



EFFECTIVE: MARCH 2011
CURRICULUM GUIDELINES

A. Division: **Education** Effective Date: March 2011

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

If Revision, Section(s) Revised: A, E, G, H, I, K, M, N, O, R
 Date of Previous Revision: October 2005
 Date of Current Revision: June 2010

C: **HCSW 1170** **D:** **Concepts for Mental Health Practice II** **E:** **3.0**

Subject & Course No.	Descriptive Title	Semester Credits						
<p>F: Calendar Description:</p> <p>This focus of this course will introduce the learner to the role of the Community Mental Health Worker (CMHW) in the delivery of mental health services. The Mental Health Act (MHA), ethical issues, and the history of mental illness will be discussed. In this course, there is a focus on the various concepts related to common mental health issues, including neurobiology, the DSM-IV-TR, various mental disorders, treatment modalities, and addictions. Assessment tools will also be discussed as well as intervention techniques.</p>								
<p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Lecture</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>60 hours per semester</p> <p>Number of Weeks:</p> <p>8</p>	<p>H: Course Prerequisites:</p> <p>HCSW 1165 or HCSW 1100 + HCSW 1110 + HCSW 1120 + HCSW 1130 + HCSW 1140 + HCSW 1150 + HCSW 1160 or HCSW 1101 + HCSW 1102 + HCSW 1103 + HCSW 1104 + HCSW 1105 + HCSW 1106 + HCSW 1107 + HCSW 1108 + HCSW 1109</p>							
	<p>I: Course Corequisites:</p> <p>HCSW 1180 HCSW 1190 HCSW 1195</p>							
	<p>J: Course for which this Course is a Prerequisite</p> <p>HCSW 1200</p>							
	<p>K: Maximum Class Size:</p> <p>32</p>							
<p>L: PLEASE INDICATE:</p> <table style="width: 100%;"> <tr> <td style="width: 50px; text-align: center;"><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>College Credit Transfer:</td> </tr> </table> <p style="text-align: center;">SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)</p>			<input type="checkbox"/>	Non-Credit	<input checked="" type="checkbox"/>	College Credit Non-Transfer	<input type="checkbox"/>	College Credit Transfer:
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M: Course Objectives / Learning Outcomes

Upon completion of this course the learner will be able to:

- Understand and recognize the significance of the Mental Health Act (MHA) and other relevant legislation in providing services to individuals with mental health issues
- Demonstrate basic knowledge concerning neurobiology with regards to mental health concerns
- Understand the multi-axial diagnostic system and the use of the Diagnostic and Statistical Manual of Mental Disorders, fourth edition, text revision (DSM-IV-TR)
- Understand the prevalence, etiology, diagnostic criteria, and treatments for the following categories of mental disorders:
 - Schizophrenia
 - Mood Disorders
 - Anxiety, Somatoform, and Dissociative Disorders
 - Personality Disorders
 - Eating Disorders
 - Sexual Disorders
 - Co-Occurrent Disorders
- Understand the prevalence, etiology, diagnostic criteria, and treatments for child and adolescent disorders including:
 - Learning and Developmental Disorders
 - Behaviour Disorders
 - Fetal Alcohol Spectrum Disorder
 - Early Psychosis (including the Early Psychosis Intervention Program, EPI)
- Understand the diagnosis, treatments, and rehabilitations for addictions and concurrent disorders
- Understand the impact of anger, aggression, abuse, and violence related to physical and mental health
- Demonstrate basic knowledge of psychotropic medications in treating symptoms of mental disorders, and related side effects and outcomes
- Understand the implications of cultural diversity

N: Course Content:

- Mental Health Act and current legislation including: FOIPPA, Adult Guardianship, Public Trustee, Ombudsman, and Best Practices
- Neurobiological theories, neurotransmitters, and brain abnormalities in relation to mental health issues
- DSM-IV-TR; 5-axis diagnosis; GAF Scale (Axis V); Psychosocial problems/issues (Axis IV)
- Diagnostic criteria, signs/symptoms/presentation/characteristics, interventions/treatments for the following categories of mental disorders:
 - Schizophrenia
 - Mood Disorders
 - Anxiety, Somatoform, and Dissociative Disorders
 - Personality Disorders
 - Eating Disorders
 - Sexual Disorders
 - Co-Occurrent Disorders
- Diagnostic criteria, signs/symptoms/presentation/characteristics, interventions/treatments for the following categories of child and adolescent mental disorders:
 - Learning and Developmental Disorders
 - Behaviour Disorders
 - Fetal Alcohol Spectrum Disorder
 - Early Psychosis
- Addictions, drugs, and concurrent disorders: definitions, types, dependence, abuse, and harm reduction versus abstinence
- Cycle of abuse, types of abuse (sexual, physical, emotional, neglect), denial, resistance, poverty
- Introduction to psychotropic medications and the role of the CMHW
- Cultural factors and beliefs related to mental health issues, assessment, and treatment

<p>O: Methods of Instruction</p> <ul style="list-style-type: none"> • Lecture • Case studies • Group activities • Internet and video • Guest Speakers • May include community service learning and/or participation in community based research projects when available.
<p>P: Textbooks and Materials to be Purchased by Students</p> <p>A list of recommended materials is provided to students at the beginning of the semester.</p>
<p>Q: Means of Assessment</p> <p>Course evaluation is consistent with Douglas College course evaluation policy. An evaluation schedule is presented at the beginning of the course.</p> <p>This is a graded course and a minimum requirement for successful completion of the course is 65%. An evaluation schedule will be presented at the beginning of the course.</p>
<p>R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No</p>

 Course Designer(s)

 Education Council / Curriculum Committee Representative

 Dean / Director

 Registrar