

PRACTICAL WAYS TO DISTRIBUTE MENTAL HEALTH RESOURCES AND  
INFORMATION TO YOUR COMMUNITY AND TO DIVERSE POPULATIONS  
THROUGH VIDEO AND SOCIAL MEDIA AND OTHER DIGITAL PLATFORMS

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Provider: CAV Academy  
provider #136807

Course meets the qualifications for 3 hours of continuing education credit for LMFTs, LCSWs, LPCCs, and/or LEPs as required by the California Board of Behavioral Sciences. Beginner and Moderate Level Training.

**Course Description:**

This course will explore practical ways of distributing mental health resources to diverse populations and to people in your community who are frequently underserved and often marginalized. These populations of interest include youth, the LGBTQ community, veterans, the homeless, victims of violence and of domestic and sexual abuse, recent and culturally isolated immigrants, individuals and families with both limited resources and access to mental health services, cultural groups within which utilization of mental health services is often stigmatized, and groups with health insurance that do not know how to access mental health services. Cutting across these groups is an expanding equalizing phenomenon of digital access. All of these new self-empowered social media platforms and other means of online access for locating and connecting with providers, resources, and specialized services offering mental, emotional and relational support will be explored.

**Course Objectives:**

At the conclusion of this course participants will be able to:

- Speak to the pervasiveness and influence that social media and the internet have on tweens' and teens' and young adults' emotional, psychological, and social development.
- Utilize video and social media for delivering psycho-educational resources in this preferred online medium, for the purpose of promoting emotional, psychological and relational wellness to diverse groups as well as to families and young parents and workers who increasingly turn to the internet for meaningful contact, information, and entertainment.
- Identify the laws and ethics relating to clinical use of digital materials, and to online communication and therapeutic interaction with client populations.
- Be able to implement the following: a) ensure online safety, b) preserve the best interests of these communities when viewed through a digital lens, c) determine how to provide an equivalent standard of ethically-based, quality mental health care and support through online mechanisms.
- State ethical and legal guidelines pertaining to people locating your information while searching the net as well as to types of interactive online communication,

counseling and therapy--as for example through consultation, psychoeducation, and elemental health interactions.

**Course Outline:**

- I. Exploration of how technology and social media are influencing the emotional and psychological health of diverse populations and other groups who otherwise are not able to access mental health through traditional means.
  - A. Discuss the role of social media platforms in providing access to mental health resources and information.
  - B. Learn how to distribute mental health information and content through social media such as Facebook, YouTube, LinkedIn, Twitter and the therapists' own website.
  - C. Learn how to use video and social media to empower/support groups such as, but not limited to, the LGBTQ and immigrant communities, as well as individuals and families that maybe insured but otherwise unable to financially afford mental health services.
  - D. Learn how to use video and social media to inform and educate diverse communities about suicide prevention, depression, anxiety and other mental health/relationship issues.
- II. Legal and Ethical considerations for mental health professionals.
  - A. Consider the pros and cons about using video and social media to distribute mental health content and resources.
  - B. Set up appropriate informed consent on therapist's website pertaining to the use of technology and social media.
  - C. Inform clients about your social media policy.
- III. HIPPA approved and digital forms of communications.
  - A. Use platforms that are HIPPA approved to do digital forms of communication and telehealth mental health services.
  - B. Use important disclaimers on your websites, social media platforms and videos to protect your mental health reputation, business and the community.
- IV. Effectively formatting a therapy website that will host videos, articles, blogs and other resources promoting mental health and wellness.
  - A. Create mental health videos that are ethically and legally appropriate and embedding them on a therapist's website.
  - B. Create easily accessible mental health and wellness information and resources on therapist's website.
  - C. Create videos that promote suicide prevention and awareness and embedding those videos on a therapist's website.
  - D. Utilize call-to-action that encourages diverse communities to seek counseling and mental health support when needed.
- V. Promoting integrity, professionalism and innovation within the community at large.
  - A. Explore and discuss ways to enhance professional relationship between mental health professionals and their respective communities.
  - B. Collaborate on ways to spark innovation and creativity within the mental health community that will benefit their respective communities.

C. Spark creativity in how to promote and further the cause of the mental health professions.

Recommended Resources and Text:

CAMFT advertising guidelines for therapist:

[http://www.camft.org/ScriptContent/CAMFTArticles/Advertising/Advertising\\_Guidelines2.htm](http://www.camft.org/ScriptContent/CAMFTArticles/Advertising/Advertising_Guidelines2.htm)

Mary Lou Roberts, Debra Zahay., (2012). Internet Marketing Integrating Online and Offline Strategies (3rd edition). Cengage South-Western.

The Impact of Social Media on Children, Adolescents, and Families . Schurgin O'Keeffe, Kathleen Clarke-Pearson, Council on Communications and Media

<http://pediatrics.aappublications.org/content/127/4/800.full>

Gerald C. Kane [2013]. Psychosocial Stages Of Symbolic Action In Social Media

<https://pdfs.semanticscholar.org/7afd/4e6a10850f1d012e783db73791d1bcbccd06.pdf>

A conceptual framework for examining adolescent identity, media influence, and social development. Lloyd, Blake Te'Neil  
Review of General Psychology, Vol 6(1), Mar 2002, 73-91. <http://dx.doi.org/10.1037/1089-2680.6.1.73>