



**EFFECTIVE: SEPTEMBER 2004**  
**CURRICULUM GUIDELINES**

A. Division: **Instruction** Effective Date: **September 2004**

B. Department / Program Area: **Faculty of Child, Family and Community Studies  
 Community Social Service Worker** Revision  New Course

If Revision, Section(s) Revised:  
 Date of Previous Revision:  
 Date of Current Revision: **25 August 2003**  
 E: **3**

C: **CSSW 2363** D: **Mental Health**

Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b>	Calendar Description: <b>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. Students will learn about the causes, symptoms and treatment of mental illness. Community resources and an overview of mental health services will be discussed.</b>	
<b>G:</b>	Allocation of Contact Hours to Type of Instruction / Learning Settings	<b>H:</b> Course Prerequisites: <b>CSSW 1122</b>
	Primary Methods of Instructional Delivery and/or Learning Settings: <b>Lecture/Practice</b>	<b>I:</b> Course Corequisites: <b>None</b>
	Number of Contact Hours: (per week / semester for each descriptor) <b>60 Hours</b>	<b>J:</b> Course for which this Course is a Prerequisite <b>None</b>
	Number of Weeks per Semester: <b>Flexible delivery ranging over 6 to 15 weeks</b>	<b>K:</b> Maximum Class Size: <b>30</b>
<b>L:</b>	PLEASE INDICATE: <b>Part of Block Transfer to Schools of Child and Youth Care at UVIC, UCFV, Malaspina University College; Bachelor of Professional Arts in Human Services degree program at Athabasca University; and Bachelor of Community Rehabilitation degree program at the University of Calgary.</b>	
<input type="checkbox"/>	Non-Credit	
<input type="checkbox"/>	College Credit Non-Transfer	
<input checked="" type="checkbox"/>	College Credit Transfer:	
SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ( <a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a> )		

**M:** Course Objectives / Learning Outcomes

Upon successful completion of this course, the student will be able to:

**A. Knowledge of Mental Health/Illness**

1. demonstrate an understanding of past and present social attitudes towards mental illness and an ability to challenge popular but incorrect beliefs regarding mental illness
2. demonstrate an understanding of issues related to assessing the presence/absence of mental health/illness
3. describe techniques for working with people with mental disorders including responding to clients who are off their medication, delusional, or hallucinating
4. demonstrate an understanding of the types of mental illness (medical, psychological, social/environmental) and an appreciation for the resultant treatment approaches (biological, psychotherapeutic, preventative)
5. demonstrate an understanding of the DSM-IV diagnostic system and the benefits/liabilities of labeling persons with specific diagnoses
6. demonstrate an understanding of the key characteristics of some types of mental illness, (i.e., child and youth disorders, anxiety disorders, post traumatic stress disorder, eating disorders, bipolar disorder, depression, personality disorders, schizophrenia); an appreciation for predictive risk factors; an understanding for a disorder's impact on the individual, family and society; and knowledge of past and current treatment approaches
7. demonstrate understanding of the cultural variables associated with mental disorders
8. demonstrate knowledge of the predictors of suicide risk and prevention strategies
9. demonstrate an awareness of the major issues related to deinstitutionalisation (i.e., homelessness, poverty and violence) and an appreciation for the benefits and liabilities of commonly proposed solutions
10. demonstrate awareness of major medications for specific disorders and their side effects (e.g., anti-anxiety, anti-psychotic, anti-depressant and anti-manic medications)

**B. Knowledge of the Mental Health System**

1. demonstrate knowledge of the system of mental health services in Canada and B.C., including forensic services, hospitals, emergency/crisis services, services or persons with mental handicaps, community based psychosocial rehabilitation programs, clubhouses, etc.
2. demonstrate knowledge of the roles of the various professionals (e.g., psychiatrists, family physicians, psychologists, social workers, and social service workers, nurses, occupational therapists, counsellors, rehabilitation workers) who work in the mental health system
3. demonstrate an awareness of housing options available for persons who have serious mental illness and an appreciation for gaps in the available resources
4. demonstrate a working knowledge of relevant mental health legislation in British Columbia and an understanding of legal issues which could impact future legislative changes
5. demonstrate a basic appreciation for the current consumer and family empowerment initiative and their impact on service delivery
6. demonstrate a basic appreciation for current and future directions in mental health policy and planning issues

<p><b>N:</b> Course Content: The following global ideas guide the design and delivery of this course:</p> <ol style="list-style-type: none"> <li>1. <b>Values, attitudes and beliefs influence our interactions with people with mental disorders.</b></li> <li>2. <b>Individuals with mental disorders perceive the world in different ways and should be given the opportunity to report 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.</b></li> <li>3. <b>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.</b></li> <li>4. <b>Wellness is a holistic, multidimensional concept. The mental health wellness level of an individual connected to that person's family and community.</b></li> <li>5. <b>Social networks promote wellness and are needed by those whose illness may separate them from others. To support individuals with mental illnesses living in the community, the worker needs to help people access and use the resources available within a given community.</b></li> <li>6. <b>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.</b></li> <li>7. <b>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.</b></li> <li>8. <b>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.</b></li> <li>9. <b>While people's lives may be besieged by debilitating problems and chaos, they also possess inherent capacity and resiliency that can be mobilized for change.</b></li> </ol>
<p><b>O:</b> Methods of Instruction <b>Lecture, Practice, guest speakers, use of multimedia resources</b></p>
<p><b>P:</b> Textbooks and Materials to be Purchased by Students <b>T.B.A.</b></p>
<p><b>Q:</b> Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations.</p> <ol style="list-style-type: none"> <li>1. <b>Practice reports</b></li> <li>2. <b>Self-evaluation</b></li> <li>3. <b>Field assessment</b></li> </ol>
<p><b>R:</b> Prior Learning Assessment and Recognition <b>This course is available for PLAR</b></p>

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Course Designer(s)

Education Council / Curriculum Committee Representative

Dean: **Jan Lindsay**

Registrar