



# Course Information

**douglas college**

A: Division: Applied Programs

Date: 12 July 1994

B: Department: Child, Family & Community Studies

New Course: X

Program: Child and Youth Care Counsellor, Community Social Service Worker

Revision of Course Information Form:

C: CFCS 463

D: Community Practice: Mental Health

E: 3

Subject & Course No.

Descriptive Title

Semester Credit

F: **Calendar Description:** This course explores the values, attitudes, and beliefs of the worker and the knowledge and skills required to support and enhance wellness with individuals in the community who have mental illness. Students will have opportunities to explore the nature of mental illness through the eyes of individuals who have experienced mental health problems. Community resources and an overview of mental health services will be discussed.

**Summary of Revisions:**  
(Enter date & section)  
Eg. Section C,E,F

G: **Type of Instruction: Hours per Week/per Semester**

Lecture/Practice	60	Hrs.
Laboratory		Hrs.
Seminar		Hrs.
Clinical Experience		Hrs.
Field Experience		Hrs.
Practicum		Hrs.
Shop		Hrs.
Studio		Hrs.
Student Directed Learning		Hrs.
Other		Hrs.
<b>TOTAL</b>	<b>60</b>	<b>HOURS</b>

H: **Course Prerequisites:**

CFCS 220 or CSSW 220 or CYCC 220

I: **Course Corequisites:**

Nil

J: **Course for which this Course is a Prerequisite:**

Nil

K: **Maximum Class Size:**

30

L: **College Credit Transfer**

College Credit Non-transfer

M: **Transfer Credit:**

Requested:

Granted:

Specify Course Equivalents or Unassigned Credit as Appropriate:

U.B.C.

S.F.U.

U. Vic.

Other:

*Kathi Duncan*

*Jeanette Mossing*

(KATHI DUNCAN/  
JEANETTE MOSSING) COURSE DESIGNER(S)

*B. Keller*

DIRECTOR/CHAIRPERSON

*[Signature]*

DIVISIONAL DEAN

*P.H. Oger*

REGISTRAR

**N: Textbooks and materials to be purchased by students  
(Use Bibliographic Form):**

T.B.A.

Sections O, P, Q

**Major Concepts:** *global ideas that guide the design and delivery of the course*

1. Values, attitudes and beliefs influence our interactions with others.
2. Individuals perceive the world in different ways and are the experts in reporting what their experiences mean to them. Communication skills are necessary to facilitate the telling of personal stories and to hear what the personal needs are perceived to be.
3. Knowledge, although tentative and changing, assists in dispelling myths and changing attitudes. A basic understanding of current classifications and treatments for mental illness helps to develop values and attitudes necessary for effective worker performance.
4. Wellness is a holistic, multidimensional concept. The wellness level of an individual is dynamically interrelated with the family and community.
5. Social networks promote wellness and are needed by those whose illness separates them from others. To support individuals with mental illnesses living in the community, the worker needs to locate and be a bridge to access the resources available within a given community.
6. Enabling individuals, supporting their right to self-determination and assisting them to develop personal networks and linkages to access community resources, empowers individuals to take increasing initiative for themselves.
7. Strategies established through conscious planning of personal support networks, professional development and other means strengthen worker wellness and assist the worker in continued effective performance and sustained job satisfaction.

8. A basic knowledge of Provincial Mental Health Services and their relationship to other health and social services will facilitate the worker being able to negotiate with and advocate for individuals needing their services.
9. An understanding of the trends in society and the mental health care system facilitates worker objectivity in response to changes which occur in our diverse and complex society.

## Section R

# Evaluation:

Selection of evaluation and assessment tools for this course will be based on:

- 1) Adherence to college evaluation policy regarding number and weighting of evaluations, i.e. a course of three credits or more should include at least five separate evaluations
- 2) A combination of evaluation instruments that includes opportunities for students to demonstrate different ways of knowing. i.e. oral, individual, group, narrative, research
- 3) A developmental approach to evaluation that is sequenced and progressive.
- 4) Evaluation being used as a teaching and learning tool for both students and instructors.
- 5) Commitment to student participation in evaluation through such processes as self and peer evaluation, participation in instrument design and program/instructor evaluation.