



**CTSP 590:
Mental Health Treatment
in Rural Contexts
Summer 2023**

Day/Time/Location	Tuesdays 9:00am-12:00pm; York 116 May 9 – June 6, 2023
Course Instructor & Contact Info	Dr. Chelsey Torgerson (she/her) Email: torgersonc@lclark.edu Rogers 327
Office Hours	By appointment only; email to schedule

*“A bright future for the
nation depends on the health
and prosperity of rural
America.” – Kirsten Gillibrand*

COURSE CATALOG DESCRIPTION

Individuals, couples, and families in rural communities face unique obstacles when accessing mental health and substance use treatment services. This course is designed to introduce students to the disparities in rural mental health treatment and offers an overview of ethical considerations, unique client resources and opportunities, and culturally responsive and strengths-based treatment approaches when providing services in rural contexts. **Prerequisite:** None

Credit Units: 1 semester units (15 contact hours)

TEXTS/READINGS

Required Readings:

- Boilen, S. (2021). *Ethics in rural Psychology: Case studies and guidance for practice*. New York: Routledge. ISBN-13: 978-1138542990
- Smalley, K. B., Warren, J. C., & Rainer, J. P. (2012). *Rural mental health: Issues, policies, and best practices*. New York: Springer. ISBN-13: 978-0826107992 (available electronically through Watzek Library)
- Stewert, E. G. (2018). *Mental health in rural America: A field guide*. New York: Routledge. ISBN-13: 978-1138729469 (available electronically through Watzek Library)
- Additional readings are outlined in the course syllabus. Unless otherwise noted, all articles can be downloaded through the library.

COURSE OBJECTIVES

Course Objective As a result of this class, students will:	Evaluated by
1. Identify and discuss the unique obstacles that people face when accessing mental health services in rural communities	Class discussion; Interview with a Rural Mental Health or Addictions Professional; Diverse Populations and Treatment Issues Group Assignment
2. Identify and discuss strength and resiliency factors that are present in rural communities	Class discussion; Interview with a Rural Mental Health or Addictions Professional; Diverse Populations and Treatment Issues Group Assignment
3. Identify ethical dilemmas in providing mental health care in rural communities.	Class discussion; Interview with a Rural Mental Health or Addictions Professional; Ethical Dilemma Assignment; Diverse Populations and Treatment Issues Group Assignment
4. Discuss evidence-based practices and appropriate models of care for providing mental health and SUD services in rural contexts.	Class discussion; Diverse Populations and Treatment Issues Group Assignment

COURSE REQUIREMENTS

Course Readings

It is expected that students come to class prepared and ready to discuss the content of the assigned readings. Occasionally, additional readings will be required to help enhance discussion in lecture for various topics. All additional readings can be downloaded through Watzek Library. If readings are not previously listed on the course schedule, an email will be sent notifying students of the availability of these readings.

Participation

Students are expected to attend all classes and come prepared to engage in shared processing of course materials. Active, well-informed participation is expected. It is important and expected that students come to class having already read the assigned material. Students must keep up with readings throughout the term. Everyone will be asked to contribute to course discussions, make comments and ask questions throughout, while also remaining respectful. We all have differing opinions, worldviews, and experiences, and I want to remind everyone that our classrooms are places of safety and respect.

Weekly Discussion Questions (50 points; 10 points each)

To facilitate discussion, you are expected to generate one discussion question (PER READING) each week that evolves from the reading list for that day. Questions are to be submitted to Moodle by 7:59am each Tuesday before class. Questions may or may not be used during lecture.

Interview with a Rural Mental Health or Addictions Professional (50 points)

Locate a mental health provider in a rural area – someone who is credentialed as a CADAC II / III, MCFT or LPC Registered Intern, or fully licensed LMFT or LPC, Art Therapist / Certified Art Therapist, or School Psychologist. In an effort for you to learn from someone outside of the Lewis and Clark community, the professional you choose to interview **cannot** be Lewis and Clark Faculty or Instructors or your direct or indirect supervisor(s); however, if you are currently placed at a site in a rural area, you may interview a clinician/psychologist at your Practicum/Internship/Externship Site. You will want to take really good notes or ask the clinician if it is ok to record the interview.

Questions for you to consider asking in your interview:

1. Demographic information: length of time in the field, professional focus/training, length of time providing services in a rural context, clinical areas of expertise
2. How have you seen the field evolve since you started in your profession?
3. What are the contemporary issues or trends you are currently facing in your practice?
 - a. How do these current trends impact your work as a clinician?
4. What are the greatest threats to rural mental health care right now?

5. What are the greatest resiliency factors you see in your rural clients?
6. What are some of the ethical dilemmas you or your colleagues have faced in providing services in rural contexts?
7. What did you have to learn “on the job” that you weren’t taught in graduate school?
8. Where do you see the field moving in the future?
9. What advice would you give a new therapist about providing therapy/counseling in a rural area?

Other questions may be included in your interview. Remember that the focus of the interview is on experiences in providing rural mental health and addiction recovery services. This may also include current issues or trends that are impacting providing services in rural communities.

*After your interview, you are to create a table in a word document that looks like the one below. You should also write a brief summary of your reactions to the interview underneath the table. APA formatting is not required; however, thoughtful reflection and responses are required. Please use complete sentences and appropriate grammar in your assignment. **This assignment is due on Moodle by Sunday, June 11th at 11:59pm.** A rubric for this assignment can be found at the bottom of this syllabus.*

Interview Question Asked	Therapist Response	Student Reflection/Reaction
How long have you been in the field?	I graduated in 2010, and have been working full-time as a clinician ever since.	

Ethical Dilemma In-Class Assignment (50 points)

During week three of the course, students will be provided an ethical dilemma in-class assignment. Details will be provided at that time.

*APA formatting is not required; however, thoughtful reflection and responses are required. Please use complete sentences and appropriate grammar in your assignment. **This assignment is due on Moodle by Sunday, May 28th at 11:59pm.** A rubric for this assignment will be provided in-class on May, 23rd.*

Diverse Populations and Treatment Issues Group Assignment (50 points)

Working as a group, during the first week of the course, students will identify a diverse population and/or a treatment issue. The last week of class, each group will have 22 minutes to present to the class, including time for questions.

Diverse populations & treatment issues in rural contexts include, but are not limited to:

- Native American and Indigenous populations; agriculture workers; farmers; first responders; LGBTQIA+ community; BIPOC community; adolescents; older adults; caregivers; addiction and recovery; Opioid epidemic in rural America; meth and fentanyl crisis in rural America;

Your presentation should include the following:

1. An overview of the population
2. Clinical considerations
 - a. Identify and discuss special considerations when working clinically with this population/treatment issues?
 - i. How might clinicians integrate these considerations into their assessment and treatment.
 - b. What are known treatment modalities for treating clients/client systems in this population/treatment issue?
 - i. Consider evidence based treatments as well as known theories used to address concerns
 - c. Identify ethical considerations when working with this population/treatment issue, including appropriate collaboration and referral.
 - d. What are the strength and resiliency factors evident within this population/treatment issue.
 - e. What do clinicians need to know before providing therapy to individuals within this population?
3. Concluding thoughts

You will also need to prepare a 2-page handout (1-page double sided) that includes highlighted important information from sections 1 and 2 of the presentation. Send your handout to the entire class via email on the day of the presentation. Handouts should be in APA formatting with accurate and appropriate citations. A reference section should be included as well. ***This assignment is to be presented during class on Tuesday, June 6th from 9:00am-12:00pm.*** A rubric for this assignment is available at the end of this syllabus.

LATE ASSIGNMENT POLICY

Late assignments will not be accepted without prior consent of the instructor. **Each day that an assignment is turned in late, 10% per day will be deducted.** This means that for an assignment that is worth 100 points, 10 points per day will be deducted from the final grade. Additionally, if an assignment is due by 11:59pm, the late assignment policy goes into effect as soon as the clock turns to 12:00am. Given that we all carry on lives outside of graduate school, should an emergency, or unforeseen situation arise that will prevent students from completing an assignment on time, please contact the course instructor immediately. It will be up to my discretion to offer extensions on assignments. In the case of an extension, if the assignment is not turned in by the new deadline given to students, points will be deducted from the assignment. Each extension given by me will be handled on a case-by-case basis.

COURSE REQUIREMENTS

Activity	Point Value
Weekly Discussion Questions	50 points
Interview with a Rural Mental Health or Addictions Professional	50 points
Ethical Dilemma Assignment	50 points
Diverse Populations and Treatment Issues Group Assignment	50 points
Final Grade	200 points

GRADING SCALE

The assignment of final course grades will follow the grading scale below.

188-200 = A	180-187.5 = A-	176-179.5 = B+	167-175.5 = B
160-166.5 = B-	156-159.5 = C+	146-155.5 = C	140-145.5 = C-

CTSP DEPARTMENTAL ATTENDANCE POLICY

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines must be met. Students are expected to be on time to class and tardiness maybe seen as an absence that requires make-up work.

DISABILITY SERVICES STATEMENT

If you have a disability that may impact your academic performance, you may request accommodations by meeting with the Office of Student Accessibility staff and submitting documentation on the Office of Student Accessibility website. Email access@lclark.edu with any additional questions or concerns.

LEWIS & CLARK GSEC STUDENT HANDBOOK & POLICIES

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: go.lclark.edu/gsec-nondiscrimination
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct
- Sexual misconduct: go.lclark.edu/titleIX

If you have any questions regarding these policies, please speak to your instructor for clarification.

DISCLOSURE OF PERSONAL INFORMATION THROUGH COURSEWORK

Each student should decide for themselves what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment,

although personal comments should be considered private and confidential – and remain only in the classroom – unless an exception to confidentiality applies.

APA FORMATTING

All written assignments are to be computer-generated and are expected to be completed using correct grammar, spelling, and sentence structure, and in APA format. To receive all possible points for assignments, they must be typed, double-spaced, with 1” margins, Times New Roman, 12 point font, and in APA style. (For further information or review on APA format, please check out a 7th edition manual at your local library or see <http://owl.english.purdue.edu/owl/resource/560/01/>.) Points will be deducted when a student does not follow these guidelines.

CELL PHONES

Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit the class to use your cell.

FACULTY EMAIL POLICY

If students have any questions or concerns throughout the course, the best way to reach the course instructor is via email. Please allow up to 24 hours for a response. For emails received during the weekend, please allow extra time for a response. Many assignments are due on Sunday evening. It is up to students to be reaching out earlier in the week to make sure any questions are answered. It is prohibited to discuss grades via email. If students have a question about a grade, please visit during office hours or schedule a time to meet with me to discuss grades in person.

STUDENT EMAIL POLICY

A cornerstone of being a graduate student in a clinical training program is professionalization into the field of Marriage and Family Therapy. As such, it is expected that students in this course check their Lewis and Clark email AND course announcements on Moodle each day.

LEWIS & CLARK COVID-19 POLICY

Please read and carefully review Lewis & Clark’s guidelines for COVID-19 at <https://www.lclark.edu/news/covid-19-response/>

Course Schedule:

**Every effort has been made to finalize this course syllabus; however, this is a working document and as the instructor of the course, I reserve the right to make any changes as necessary throughout the term. Any changes will be notified to the class via Moodle.

Weekly Dates	Textbook, Supplemental Readings, and Assignment Due Date Reminders (all due dates are in Pacific Time)
Week 1	
May 9 – May 14	Topic: Course Overview; Understanding Rural Contexts; History of Rural MH
	Course Readings: <ul style="list-style-type: none"> Stewart (2018) – Chapters 1, 2, 4, 5, 6 Boilen (2021) – Chapters 1-5 USDA Defining Rural – https://www.ers.usda.gov/amber-waves/2008/june/defining-the-rural-in-rural-america
	Assignments Due:
Week 2	
May 15 – May 21	Topics: Obstacles to Treatment & Resiliency Factors in Rural Contexts
	Course Readings: <ul style="list-style-type: none"> Stewart (2018) – Chapter 3 Boilen (2021) – Chapter 6 Morales et al. (2020). A call to action to address rural mental health disparities OPB (2023). https://www.opb.org/article/2023/03/17/rural-oregon-mental-health-services-lacking-access/
	Assignments Due: Weekly discussion questions (week 1 and week 2) due on Moodle by 7:59am Tuesday.
Week 3	
May 22 – May 28	Topics: Ethical Issues in Rural Contexts
	Course Readings: <ul style="list-style-type: none"> Stewart (2018) – Chapter 11, 15 Boilen (2021) – Chapters 7-13
	Assignments Due: Weekly discussion questions due on Moodle by 7:59am Tuesday.
Week 4	
May 29 – June 4	Topics: Models of Care in Rural Contexts
	Course Readings: <ul style="list-style-type: none"> Smalley et al. (2012) – Chapters 9, 10, 11 Boilen (2021) – Chapters 14, 16, 17
	Assignments Due: Weekly discussion questions due on Moodle by 7:59am Tuesday.
Week 5	
June 5 – June 11	Topics: Diverse Populations and Treatment Issues in Rural Contexts
	Course Readings: <ul style="list-style-type: none"> Stewart (2018) – Chapters 13, 14 Smalley et al. (2012) – Chapters 14-19 <ul style="list-style-type: none"> Choose <i>at least</i> 3 chapters of the 6 listed here to read that are of interest to you NCFH Ag. Workers & Mental Health: http://www.ncfh.org/mental-health-fact-sheet.html Indian Health Services – Behavioral Health: https://www.ihs.gov/newsroom/factsheets/behavioralhealth/ Working with American Indian and Alaskan Native Individuals, Couples, and Families: https://www.fatherhood.gov/sites/default/files/resource_files/e000003170.pdf <ul style="list-style-type: none"> Read section 1 and section 5 for class
	Assignments Due: Weekly discussion questions due on Moodle by 7:59am Tuesday; Diverse Populations and Treatment Issues Group Presentation due in class; Interview with a Rural Mental Health or Addictions Professional due on Moodle by 11:59pm Sunday;

CTSP 590 Grading Rubrics

Weekly Discussion Question			
	0 Points	5 Points	10 Points
Week 1	Discussion questions were not submitted.	Discussion questions were submitted late. Or one or more reading is missing from the discussion questions.	Discussion questions were submitted on time. They are thoughtful, relevant, and can aid in in-class discussion.
Week 2	Discussion questions were not submitted.	Discussion questions were submitted late. Or one or more reading is missing from the discussion questions.	Discussion questions were submitted on time. They are thoughtful, relevant, and can aid in in-class discussion.
Week 3	Discussion questions were not submitted.	Discussion questions were submitted late. Or one or more reading is missing from the discussion questions.	Discussion questions were submitted on time. They are thoughtful, relevant, and can aid in in-class discussion.
Week 4	Discussion questions were not submitted.	Discussion questions were submitted late. Or one or more reading is missing from the discussion questions.	Discussion questions were submitted on time. They are thoughtful, relevant, and can aid in in-class discussion.
Week 5	Discussion questions were not submitted.	Discussion questions were submitted late. Or one or more reading is missing from the discussion questions.	Discussion questions were submitted on time. They are thoughtful, relevant, and can aid in in-class discussion.

Diverse Populations and Treatment Issues in Rural Contexts Group Presentation			
Category	Scoring Criteria	Total Points	Score
Professionalism and Style (10 points)	Presenter is dressed in an appropriate and professional manner	5	
	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.) using a clear, audible voice. Delivery is poised, controlled and smooth.	5	
Content and Mechanics of Presentation (30 points)	Presentation contains accurate information that is relevant to the overall message/purpose and presented in a logical sequence. Presentation includes a brief, but thorough explanation of: <ul style="list-style-type: none"> Overview of the population Clinical Considerations 	15	
	Presenter utilizes visual aids that are effective and relevant to the overall presentation <ul style="list-style-type: none"> Appropriate APA citations are included 	10	
	Length of presentation is within the assigned time limits. (18-20 minutes with 2-4 minutes for questions)	5	
Handout (10 Points)	2-page handout (1-page double sided) is provided with highlighted important information from parts 1-2 of the presentation. <ul style="list-style-type: none"> Appropriate APA citations and a reference section are included 	10	
Score	Total Points	50	

Grading Rubric for Interviews with Rural MH or CADC Professional				
Criteria	Superior 18 points	Satisfactory 14 Points	Needs Improvement 10 Points	Unacceptable 0 Points
Depth of Reflection	Assignment demonstrates an in-depth reflection on, and personalization of, self of the therapist/person of the therapist related issues as related to rural mental health and substance use treatment. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided.	Assignment demonstrates a general reflection on, and personalization of, self of the therapist/person of the therapist related issues as related to rural mental health and substance use treatment. Viewpoints and interpretations are supported. Appropriate examples are provided.	Assignment demonstrates minimal reflection on, and personalization of, self of the therapist/person of the therapist related issues as related to rural mental health and substance use treatment. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Assignment demonstrates a lack of reflection on, and personalization of, self of the therapist/person of the therapist related issues as related to rural mental health and substance use treatment. Viewpoints and interpretations missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
Application of Knowledge/ Evidence and Practice	18 points Assignment demonstrates strong evidence of synthesis of ideas presented and insights gained from interview. Application of the state of mental health and addictions field as related to issues in rural contexts is clearly articulated. Application is supported with detailed examples.	14 Points Assignment demonstrates evidence of synthesis of ideas presented and insights gained from interview. Application of the state of mental health and addictions field as related to issues in rural contexts is articulated. Application is supported with detailed examples.	10 Points Assignment shows little evidence of synthesis of ideas presented and insights gained from interview. Application of the state of mental health and addictions field as related to issues in rural contexts is not fully developed or missing.	0 Points Assignment shows no evidence of synthesis of ideas presented and insights gained from interview. Application of the state of mental health and addictions field as related to issues in rural contexts is missing.
Required Components	14 points Assignment includes all components and meets or exceeds all requirements in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.	10 points Assignment includes all components and meets all requirements in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required.	6 points Assignment is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	0 points Assignment excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately or not all.