



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 1180** **D:** **Recovery in Mental Health** **E: 3.0**

Subject & Course No.	Descriptive Title	Semester Credits
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<p>F: Calendar Description:</p> <p>This course will focus on the concepts and principles of Recovery and Psychosocial Rehabilitation (PSR). 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. Principles of advocacy and the role of the CMHW and HCSW will be addressed. The role of the CMHW and HCSW in relation to goal planning and implementation are included.</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 Co-requisites:</p> <p>HCSW 1170 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%; border-collapse: collapse;"> <tr> <td style="width: 30px; border: 1px solid black; text-align: center;"><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;"><input checked="" type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;"><input type="checkbox"/></td> <td>College Credit Transfer:</td> </tr> </table> <p>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

- Recognize the impact of the history of mental health treatment on present day practice
- Demonstrate an understanding of prejudice, stigma, and bias on care and recovery
- Understand the mission statements, philosophies, values, and beliefs of various agencies
- Demonstrate an understanding of the concepts and principles of recovery within the Psychosocial Rehabilitation (PSR) model
- Understand the principles and domains of PSR
- Understand Maslow's hierarchy of needs
- Understand the principles of advocacy in promoting mental health
- Understand the role of the CMHW in goal planning and implementation with individuals with mental health issues
- Demonstrate the ability to conduct a basic assessment (Mental Status Exam, MSE), gather and document these findings.
- Demonstrate an understanding of the concepts of leadership and its impact on the therapeutic environment and relationship
- Demonstrate an understanding of group dynamics and group therapy

N: Course Content:

- Mission statements, philosophies, and values: Understanding the meaning, interpretation, purpose, and application
- Recovery: Philosophy, mission, and core values of PSR
- Principles and four domains of PSR: Personal, education, work, and leisure
- Role of the CMHW in prioritizing the needs of individuals with mental health issues
- Advocacy: Concepts, roles, and responsibilities of CMHW's
- Goal setting and planning: Identification of problem/need, rationale for setting goals, long-term and short-term goals, and setting a plan of action
- Mental Status Examination (MSE) components such as: appearance, behaviours, cognition, thought and perceptual disturbance, abstraction, judgment, and risk
- Documentation: DARE and narrative charting
- Theories and application of group therapy

O: Methods of Instruction

- Lecture
- Case studies
- Role-Plays
- Group activities
- Review questions
- Internet and video
- PSR community visit
- May include community service learning and/or participation in community based research projects when available.

P: Textbooks and Materials to be Purchased by Students

A list of recommended materials is provided to students at the beginning of the semester.

<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