Health Needs of Young Children and Their Families  
Quiz- take quiz 7 (Due to Dr. Hinkle by July 31)

**PROGRAM OUTCOMES: Ed.S. School Psychology**

1. Demonstrate knowledge of organization, administration, and operation of schools, as well as the major roles of interdisciplinary teams and outside service agencies.
2. Demonstrate knowledge of systems of care and relationships among and between state and community systems, families, schools and how they interface with students and each other.
3. Demonstrate best practices that may include but are not limited to: academic and behavioral intervention/remediation techniques, consultation, counseling, and primary prevention.
4. Design systems-level interventions used to resolve behavioral and academic issues with school-aged youth, bringing students from diverse backgrounds to high levels of academic performance.

**PROGRAM OUTCOMES: Ed.S. School Psychology**

No.	Course Objective	Activity	Assessment
1.5	Demonstrate knowledge of organization, administration, and operation of schools, as well as the major roles of	Readings Lecture/Discussion SOC Outline Presentation SOC Proposal	Exams Quizzes SOC Outline Presentation SOC Proposal

	interdisciplinary teams and outside service agencies		Discussion
1.7	Demonstrate knowledge of systems of care and relationships among and between state and community systems, families, schools and how they interface with students and each other	Readings Lecture/Discussion SOC Outline Presentation SOC Proposal	Exams Quizzes SOC Outline Presentation SOC Proposal Discussion
3.3	Demonstrate best practices That may include but are not limited to: academic and behavioral intervention/remediation techniques, consultation, counseling, and primary prevention	Readings Lecture/Discussion SOC Outline Presentation SOC Proposal	Exams Quizzes SOC Outline Presentation SOC Proposal Discussion
3.4	Design systems-level interventions used to resolve behavioral and academic issues with school-aged youth, bringing students from diverse backgrounds to high levels of academic performance	SOC Outline Presentation SOC Proposal	SOC Outline Presentation SOC Proposal

**PROGRAM OUTCOMES: M.S. Clinical/Counseling Psychology**

1. Students will demonstrate the knowledge of DSM diagnostic criteria, skill at applying diagnostic techniques appropriately, and awareness of issues relevant to specific diagnostic categories.
2. Students will demonstrate the ability to prevent psychological problems through alteration of pathological environments and early intervention.
3. Students will demonstrate the appropriate use of interventions at the individual and systems levels

**PROGRAM OUTCOMES: M.S. Clinical/Counseling Psychology**

No.	Course Objective	Activity	Assessment
3	Students will demonstrate the knowledge of <u>DSM</u> diagnostic criteria, skill at applying diagnostic techniques appropriately, and awareness of issues relevant to specific diagnostic categories	Readings Lecture/Discussion	Exams Quizzes
4	Students will demonstrate the ability to prevent psychological problems through alteration of pathological environments and early intervention	Readings Lecture/Discussion SOC Outline Presentation SOC Proposal	Exams Quizzes SOC Outline Presentation SOC Proposal Discussion

5	Students will demonstrate the appropriate use of interventions at the individual and systems levels	Readings Lecture/Discussion SOC Outline Presentation SOC Proposal	Exams Quizzes SOC Outline Presentation SOC Proposal Discussion
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**SPECIAL NEEDS STATEMENT**

**VSU, in accordance with the Americans with Disabilities Act, will make accommodations for students who require special assistance because of a disability. If you require some assistance, do not hesitate to make me aware of your situation, but you must also register with the Special Services Program in Nevins Hall, room 226-A, or call 245-2498**

**COURSE INSTRUCTOR**

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