



**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, Q, R  
 Date of Previous Revision: October 2005  
 Date of Current Revision: June 2010

**C:** **HCSW 1190** **D:** **Therapeutic Relationships in Mental Health** **E:** **3.25**

Subject & Course No.	Descriptive Title	Semester Credits
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<p><b>F:</b> Calendar Description:</p> <p>The focus of this course in the Health Care Support Worker Program is to prepare the student to develop advanced therapeutic relationships in the mental health field through the use of communication skills. Empathy, warmth, and respect will be taught as well as confrontation and immediacy. Communication labs with actors are used to develop these skills. Assessment/communication/interviewing skills will be discussed for various mental disorders. Conflict resolution, problem-solving, and leadership skills will be developed. Group therapy and stress management theories and techniques will be explored. The importance of self-awareness will be stressed throughout the course.</p>	
<p><b>G:</b> Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p><b>Lecture/Practice</b></p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p><b>65 hours per semester</b></p> <p>Number of Weeks:</p> <p><b>8</b></p>	<p><b>H:</b> Course Prerequisites:</p> <p><b>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</b></p> <p><b>I:</b> Course Co-requisites:</p> <p><b>HCSW 1170</b>  <b>HCSW 1180</b>  <b>HCSW 1195</b></p> <p><b>J:</b> Course for which this Course is a Prerequisite</p> <p><b>HCSW 1200</b></p> <p><b>K:</b> Maximum Class Size:</p> <p><b>32</b></p>

**L:** PLEASE INDICATE:

	Non-Credit
<b>X</b>	College Credit Non-Transfer
	College Credit Transfer:

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ([www.bctransferguide.ca](http://www.bctransferguide.ca))

**M:** Course Objectives / Learning Outcomes

- Understand the concepts and importance of the therapeutic use of self (self-awareness)
- Understand the importance of the therapeutic use of self during interactions with individuals with mental health issues
- Understand the types, phases, and implementation strategies for therapeutic relationships
- Demonstrate active listening and attending skills
- Demonstrate client-centred communication skills of empathy, warmth, and respect, and beginning skills of confrontation and immediacy
- Understand the problem-solving process in working with a client and/or multidisciplinary team
- Understand the concepts and skills for conflict resolution
- Demonstrate an understanding of stress management
- Demonstrate the theory and application for a risk assessment
- Demonstrate the various communication skills associated with the following categories of mental disorders:
  - Schizophrenia
  - Mood Disorders
  - Anxiety, Somatoform, and Dissociative Disorders
  - Personality Disorders
  - Eating Disorders
  - Sexual Disorders
  - Co-Occurrent Disorders
  - Child and Adolescent Disorders
- Understand the concepts of power and empowerment and their effects on therapeutic relationships
- Identify escalating behaviours and strategies to diffuse, de-escalate, and debrief
- Demonstrate basic interviewing skills

**N:** Course Content:

- Self-awareness: Values clarification, Johari window, understanding self to promote client's growth, boundaries, and limit-setting
- Therapeutic relationships: Types, phases, and strategies
- Using a Rogerian approach to develop a therapeutic relationship with individuals with mental health issues
- Listening and attending skills: Nonverbal communication, appropriate eye contact and proxemics, SOLER, body posture, and appropriate touching
- Empathy, warmth, respect, confrontation, and immediacy skills
- The problem-solving process and ways to implement client-focused interventions
- Conflict resolution: Identifying resistance, understanding violence, the cycle of violence, and how/when to intervene on the continuum of violence
- Stress management techniques
- Risk assessment: risk factors, assessments, and interventions
- Assessment and communication skills for the following categories of mental disorders:
  - Schizophrenia
  - Mood Disorders
  - Anxiety, Somatoform, and Dissociative Disorders
  - Personality Disorders
  - Eating Disorders
  - Sexual Disorders
  - Co-Occurrent Disorders
  - Child and Adolescent Disorders
- Empowerment: ways to empower clients and the misuse of power and control
- Strategies to manage difficult situations: Diffuse, de-escalate, and debrief
- Concepts of Critical Incident Stress Debriefing (CISD)
- Application of interviewing and communication skills through structured lab interactions with "clients" (actors)

<p><b>O:</b> Methods of Instruction</p> <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Case studies</li> <li>• Role-Plays</li> <li>• Group activities</li> <li>• Communication labs with actors</li> <li>• May include community service learning and/or participation in community based research projects when available.</li> </ul>
<p><b>P:</b> Textbooks and Materials to be Purchased by Students</p> <p>A list of recommended materials is provided to the students at the beginning of the semester.</p>
<p><b>Q:</b> 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%.</p>
<p><b>R:</b></p> <p>Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No</p>

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 Course Designer(s)

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 Education Council / Curriculum Committee Representative

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 Dean / Director

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 Registrar