OVERVIEW
The following information will appear in the 2009 - 2010 catalog

HUMSR-142 Introduction to Psychosocial Rehabilitation 3 Units

Introduction to the field of psychosocial rehabilitation and its application in the public mental health system. The class provides an overview of the core practice models, principles, theories, and methods in psychosocial rehabilitation as related to the social sciences, and gives students a broad view of best clinical practices, social and psychological considerations in working with individuals who have psychiatric disorders using sociological concepts, theories, and methodology. Field trips may be required. A-F and CR/NC. Approved for online, hybrid, and telecourse instruction. Applicable to the Associate Degree. Transfer to CSU. MJC-GE - B; CSU-GE - D7. Field trips might be required. Course is applicable to the associate degree. General Education: CSU-GE - D7

LEARNING CONTEXT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   1. Introduction to the field of psychosocial rehabilitation, current issues, its history, and relevance to the public mental health movement.
   2. Introduction to the skills, theoretical orientations, philosophies, professional values, knowledge base, techniques, practice models commonly used by psychosocial rehabilitation practitioners in public mental health settings.
   3. Role and impact of stigma, culture, historical movements, and various practice models in psychosocial rehabilitation.
   4. Importance of consumer and family involvement in the recovery process.

2. Recommended Content:

   Demonstration of appropriate and respectful sensitivity with various cultural groups, genders, ages, and ethnicities.

B. HOURS AND UNITS

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<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>Lect</td>
<td>54.00</td>
<td>3.00</td>
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<tr>
<td>Lab</td>
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C. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lecture
2. Class discussions
3. Weekly readings
4. Written assignments
5. Evaluations
6. Individual and group exercises
7. Role plays/mock interviews, and counseling sessions
8. Guest speakers
9. Videotapes
10. Supplemental handouts

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

Time spent on coursework in addition to hours of instruction (lecture hours)

1. Daily readings of textbook, and supplemental material.
2. Two Comprehensive Care Plans per term.
3. Prepare and organize a group project per term.
   a. How well do you engage and work with others?
   b. What type of group leadership skills do you possess?
5. Weekly quizzes.
6. Weekly volunteering in a public mental health setting.
7. Weekly written assignments and or journal entries.
   a. What is focusing? How is this skill central to the central to the holistic approach to psychosocial rehabilitation?
   b. Define resistance, and how to best deal with a psychotic or delusional client.

2. EVIDENCE OF CRITICAL THINKING

Assignments require the appropriate level of critical thinking

1. Psychosocial Assessments.
2. Individual interviews with consumers, family members, and mental health practitioners.
   a. How do you conduct an ethical, well-informed interview.
3. Examinations.
   a. Provide an example of one psychosocial rehabilitation practice modality.
   b. Describe an effective care plan goal.

E. TEXTS AND OTHER READINGS (TYPICAL)


2. Other: Supplemental readings, videos, films, periodicals, and various journal articles as provided by the instructor.
III. DESIRED LEARNING

A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to:

   1. Acquire the necessary clinical skills, knowledge base, interviewing strategies, counseling techniques, and professional values to effectively work with and provide services for people who have mental health problems. 2. Students will be able to demonstrate a foundation of knowledge in psychosocial rehabilitation and practice including the importance of historical movements, stigma, culture, practice models, assessment, evaluation, goal development, and community integration.

B. STUDENT LEARNING GOALS
   Mastery of the following learning goals will enable the student to achieve the overall course goal.

   1. Required Learning Goals
      Upon satisfactory completion of this course, the student will be able to:

      a. Exhibit cultural competence in working with people who have psychiatric disorders.

      b. Demonstrate a belief in and appropriate documentation capability for recovery-oriented practice, and the skills needed for engagement, assessment, intervention, treatment, and after-care.

      c. Identify the core values and principles of psychosocial rehabilitation in clinical practice.

      d. Understand the importance of a strengths-based, empowering approach in working with consumers and families and teaching self-help strategies.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

   1. Classroom discussions, group projects, and individual exercises.

   2. Midterm examination

   3. Objective quizzes.

   4. Written assignments, and short answer essays.

B. SUMMATIVE ASSESSMENT

   1. Demonstrate appropriate clinical skills for an individual interview, group, or counseling session.

   2. Develop a complete, comprehensive care plan, and psychosocial assessment.

   3. Final examination.


   5. Submit complete thoughtful written assignments.