

SLO Presentation

INST

Date: 09-15-2022

ISLO

Civic Engagement

- Students will develop values and beliefs in their role as a member of local, national and global societies to promote truth, fairness and goodwill to others. They will use the democratic process to further their values and beliefs and recognize and accept differing perspectives based on cultural diversity. They will engage in actions which provide service to others and have a positive impact on their local community.

Communication and Expression

- Students will demonstrate the ability to effectively and appropriately communicate their thoughts and ideas both in written and oral forms. They will develop verbal and non-verbal delivery skills, in an appropriate manner, to communicate their ideas as well as evaluate the ideas of others in a wide variety of contexts.

Critical Thinking and Quantitative Reasoning

- Students will demonstrate the ability to recognize assumptions within an argument and actively and skillfully analyze underlying reasoning to develop a conclusion. They will apply qualitative and/or quantitative analysis to solve problems, predict outcomes, test hypotheses, and explore alternatives in an ethical manner.

Information Literacy

- Students will demonstrate the ability to determine when gathering additional information is necessary. They will use appropriate resources and technologies to locate, evaluate and incorporate the information when developing supporting arguments and drawing conclusions. Students will also develop the ability to understand any legal, ethical or social issues regarding the use of information.

Personal Knowledge and Responsibility

- Students will develop the necessary skills to define, maintain and complete their personal educational goals. They will learn to work independently to accomplish personal goals toward realizing their full potential academically, physically and emotionally whether for personal enrichment, further education or career advancement.

Humanities and Social Sciences
INST
Mental Health Worker--AA <ul style="list-style-type: none">• Student differentiate between the psychosocial and the medical paradigms of mental illness, rehabilitation, and recovery.• Student use personal and professional communication appropriate to the client's developmental age, educational level, communication style, and cultural/ethnic identify.• Students apply psychological content and skills to career goals.• Students employ basic documentation of client care and care coordination.• Students engage in problem solving that will lead to the client's desired outcome.• Students identify clients' individual needs, wants, choices, and preferences.• Students recognize the ethical, legal, and confidentiality issues that apply to the community mental health field.• Students use basic interviewing techniques and the active listening skills of empathy, compassion, and self-awareness.• Students utilize the DSM classification system, not as a diagnostic but as an assessment tool, to distinguish and assess abnormal behaviors.
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- Students use basic interviewing techniques and the active listening skills of empathy, compassion, and self-awareness.
- Students utilize the DSM classification system, not as a diagnostic but as an assessment tool, to distinguish and assess abnormal behaviors.

CSLO

INST100 - Principles and Strategies for Problem Solving

- INST 100 students will be able to identify and evaluate key elements of problems, both academic and societal.
- INST 100 students will understand key principles and strategies for problem solving.
- INST 100 students will recognize their personal capacity and responsibility for solving problems that advance personal and societal interests.

INST151 - Principles of Recovery and Psychosocial Rehabilitation

- Students demonstrate a basic understanding of the history of mental health treatment in the United States.
- Students recognize the four stages of recovery; hope, empowerment, personal responsibility and meaningful roles, as well as practical strategies to help a person in recovery move through these stages.
- Students value the roles of the individual, his or her family, the community and the mental health worker in promoting positive change and growth.
- Students explain the effects of stigma on treatment paradigms and its impact on developing a personal philosophy and approach to working with individuals with mental illness.
- Students identify the major ethical issues surrounding the practice of rehabilitation with persons with mental health issues.

INST152 - Helping Relationships

- Identify the components and dimensions of a helping/therapeutic relationship.
- Understand ethics, laws & professional boundaries surrounding the provision of mental health services
- Understand and apply basic recovery model interventions.
- Develop an individualized recovery plan that define member's strengths, barriers and goals.
- Create basic recovery-focused service notes that summarizes member's goal, interventions applied and plans for the future interventions/strategies

INST272 - Special Populations

- Identify the components of various special populations including history of oppression, disparities, current/past barriers and strengths.
- Develop specific culturally competent outreach and engagement strategies for special populations.
- Identify public policies and laws that impact special populations.
- Identify and explore personal bias and values that may impact work with specific special populations.
- Students will identify current agencies that serve special populations as well as other treatment or practices that could serve them as well as best practices to outreach and engage these populations.
- Students will apply the four stages of recovery to Special Populations focusing on outreach and engagement.

INST273 - Mental Health Worker Field Experience

- Students utilize resume development, interview skills, and networking for employment in the mental health field.
- Students apply collaborative techniques to work with a mental health recovery team under the direct supervision of a professional mental health worker.
- Students develop a professional attitude in all phases of psychosocial rehabilitation, including the legal and ethical aspects of rehabilitation.
- Students identify community resources that meet the needs of the clients they serve.
- Students identify field sites to help clients with case management services, such as employment, housing and community integration.
- Students identify the five factors of decision-making as applied to their field experience site.