I. **OVERVIEW**

The following information will appear in the 2009 - 2010 catalog

HUMSR-143 *Psychosocial Rehabilitation Practice* 3 Units

Continued development in the field of psychosocial rehabilitation, and its application in the public mental health system. Designed to provide opportunities for students to practice and apply models of psychosocial rehabilitation, principles, theories, and methods related to the social sciences with individuals who have psychiatric disorders using sociological concepts 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

II. **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. Applications of the central values of psychosocial rehabilitation, including strategies and techniques for working with psychiatric symptoms.
   2. Demonstration of culturally competent engagement, intervention, assessment, and evaluation skills.
   3. Outlining the key ethical principles as defined by the USPRA and core components of the Americans with Disabilities Act, reasonable accommodations, and the Fair Housing Act.
   4. Utilization of a team approach with public agencies, the judicial system, colleagues, consumers, and families of consumers in the recovery process.
   5. Identification and practices of effective strategies for community integration.

2. **Recommended Content:**

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

B. **ENROLLMENT RESTRICTIONS**

1. **Requisite Skills**

   Before entering the course, the student will be able to:

   a. Satisfactory completion of HUMSR 142 with a grade of C or higher.

C. **HOURS AND UNITS**

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D. 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

E. 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, journal articles, and supplemental handouts.
   2. Weekly journal entries.
      a. What is paraphrasing and how is it central to the Psychodynamic approach?
   3. Two Comprehensive Care plans per term.
      a. Delineate the core values of psychosocial rehabilitation.
      a. How do you utilize psychosocial rehabilitation skills in a group?
   5. Weekly written assignments.
      a. Define resistance, and how to best deal with a depressed sullen client.
   7. Weekly field work in a public mental health setting.
   8. Weekly quizzes.
   9. Attend mental health court, or a competency hearing.

2. EVIDENCE OF CRITICAL THINKING

   Assignments require the appropriate level of critical thinking

   1. Psychosocial and risk assessment.
      a. How do you conduct a comprehensive risk assessment.
   2. Individual interviews with consumers, family members, and practitioners.
      a. Please describe your encounters with the mental health system?
   3. Examinations.
      a. Provide an example of one community resource for mental health consumers.
   b. Identify a boundary issue in clinical practice, and how best to resolve ethically.

F. TEXTS AND OTHER READINGS (TYPICAL)

States Psychiatric Rehabilitation Association (USPRA).

2. Other: Other reading material: Supplemental readings, videos, films, 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. Demonstrate the core skills and competencies of psychosocial rehabilitation and practice.
2. Identify and display the values of recovery-oriented practice with consumers in public mental health settings.

#### 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 appropriate documentation and clinical skills for recovery-oriented practice.
   c. Integrate the core values and principles of psychosocial rehabilitation in clinical practice.
   d. Apply a strengths-based empowering approach in working with consumers, and families when teaching self-help strategies.

### IV. METHODS OF ASSESSMENT (TYPICAL)

#### A. FORMATIVE ASSESSMENT

1. Classroom discussions, group projects, and experiential exercises
2. Midterm examination
3. Objective quizzes
4. Written assignments, and short answer essays.

#### B. SUMMATIVE ASSESSMENT

1. Conduct an individual interview, group, or counseling session.
2. Develop a complete, comprehensive care plan, and psychosocial assessment.
3. Final examination
4. Research paper
5. Submit complete, reflective, and thoughtful written assignments and journal.