

Faculty of Health Sciences
Mental Health and Personal Support Work Department
Health Care Assistant Program
Mental Health Substance Use Work Program



**Information Booklet for
Prospective Students Summer 2025**

Subject to change

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Mental Health and Personal Support Work Department

Thank you for your interest in Douglas College with the Mental Health and Personal Support Work Department (MHPSW). The MHPSW department runs two different programs: Health Care Assistant (HCA) and Mental Health and Substance Use Work (MHSU) programs.

Additional information about the Program can be obtained from the following sources:

HEALTH CARE ASSISTANT PROGRAM

PROGRAM DESCRIPTION

Gain the knowledge and skills necessary to provide holistic care to people with diverse health needs with the Certificate in Health Care Assisting. You'll learn how to assist people with grooming, support them in taking part in social and recreational activities, and help them maintain mobility. The general focus of this program is caring for clients with physical care needs and/or dementia. You'll also get multiple supervised practice experiences in health care settings.

LEARNING OUTCOMES

Upon completion of the Health Care Assistant program, graduates will be able to:

1. Provide person-centered care and assistance that recognizes and respects the uniqueness of each individual client.
2. Use an informed problem-solving approach to provide care and assistance that promotes the physical, psychological, cognitive, social, and spiritual health and well-being of clients and families.
3. Provide person-centered care and assistance for clients experiencing complex health challenges.
4. Provide person-centered care and assistance for clients experiencing cognitive and/or mental health challenges.
5. Interact with other members of the health care team in ways that contribute to effective working relationships and the achievement of goals.
6. Communicate clearly, accurately, and sensitively with clients and families in a variety of community and facility contexts.

7. Provide personal care and assistance in a safe, competent, and organized manner.
8. Recognize and respond to own self-development, learning, and health enhancement needs.
9. Perform the care provider role in a reflective, responsible, accountable, and professional manner.

Admission Requirements For HCA

Academic Admission Requirements:

- **General College Admission Requirements** (excluding the English Proficiency Requirement)
- Evidence of meeting the HCA Program Entry English Language Competency Requirements

HCA Program Entry English Language Competency Requirements:

Applicants who provide evidence of three (3) years of full-time instruction in English must also provide proof of one (1) of the following:*

- English 11 with a minimum grade of a "C" or approved equivalent
- Completion of college courses determined to be equivalent to Grade 11 English (or higher) by post-secondary institutions. A minimum of C grade is acceptable
- ACCUPLACER Next Generation Tests Results: Reading 254, Writing 240 and Writeplacer 4

Applicants who cannot provide evidence of three years of full-time instruction in English are required to provide proof of one (1) of the following standard proficiency tests from an authorized assessment agency:*

- Canadian Language Benchmarks Placement Test (CLBPT) or CLBPT Remote. Test in the last year. Listening 8, Speaking 8, Reading 7 and Writing 7
- Canadian English Language Proficiency Index Program (CELPIP General or CELPIP Online). Test in the last two years. Listening 8, Speaking 8, Reading 7 and Writing 7
- International English Language Testing System (IELTS Academic, IELTS General or IELTS Academic Online). Test in the last two years. Overall score of 6 with no level lower than 6, Speaking 6, Listening 6, Reading 6, Writing 6
- Canadian Academic English Language Assessment (CAEL or CAEL Online). Test in the last two years. Overall Score of 60 with no level less than 50
- The Test of English as a Foreign Language (TOEFL iBT or TOEFL iBT Home Edition). Test in the last two years. Overall score of

80 with no score lower than 22 in Speaking and Listening and no score lower than 20 in Reading and Writing

*Defined as three (3) years of full-time secondary and/or post-secondary education at a recognized institution on the list of Approved English-Speaking Countries (see below). Secondary education will be considered starting from grade 8. English as a Second Language (ESL) courses will not be considered.

Countries with English language systems/ intuitions where English is a primary, official language and the language used for education

American Samoa	Falkland Islands	Malta	South Africa
Anguilla	Fiji	Mauritius	Tanzania
Antigua and Barbuda	Gambia	Montserrat	Trinidad and Tobago
Australia	Ghana	New Zealand	Turks and Caico Islands
Bahamas	Gibraltar	Nigeria	Uganda
Barbados	Grenada	Saint Helena	United Kingdom
Belize	Guam	Saint Lucia	United States of America
Bermuda	Guyana	Saint Kitts and Nevis	United States Virgin Islands
Botswana	Ireland	Saint Vincent and the Grenadines	Zambia
British Virgin Islands	Jamaica	Seychelles	Zimbabwe
Canada	Kenya	Sierra Leone	
Cayman Islands	Lesotho	Singapore	
Dominica	Liberia		

Non-Academic Admission Requirements

- Be 19 years of age by December 31st of the year you enter the program.
- A Criminal Record Check (CRC) from the Criminal Records Review Program including clearance to work with vulnerable adults. Details will be provided at the time the applicant is offered admission to the program. All costs related to the CRC are the responsibility of the applicant.
- Admission Interview: Applicants may be required to participate in an interview with the Program Coordinator for the purposes of providing additional information and/or academic advising.

Prerequisites for Practice Education

- Immunization: A current record of immunizations must be provided. Applicants must obtain all immunizations mandated by the Health Authorities or Public Health orders to be permitted access to clinical sites. This is a prerequisite for clinical and practicum courses in the HCA Program. All costs related to required immunizations and/or testing are the responsibility of the applicant.

- FoodSafe Level 1 Certificate or equivalent.
- First Aid Certification.
- CPR Level “C” Certificate or “Basic Life Support (BLS)” Certificate.
- Completion of Student Practice Education Core Orientation (SPECO).
- LearningHub modules.

Curriculum Framework

- Successful completion of 35.00 credits
- A minimum of 50% (17.5 credits) of all coursework must be completed at Douglas College.
- Minimum grades are required, as follows:
 - C+ in all MHPS credit courses or equivalents
 - Mastery in all clinical practice and preceptorship courses
- In good academic standing
- Time limit to complete the program graduation requirements: 4 years. Any courses completed outside of that time limit will not be usable. Students may seek the permission of the Department/ Program to complete a credential outside the approved time limits

Course Requirements:

Course Number	Course Title	Credits
Semester 1		
<u>MHPS 1110</u>	Concepts for Practice	3.00
<u>MHPS 1120</u>	Lifestyle and Introduction to Practice	3.00
<u>MHPS 1130</u>	Interpersonal Communications	3.00
<u>MHPS 1140</u>	Common Health Challenges I	3.00
<u>MHPS 1150</u>	Personal Care & Assistance I	4.50
<u>MHPS 1160</u>	Applied Practice Experience I	2.00
Semester 2		
<u>MHPS 1170</u>	Common Health Challenges II	3.00
<u>MHPS 1180</u>	Cognitive and Mental Health Challenges	3.00
<u>MHPS 1190</u>	Personal Care & Assistance II	3.00
<u>MHPS 1200</u>	Applied Practice Experience II	3.75
<u>MHPS 1300</u>	Applied Practice Experience III	3.75
Total Credits		35.00

To meet the HCA Program Recognition Guide safe practice policy (BC Care Aide & Community Health Worker Registry): if more than 3 months pass between finishing lab skills courses [MHPS 1150](#) and 1190 (Personal Care & Assistance I and II) and starting practice education courses [MHPS 1160](#), 1200, and/or 1300 (Applied Practice Experience I, II, and/or III), students must contact the department to retake coursework and/or be re-tested on their lab skills, even if they already successfully completed [MHPS 1150](#) and [MHPS 1190](#).

MENTAL HEALTH AND SUBSTANCE USE WORK PROGRAM

PROGRAM DESCRIPTION

Learn to provide safe, competent and ethical client-centred care to those with mental health and substance use challenges with the Certificate in Mental Health and Substance Use Work (MHSU) program. Under the guidance of qualified instructors, you'll practise in an in-person clinical setting, applying principles of recovery, equity, diversity and inclusion. Gain insight into personal care, daily living activity and medication assistance, trauma-informed practices, Indigenous Peoples care and the impact of colonization.

The focus of this program is learning to help people maximize their independence and full potential. As part of that, the skills and insights you gain will prepare you for leading and managing life skills and social groups on topics related to communication, mental health promotion and professionalism.

LEARNING OUTCOMES

Upon successful completion of the Mental Health and Substance Use Work program, graduates will be able to:

1. Use the principles of psychosocial rehabilitation (PSR) to support, assist and promote the physical, psychological, cognitive, social, and spiritual health and well-being of clients, families, and groups.
2. Understand the importance of considering equity, diversity, and inclusion principles in mental health care and PSR.
3. Demonstrate an understanding of mental health and substance use disorders and relevant treatment modalities based on current literature and research.
4. Understand the role and importance of psychotropic medications, as well as other prescribed medications and their side effects, in maintaining wellness from a PSR perspective.
5. Utilize trauma informed and harm reduction principles when working with vulnerable and marginalized people and groups.
6. Demonstrate an awareness of and adherence to the core principles of the Truth and Reconciliation Commission including the impact of colonization and the resultant historical trauma on Indigenous peoples of BC.
7. Interact and collaborate with the multidisciplinary health care teams in ways that contribute to effective working relationships and the achievement of client-centered goals.
8. Demonstrate critical thinking and problem-solving skills in providing client-centred care.

9. Understand pertinent mental health legislation as it applies to mental health practice.
10. Communicate clearly, accurately, and sensitively with clients, families, and groups in a variety of community and facility contexts.
11. Recognize and respond to own self-development, learning, and health enhancement needs.
12. Perform the supporter role in a reflective, responsible, accountable, and professional manner adhering to evidenced-based best-practices of mental health care.

Admission Requirements For MHPS

Academic Admission Requirements

- **General College Admission Requirements**

Non-Academic Admission Requirements

Following an offer of admission to the program:

- A Criminal Record Check (CRC) - Details will be provided at the time the applicant is offered admission to the program. All costs related to the CRC are the responsibility of the applicant.
- Admission Interview – Applicants may be required to participate in an interview with the Program Coordinator for the purposes of providing additional information and/or academic advising.

Pre-Clinical Requirements for Clinical Practice:

- Immunization: A current record of immunizations must be provided. Applicants must obtain all immunizations mandated by the Health Authorities or Public Health orders to be permitted access to clinical sites. This is a prerequisite for clinical and practicum courses in the MHPS Program. All costs related to required immunizations and/or testing are the responsibility of the applicant.
- FoodSafe Level 1 Certificate or equivalent.
- First Aid Certification.
- CPR Level “C” Certificate or “Basic Life Support (BLS)” Certificate.
- Completion of Student Practice Education Core Orientation (SPECO).
- LearningHub modules.

Note: We strongly recommend you attend an information session

**Curriculum Framework
Graduation Requirements**

- Successful completion of at least 32.0 credits
- Minimum grades are required, as follows:
 - C+ in all MHPS courses or equivalents
 - Mastery in all clinical practice and preceptorship courses
- In good academic standing
- A minimum of 50% (16 credits) of all coursework must be completed at Douglas College
- Time limit to complete the program graduation requirements: 4 years. Any courses completed outside of that time limit will not be usable. Students may seek the permission of the Department/Program to complete a credential outside the approved time limits.

Course Requirements:

Course Number	Course Description	Credits
Semester 1		
<u>MHPS 1400</u>	Foundations in Health	4.00
<u>MHPS 1500</u>	Introduction to Mental Health	3.00
<u>MHPS 1600</u>	Common Mental Health Disorders and Interventions	3.00
<u>MHPS 1700</u>	Therapeutic Relationships in Mental Health	4.00
<u>MHPS 1800</u>	Practicum Experience 1	2.00
Courses Semester 2		
<u>MHPS 1900</u>	Recovery in Mental Health	3.00
<u>MHPS 2000</u>	Medication Management	1.50
<u>MHPS 2100</u>	Professional Practice	1.50
<u>MHPS 2200</u>	Mental Health and Addictions	3.00
<u>MHPS 2300</u>	Trauma Informed Practices	3.00
<u>MHPS 2400</u>	Practicum Experience 2	4.00
Total Credits		32.00

College Information Sessions

At these sessions, you will receive general college and program specific information as well as answers to your individual questions.

The schedule for HCA and MHSU Programs Information Sessions can be found here: <http://www.douglascollege.ca/study-at-douglas/information-sessions>

Coquitlam Campus

1250 Pinetree Way

Coquitlam, BC,

V3B 7X3

Mailing address for Douglas College

PO Box 2503

New Westminster, BC

V3L 5B2

Contact Numbers

MHPS Department Contacts

Program Support Specialist:

Alex Leung
604-777-6103 or
leunga12@douglascollege.ca

Program Coordinator:

Tanvir Gill
gillt1@douglascollege.ca

Placement Coordinator:

Natasha Dimitrijevic
dimitrijevicn@douglascollege.ca

Summer Coordinator:

Asha Ranga
rangaa@douglascollege.ca

Admission & Registration Services Contact Numbers

<https://www.douglascollege.ca/study-at-douglas/apply/canadian-students>

Registration Help Line:

604-527-5478

Student Services Contact Numbers

<https://www.douglascollege.ca/student-services>

Assessment Services	NWC/DLC	604.527.5478
Faculty of Health Sciences	Room D3039	604.777.6407 fax 604.777.6500
Bookstore	Room A1500	604.777.6260
Financial Aid	Room A1030	604.777.6189
Student Services	Room A1050	604.777.6185
Learning Centre	Room A1040	604.777.6139
Accessibility Services	Room A1050	604.777.6185
Counselling	Room A1050	604.777.6185



HCA Graduate Profile

HCA Graduate Profile

HCA's are prepared to work in a variety of health care settings, including acute care, complex care, home and community settings (e.g., independent, supportive care, assisted living, group home options, hospice/palliative care). They are important and valued members of the health care team. HCA's promote and maintain the health, safety, independence, comfort and well-being of individuals and families. HCA's provide personal care assistance and services in a caring manner that recognizes and supports the unique needs, abilities and backgrounds of clients and their families. They work as members of a health care team in a variety of settings with direction and supervision from regulated health care professionals.

The work done by HCA's is based on a set of fundamental values, beliefs and ethical principles that are consistently reflected in all aspects of their work with clients, families, team members and others. Amongst these core values, beliefs, and principles, which serve as foundations of HCA practice, are those related to:

- Human Beings
- Older Adults
- Health and Healing
- Healthcare
- Caring and Caregiving
- The Family in Health and Healing

In their daily practice HCA's perform the following functions:

- Use a problem-solving approach to provide assistance and support that promotes the physical, psychological, cognitive, social and spiritual health and well-being of clients and families;
- Communicate effectively with clients, families and other team members;
- Contribute to promoting and maintaining a safe and healthy environment for self, clients, residents and their families;
- Perform their job in an ethical, responsible, and accountable manner, maintaining competent practice, and
- Support the dignity, uniqueness and fair treatment of clients, their families and others.

MHSU Graduate Profile

MHSU Graduate Profile

MHSU will apply the principles of recovery through the psychosocial rehabilitation model (PSR) while developing the skills necessary to support individuals, families, and groups living with mental health and substance use challenges. MHSU workers will apply the knowledge and application to help clients to lead and manage life skills and social groups focusing on topics such as communication, mental health promotion, and professionalism.

Upon completion of the MHSU program, graduates will be prepared to work in a variety of practice settings:

- care facilities
- day treatment centers
- group homes
- outreach community programs
- rehabilitation programs

In addition, graduates will further develop skills and seek alternative career opportunities, that include:

- outreach support worker,
- mental health rehabilitation worker,
- mental health worker,
- transition house worker,
- community mental health worker,
- parent peer support worker,
- forensic service officer,
- federal halfway house residential support worker.

In their daily practice MHSUs perform the following functions:

- Use the principles of psychosocial rehabilitation (PSR) to support, assist and promote the physical, psychological, cognitive, social, and spiritual health and well-being of clients, families, and groups.
- Understand the importance of considering equity, diversity, and inclusion principles in mental health care and PSR.
- Understand the role and importance of psychotropic medications, as well as other prescribed medications and their side effects, in maintaining wellness from a PSR perspective.
- Utilize trauma informed and harm reduction principles when working with vulnerable and marginalized people and groups.

- Demonstrate an awareness of and adherence to the core principles of the Truth and Reconciliation Commission including the impact of colonization and the resultant historical trauma on Indigenous peoples of BC.
- Interact and collaborate with the multidisciplinary health care teams in ways that contribute to effective working relationships and the achievement of client-centered goals.
- Demonstrate critical thinking and problem-solving skills in providing client-centred care.
- Communicate clearly, accurately, and sensitively with clients, families, and groups in a variety of community and facility contexts.

MENTAL HEALTH AND PERSONAL SUPPORT WORK DEPARTMENT

HCA PROGRAM OVERVIEW HEALTH CARE ASSISTANT (HCA) PROGRAM

Semester 1 15 weeks	Fall Intake (September – April)	Winter Intake (January – August)	Summer Intake (May – December)
	September – December	January – April	May – August
Courses	<ul style="list-style-type: none"> MHPS 1110: Concepts for Practice – Weeks 1-14 MHPS 1120: Lifestyle and Intro to Practice – Weeks 1-14 MHPS 1130: Interpersonal Communication – Weeks 1-14 MHPS 1140: Common Health Challenges I- Weeks 1-14 MHPS 1150: Personal Care and Assistance I- Weeks 1-10 <p style="text-align: center;"><i>Must pass MHPS 1150 before proceeding into MHPS 1160</i></p> <ul style="list-style-type: none"> MHPS 1160: Applied Practice Experience I- Weeks 10-13 		
Semester 2 15 weeks	January – April	May – August	September – December
Courses	<ul style="list-style-type: none"> MHPS 1170: Common Health Challenges II- Weeks 1-10 MHPS 1180: Cognitive and Mental Health Challenges – Weeks 1-10 MHPS 1190: Personal Care and Assistance II- Weeks 1-10 MHPS 1200: Applied Practice Experience II- Weeks 3-10 <p style="text-align: center;"><i>Must pass the above courses before registering for MHPS 1300</i></p> <ul style="list-style-type: none"> MHPS 1300: Applied Practice Experience III - Weeks 11-15 		
<p>Completion of requirements for BC Care Aide and Community Health Worker Registry</p> <p>Students will receive an HCA certificate and are eligible for a Registry Number</p>			

MENTAL HEALTH AND PERSONAL SUPPORT WORK DEPARTMENT

MHSU PROGRAM OVERVIEW MENTAL HEALTH AND SUBSTANCE USE (MHSU) WORK PROGRAM

Semester 1 15 weeks	Summer Intake (May – August)
Courses	<ul style="list-style-type: none"> • MHPS 1400: Foundations in Health – Weeks 1-10 • MHPS 1500: Introduction to Mental Health – Weeks 1-10 • MHPS 1600: Common Mental Health Disorders and Interventions – Weeks 1-10 • MHPS 1700: Therapeutic Relationships in Mental Health -Weeks 1-10 <p><i>Must pass the above courses before registering for MHPS 1800</i></p>
	<ul style="list-style-type: none"> • MHPS 1800: Practicum Experience 1 – Weeks 11-15
Semester 2 15 weeks	Fall Intake (September – December)
Courses	<ul style="list-style-type: none"> • MHPS 1900: Recovery in Mental Health Weeks 1-9 • MHPS 2000: Medication Management Weeks 1-9 • MHPS 2100: Professional Practice Weeks 1-9 • MHPS 2200: Mental Health and Addictions- Weeks 1-9 • MHPS 2300: Trauma Informed Practices – Week 1-9 <p><i>Must pass the above courses before registering for MHPS 2400</i></p>
	<ul style="list-style-type: none"> • MHPS 2400: Practicum Experience 2 – Weeks 10 -15
Students will receive a MHSU certificate	

Courses In the MHP SW Department

MHPS 1110 CONCEPTS FOR PRACTICE

This course provides students with the opportunity to develop a theoretical framework for practice. Students will be introduced to the philosophical values and theoretical understandings that provide a foundation for competent practice as a Health Care Assistant.

The course focuses on concepts of caring and person-centered care, basic human needs and human development, and family as they relate to health and healing. Students will also be introduced to a problem-solving model that will be critical to their practice.

MHPS 1120 LIFESTYLE AND INTRODUCTION TO PRACTICE

This course introduces students to a holistic concept of health and the components of a health-enhancing lifestyle. Students will be invited to reflect on their own experience of health, recognizing challenges and resources that can impact lifestyle choices.

Students will be introduced to a model that can be applied in other courses to understand the multi-faceted aspects of health and healing. Students will be introduced to the role of the Health Care Assistant (HCA) within the British Columbia health care system. Students will be introduced to the health care team and the roles and functions of HCAs within the team. Students will also have opportunities to develop self-reflective skills required for competent practice and will be introduced to effective job-finding approaches.

MHPS 1130 INTERPERSONAL COMMUNICATIONS

This course focuses on the development of self-awareness, increased understanding of others, and development of effective interpersonal communication skills that can be used in a variety of caregiving contexts. Students will be encouraged to become more aware of the impact of their own communication choices and patterns. They will have opportunities to develop and use communication techniques that demonstrate personal awareness, respect, and active listening skills. The course also focuses on concepts of culture and diversity as it relates to health and healing.

MHPS 1140 COMMON HEALTH CHALLENGES I

This course introduces students to the normal structure and function of the human body and normal bodily changes associated with aging. Students will explore common challenges to health and healing in relation to each body system. Students will also be encouraged to explore person-centered practice as it relates to the common health challenges to health.

MHPS 1150 PERSONAL CARE & ASSISTANCE I

This practical course offers students the opportunity to acquire personal care and assistance skills within the parameters of the HCA role. The course comprises classroom and supervised laboratory experiences. The student will integrate theory from other courses to develop caregiver skills that maintain and promote the comfort, safety, and independence of clients in community and facility contexts.

MHPS 1160 APPLIED PRACTICE EXPERIENCE I

This supervised clinical practice experience provides students with an opportunity to apply knowledge and skills from all other courses in the program with individuals in a multi-level or complex care setting. Opportunity will be provided for students to gain expertise and confidence with the role of the HCA within a complex care facility.

MHPS 1170 COMMON HEALTH CHALLENGES II

This course builds on MHPS 1140: Common Health Challenges I. The students will explore common challenges to health and healing in relation to each body system. Students will also be encouraged to explore person-centered practice as it relates to the common challenges to health including and, in particular, to end-of-life care.

MHPS 1180 COGNITIVE AND MENTAL HEALTH CHALLENGES

This course builds on content from other courses to assist students to explore concepts and caregiving approaches that will allow them to work effectively with individuals experiencing cognitive and/or mental health challenges. The emphasis is on supporting clients with dementia, recognizing responsive behaviours, and identifying person-centered intervention strategies.

MHPS 1190 PERSONAL CARE & ASSISTANCE II

This course builds on MHPS 1150: Personal Care and Assistance I. This practical course offers students the opportunity to acquire personal care and assistance skills within the parameters of the HCA role. The course comprises class and supervised laboratory experiences. The student will integrate prior theory to develop caregiver skills that maintain and promote the comfort, safety, and independence of clients in community and facility contexts.

MHPS 1200 APPLIED PRACTICE EXPERIENCES II

This course builds on MHPS 1160: Applied Practice Experience I. This supervised practice experience provides students with an opportunity to apply knowledge and skills from all other courses in the program with individuals in a multi-level or complex care setting. Opportunity will be provided for students to gain expertise in and confidence with the role of the HCA within a complex care facility.

MHPS 1300 APPLIED PRACTICE EXPERIENCE III

This course builds on MHPS 1160: Applied Practice Experience I and MHPS 1200: Applied Practice Experience II. This practice course provides students with an opportunity to apply knowledge and skills from all other courses with individuals and families in a community setting. A portion of this clinical experience will be devoted to working with individuals with dementia. Students will become more familiar with the role of the HCA within a home support agency, assisted living facility, or a group home. Students will be prepared for employment in these settings. It is essential that students understand the philosophy of community care settings and the importance of client choice and independence.

MHPS 1400 FOUNDATIONS IN HEALTH

This course examines the students' personal understanding of health and relationships in the context of individuals, families, and groups. Students will develop a theoretical framework for practice. The course will focus on concepts of caring and client-centered care; basic human needs and human development; and family, culture, and diversity as they relate to health and healing. Students will be introduced to personal care and assistance skills within the parameters of their role.

This course includes class and supervised laboratory experiences which assist the students to integrate theory from other courses to develop caregiver skills that maintain and promote the comfort, safety, and independence of individuals in community and facility contexts.

MHPS 1500 INTRODUCTION TO MENTAL HEALTH

This course introduces foundational perspectives and current legislation relevant to mental health practice. Historical beliefs and approaches to mental illness will be presented. The focus of the course is to provide theory on current best practices in mental health care and treatment. Legal and ethical issues related to individuals, families, and populations experiencing mental health challenges will be presented, including an introduction to ethical decision-making frameworks for managing practice related ethical dilemmas.

MHPS 1600 COMMON MENTAL HEALTH DISORDERS

The course will introduce the learner to the theoretical underpinnings relevant to Mental Health and Substance Use Work. Concepts related to common mental health challenges, including neurobiology, DSM categories, behavioural manifestations of various mental health disorders (such as addictions and substance use disorders), and treatment modalities will be presented. Assessment tools and intervention techniques will also be discussed.

MHPS 1700 THERAPEUTIC RELATIONSHIPS IN MENTAL HEALTH

The focus of this course is to prepare students to develop therapeutic relationships using communication skills such as empathy, warmth, genuineness, caring confrontation, and immediacy. Assessment, communication, and motivational interviewing skills will be discussed as they relate to individuals experiencing mental health and substance use challenges. Conflict resolution, problem-solving, and leadership skills are also presented. Group therapy and stress management theories and techniques will be discussed. Therapeutic use of self, self-awareness, and trauma informed approaches as critical elements of developing therapeutic relationships are the foci of this course. Students will practice communication skills with actors in communication labs.

MHPS 1800 PRACTICUM EXPERIENCE 1

This course introduces students to the mental health and substance use clinical practice setting. Learning opportunities will encourage students to use all the concepts and therapeutic communication skills they have learned thus far in the program to assist the individuals with mental health and substance use disorders

to maximize their independence. Students will begin to recognize the importance of the mental health and substance use worker and the role they play as part of the community health team. Students will recognize Psychosocial Rehabilitation (PSR) principles and how they apply to the client's recovery. Emphasis will be on strengthening students' communication techniques when working with clients in the mental health and substance use setting.

MHPS 1900 RECOVERY IN MENTAL HEALTH

This course will focus on the concepts and domains of Psychosocial Rehabilitation (PSR) as they relate to the principles of the Recovery Model of mental health and substance use care. Mission statements, philosophies, values, and beliefs of various agencies will be discussed. Maslow's hierarchy of needs will be discussed in relation to the prioritization of needs in providing care.

MHPS 2000 MEDICATION MANAGEMENT

This course prepares students with the knowledge and skills to safely administer and manage medications for their clients in mental health and substance use settings. The course comprises class and supervised laboratory experiences. The students will integrate theory from other courses to develop caregiver skills that maintain and promote the comfort, safety, and independence of clients in community and facility contexts.

MHPS 2100 PROFESSIONAL PRACTICE

This course prepares the learner to be a successful employee in the workplace. Emphasis will be placed on the need for self-care. Utilizing practices related to stress management will be explored. Self-awareness with responsibilities and obligations as a professional for promoting excellence in practice, critical self-reflection, and the philosophy of lifelong learning will be included.

MHPS 2200 MENTAL HEALTH AND SUBSTANCE USE

This course will focus on students developing the knowledge and skills needed to respond effectively to clients experiencing co-existing substance use and mental illness, using a bio-psycho-social-spiritual framework. Emphasis will be on understanding substance use, addiction processes and illness, harm reduction practices, facilitating change, evidence-based treatment approaches, promoting recovery, and maintenance of health and well-being.

MHPS 2300 TRAUMA INFORMED PRACTICES

In this course students will learn what it means to be trauma informed and the importance of applying it to practice. Students will explore conceptualizations of trauma, including various types of trauma, and will gain awareness of the prevalence of trauma among various populations. The relationship of the trauma experience to mental health and substance use issues will be reviewed, and foundational theory such as attachment theory will support students' understanding of this complex relationship.

MHPS 2400 PRACTICUM EXPERIENCE 2

This course provides students with further experience in mental health and substance use in clinical practice settings. Learning opportunities will encourage

students to use concepts and therapeutic communication skills they have learned throughout the program to assist individuals with mental health and substance use issues to maximize their independence. Students will identify the resources available in the community. Emphasis will be on the role of the Mental Health and Substance Use Worker as a member of the community health team. The principles of Recovery using Psychosocial Rehabilitation (PSR) will be the focus of this workplace practice.

Is this program right for me?

Questions to ask yourself:

Do I enjoy working with the adult or older adult? Do I enjoy working within a team environment? Do I enjoy challenging myself? Am I ready for a career change? Am I comfortable around people with physical, cognitive, or mental health challenges?

If you answered YES to any of these questions, then this program may be a good fit.

Personal traits which help a student succeed in this program:

- Honest and ethical
- Responsible
- Flexible
- Self-aware
- Sensitive to the needs of others
- Able to speak confidently with people of all ages
- Self directed
- Able to work well with others
- Able to work in a team
- An effective problem solver
- Able to manage time efficiently
- Able to perform basic home management and cooking
- A self-directed learner
- Have a desire to work in health care
- Are willing to assist all clients
- Want a career that is not always glamorous but is very fulfilling!



Frequently Asked Questions

1. Where will I be able to work when I finish school?

The employment opportunities are endless. Employers have been asking for a graduate that has personal care skills, combined with skills for caring for people with mental illness. Douglas College is the first institution to address this request so the jobs will be endless. You could work in long term care facilities, assisted living facilities, home support agencies and community mental health settings such as day treatment centers, mental health teams, clubhouses, shelters, hospitals, correctional facilities. The choice is yours.

2. What is the salary range I can expect as a graduate of the HCA/ MHSU certificate program?

The average wage for a Health Care Assistant is \$26.32 per hour (Indeed, 2020). Current hourly rate for a graduate with the MHSU credentials is \$31.25 (workbc.ca)

3. What can I do to prepare before classes start?

That's a common question for students. First, try to ensure that you have a lot of support from your family and friends. You will be entering an intensive program so you will spend your days at school, or in a clinical setting, and you will need time at home to complete readings, assignments, group projects and to prepare for exams.

If you don't have a complete driver's license it is important to get one for your experience in home support agencies. A driver's license allowing unaccompanied vehicle operation and access to a vehicle are strongly recommended to ensure the required one-week clinical placement in home support facilities.

Also, if you feel you need assistance with being a student again (for example with paper writing, studying, or computer skills) there are courses available that you could take prior to the start of this program. (See www.douglascollege.ca under "Programs & Courses" and "Developmental Studies").

Basic computer skills such as word processing, Internet use and email (resources available at Douglas College) are an expectation of the program. If you need assistance with these skills, please contact the Learning Centre at Douglas College (<https://www.douglascollege.ca/student-services/student-support/tutoring/learning-centre>).

If you do not have these basic computer skills, you may also wish to take a short course at your local community center or similar venue before the program starts.

All students must submit **Standard First Aid and CPR Level C certificates prior to first clinical experience (BLS will also be accepted). Please arrange this on your own (will not

be provided through the college). *Do not submit these to the Registrar's office.* Information will be given to you on the first day of Program Orientation, see "**Welcome Letter.**"

(**Please note Standard First Aid and CPR Level C is a two-day course)

4. **Why should I come to Douglas College to learn?**

There are many reasons why Douglas College would be your first choice.

Douglas College has a history of producing excellent graduates of the Health Care Assistant and Mental Health and Substance Use Work Programs. Often our students have a commitment of employment before they finish the program. We encourage you to ask employers about hiring Douglas College Graduates.

Douglas College is known for its supportive learning environment with highly educated, professional instructors. The College offers support to students from Career Counseling to Academic Advising to Learning Centers. It offers numerous programs, in all disciplines, so you have exposure to an in-depth and varied learning environment.

5. **What are the benefits of completing the MHSU program if I am interested in doing a nursing or psychiatric nursing program?**

There are many benefits of completing this program prior to a nursing or psychiatric nursing program:

In the MHSU program you learn how to provide basic nursing care and how to interact with people in a variety of settings. You will find that because of your competence in basic nursing care, you will have more time to focus on nursing theory courses and an increased confidence in the first semester of either the Bachelor of Science in Nursing or Psychiatric Nursing program increases.

Working with Health Science students, in a variety of activities, will increase your understanding of and familiarity with the roles of healthcare team members, such as RNs and RPNs.

The program provides the opportunity to increase your earning capacity and work in healthcare immediately while you wait for admission to and during other programs.

Priority seats for Douglas College MHSU graduates are reserved in Psychiatric Nursing programs.

6. **Does being accepted into the program mean I am registered for my courses?**

No, you must register for your courses.

You will receive a "**Welcome Letter**" with complete instructions on which courses to enroll in and when to register.

Read the instructions well in advance and ask questions early to be ready to register on your assigned dates.

- **Questions concerning the program:** **Departmental Assistant** **604-777-6407**
- **Questions concerning registration:** **Registration Help Line** **604-527-5478**

Online Registration

On your assigned registration date, register online at <https://www.douglascollege.ca/future-students/apply-douglas/canadian-students>

If you are paying your own fees, please pay by the fee payment deadline. If you do not pay by the due date, your registration will be cancelled. **DO NOT WAIT FOR A CONFIRMATION LETTER.**

If you are a sponsored student, all payment arrangements must be made through the Cashier's Office before the fee payment deadline.

PLEASE NOTE: Because this is a full-time program, you are eligible to apply for a student loan. A fee deferral form must be submitted to the Cashier's Office before the fee payment deadline if you are receiving a student loan (More information available here: <https://www.douglascollege.ca/study-at-douglas/fees-and-related-information/fee-deferrals>).

There are also bursaries available to students enrolled in the program. Please see the Financial Aid Office for more information. <https://www.douglascollege.ca/current-students/advising-services/financial-planning/financial-aid-information/financial-aid-2>

We look forward to seeing you in our program. Please don't hesitate to direct any questions or concerns to our Departmental Assistant at 604-777-6407.

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