CENTRAL TEXAS COLLEGE
MENTAL HEALTH SERVICES DEPARTMENT
SYLLABUS FOR CMSW 1166
PRACTICUM FOR BASIC MENTAL HEALTH CERTIFICATE

Semester Hours Credit: 1
Contact Hours: 128

INSTRUCTOR:_______________________
OFFICE HOURS:_____________________

I. INTRODUCTION

A. This course provides the student with practical general training and experience by providing opportunities to explore and apply materials learned in the Basic Mental Health Certificate program. The assignments, lab assignments, discussions, and projects will enhance the student's skills, provide experiences in the discipline, and integrate knowledge learned from the Basic Mental Health Certificate classes.

B. This course is required to meet the curriculum requirements for the Central Texas College Basic Mental Health Certificate (Level 1 Certificate).

C. This course is occupationally related and serves as preparation for jobs in the mental health field. This course provides Related Education Hours as defined by the Texas Commission on Alcohol and Drug Abuse (TCADA).

D. Alphanumeric coding used throughout the syllabus denotes the integration of SCANS occupational competencies (C) and Foundation skills (F).

II LEARNING OUTCOMES

Upon successful completion of this course, the student will:

A. Demonstrate an understanding of interviewing and therapeutic communication skills as it relates to crisis intervention and professionalism (F1, 2, 5-17; C1, 3-20).

B. Identify workplace safety procedures for the professional and the client (F1, 2, 5-17; C1, 3-20).

C. Define workplace etiquette and demonstrate appropriate self-awareness and self-care skills in the workplace (F1, 2, 5-17; C1, 3-20).

D. Demonstrate the ability to appropriately address diversity in the workplace, both with colleagues and clients (F1, 2, 5-17; C1, 3-20).

June 2013 Updated
E. Identify signs, symptoms, and treatment options for alcohol and other drugs of abuse (F1, 2, 5-17; C1, 3-20).

F. Demonstrate a basic understanding of the pharmacology of addiction (F1, 2, 5-17; C1, 5-17).

G. Explain problems of children and adolescents, developmental milestones, treatment options for children and adolescents, and family systems (F1, 2, 5-17; C1, 5-17).

H. Demonstrate how health and wellness affect psychological processes (F1, 2, 5-17; C1, 5-17).

I. Identify appropriate boundaries and legal and ethical standards for the professional in the workplace (F1, 2, 5-17; C1, 3-20).

J. Complete a project, integrating all the topics listed above (F1, 2, 5-17; C1, 3-20).

**Program Threads and SCANS Competencies**

The curriculum content in all Mental Health Services courses are organized around five general content areas known as program threads.

**Program Threads:**
- Communication
- Legal and Ethical Practices
- Effective Helping
- Diversity
- Critical Thinking

These threads are used to formulate content, connect one course of study to another, and provide a structure for evaluation of basic professional skills.

The Secretary’s Commission of Achieving Necessary Skills (SCANS), U.S. Department of Labor, was formed “to encourage a high-performance economy characterized by high-skills, high-wage employment.” Representatives from education, business, labor, and government identified the five competencies that are necessary in the work place.

Programs in the Mental Health Services Department are organized around these competencies and the three part foundational skills that the competencies are based on. Learning Activities and outcomes which relate to the SCANS Competencies are identified either in the Learning Guide, or in the syllabus with C1-20 and/or F1-17.
The competencies C1-20 include:

**Resources**: identifies, organizes, plans, and allocates resources (C1-C4).

**Information**: acquires and uses information (C5-C8).

**Interpersonal**: works with others (C9-C14).

**Systems**: understands complex interrelationships (C15-C17).

**Technology**: works with a variety of technologies (C18-C20).

The foundation competencies F1-F17 include:

**Basic Skills**: reads, writes, performs arithmetic and mathematical operations, listens and speaks (F1-F6).

**Thinking Skills**: thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons (F7-F12).

**Personal Qualities**: displays responsibility, self-esteem, sociability, self-management, integrity, and honesty (F13-F17).

### III. INSTRUCTIONAL MATERIALS

A. All required materials for this course are available within Blackboard.

B. Supplemental material will be provided as appropriate throughout the course.

### IV. COURSE REQUIREMENTS

A. Reading Assignment: It is suggested that the student first read the learning outcomes in the syllabus and then the assigned required readings which are detailed in the modules. (C 1, 3, 5-7; F 1, 7-12)

B. Assigned written work is detailed in the modules, and on the navigation tree under Written Assignments, Lab Assignments, Discussion Assignments, and Papers/Projects. All assigned work must be submitted on time. No late papers will be accepted. The due dates are noted on page 2 of the syllabus, and within the opening announcement. (C 1, 3, 5-16; F 1, 2, 5-17)

C. Class Performance: Students are required to attend class regularly, be on time, and to stay the whole class period. Failure to do so will result in an absence. Students may be administratively withdrawn from class when their absences exceed a total of four (4) class meetings for a 16 week semester, three (3) class meetings for an 11, 8 or a 6 week semester, or if absences prevent the meeting of course objectives. See the current Central Texas College Catalog for details. (C 1, 3, 5-16; F 1, 2, 5-17)

D. Class Participation: Students are required to be prepared for classroom discussions, unannounced quizzes, and exams. The student should be prepared to participate in all classroom group activities and assigned community, library and Internet activities as they relate to meeting the course objectives. (C 1, 3, 5-16; F 1, 2, 5-17)

CMSW1166
E. Submitting Written Assignments: All assigned work must be submitted on time. **No late papers will be accepted** without prior approval of the instructor. The due dates are noted on page 2 of the syllabus and in the opening announcement. (C 1, 3, 5-16; F 1, 2, 5-17)

V. **EXAMINATIONS/FINAL PROJECT**

A student must complete a Final Project to receive a grade for this course. The Final Project must be submitted by the due date unless alternative arrangements have been made with the instructor individually PRIOR to the due date. Unexpected absences due to illness or extenuating circumstances will require the students to see the instructor individually as soon as possible.

VI. **SEMESTER GRADE COMPUTATIONS** (C 5-16; F1, 2, 5-17)

<table>
<thead>
<tr>
<th>Grade Components</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Assignment</td>
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<tr>
<td>Written Assignments</td>
<td>150 points</td>
</tr>
<tr>
<td>Lab Assignments</td>
<td>300 points</td>
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<tr>
<td>Discussion Assignments</td>
<td>120 points</td>
</tr>
<tr>
<td>Final Project</td>
<td>300 points</td>
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<tr>
<td>Attendance, Participation</td>
<td>130 points</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1000 points</strong></td>
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</table>

A student must complete the Final Project to receive a grade for the course. Failure to complete the Final Project will result in a failing grade.

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<thead>
<tr>
<th>Numerical Grade</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>900-1000</td>
<td>A</td>
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<tr>
<td>800-899</td>
<td>B</td>
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<tr>
<td>700-799</td>
<td>C</td>
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<tr>
<td>600-699</td>
<td>D</td>
</tr>
<tr>
<td>Below 600</td>
<td>F</td>
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**NOTE:** The faculty reserves the right to adjust a student's grade for instances of disruptive/uncivil classroom behavior.

VII. **NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR**

A. **Course Withdrawal** (F 13-17): It is the student’s responsibility to officially withdraw from a course if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form 59). The withdrawal form must be signed by the student.
CTC Form 59 will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is:

- Friday of 3rd week for 5-week courses
- Friday of 4th week for 6-week courses
- Friday of 6th week for 8-week courses
- Friday of 7th week for 10-week courses
- Friday of 9th week for 12-week courses
- Friday of 12th week for 16-week courses

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

A student who officially withdraws will be awarded the grade of “W” provided the student’s attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of “F” or “FN” for nonattendance.

B. Administrative Withdrawal (F 13-17): An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on CTC Form 59 for submission to the registrar.

C. Incomplete Grade (F 13-17): The College catalog states, “An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course . . .” Prior approval from the instructor is required before the grade of “IP” for Incomplete is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an “F” for the course.

D. Cellular Phones and Beepers (F 13-17): Cellular phones and beepers will be turned off while the student is in the classroom or laboratory.

E. Americans With Disabilities Act (ADA) Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at [www.ctcd.edu/disability-support](http://www.ctcd.edu/disability-support) for further information. Reasonable accommodations will be given in accordance with the federal and state laws.
through the DSS office.

F. Instructor Discretion (C 15-17): The instructor reserves the right of final decision in course requirements.

G. Civility (F 13-17): Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

H. Discrimination Policy (F 13-17): Central Texas College District does not discriminate in admissions or access to, or treatment or employment in, its programs and activities on the basis of race, color, religion, national origin, gender, disability, age or veterans’ status.
VIII. COURSE OUTLINE

A. **Module 1: Career Planning & Workplace Etiquette**

1. **Learning Outcomes** (C 1, 3, 5-16; F 1, 2, 5-12): Upon successful completion of this Module, the student will:
   - Identify your temperament type.
   - Explain the impact that temperament has on basic relating, working, and thinking skills.
   - Identify your personality type.
   - Discuss the difference in personality and character ethics.
   - Identify what type of learner you are.
   - Describe basic components of workplace etiquette to include: attendance, punctuality, communicating with a supervisor, working with others, and dealing with change.
   - Assemble a notebook in preparation for the course materials and requirements.
   - Develop a basic working resume.

2. **Learning Activities** (C1, 3, 5-16, 18, 19; F1, 2, 5-12):
   a. **Read:** The module notes.
   b. **Key Concepts/Vocabulary:** workplace etiquette, paradigm, paradigm shift, principles, character ethic, personality ethic, duplicity, behavior, attitude, fairness, integrity, honesty, human dignity, potential, values, habit formation, maturity continuum, dependence, independence, interdependence, effectiveness, P/PC balance, assets, resume writing, interviewing skills, temperament, career planning.
   c. **Inventories:** Complete the following inventories and print a copy of your results:
      - Personality Inventory: http://www.humanmetrics.com/index.htm#intro
      - Temperament Inventor: http://test.personality-project.org/
   d. **Written Assignment:** If you have not already done so, please be sure to obtain the materials listen below to build your practicum notebook:
      1. Purchase a 2” three-ring binder and at least 10 dividers with tabs.
      2. Using the information obtained by completing the personality, temperament, and learning style inventories, compose an essay (minimum of 750 words in length) that addresses the following items. Be sure to use APA format.
         - What have you learned about yourself from completing the inventories?
         - How might knowing your temperament, personality, and leaning styles benefit you in the workplace?
• How might the knowledge gained in this course be applied to your personal life? How might it be useful in your endeavors as you seek a professional position?

e. **Lab Assignment:**
1. Using resources such as the Internet, professional journals, and/or newspapers, explore at least three (3) different job opportunities that you might be interested in right now; be sure to avoid selecting jobs that are identical in nature. The intent is for you to thoroughly research each job opportunity, so you should consult at least three (3) different sources per job; you will need to properly cite all references/resources in order to earn full credit. Compose an essay (250-750 words in length) for each job opportunity that addresses the following items:
   - Where did you find the job listing?
   - Why did this job interest you?
   - Do you have enough education and experience at this point to apply? If so, what qualifies you for this job? If not, what additional education and/or experience will you need in order to qualify?
2. Develop a basic one-to-two page resume for one of the jobs you researched. Be sure and review the information found in the lecture notes for module 1 before completing your resume.

f. **Discussion Assignment:** You are a counseling technician at a residential treatment center (RTC). The children you work with range in age from 6 to 18 years of age and have been placed at the RTC due to abusive/neglectful family situations. Today, you have been assigned to work for eight consecutive hours with the pre-teens, which is a group of eight girls ranging from ages 9 to 12. How will it be helpful to know each of the girl's temperament, personality, and learning styles? How will the differences affect group activities?
   1. Compose a response of at least 200 words; please be thorough and clearly address all points outlined above.
   2. You should respond to at least 1 of your classmates' postings.

B. **Module 2: Self-Awareness and Self Care**

1. **Learning Outcomes** (C 1, 3, 5-16; F 1, 2, 5-12): Upon successful completion of this lesson the student will be able to:
   - Examine your reaction to stress and identify how you deal with stress.
   - Gain an understanding of the phrase, "stress is a choice".
   - Develop an effective time management system.
   - Discover how to balance work with the rest of your life.
   - Discuss burnout and burnout prevention strategies.
   - Explore personal values.
   - Identify how emotional stress affects the mind and body.
   - Examine your helping beliefs.
   - Identify what makes you happy.
• Develop personal, professional, and educational goals that are measurable and realistic.

2. **Learning Activities** (C1, 3, 5-16, 18, 19; F1, 2, 5-13):
   a. **Read:** The module notes.
   b. **Key Concepts/Vocabulary:** time management, stress management, burnout prevention, values clarification, personal mission statement, social mirror, stimulus, response, determinism, proactive model of communication, self-awareness, imagination, conscience, independent will, reactive language, proactive language, circle of concern, circle of influence, security, guidance, wisdom, power, centeredness, affirmation, visualization, time management matrix, characteristics of attainable goals.
   c. **Activities:** Complete the following inventories and print a copy of your results:
      1. Go to [http://www.healtheducation.uci.edu/stress/stressinventory.aspx](http://www.healtheducation.uci.edu/stress/stressinventory.aspx). You will probably have to copy and paste the link into your browser. Under "Medium-Long Quizzes", select at least two of the assessments and complete them (ranking your stress). Then complete at least two of the stress management skills/resistant quizzes. Record your results.
      2. Do a search on "emotional health". Find at least three articles from reputable websites that discuss emotional stress, health, and well-being. Make sure you cite the websites, noting the title, author (if given), date (if given), and topic. Make notes in order to complete an assignment with this information.
      3. Complete the Time Management Self-Assessment (see below). When you are finished, note how you ranked.
   d. **Written Assignment:**
      1. After completing the stress assessment and stress management quizzes, write a 500 word essay describing the following:
         • Explain the results of the two types of assessments/quizzes you completed.
         • Describe how the results of these assessments/quizzes will help you be more aware of what triggers stress within you.
         • Describe how you can better manage stress.
      2. In a 250 word essay, describe what you think the term, "stress is a choice" means, and how can you apply that to yourself.
      3. Write a 500 word essay on what you found when you researched emotional health. Please make sure you cite your references. Break your essay into two parts: a summary of the articles you read, and then how you can apply this information to yourself.
   e. **Lab Assignment:** After completing the Time-Management Self-Assessment, do the following:
      1. Write a 4-5 sentence paragraph on your results.
      2. Develop a calendar, Monday through Friday (you may copy and paste a calendar you find on the internet, or develop one yourself) showing
how you spend your time in a typical week. Include everything: classes, study time, leisure activities, family commitments and outings.

3. Write another paragraph or two on why you think you have good time management skills, or, what you can do to improve your time management skills.

f. **Discussion Assignment:** You have your day planned - after dropping the kids off at school, you'll attend class then meet with your study group. After lunch, you'll run errands (groceries, bank, and cleaners), spend another hour or so studying, then pick up the kids and head home. You and your spouse/significant other have a date tonight (which you're really looking forward to), so you'll get the kids fed and situated so you can get ready to go. However, as you're headed to school with the kids, your oldest child announces that you need to bring 2 dozen cupcakes to his class before lunch. Then, on your way to class, you have a flat tire. After arriving at class late, you learn the instructor is sick so class was cancelled (you missed the call while you were changing your tire). You get cupcakes and take them to the school, then head to study group. After lunch, you're running errands (thinking everything is back on schedule) and your spouse/significant other calls and says, "change of plans, Honey...we have to entertain my boss tonight, at our house, and I need you to cook".

1. Write a 250 word essay on how all of this would make you feel, what your stress level would be, and how you would juggle everything to make it all work. Then, think about the skills we've talked about in this module, and briefly discuss how utilizing some of these skills might help you deal with this day in a better way.

2. You should respond to at least 1 of your classmates' postings.

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**Module 2 Lecture Notes and Resources**

Read all the lecture notes and any outside reading provided by links within the lecture notes.

**Burnout Prevention** Burnout is all too common in the helping professions. Counselors and social workers tend to give of themselves all day long, but often don't take the necessary steps to care for themselves. Below are some tips to identifying and preventing burnout.

**Stop Denying:** listen to the wisdom of your body. Begin to freely admit the stresses and pressures which you have manifested physically, mentally, or emotionally. If you don't acknowledge them, and tend to them, your body will put you in a position to deal with them. For example, at the end of a tough semester, have you found yourself sick shortly after you take your last exam? That's your body's way of releasing the stress you didn't deal well with during the semester.

**Avoid isolation:** don't do everything alone! Develop or renew relationships with friends and loved ones. Closeness not only brings new insights, but also is a deterrent to agitation and depression.
Change your circumstances: if your job, your relationships, a situation or a person is dragging you under, try to alter your circumstance, or if necessary, leave it or them. Often, just by approaching a difficult person or situation differently, the circumstances could improve.

Diminish intensity in your life: pinpoint those areas or aspects which summon up the most concentrated intensity and work toward alleviating that pressure. Be aware of what "pushes your buttons" and make a game plan to better cope with those people or situations.

Stop over-nurturing: if you routinely take on other people's problems and responsibilities, learn to gracefully disengage. Don't own "stuff" that is not yours to own. It is okay to listen, support, and offer guidance, but that does not mean it's your burden to solve or figure out.

Learn to say "NO": you'll help diminish intensity by speaking up for yourself. This means refusing additional request or demands on your time or emotions.

Begin to back off and detach: learn to delegate, not only at work, but also at home and with friends. In this case, detachment means rescuing yourself for yourself. And when you delegate, avoid micromanaging...if your spouse doesn't load the dishwasher the same way you do, it's okay. The dishes will still get clean!

Reassess your values: try to sort out the meaningful values from the temporary and fleeting, the essential from the nonessential. You'll conserve energy and time, and begin to feel more centered.

Learn to pace yourself: try to take life in moderation. You only have so much energy available. ascertain what is wanted and needed in your life, then begin to balance work with love, pleasure, and relaxation.

Take care of your body: don't skip meals, abuse yourself with rigid diets, disregard your need for sleep or break doctor appointments. Take care of yourself nutritionally and exercise regularly. When you take care of your body, your body helps take care of your mind.

Diminish worry and anxiety: try to keep worrying to a minimum...it changes nothing. You'll have a better grip on your situation if you spend less time worrying and more time taking care of your real needs. Get in the habit of asking yourself, "What about this situation can I control or influence?", then come up with a plan. The parts you have no control or influence over, let go.

Keep your sense of humor: begin to bring happy moments into your daily life. Allow yourself to do things you enjoy during the week...have dinner with your spouse or good friend...go play putt-putt...something you enjoy. Very few people suffer burnout when they are having fun.

Notes developed by Robin Beauregard, using www.lifesplaybook.com as a reference.
Characteristics of Attainable Goals
Goal writing seems to be one of the most challenging skills required of students in the Mental Health Department. One of the best ways to learn to effectively write goals is to start with the characteristics of attainable goals...goals for you. Attainable goals must be:

- **Reasonable** - your goals need to be based on your abilities, desires, and talents.
- **Believable** - to achieve a goal, you must really believe it is within your capacity to do so.
- **Measurable** - a goal needs to be concrete and measurable in some way so you can tell if you achieved it or not.
- **Adaptable** - life is full of surprises and circumstances beyond our control. Sometimes goals must be adjusted to allow for reality. Be flexible!
- **Controllable** - your goals should be within your control and focused on you. Remember you cannot make others achieve goals that they do not believe they have the power and control to do. You are no different.
- **Desirable** - it has often been said that those things in life that really matter require the most work and effort. Most goals involve some level of change; and remember we will not change until the pain of staying the same exceeds the pain of change!
- **Positive** - goals need to be stated in such a way that you know what you're going to do...not what you're going to stop doing!

By learning how to develop effective goals for yourself, you will be better able to help the clients you work with to do the same.

*Lecture notes written by Robin Beauregard.*

Time Management
Listed are time management tips...not all of these will work for everyone. It's important to identify which strategies fit your particular time management needs, and your personality/value system. Read through them, and note which ones might work for you and why.

1. Using good time management skills means being realistic about what you can accomplish in a given time period.
2. Set priorities and goals daily, weekly, and/or monthly.
3. Learn to say "no"...do not allow guilt to drive your decisions, especially when agreeing to something takes away from your leisure/family/private time.
4. Get plenty of rest, and complete important tasks as early in the day as possible.
5. Focus on what you need to do now, complete it, then move on to the next activity.
6. Be considerate to yourself...you are not perfect...as long as you are doing your best, others can't, and shouldn't, ask more from you.
7. Delegate tasks when appropriate, providing clear directions and guidance.
8. Don't sweat the "small stuff" - take care of these quickly and proficiently so you have time for larger, more complicated tasks.
9. Break large tasks into small, achievable ones, avoiding overwhelming feelings.
10. Use "down time" constructively...a nap is a constructive activity:)!
11. Set up time when you know you will not be interrupted...it is okay to take care of your needs, then consider others, during times of deadlines.
12. When you have met your goals, reward yourself (within reason)!
13. Keep the ultimate goal in mind, especially during mundane or unpleasant parts of a chore. This will keep you motivated.
14. Prioritize fun, leisure, and alone time. You might have to actually schedule this into your day.

Lecture notes written by Robin Beauregard.

Happiness

Happiness is not something that just happens to a person. It's a conscious decision to live your life with a certain mind-set. If you wish to be happy and content, you most likely will be. That doesn't mean that every day will be sunshine and butterfly's, but when the ups and downs of life happen, you tend to stay more balanced and see these challenges for what they are...a temporary bump in the road. A happy mind-set builds resilience, self-esteem, and a sense of balance.

In the book, *Becoming Aware*, by Velma Walker, several definitions of happiness are offered: Dr. Epstein (1995) offers this definition of happiness: "We confuse happiness with a life uncluttered by feelings of anxiety, rage, doubt, and sadness. But happiness is something entirely different. It's the ability to receive the pleasant without grasping and the unpleasant without condemning."

Dr. Myers (1993) defines happiness in this way: "It is a 'pervasive' sense that life is good - a state of well-being that outlasts yesterday's moment of elation, today's buoyant mood, or tomorrow's feeling of sadness."

There are psychologists and researchers who explore happiness, and refer to it as subjective well-being. One discovery is that happy people show more electrical activity in the left frontal lobe of the brain, while those who tend toward sadness or depression show more right frontal lobe activity.

Being really happy, according to psychologist Mihaly Csikszentmihalyi (1997) is, "living in a state of flow - that is, being totally absorbed in an activity, whether at work or play. Flow goes beyond mere contentment; it entails active participation, a sense of mastery, and the use of all or most of your skills. Using too few skills generates boredom which may be the biggest threat to happiness."

Following are some tips on making a decision to be happy:

- **Know your purpose** - Other people will try to tell you what to do with your life. They mean well, but they aren't you. If you follow their advice you may make them happy - or you may not - but you most assuredly will make yourself unhappy. Your answers will come from within. Practice listening internally. What is your inner wisdom telling you to do?
• **Take time to reflect** - A sure way to make yourself miserable is to be busy every moment of every day. When will you be able to listen to your inner wisdom to stay on purpose if you're always busy? Without reflection, you can't step back from your life to see the big picture. Where is your life going, anyway? Reflection allows you to see the subtle signs that announce a change is on the way.

• **Identify your talents and develop them** - Many people are on a "self-improvement campaign". Their intent is admirable but the process usually backfires. Inherent in a plan to improve is the assumption that something is wrong. Your are not okay. No sooner do you "fix" one flaw, than another one appears. After years of work on yourself, you may still feel dissatisfied and unhappy. The route that will take you where you want to go is to start with your strengths. Add to them by developing new skills. Start from a place of abundance, not a place of scarcity. You'll be happier and your self-esteem will flourish.

• **The joy is in the joy-ney** - Think of something you wanted very badly. When you finally got it, did it give you all the joy and satisfaction, all the happiness you expected? Probably not. Why? Because the joy in life occurs between the peaks. The joy is when you're on your way to an achievement or accomplishment, not the moment you reach the peak. Sure, it feels good to reach a goal, but if you expect goal attainment to make you happy, you will spend most of your days unhappy.

• **Stretch yourself to be uncomfortable every day** - If you play it safe in your life - never risking - when life presents you with an opportunity, you won't be able to seize it. If you practice risk taking every day (get out of your comfort zone), however, your comfort zone will expand. You'll find yourself taking more risks. Your confidence will grow, your experiences will be richer, and you'll have fewer regrets. All that adds up to feelings of happiness.

• **Look for life's stepping stones** - Life is a series of experiences. You relish some experiences, others you label as hardships, disappointments, setbacks or disruptions. Whatever life presents to you is an opportunity to grow and learn, if you choose to view it that way. You have the power to decide if any given event is going to be a stumbling block, or a stepping stone. Your happiness depends upon the choice you make.

**Time Management Self-Assessment:** rank the statements below based on this five-point scale: Be very honest!!!

1 = strongly disagree  2 = disagree  3 = don't know  4 = agree  5 = strongly agree

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<thead>
<tr>
<th>At this moment.....</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>I lead a balanced life with a reasonable amount of time devoted to leisure.</td>
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<tr>
<td>I usually plan my days and weeks carefully.</td>
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<td>My daily plans are related to my short-term and long-term goals.</td>
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<tr>
<td>I know how to prioritize tasks for the best results.</td>
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<tr>
<td>I plan projects carefully before plunging in.</td>
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<tr>
<td>I have a specific place for supplies and items I use frequently.</td>
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<tr>
<td>I feel that I have control over events in my life.</td>
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<tr>
<td>I have a clear understanding of my value system.</td>
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<tr>
<td>I am able to say no when a request does not fit with my personal objectives.</td>
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<tr>
<td>I use a personal calendar that allows me to manage all my school, personal, and work commitments.</td>
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</tbody>
</table>

**Total each column and then add together.**

Refer to the following scale to determine where you stand in relation to motivation and time-management;

**0-10:** Your priority-management skills are very weak. You use little planning and feel little control over the events in your life. You are usually late with assignments, and time rules your life.

**11-20:** Your priority-management skills are weak. You try to get things accomplished on time, but you usually do not plan in advance, and you spend a great deal of time catching up.

**21-30:** Your priority-management skills are average. You have some success getting things done. You plan some of your day, but you may not stick to your schedule.

**31-40:** Your priority-management skills are very good. You develop a daily and weekly plan and follow it closely. Your assignments are usually turned in on time, and you have some free time for fun activities.

**41-50:** Your priority-management skills are excellent. You are a planner, and you get things done that need to be done. You set goals and work in a timely fashion to accomplish them. You use a calendar and update it daily.

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C. Module 3: Workplace Safety

1. **Learning Outcomes** (C 1, 3, 5-16; F 1, 2, 5-12): Upon successful completion of this lesson, the student will be able to:
   - Explain the importance of being familiar with each of the topics covered.
   - Describe common workplace safety concerns, and how to avoid them.
   - Describe basic fire safety procedures.
   - Demonstrate how to stay safe in a workplace violence situation.
   - Define sexual harassment, and identify the responsibility of the employee, employer, witness, and the harasser.
   - Explain basic safety information in relation to TB, HIV/AIDS, STD's, Infection Control, and Bloodborne Pathogens.

2. **Learning Activities** (C1, 3, 5-16, 18, 19; F1, 2, 5-13):
   a. **Read:** The module notes – they contain a wealth of information. Review each of the links or articles listed in the lecture notes, paying particular attention to those topics that you think will affect you in your chosen workplace.
      - Identify a community resource that certifies workers in First Aid/CPR. You will need to enroll in a First Aid/CPR course, and show proof that you are enrolled. By the end of the semester, you will need to include a copy of your card in your notebook.
   b. **Key Concepts/Vocabulary:** EEOC, OSHA, Title VII of the Civil Rights Act of 1964, sexual harassment, acute hepatitis C, pathogen, infectious, tuberculosis, AIDS & HIV, baseline skin test (PPD), epidemiology, immune system, infection control procedures, chancroid, Chlamydia, herpes simplex virus, genital warts, gonorrhea, syphilis, viral hepatitis A, B, C, D, standard precautions, bloodborne pathogens.
   c. **Written Assignment:** Go to [http://www.qualityselect.org/quiz/quiz-ps.asp](http://www.qualityselect.org/quiz/quiz-ps.asp) and take this 50 item, true/false quiz. You may have to copy and paste the link into your search window. Once you have completed the quiz, note which questions you missed, and write a 2-3 sentence paragraph on each of the questions you missed. Then, pick four questions, each dealing with a different aspect of safety, and relate it to the lecture notes. Write a 2 page paper on why that question was true or false based on the information in the lecture notes. Please make sure you cite which of the lecture notes you are using for each of your four topics.
   d. **Lab Assignment:**
      2. You will have to copy and paste this link into your search bar. Read through each of the steps, exploring the links in each step. Identify four key areas that either enhanced your understanding of safety or that you did not know about, and write a 1-2 page paper on what you learned.
3. After reading all the different lecture notes, pick two areas that were of particular interest to you, and write a 2-3 page paper on why those topics interested you, what new information you learned, and how you will use this information.

e. **Discussion Assignment:**
   1. Please go directly to the discussion board to answer these questions.
   2. Remember to respond/participate with your classmates.

**Module 3 Lecture Notes and Resources**
Read all the lecture notes and any outside reading provided by links within the lecture notes.

**STD’s and HIV**
Go to [http://www.cdc.gov/std/hiv/STDFact-STD-HIV.htm](http://www.cdc.gov/std/hiv/STDFact-STD-HIV.htm) and read the information found under the following headings:

- The Role of STD Detection and Treatment in HIV Prevention - CDC Fact Sheet
- What is the link between STDs and HIV infection?
- How can STD treatment slow the spread of HIV infection?
- What are the implications for HIV prevention?
- Where can I get more information?

**Tuberculosis**
Go to [http://www.cdc.gov/tb/publications/factsheets/general/tb.htm](http://www.cdc.gov/tb/publications/factsheets/general/tb.htm) and read the information found under the following headings:

- What is TB?
- What Are the Symptoms of TB?
- How is TB Spread?
- What is the Difference Between Latent TB Infection and TB Disease?
- What Should I Do If I Have Spent Time with Someone with Latent TB Infection?
- What Should I Do if I Have Been Exposed to Someone with TB Disease?
- How Do You Get Tested for TB?
- What Does a Positive Test for TB Infection Mean?
- What is Bacille Calmette–Guérin (BCG)?
- Why is Latent TB Infection Treated?
- How is TB Disease Treated?
- Additional Information

**Blood-Born Pathogens**
Copy and paste this link into your search window and review the information on this page.

**Sexual Harassment**
Copy and paste this link into your search window. Review the information found here on sexual harassment.

CMSW1166
Fire Safety
http://www.safetyresource.org/firesafety.html
Copy and paste this link into your search window. Review the information on fire safety found at this link.

Workplace Violence
Go to http://www.osha.gov/SLTC/workplaceviolence/index.html and read the information under the following headings:
- What is workplace violence?
- Who is at risk of workplace violence?
- How can workplace violence hazards be reduced?
- Where can I get information on workers' rights and employers' responsibilities?

More Workplace Safety Information
Go to http://www.osha.gov/workers.html and read the information under the following headings:
- You have the right to a safe workplace
- Workers' rights under the OSH Act
- Who OSHA Covers
- OSHA standards: Protection on the Job
- Workers can ask OSHA to Inspect their Workplace
- Employer Responsibilities
- You Cannot be Punished or Discriminated against for using your OSHA Rights
- What to do if there is a Dangerous Situation at Work
- Additional Information for Workers

D. Module 4: Assisting Those Impacted by Violence

1. **Learning Outcomes** (C 1, 3, 5-16; F 1, 2, 5-12): Upon successful completion of this Module, the student will:
   - Describe and demonstrate therapeutic communication skills.
   - Identify the levels of crisis intervention.
   - Discuss methods for defusing crisis situations.
   - Identify myths and facts about suicide, and identify methods to prevent suicide.
   - Define and describe different types of battering.
   - Identify characteristics of a battered person.
   - Discuss characteristics/behaviors found in a battering personality.
   - Identify types of abuse.
   - Demonstrate an understanding of an Emotional Bank Account, and why it is important to the service provider.
2. **Learning Activities** (C1, 3, 5-16, 18, 19; F1, 2, 5-13):
   
   a. **Read:** The module notes.
   
   b. **Key Concepts/Vocabulary:** Comparing, Rehearsing, Filtering, Judging, Placating, Derailing, Advising, Therapeutic listening skills, Restating, Clarification, Reflection, Focusing, Silence, Non-therapeutic communication errors, Nonviolent crisis intervention, Four levels of crisis development, Suicide myths/facts, Battering, Physical battering, Sexual abuse, Psychological battering, Characteristics of a battered woman, Characteristics of a battering personality, Child maltreatment, Physical abuse, Child neglect, Emotional abuse.
   
   c. **Written Assignment:**
   
   1. Define therapeutic communication skills. In a half page paper, explain why these skills are vital to the service provider.
   
   2. Preventive management of disturbed behavior is more commonly known as prevention and management of aggressive behavior (PMAB). PMAB is a behavior management training system used by institutions, schools, and treatment facilities to prepare staff members to handle patients or residents whose behavior is prone to become aggressive or a danger to themselves or others (nonviolent crisis management - involves therapeutic holds and restraints). PMAB training systems are generally certified by the state that regulates a child, youth or adult mental health care facility or program. Research where, locally, you could receive PMAB training, what's involved, how much it costs, etc. and write a paragraph on what you found. Please reference the cite you used.
   
   3. You are counseling a couple who are separated. Law enforcement is involved because the man has hit the woman several times. She's living with a friend right now, and he's at home. He drinks excessively, and that is why you have been called in to work with them. The more you talk with them, the more concerned you become because, during individual counseling, you're seeing a number of characteristics in the man typical in a battering personality to include a good bit of jealousy, hypersensitivity, and mood swings. However, in couples counseling, he is remorseful, telling the woman she's his whole world, he's sorry, and he'll never hurt her again. She's wanting to believe him, and has confided to you that she's about ready to go home. As the counselor, you're very worried about this decision, as you feel he will continue to hurt her. What can you do, within your scope of service, to warn this woman of the potential threat that is still there? Can you prevent her from going home? Do you have the grounds to call law enforcement about your concerns? Write a one page paper answering these questions and elaborating on how you think it would be best to approach this situation.
d. **Lab Assignment:**
1. Review the lecture notes on Emotional Bank Accounts. Then select the Application Exercise on Emotional Bank Accounts worksheet, and complete it.
2. After reviewing the Twelve Blocks to Listening notes, pick three that you know you do and write a 5-7 sentence paragraph for each, describing how and when you "block" a speaker and what you can do to improve your listening skills.
3. Review the Non-Therapeutic Communication Styles notes. Pick three and write an appropriate response to what the client said. Each should be one sentence, not more than two sentences.
4. For the following scenario, answer the questions after the scenario and then devise a contract for the client:
   *Mrs. Jones is a 57 year old widow, who just recently lost her husband. Her kids stayed with her for a month or so, off and on, after her husband's death, but she has been by herself for several weeks now. A number of the friends she used to associate with have drifted off, as they do things as couples, so she's no longer included. She has not been sleeping well, and appears to you to have lost some weight. She comes in for her fourth grief counseling session, and says she just doesn't think she can go on without her husband.*
   1. What questions would you ask her?
   2. Would you make any referrals or recommendations?
   3. If you determine that she is a threat to herself, what would you do?
   4. If you determine that she is not a threat, but feeling very hopeless, what would your contract look like (this is where you develop a contract)?

e. **Discussion Assignment:** You are working at a residential treatment center as a Psychiatric Aide on the teenager floor. You've only been at work for two hours, but already you've been involved in a nonviolent crisis intervention (restraint) situation, one of the boys spit at you when you redirected him for the third time, and the girl you spent hours with yesterday working on a behavior contract has already gotten put on restriction this morning. Just when you think it cannot get worse, your supervisor calls in you in and berates you for something you were not even involved in. You are so angry you just want to walk off the job.
1. Review the lecture notes on Tips to Calm Down, and explain, in 250 to 300 words, how you could handle all that's gone on this morning without walking off the job (which is unethical and could possibly lead to legal action - just in case you were wondering).
2. Then respond to at least two of your classmates with at least 150 word responses. Don't be afraid to critique one another constructively!
Module 4 Lecture Notes and Resources
Read all the lecture notes and any outside reading provided by links within the lecture notes.

- **Twelve Blocks to Listening**
  Go to [http://onmymind.areavoices.com/2011/11/05/the-12-blocks-to-listening/](http://onmymind.areavoices.com/2011/11/05/the-12-blocks-to-listening/) and read the article.

- **Non-Therapeutic Communication**
  Go to [http://wiki.answers.com/Q/What_are_some_non_therapeutic_communication_techniques](http://wiki.answers.com/Q/What_are_some_non_therapeutic_communication_techniques) and review the list found on this page.

- **Therapeutic Listening Skills**
  Go to [http://wiki.answers.com/Q/What_are_listening_skills](http://wiki.answers.com/Q/What_are_listening_skills) and read the list of therapeutic listening skills.

- **Therapeutic Communication Techniques**
  Go to [http://facstaff.gpc.edu/~dhuntley/Fundamental%20Conceots%20of%20Nsg%201921/TC%20handout.htm](http://facstaff.gpc.edu/~dhuntley/Fundamental%20Conceots%20of%20Nsg%201921/TC%20handout.htm) and read all the information provided here.

- **Ten Tips for Negotiation**
  Go to [http://www.brodow.com/Articles/NegotiatingTips.html](http://www.brodow.com/Articles/NegotiatingTips.html) and read the Ten Tips for Negotiation.

- **Tips to Calm Down**
  Go to [http://cindysense.com/7-tips-to-calm-yourself-down-and-reduce-stress](http://cindysense.com/7-tips-to-calm-yourself-down-and-reduce-stress) and read the 7 Tips to Calm Yourself Down and Reduce Stress.

- **Nonviolent Crisis Intervention**
  Successfully implementing non-violent crisis prevention and intervention techniques means that you catch the problem at the lowest level, intervening before environmental and behavioral triggers, as well as underlying emotional or psychological triggers, can cause a person to escalate to "out of control" behaviors. If possible, separate the person from whatever is stressing him so you can begin the de-escalation strategies. Once this is complete, you can use the situation as a teaching moment. Help the person process what has just happened, so that he can begin to recognize his habitual reactions and behaviors, and what motivates him to respond this way. You can also implement the following techniques, found at: [http://www.ehow.com/way_5296616_nonviolent-crisis-prevention-intervention.html](http://www.ehow.com/way_5296616_nonviolent-crisis-prevention-intervention.html)

*Notes by Robin Beauregard.*
Suicide Prevention
Counselors, Social Workers, LCDC's, Psychiatric Techs, and anyone else who works in the helping professions is bound by some code of confidentiality. Within every code is a section on Duty to Warn, which means if a person talks about harming/killing themselves or others, destroying property, or committing a crime, the counselor has a duty to warn in order to keep people safe. The provisions around this may be a little different within each code, and it is your responsibility to know what your code says as well as what the policy at the facility you work at operates under. When a client talks about suicide, this must always be taken seriously, but does not always mean that the police or an ambulance must be called. Some people are very hopeless and will make comments like, "I'd be better off dead", or "I just don't have anything to live for." When this occurs, it is important to explore these types of statements in a very direct, caring way. You will ask questions such as how often do you have these thoughts, do you have a plan, do you have a means to carry out your plan, etc.? If the client has no plan or means, then it may be appropriate to develop a contract with them where the client agrees to "do no harm", and if they feel like they might, they will call for help. However, after asking these questions, the counselor feels there is a threat to self or others, then duty to warn is applied. You will follow the procedures laid out by the facility you work for, but the client is not to be left alone.

There are many myths about suicide, some of which are listed below:

<table>
<thead>
<tr>
<th>Myth</th>
<th>Fact</th>
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<tbody>
<tr>
<td>People who talk about suicide most likely won't commit suicide. You don't need to take this talk seriously.</td>
<td>In most cases, people with the intent to kill themselves will communicate their intent in some way (verbally, behaviorally, through art, etc.)</td>
</tr>
<tr>
<td>Someone who attempts suicide and fails was only being manipulative.</td>
<td>In most cases, a suicide attempt does not involve manipulation.</td>
</tr>
<tr>
<td>People who really want to kill themselves do not put out any clues of what they are thinking.</td>
<td>People who really want to kill themselves will put their affairs in order - financially, emotionally, etc. They may also make sure their office and/or home is clean, and other chores are completed, as well as giving away possessions.</td>
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<tr>
<td>Discussing suicide with clients could harm them, or even give them ideas.</td>
<td>It is your DUTY to discuss suicide if it comes up. If someone feels hopeless enough to bring up the topic, then they need emotional support, interest, and care from you.</td>
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<tr>
<td>People who commit suicide are mentally ill, usually with depression.</td>
<td>Depression and mental illness are high risk factor for suicide, but not all suicidal persons are depressed or mentally ill.</td>
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<tr>
<td>People who commit suicide are usually in lower socioeconomic groups.</td>
<td>Suicide occurs in all socioeconomic levels, with all genders, at all ages.</td>
</tr>
<tr>
<td>When someone appears to be relaxed, at peace, and happy, the threat of suicide is gone.</td>
<td>Once the decision to commit suicide has been made, people may appear to be more at peace and happy. Those who have recently attempted suicide should be watched carefully, because as they get better physically, they will regain the strength/energy to try again.</td>
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</tbody>
</table>
As you study to become a service provider it is imperative that you study the warning signs of depression and suicidal ideations. You can never know too much!! There are some very disturbing statistics to ponder regarding suicide at the website below. Please make sure you review these! This website, http://www.suicide.org/suicide-statistics.html, has a wealth of information and statistics about suicide (and is where a good bit of this information came from). You should spend some time exploring it, as well as others out there.

Lecture notes written by Robin Beauregard, with the website above used as a reference.

**Battering**

Go to http://wadv.org/battering.htm and read the article. Take note of the different types of domestic violence.

**Characteristics of a Battered Woman as a Result of Abuse**

Why would a woman stay in a battering relationship/situation? It doesn't seem feasible, but often she feels she does not have a choice. He may have control over all the money, and if she has children, there may not be a way to leave and take them with her, and she won't leave them. He may have threatened to hurt the kids if she tries to leave, and she won't take the chance. Other factors that may influence her decision to stay include:

- She feels guilt, ambivalence, or fear about her living conditions, but is scared of the alternative (she knows what to expect at home, but not at some shelter or cheap hotel).
- She feels very alone, and doesn't know who she can trust.
- She may have a poor sense of self and lack self-esteem (the batterer may have even convinced her that she deserves the abuse, or the abuse is her fault).
- She may have witnessed other women in her family being abused and/or may have been abused as a child (cycle of family abuse).
- She may be overwhelmed with feelings of embarrassment, fear, and shame.
- She may think she's crazy, and that no one will believe her.
- Most likely, she will have unexplained injuries, often untreated, and give explanations that don't fit the injuries.
- She will most likely feel powerless and helpless to escape the situation.
- She may be convinced that her batterer's actions are her responsibility, or make excuses for him ("He can't help it...he's under a lot of stress.")
- She might have become very detached from her own feelings.
- She learns how to present a very passive face to the world, but can manipulate her home in an attempt to prevent further violence (learns to "read" the batterer and take measures to protect the kids, placate him, etc.).
- She might suffer from severe stress reactions coupled with physical and psychological complaints.
- She does not believe that anyone would be willing to help her escape from the batterer.
What a Battered Woman Faces if She Leaves:

- **Fear** - When a woman leaves, she is immediately faced with questions such as, where will I live, how will I support my kids, how will I keep them safe, who can I trust, etc. The batterer may become enraged, and as she takes steps to file for a legal separation or divorce, he may look for a way to get to her. He is losing his control over the situation, and has the potential to be particularly violent during this time.

- **Economics** - As many as 50% of all homeless women and children are escaping family violence. In the first year after a divorce, a woman's standard of living drops significantly, while a man's typically improves.

- **Children** - Men will often use the children against the woman to retaliate for leaving him. Child abduction cases often involve a battering man.

- **Poor criminal justice response** - Because battering is often considered a misdemeanor, the average prison sentence for a man who kills his wife or girlfriend is only 2 to 6 years. However, women who kill their husbands or boyfriends are often sentenced, on average, to 15 years. Though they normally kill in self-defense, the argument is that the murder was premeditated, and the woman should have taken measures to get away from the batterer before it got to this point.

What a counselor/social worker can say to a woman who is not ready to leave the batterer:

- I am afraid for your safety.
- I am afraid for you and your children's safety.
- In these situations, it tends to only get worse.
- When you are ready to leave, I will make sure you have resources and support.
- You, and your children, deserve to be safe.

Remember the victim has the right to make up her own mind. The timing may be wrong, or they simply do not trust you enough yet to believe they can leave successfully. Never belittle them, act disappointed, or lay a guilt/shame trip on them. Empower them and respect them. Leaving the batterer is probably one of the hardest things they have ever done.

*Notes written by Robin Beauregard.*

**Signs to Look for in a Battering Personality**

Go to [http://www.domesticviolence-wilm.org/about-domestic-violence/battering-personality.aspx](http://www.domesticviolence-wilm.org/about-domestic-violence/battering-personality.aspx) and read the section on Signs to Look for in a Battering Personality.

**Main Types of Abuse**

There are six different types of abuse discussed at: [http://www.mentalhelp.net/poc/view_doc.php?type=doc&id=8476&cn=2](http://www.mentalhelp.net/poc/view_doc.php?type=doc&id=8476&cn=2). Click on this website (or copy and paste into your browser window) to read and review this topic.

**Emotional Bank Accounts**

Click on the following link: [http://lifetrainingonline.com/blog/the-emotional-bank-account.htm](http://lifetrainingonline.com/blog/the-emotional-bank-account.htm). Read Covey's six methods for making emotional bank accounts. Think about how you can use these methods with your family and friends.

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E. **Module 5: Diversity in the Workplace**

1. **Learning Outcomes** (C 1, 3, 5-16; F 1, 2, 5-12): Upon successful completion of this Module, the student will:
   - Define "diverse populations".
   - Explain the difference between cultural sensitivity and cultural competence.
   - Explain the difference between high-context and low-context cultures.
   - Describe how culturally biased assumptions can hurt the therapeutic relationship.
   - Identify the role religion/spirituality plays when counseling diverse populations.
   - Discuss the importance and role of case management in human services, as it relates to diverse populations.
   - Describe the importance in maintaining a professional perspective when dealing with sensitive issues.
   - Identify personal values which may interfere with your objectivity.
   - Give examples of special population concerns and issues and discuss methods for dealing with them effectively.

2. **Learning Activities** (C1, 3, 5-16, 18, 19; F1, 2, 5-13):
   a. **Read**: The module notes.
   b. **Key Concepts/Vocabulary**: Ethnicity, Race, Ethnic identity, Racial identity, Culture, High-context culture, Low-context culture, Individualism, Collectivism, Cultural barrier, Multicultural approach, Multiculturalism
   c. **Written Assignment**: After reviewing the lecture notes, write a 2 page paper on what you have learned in this module.
      - What was new information for you?
      - What do you have a better understanding of? Did any of your beliefs or values get challenged?
      - What problems do you anticipate having in the workplace where diversity is concerned?
   d. **Lab Assignment**: Open the Valuing Diversity link and complete the questions. Your answers do not have to be lengthy, but make sure I understand that you understand the concept!
   e. **Discussion Assignment**:
      1. You have been told that a new employee will begin work today. Shortly after you arrive, a very skinny, older man in a wheelchair approaches your desk. What is your first reaction to this person? You now learn that he is the new employee, and you will be working closely with him. Now what is your reaction? Discuss ways to accept people with disabilities into the workplace. Talk about workplace tolerance and discuss how to handle people who are different from...
you. Be honest...I know this situation could be uncomfortable, so don't be afraid to state what's on your mind.

2. Respond to at least 2 of your classmates. Make your responses meaningful, with a minimum of 100 words.

Module 5 Lecture Notes and Resources
Read all the lecture notes and any outside reading provided by links within the lecture notes.

Culture, Communication, and Conflict Management
Different cultures often define and deal with communication and conflict in different ways. When individuals from different cultures face a conflict, their normal, habitual communication patterns may not blend smoothly. The way in which people approach communication and conflict varies depending on their cultural background; that is, high-context and low-context cultures approach communication and conflict quite differently.

High-context cultures value self-restraint, avoid confrontation, rely heavily on nonverbal systems, and give a great deal of meaning to the relationships between communicators. Preserving and honoring the face of the other person is a prime goal, and communicators go to great lengths to avoid any communication that might risk embarrassing a conversational partner. The Japanese, Chinese, Asian, and Latin American cultures are examples of high-context cultures. In these cultures, one's self-worth and esteem are tied to the group. Facial expressions, gestures, and tone of voice are as important as the meaning of words that are said. The individual will expect the other person to know what the problem is so that he or she does not have to be specific and become embarrassed and lose face by talking directly about the issues. High-context cultures use stories, proverbs, fables, metaphors, similes, and analogies to make a point. A high-context crisis worker or counselor might be very delicate, ambiguous, sensitive, and somewhat circumlocutory in discussing personal and social issues related to the crisis. On the other hand, a low-context crisis worker or counselor may be viewed as having no idea of what the frustrated client's needs are.

Low-context cultures use more explicit language, are more direct in their meanings, rely less on nonverbal systems, and stress goals and outcomes more than relationships. Examples include the German, Swedish, American, and English cultures. Individuals in low-context cultures manage conflict more directly. They are more confrontational and more goal oriented rather than being relationally focused, and they are less concerned about "saving face." Therefore, conflict in low-context cultures is more open, volatile, and threatening than high-context conflict. In low-context cultures, one's self-image and worth are defined in personal, individual terms, and information is generally transmitted explicitly and concretely through language. A low-context crisis worker or counselor is going to seek information that is specific and concrete to determine what needs to be done to take care of the problem.

Lecture notes written by Robin Beauregard using the following books as a reference:

Culturally Biased Assumptions
Unintentional and unexamined cultural and racial assumptions can impair functioning of counselors and other service providers. That statement is doubly true for service providers within the cross-cultural circumstances within which they operate. Following are 10 common culturally biased assumptions service workers may have, but should avoid at all costs!

1. People all share a common measure of "normal" behavior. This is the presumption that problems, emotional responses, behaviors, and perceptions are more or less universal across social, cultural, economic, or political backgrounds.

2. Individuals are the basic building blocks of all societies. This presumption assumes that services are directed primarily toward the individual rather than units of individuals/groups.

3. The definition of problems can be limited by academic discipline boundaries. This presumption says that the identity of the service worker is separate from the identity of the theologian, medical doctor, sociologist, anthropologist, attorney, or representative from some other discipline.

4. Western culture depends on abstract words. The presumption by service providers in the U.S. that others will understand these abstractions in the same way as workers intended them.

5. Independence is valuable and dependencies are undesirable. This presumption of Western individualism says that people should not be dependent on others or allow others to be dependent on them.

6. Formal counseling is more important than natural support systems surrounding a client. This presumption says that clients prefer the support offered by counselors over the support of family, peers, and other support groups.

7. Everyone depends on linear thinking. This is the presumption by service providers that each cause has an effect, and each effect is tied to a cause; and, that everything can be measured and described in terms of good or bad, appropriate or inappropriate, and/or other common dichotomies.

8. Counselors need to change individuals to fit the system. This is the presumption that the system does not need to change to fit the individual.

9. The client's past (history) has little relevance to contemporary events. This presumption says that problems are mostly related to the here-and-now, and that these problems have nothing to do with the client's background; thus, no attention should be paid to them.

10. Service providers already know all their assumptions. This is the presumption that if service providers were prone toward reacting in closed, biased, and culturally encapsulated ways that promote domination by an elitist group, they would be aware of it.

These 10 assumptions are flawed and untenable in a pluralistic world. Service providers who do not understand their own cultural biases and the cultural differences and values of others may misinterpret the behaviors and attitudes of clients from other cultures. Such workers may incorrectly label some client behavior as resistant and uncooperative. They may expect to see certain client behaviors that are contrary to the basic values of some cultural groups. The culturally insensitive service provider may also stereotype, label, or use unimodal, inappropriate, or ineffective approaches and concepts in an attempt to help clients from other cultures.

Diversity in Religion and Spirituality
Religion and spirituality are so loaded with emotionality that many service providers regard it as taboo, and avoid addressing these needs for fear that they will be seen as proselytizing for their religion or insensitive to other spiritual beliefs. However, to deny or act as if religion, faith, and spirituality are not part of any crisis/problem is to neglect a large part of a problem/crisis response for most people. For most people, trauma is the ultimate challenge to meaning making, and for most people, that meaning making is attached to some kind of faith. Religious and spiritual beliefs play a huge role in the outcome of a problem as people attempt to make sense of events that seemingly make no sense at all. Faith plays a large part in how people try to come to terms with a randomly cruel universe that crashed down on the notion of a supreme being that runs a just and moral world. For example, for many African-Americans, the church is more than family, and to be attuned to the importance of their church and faith will probably help you help them through the crisis/problem. That does not mean that you have to agree with how they practice their faith or how they believe, but service providers must put aside their own beliefs and encourage spiritual coping behaviors that help people find solace and respite during times of trouble.

As a service provider, it is important to be familiar with the belief systems within the area you work. It is very appropriate to consult with a minister, priest, rabbi, or imam to learn more about your area religions, but you do not want to automatically abdicate your responsibility to these people. You also need to be honest with clients when you are not familiar with their belief system, and continue to offer support while you find resources or more information that can meet their needs.


Please read the articles at these links:

Cultural Barriers that are Often Overlooked
Most multiculturalists give little or no acknowledgment to occupation as a major social location. An occupation is inextricably tied to most of our lives and is how we identify ourselves. Go to a party, meet a stranger, and pretty quickly the question, "So, what do you do?" or "Where do you work?" comes up. The occupational agriculture of Chandler Mountain, Alabama is far different from the financial culture of Wall Street, New York. By not taking occupation into consideration as a defining part of one's culture and ecosystem is to be absolutely oblivious to a major contributing factor in how one lives.
Geographic locale can serve as a cultural barrier when a crisis occurs that requires outside agencies to help. A small, rural community will have different needs and a different culture than an urban, large city. Intervention strategies must address the cultural issues that will exist between outside service providers and recipients of service before any meaningful work can be done. An assessment must be conducted not only on the event's effect on individuals, but also on the culture as a whole. The entire community must be triaged as no outside crisis response team can do an adequate job if it does not first seek out, identify, and consult with a broad cross section of community leaders about how and with whom crisis intervention should proceed. Particularly important is ascertaining what the community's belief systems are and if there are subcultures within the system that may have different responses from those of the community at large. Any crisis response must be integrated into the community leadership and organizations such as social clubs, churches, civic groups, and fraternal organizations. Providing sensitive consultation for community leaders without "cramming it down their throats" is imperative. The same is true of using basic listening skills in hearing what the community has to say, instead of taking an officious, expert-type approach. Evaluating and finding the natural leaders of the community and teaming up with them are important in forming workable alliances and providing the citizens an anchor of familiarity, security, and control at the scene. Any action plans should be developed cooperatively and should be concrete, doable, and manageable, considering the available community financial and human resources. In short, outside interventionists in such communities do best when they function as guides and helpers who operate along a continuum of directive to nondirective intervention. That is, the interventionist should be only as directive as the degree to which the community is immobilized.


**F. Module 6: Legal and Ethical Issues in the Workplace**

1. **Learning Outcomes** (C 1, 3, 5-16; F 1, 2, 5-12): Upon successful completion of this Module, the student will:
   - Discuss the role and importance of confidentiality in providing effective services.
   - Identify the limitations of confidentiality, and when they apply.
   - Define "scope of service", and how this may limit human service providers.
   - Demonstrate the ability to appropriately apply boundary setting skills.
   - Describe the role of supervision for the student-worker.
   - Describe the importance of an ethical Code of Conduct, and why service providers must be aware of their Code.
   - Complete final project that pulls all learning from Modules 1-6 into a Career Plan.
2. **Learning Activities:** (C1, 3, 5-16, 18, 19; F1, 2, 5-13)
   a. **Read:** The module notes.
   b. **Key Concepts/Vocabulary:** ethical decision making, confidentiality, burnout prevention, supervision issues, critical thinking skills, application skills, Ethical Code of Conduct.
   c. **Written Assignment:**
      1. You are eating lunch with a friend when the waitress approaches. You realize that she is a client of yours. She speaks to you in a familiar way, and your friend asks who she is. How do you respond? Ethically, how do you handle running into clients in public places?
      2. You are a female counselor, and a male client who has been to your office 4 times now tells you that he is attracted to you. He wants to go get coffee after you finish your session with him. How do you respond? Would you immediately refer him to another counselor? Why or why not?
      3. You are watching your son play a high school baseball game with other parents, and one of the parents approaches you and asks if you can talk with her son. He's been having some problems, and won't talk to her. You know this family, and the boys have played baseball together for years. The parent tells you that she would trust her son with you, and knows you would do a good job with him. Is it okay to see this boy? Why or why not? If there are potential problems, what might they be?
      4. You have graduated and are going to your first job. You're so excited, and have read the employee manual and all other documentation the agency gave you. This agency is bound by the code of ethics put out by the American Psychological Association (APA), which is mentioned in the employee manual. What is your responsibility as far as the APA code of ethics is concerned? Since you have read the employee manual, are you covered?
   d. **Lab Assignment:** Review the Mental Health Bill of Rights, found in the Lecture Notes. Then, look up one ethical code of conduct (for counselors, social workers, or whatever field you're going into) and write a 2-3 page paper discussing the similarities and differences. Make sure you clearly state which code of conduct you chose for your paper.
   e. **Discussion Assignment:**
      - You are running a group for high school students, and one young man shows up late, very agitated and apparently inebriated. He is disruptive and there is no way you can keep group going if he stays. What do you do with him? Is there anyone you should call? What is your ethical duty to him, to the group, and as a professional?
      - Please respond to at least one other student. Your response should be meaningful and at least 150 words.
Module 6 Lecture Notes and Resources
Read all the lecture notes and any outside reading provided by links within the lecture notes.

Model for Ethical Decision Making
Difficult situations and decisions come up often in the workplace, and in life in general. Go to http://www.ethicsscoreboard.com/rb_5step.html to learn about an ethical decision-making model that is easy to understand and implement.

Warning Signs of Boundary Issues
Healthy boundaries are a MUST in the helping professions. Go to http://bpdfamily.com/message_board/index.php?topic=122547.0 and scroll down to the article entitled "Boundary Issues: 5 Warning Signs of Unhealthy Boundaries". After you read this article, you should have a good idea of where you are in relation to setting healthy boundaries with others.