

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: CYC 203		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Perspectives on Mental Health and Substance Use															
Course Short Title: Mental Health & Substance Use															
Faculty: Faculty of Education, Community, & Human Dev.		Department: Child, Youth and Family Studies													
Calendar Description: <p>The concept of mental health, mental wellness, mental illness, and substance use will be viewed through lenses such as medical model, social determinants, inclusive practices, and First Nations health perspective on wellness. Emphasis will be placed on challenges faced by diverse communities due to historical and current patterns of white, euro-centric, cis-gendered, and paternalist worldviews embedded in service delivery models. The aim of the course is to enhance mental health literacy for learners so they can provide ethical and appropriate support to diverse and Indigenous children, youth, and families in their journey with mental health wellness.</p>															
Prerequisites (or NONE):		Admission to the Bachelor of Arts in Child and Youth Care and C+ or better in each of (CYC 100 or ECE 100), CYC 101, (CYC 120 or ECE 120), CYC 125, CYC 167, and CYC 168.													
Corequisites (if applicable, or NONE):															
Pre/corequisites (if applicable, or NONE):															
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: CYC 302 Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 36													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>26</td> </tr> <tr> <td>Tutorials/workshops</td> <td>19</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar	26	Tutorials/workshops	19							Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Lecture/seminar	26														
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Total hours	45														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer Credit <i>(See bctransferguide.ca.)</i> Transfer credit already exists: Yes Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i>													
Department approval		Date of meeting: June 22, 2023													
Faculty Council approval		Date of meeting: October 6, 2023													
Undergraduate Education Committee (UEC) approval		Date of meeting: January 26, 2024													

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Reflect upon individual and collective stories that reveal ethics, values, and beliefs about mental health and substance use issues.
2. Explore the most prevalent mental health issues CYC practitioners are likely to encounter in their practice.
3. Describe impacts of colonization on Indigenous populations mental health and wellness.
4. Explore the First Nations Health Authority on wellness perspective.
5. Explore how the pathways of assessment, diagnosis and treatment are impacted by the dominance of western white, euro-centric, cis-gendered, paternalistic world view.
6. Explore mental health through various psychological paradigms.
7. Translate complex mental health knowledge into developmentally and culturally appropriate language for children, youth, and families.
8. Integrate and connect mental health literacy with prior learning from CYC theory and knowledge to ensure impact on inclusion, equity, and social justice.
9. Describe roles for CYC practitioners in mental health and addictions.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Quizzes/tests:	20%	Holistic assessment:	25%	%
Project:	30%	Assignments:	25%	%

Details:

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Guest lecture and presentations.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Gural, D and MacKay-Chiddenton, D	Abnormal or exceptional: Mental health	current
2.			
3.			
4.			

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics**

1. Introduction to the mental health system of care for children, youth, and families.
2. Awareness of the importance of mental health literacy for ethical CYC practice.
3. Awareness of various models for understand mental health and mental illness.
4. Critical analysis of the medical model and DSM while working as a CYC practitioner with children, youth, and families.
5. Weaving other CYC course knowledge with mental health literacy to consider the impact of colonization on Indigenous people's mental wellness.
6. Consider the various paradigms and models to understand mental health.