Douglas College

A.	Division:	**Instructional**	Effective Date:		**September 2006**

B.	Department / Program Area:	**Health Care Support Worker**	Revision	New Course	**X**

If Revision, Section(s) Revised:
Date of Previous Revision:
Date of Current Revision:

C: HCSW 1140		**D: Introduction to Mental Health and Cognitive Disorders**		**E: 3.0**
Subject & Course No.		Descriptive Title		Semester Credits

F: Calendar Description:

This course builds upon the content of the Interpersonal Communications for Health Care Support Workers and Concept: Health and Healing courses and helps the learner to explore the concepts and approaches involved in assisting individuals experiencing changes in mental functioning and mental illness.

G: Allocation of Contact Hours to Type of Instruction / Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

Lecture/Discussion
Groupwork
Guest Speakers

Number of Contact Hours: (per week / semester for each descriptor)

60 hrs per semester

Number of Weeks per Semester: 12

H: Course Prerequisites:

HCSW 1110 + HCSW 1120 + HCSW 1130

I: Course Corequisites:

HCSW 1150 + HCSW 1160

J: Course for which this Course is a Prerequisite

HCSW 1170 + HCSW 1180 + HCSW 1190 + HCSW 1200

K: Maximum Class Size:

35

L: PLEASE INDICATE**:**

	Non-Credit
X	College Credit Non-Transfer
	College Credit Transfer:

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)

M:	Course Objectives / Learning Outcomes

This course is based on the competencies of the Provincial Curriculum Guide for Home Support/Resident Care Attendant Program, 1992.

1. Demonstrate a basic understanding and knowledge of mental disorders, use current and relevant theory to understand common mental health issues, and understand various mental health treatment modalities.
2. Describe the relationship between observable behaviours of the individual and changes in mental functioning.
3. Assess the effects of aging, loss, stress, and illness in relation to the care of individuals experiencing changes in mental functioning.
4. Demonstrate a basic understanding of the concepts, principles, and domains of Psychosocial Rehabilitation (PSR) within the Recovery model.
5. Utilize a problem-solving approach to plan and implement care that is based on the principles of safe practice and effective communication strategies to maintain appropriate levels of independence, dignity, and worth of the individual.

N:	Course Content:

1. Concepts of mental disorders
   - Basic concepts
   - Mental health theories
   - Mental health treatment modalities

2. Changes in mental functioning
   - Irreversible changes in mental functioning
   - Reversible changes in mental functioning
   - Common disease processes contributing to changes in mental functioning
   - Mental illness in the older adults
   - Persons with multiple disabilities

3. Responses in individuals experiencing changes in mental functioning
   - Individuality and diversity
   - Stress and illness
   - Environmental effects on behaviour
   - Loss

4. Concepts of Psychosocial Rehabilitation (PSR)
   - Recovery in mental health: Philosophy, mission, and core values of PSR
   - Principles and domains of PSR

5. Problem-Solving and Safe Practice
   - Promotion of dignity, self-worth, and integrity
   - Effective strategies and approaches to care
   - Non-threatening environment
   - Safety, comfort, and security

O:	Methods of Instruction

1. Classroom lecture/discussion
2. Role playing/group work
3. Guest speakers
4. Audio-visual materials
5. Computer resources

P:	Textbooks and Materials to be Purchased by Students
	A list of reading materials is provided to the students at the beginning of the semester.
Q:	Means of Assessment
	Course evaluation is consistent with Douglas College course evaluation policy.
	This is a graded course, and minimum requirement for successful completion of the course if 65%. An evaluation schedule is presented at the beginning of the course.
R:	Prior Learning Assessment and Recognition: specify whether course is open for PLAR
	Yes

_____   _____
Course Designer(s)   Education Council / Curriculum Committee Representative

_____   _____
Dean / Director   Registrar

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