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| **INST152 - Helping Relationships** | • Students demonstrate a capacity and mastery of helping relationships.  
• Students apply the four principles of principled negotiation.  
• Students identify the components of helping relationships, including communication skills, problem solving skills, positive psychology, establishing goals, motivational interviewing, spirituality, self-evaluation, self-help groups, and creating roles in the community.  
• Students identify various resources and services that could be utilized by clients.  
• Students utilize communication techniques, including motivational interviewing and non-violent communication, to welcome clients and engage them in their own treatment. |
| **INST151 - Recovery and Rehabilitation** | • Students demonstrate a basic understanding of the history of mental health treatment in the United States.  
• 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.  
• 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. |
| **INST272 - Special Populations** | • Students will apply the four stages of recovery to Special Populations focusing on outreach and engagement.  
• Students describe the historical context of the laws and/or policies and their impact on Special Populations.  
• Students explain the prejudice and history of oppression of special populations.  
• Students identify barriers to Mental Health services for the special populations.  
• Students identify the strengths of special populations, as well as prejudice and history of oppression.  
• 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. |