

**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**

**AGENDA ITEM: 7 – C (3)**

**DATE: June 28-30, 2016**

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**SUBJECT: New Program: SDSU Minor in Mental Health Services**

South Dakota State University (SDSU) requests authorization to offer a minor in Mental Health Services. SDSU does not have a related major. The minor will provide a focus on mental health counseling and aid students in developing skills for careers in mental/behavioral health centers, addictions rehabilitation centers, assisted living facilities/retirement homes, correctional facilities, and residential group homes/halfway houses. SDSU reports a 53% increase in demand for psychology related skills between 2013 and 2015. SDSU expects to graduate 18 students per year with this minor after full implementation. The proposed curriculum does not require the addition of any new courses and consists of 18 credit hours. SDSU is not requesting new resources.

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**DRAFT MOTION 20160628\_7-C(3):** I move to approve SDSU's Minor in Mental Health Services as described in Attachment I.

**South Dakota Board of Regents  
New Baccalaureate Degree Minor**

<b>University:</b>	South Dakota State University
<b>Title of Proposed Minor:</b>	Mental Health Services
<b>Degree(s) in which minor may be earned:</b>	Any
<b>Existing related majors or minors:</b>	Human Development and Family Studies (B.S. and Minor), Psychology (B.S. and Minor), Sociology (B.A/B.S. and Minor)
<b>Proposed Implementation (term):</b>	Fall 2016
<b>Proposed CIP Code:</b>	51.1599

**University Approval**

To the Board and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

*David L. Chicoine*

\_\_\_\_\_  
President of the University

April 20, 2016

\_\_\_\_\_  
Date

After approval by the President, a signed copy of the proposal should be transmitted to the Executive Director. Only after Executive Director review should the proposal be posted on the university web site and the Board staff and the other universities notified of the URL.

**1. Do you have a major in this area?**      \_\_\_\_\_ Yes        x   No

**2. If you do not have a major in this area, explain how the proposed minor relates to your mission.**

South Dakota State University (SDSU) requests authorization to offer a baccalaureate minor in Mental Health Services. The minor in Mental Health Services will provide a focus on the field of mental health counseling which will aid students in developing skills to prepare for work in a variety of settings including mental/behavioral health centers, addictions rehabilitation centers, assisted living facilities/retirement homes, correctional facilities, and residential group homes/halfway houses. The proposed minor will be housed in the Psychology Department.

The proposed minor in Mental Health Services is within the statutory mission of South Dakota State University as provided in SDCL 13-58-1: *Designated as South Dakota's land grant university, South Dakota State University, formerly the state college of agriculture and mechanical arts, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, nursing, and pharmacy, and other courses or programs as the Board of Regents may determine.*

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SDSU is well-positioned to offer an interdisciplinary minor in Mental Health Services given the existing expertise and courses. The minor will allow students majoring in Human Development and Family Studies, Nursing, Psychology, Sociology, and any number of other majors to take coursework to prepare them to better understand the functional knowledge of mental health services. The Education Advisory Board's National Employer Demand Analysis for Bachelor's Degrees in Psychology and Psychology related skills has grown 53.7% from 2013 to 2015 (Education Advisory Board, 2015)<sup>1</sup>. Bachelor's-level psychology and psychology related positions overwhelmingly seek health and human services skills including mental health, case management, social services, treatment planning, and rehabilitation. This minor will better prepare graduates for positions related to mental health and health care.

The University does not request new State resources.

### **3. How will the proposed minor benefit students?**

The minor in Mental Health will enhance the preparation of students for a variety of job positions including behavioral healthcare associate (psychiatric technician), case manager, correctional case manager, mental health technician, registered nurse, rehabilitation counselor, social worker, and substance abuse and behavioral disorder counselor, among others. By holding a minor in Mental Health Services, students would be prepared to work in a variety of settings including mental/behavioral health centers, addictions rehabilitation centers, correctional facilities, and halfway houses. This minor will allow students with an interest in mental health services to equip themselves with additional knowledge, skills, and competencies to complement their major, to prepare themselves for entry-level positions in related fields, or to pursue graduate training in mental health services.

The Bureau of Labor Statistics employment projections include a number of potential careers relevant to the Mental Health Services minor. For example, from 2014 to 2024:

- Substance abuse and behavioral disorder counselors is projected to grow 22%, much faster than the average for all occupations.<sup>2</sup>
- Rehabilitation counselor is projected to grow 9%, faster than average.<sup>3</sup>
- Psychiatric technician is projected to grow 5%, as fast as average.<sup>4</sup>

The College of Arts and Sciences at SDSU is committed to preparing graduates who are better prepared to enter the workforce by creating clear pathways to a T-Shaped Profile.<sup>5</sup> The T-Shaped Profile was introduced by the Education Advisory Board as a result of research that demonstrated that students who possessed this profile found meaningful work more quickly after graduating, and were better prepared to advance more quickly up the organizational ladder. The T-Shaped Profile is characterized by the acquisition of knowledge, skills, and competencies that are aligned with the ability to collaborate (these "soft skills" include the ability to effectively lead and follow,

<sup>1</sup> Education Advisory Board Report commissioned by Continuing Education & Outreach, SDSU

<sup>2</sup> <http://www.bls.gov/ooh/community-and-social-service/substance-abuse-and-behavioral-disorder-counselors.htm#tab-6>

<sup>3</sup> <http://www.bls.gov/ooh/community-and-social-service/rehabilitation-counselors.htm#tab-6>

<sup>4</sup> <http://www.bls.gov/ooh/healthcare/psychiatric-technicians-and-aides.htm>

<sup>5</sup> <https://www.eab.com/research-and-insights/continuing-and-online-education-forum/studies/2014/t-shaped-professionals>

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work effectively as a team, take appropriate initiative, and exhibit cultural sensitivity). Collaborative skills form the top of the T. The T stem consists of innovative skills. Innovative skills include specialized knowledge, skills, and experiences that are in high demand by employers but in low or inadequate supply in newly minted graduates. Innovative skills include technical and quantitative skills, specialized communication skills and competencies, and experience with basic business processes. Students can achieve a T-Shaped Profile by intentionally and consciously selecting a minor that complements their major. This is particularly important for students who choose to major in the more traditional liberal arts disciplines.

The minor in Mental Health Services will add equally to students' collaborative skills (e.g., listening skills, ability to empathize with clients, and cultural sensitivity) and innovative skills (e.g., knowledge of mental health issues, familiarity with a variety of counseling approaches/techniques and professional ethics).

**4. Provide estimated enrollments and completions in the table below and explain how the estimates were developed.**

The current estimates are based on interest from the Human Development and Family Studies, Psychology, and Sociology majors and their advisors, and the increased need for appropriately trained human service providers at the bachelor's level.

	Fiscal Years*			
	1st	2nd	3rd	4th
Estimates	FY2017	FY2018	FY2019	FY2020
Students in the minor (fall)	10	18	24	30
Completions by graduates	0	0	10	18

\* Do not include current year.

**5. What is the rationale for the curriculum?**

The curriculum directly reflects the essential knowledge and skill components of mental health counselors (bachelors or masters prepared graduates) and substance abuse and behavioral disorder counselors (bachelors prepared graduates) as defined by O\*Net OnLine.<sup>6</sup> Based on common knowledge and skill competencies identified within the profession, the curriculum will include the following content areas:

- Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
- Introduction to principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.
- Familiarity and introductory experience with principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

<sup>6</sup> <http://online.onetcenter.org>

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- Ability to identify and understand group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins.
- Appropriate use of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar used within the helping professions.

The minor in Mental Health Services would combine already existing courses in Human Services (Sociology), Psychology, and Counseling and Human Resource Development that are specifically focused on mental health.

**6. Complete the tables below. Explain any exceptions to BOR policy being requested.**

**A. Distribution of Credit Hours**

Minor in Mental Health Services	Credit Hours	Percent
Requirements in Minor	12	67
Electives in the Minor	6	33
Total	18	100%

**B. Required Courses in the Minor**

Prefix	Number	Course Title	New*	Hours
CHRD	353	Ethics & Helping Professions	N	3
CHRD	451	Individual and Group Counseling	N	3
PSYC	357	Psychological Therapies	N	3
PSYC	451	Psychology of Abnormal Behavior	N	3
		Subtotal, required		12

\* New: Y= yes, N = no.

**C. Elective Courses in the Minor: List courses that may be taken as electives in the minor. Indicate any new courses to be added specifically for the minor.**

Select 6 credits from the following courses:

Prefix	Number	Course Title	New*	Hours
<i>Select one of the following:</i>				
CHRD	452	Addictions Rehabilitation	N	3
CHRD	453	Family Therapy	N	3
PSYC	358	Behavior Modification	N	3
SOC	377	Documentation in Practice Settings	N	3
<i>Select one of the following:</i>				
CHRD	351	Medical & Vocational Case Management	N	3
PSYC	414	Drugs & Behavior	N	3
PSYC	427	Child Psychopathology	N	3
SOC	283	Working with Diverse Settings	N	3

\* New: Y= yes, N = no.

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**7. What outcomes will be expected for all students who complete the minor? How will these outcomes be achieved?**

Students completing the minor in Mental Health Services, students will:

- Apply the biopsychosocial foundations of behavior and evidence-based counseling approaches to diverse individuals and groups.
- Understand and apply the major categories and typical signs and symptoms of mental disorders according to the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5).
- Demonstrate knowledge of and perform in accordance with the main ethical, legal, clinical, and professional issues involved in the helping professions.
- Demonstrate knowledge of the leading counseling/psychotherapy systems and the major appropriately apply therapeutic interventions of these systems.
- Demonstrate multicultural sensitivity and awareness of special treatment needs of diverse populations in American society.
- Demonstrate effective and professional oral and written communication skills.

The outcomes will be achieved through interactive and experiential coursework.

**8. What instructional technologies will be used to teach courses in the minor? *This refers to the instructional technologies used to teach the new courses in the minor and NOT the technology applications students are expected to learn.***

There are no new courses proposed for the minor.

**9. Is the University requesting authorization to provide the minor to students at an off-campus location or by distance delivery? If yes, explain. *If off-campus or distance delivery authorization is not requested, enter "None."***

Yes. The University requests authorization to deliver the minor online effective fall 2016.

**10. Costs, Budget & Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, instructional technology and software, other O&M, facilities, etc needed to implement the minor.**

All courses are currently being taught. No additional resources are needed.

**11. Additional Information**

Psychology does not permit the double use of courses in its major with a minor.

**Appendix A**  
**Individual Student Outcomes and Program Courses**

Individual Student Outcome	Program Courses that Address the Outcomes											
	CHRD 351	CHRD 353*	CHRD 451*	CHRD 452	CHRD 453	PSYC 357*	PSYC 358	PSYC 414	PSYC 427	PSYC 451*	SOC 283	SOC 377
Students will apply the biopsychosocial foundations of behavior and evidence-based counseling approaches to diverse individuals and groups.	X	X	X	X	X	X	X	X	X	X	X	X
Students will understand and apply the major categories and typical signs and symptoms of mental disorders according to the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5).	X			X					X	X		X
Students will demonstrate knowledge of and perform in accordance with the main ethical, legal, clinical, and professional issues involved in the helping professions.	X	X	X	X	X	X			X	X	X	X
Students will demonstrate knowledge of the leading counseling/psychotherapy systems and appropriately apply the major therapeutic interventions of these systems.			X	X	X	X	X					
Students will demonstrate multicultural sensitivity and awareness of special treatment needs of diverse populations in American society.	X	X	X	X	X	X	X	X	X	X	X	X
Students will demonstrate effective and professional oral and written communication skills.	X	X	X	X	X	X	X	X	X	X	X	X