



CHRISTIAN HERITAGE COLLEGE

**MH241**

**SKILLS AND PRACTICES FOR  
COMMUNITY MENTAL HEALTH CARE**

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

<b>Unit code</b>	MH241								
<b>Unit name</b>	Skills and Practices for Community Mental Health Care								
<b>Associated higher education awards</b>	Bachelor of Applied Social Science								
<b>Duration</b>	One semester								
<b>Level</b>	Intermediate								
<b>Core/Elective</b>	Elective Required for Community Mental Health specialisation								
<b>Weighting</b>	Unit credit points: 10 Course credit points: 240								
<b>Student workload</b>	<p><i>Face-to-face on site</i></p> <table> <tr> <td>Contact hours</td> <td>39 hours</td> </tr> <tr> <td>Reading, study, and preparation</td> <td>59 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>52 hours</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>150 hours</b></td> </tr> </table> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>	Contact hours	39 hours	Reading, study, and preparation	59 hours	Assignment preparation	52 hours	<b>TOTAL</b>	<b>150 hours</b>
Contact hours	39 hours								
Reading, study, and preparation	59 hours								
Assignment preparation	52 hours								
<b>TOTAL</b>	<b>150 hours</b>								
<b>Delivery mode</b>	Face-to-face on site								
<b>Prerequisites/ Corequisites/ Restrictions</b>	<p><i>Prerequisite</i></p> <p>SO110 The Person of the Practitioner</p> <p><i>Prerequisite or Corequisite</i></p> <p>MH240 Theoretical Approaches to Community Mental Health</p>								
<b>Rationale</b>	<p>As statistics and research are revealing the extent to which mental health issues affect Australian society and are bringing to light the needs of those experiencing a diversity of difficulties because of their challenges, community mental health care is becoming a rapidly growing and changing industry. The community mental health care sector, in seeking to respond to the current needs, is implementing new practices and ways of working with people with lived experience of mental health challenges.</p> <p>In this skills unit, students will be introduced to the skills and practices employed in the provision of community mental health care, with particular attention to the facilitation of the recovery and peer recovery models.</p> <p>This unit will also emphasise the importance of the relationship that the community mental health worker develops with consumers in the course of their work. The student will also begin to examine the concept of <i>shalom</i>, and to explore and reflect on its significance to community mental health care.</p>								
<b>Prescribed text(s)</b>	Francis, A., & Pulla, V. (Eds.). (2014). <i>Advancing social work in mental health through strengths-based practice</i> . Brisbane, QLD, Australia: Primrose Hall.								

<p><b>Recommended readings</b></p>	<p><b>Books</b></p> <p>Faulkner, A., &amp; Kalathil, J. (2012). <i>'The freedom to be, the chance to dream': Preserving user-led peer support in mental health</i>. Retrieved from: <a href="http://www.together-uk.org/wp-content/uploads/2012/09/The-Freedom-to-be-The-Chance-to-dream-Full-Report1.pdf">http://www.together-uk.org/wp-content/uploads/2012/09/The-Freedom-to-be-The-Chance-to-dream-Full-Report1.pdf</a></p> <p>State Government of Victoria. (2011). <i>Framework for recovery-oriented practice</i>. Melbourne, VIC, Australia: Author.</p> <p><b>Journals</b></p> <p><i>Community Mental Health Journal</i></p> <p><b>Websites</b></p> <p><a href="http://www.mindframe-media.info">www.mindframe-media.info</a></p> <p><a href="http://www.cmha.org.au">www.cmha.org.au</a></p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at <a href="http://www.biblegateway.com">http://www.biblegateway.com</a>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<p><b>Specialist resource requirements</b></p>	<p>Nil</p>
<p><b>Content</b></p>	<ol style="list-style-type: none"> <li>1. Introduction to community mental health care skills and practices</li> <li>2. Mental health crisis responses</li> <li>3. The therapeutic relationship in community mental health</li> <li>4. Strengths-based practices</li> <li>5. The Recovery model practices</li> <li>6. The Peer model practices</li> <li>7. Narrative practices</li> <li>8. Advocacy skills and collaborative practice</li> <li>9. Culturally sensitive practice in mental health care</li> <li>10. Towards a framework of <i>shalom</i> for mental health care practices</li> </ol>
<p><b>Learning outcomes</b></p>	<p>On completion of this unit, students will have demonstrated that they have:</p> <ol style="list-style-type: none"> <li>1. examined contemporary aspects of the provision of culturally sensitive community mental health care;</li> <li>2. reflected on the significance of the therapeutic relationships in community mental health care;</li> <li>3. developed mental health crisis response skills;</li> <li>4. discussed strength based practices associated with the provision of community mental health care including the Recovery and Peer models;</li> <li>5. demonstrated the development of the skills necessary to facilitate the delivery of services associated with community mental health;</li> <li>6. synthesised knowledge and skills into a developing framework of <i>shalom</i> for community mental health care; and</li> <li>7. communicated at an appropriate tertiary standard with special attention to correct grammars, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation.</li> </ol>

<p><b>Assessment tasks</b></p>	<p><b>Task 1: On-line Journals</b></p> <p>Select three topics from Topics 1-6. For each, write an on-line journal entry explaining your understanding of this topic and some personal reflections.</p> <p>Word Length/Duration: 1,500 words (3 x 500 words)</p> <p>Weighting: 30%</p> <p>Learning Outcomes: 1-3, 7</p> <p>Assessed: Week 7</p> <p><b>Task 2: Response to a Case Study</b></p> <p>In reponse to a case study, identify a list of potential recovery goals for the consumer and associated support required. Discuss how you would work with this consumer, including the ways of working you would employ, and skills and practices you might use.</p> <p>Word Length/Duration: 1,500 words</p> <p>Weighting: 30%</p> <p>Learning Outcomes: 1-5, 7</p> <p>Assessed: Week 11</p> <p><b>Task 3: Recorded Role-play and Evaluative Report</b></p> <p>Conduct a role-play involving another class member, utilising skills and processes covered during the unit.</p> <p>Word Length/Duration: Interview - 20 minutes; Report - 1,000 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1-7</p> <p>Assessed: Week 13</p>
<p><b>Unit summary</b></p>	<p>This unit is designed to equip students to begin to appropriately apply the skills and practices of several approaches of community mental health. They will also reflect upon the significance of the therapeutic relationship and the concept of <i>shalom</i> in the various areas of community mental health.</p>