

COURSE OUTLINE

MENTAL HEALTH

Course Title

CPH 213

Dept. & Course No.

I. COURSE DESCRIPTION:

This course addresses real-life concepts relevant to social concerns about depression at all stages of life. It introduces cultural and environmental factors and their role in the evolution of depression; and it underscores the resources available at community and government levels for the timely detection and management of depression, particularly among the young.

II. SEMESTER CREDITS: 2

III. CONTACT HOURS PERWEEK: Lecture: 2 Lab: 0 Total: 2

IV. PREREQUISITE: CPH 101

V. STUDENT LEARNING OUTCOMES: VI. COURSE CONTENTS:

Upon completion of this course the student will be able, with 65% level of accuracy, to:

1. Describe the main real-life concepts pertaining to depression at all ages.
 2. Describe the role played by culture and the environment as factors determining depression particularly among the young
 3. Recognize and discuss the societal responsibilities concerning depression and the resources available in the
- A. Pathways leading to depression, especially among the young.
 1. Domestic problems
 2. Unresolved conflicts at the home
 3. Academic stress and inadequacy
 4. Emotional and affection hindrances and obstacles.
 5. Overall perception of being “unwanted” or “not fitting in”
 - B. Culture and environmental factors contributing to depression especially among the young
 1. Role of the Palauan culture in adolescent upbringing
 2. Interpersonal relations among the young
 3. Availability of emotional and sensitive support to unstable personalities in the community
 - C. Societal responsibilities and available support means in the community to contain depression especially among the young
 1. Peer care for “at risk” behavior friends

community to prevent and control depression, especially among the young.

4. Recognize and discuss the societal responsibilities concerning mental disorders and the implications of cultural “stigmatization” of mental health patients.
5. Adverse effects of stigmatization on the opportunities offered by government to assist mental health patients

2. Parents, guardians and relatives as role models, mentors and early detectors of depression signs
3. Activities and resources available, including government services.

- D. Social stigmatization of mental health patients and its impact on families and individual development and societal stand
 1. Palauan perception of mental illness
 2. Impact of such perception on societal relations, family life and the development of individuals
 3. Role of communities in the reversal of stigmatization
- E. Challenges and limitations of the health services in the delivery of supportive actions to patients
 1. Possible actions by the health services in mental health
 2. Role of the community in supporting such efforts and facilitating them
 3. Potential of religious institutions in the care of patients and the containment of stigmatization

VII. EQUIPMENT AND MATERIALS:

1. Projector
2. Routine classroom materials
3. 1 USB storage device (at least 1 GB)—student-furnished

VIII. TEXT:

Required Text: Instructor-made handout

IX. METHODS OF INSTRUCTION:

1. Problem – Based Learning [PBL]
2. Group work with tutor guidance
3. Self-learning from identified resources
4. Group reporting and consolidation of outcomes
5. Questions and Answers (Discussion)

X. METHOD OF EVALUATION:

	Points
1. Description	
a. Class participation & presentations	50%
b. Unit Tests/Quizzes	<u>50%</u>
c. Total	100%

2. Transmutation of percent to letter grade

- a. 90-100 A
- b. 80-89 B
- c. 70-79 C
- d. 65-69 D
- e. 0-64 F

**Palau Community College
CPH 213 Mental Health
Course Learning Outcomes**

During the course experience, the *course learning outcomes* (CLOs) will be assessed through the use of signature assignments. A rating scale will be used to determine the students' proficiency level of each CLO using specifically aligned assignments. The numerical ratings of 4, 3, 2 and 1 are not intended to represent the traditional school grading system of A, B, C, D and F. The descriptions associated with each of the numbers focus on the level of student performance for each of the course learning outcomes listed below.

- Rating Scale:
4. Exceeds Expectations
 3. Meets Expectations
 2. Developing
 1. Below Expectations

CLO#1: Students will be able to describe the pathways that lead to depression among the youth.

4	Perform all of the following tasks accurately and completely: <ul style="list-style-type: none"> • Describe common domestic problems occurring in Palau • Relate academic stress and inadequacy to depression • Describe how emotional and affective hindrances and obstacles lead to depression • Explain perceptions of feeling “unwanted” and why it is a pathway to depression
3	Perform the tasks mentioned above with mixed quality, but most are adequate and complete.
2	Perform the tasks mentioned above with mixed quality, but most are inadequate or incomplete.
1	Unable to perform the tasks mentioned above.

CLO#2: Students will be able to describe cultural and environmental factors that contribute to depression among the youth in Palau.

4	Perform all of the following tasks accurately and completely: <ul style="list-style-type: none"> • Describe the role of Palauan culture in adolescent upbringing • Discuss the cultural factors that contribute to depression among the youth in Palau • Describe the interpersonal relationships among the youth in Palau • Summarize the availability of support to unstable personalities in the community
3	Perform the tasks mentioned above with mixed quality, but most are adequate and complete.
2	Perform the tasks mentioned above with mixed quality, but most are inadequate or incomplete.
1	Unable to perform the tasks mentioned above.

CLO#3: Students will be able to describe the current societal responsibilities and current support means in the community to contain depression.

4	Perform all of the following tasks accurately and completely <ul style="list-style-type: none"> • Describe current peer care for “at risk” behavior friends • List peer care situations for “at risk” behavior friends • Explain the significance of family and friends as mentors and early detectors of depression signs • Discuss available services such as government services
3	Perform the tasks mentioned above with mixed quality, but most are adequate and complete.
2	Perform the tasks mentioned above with mixed quality, but most are inadequate or incomplete.
1	Unable to perform the tasks mentioned above.

CLO#4: Students will be able to describe the stigmatization of mental health patients and its impact on families.

4	Perform all of the following tasks accurately and completely <ul style="list-style-type: none"> • Describe the Palauan perception of mental illness • Describe the impact of such perception of societal and family relations, as well as the development of individuals • Describe the role the community can play to reverse stigmatization • Describe a method to promote community capacity to reverse stigmatization
3	Perform the tasks mentioned above with mixed quality, but most are adequate and complete.
2	Perform the tasks mentioned above with mixed quality, but most are inadequate or incomplete.
1	Unable to perform the tasks mentioned above.

CLO#5: Students will be able to describe the challenges to the delivery of supportive actions to patients and discuss solutions to overcome them.

4	Perform all of the following tasks accurately and completely <ul style="list-style-type: none"> • Describe the challenges and limitations Palau faces in delivering proper supportive actions to mental health patients • Elaborate on possible actions that should be considered by the health services in mental health • Describe methods to encourage community members to support and facilitate efforts in delivering support for mental health patients • Describe the role of religious institutions in further facilitating supportive actions for mental health patients
3	Perform the tasks mentioned above with mixed quality, but most are adequate and complete.
2	Perform the tasks mentioned above with mixed quality, but most are inadequate or incomplete.
1	Unable to perform the tasks mentioned above.