



## COURSE OUTLINE: PFP0212 - MENTAL HEALTH ISSUES

Prepared: Social Sciences Department

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

<b>Course Code: Title</b>	PFP0212: POLICE RESPONSE MENTAL HEALTH/ADDICTIONS
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN
<b>Department:</b>	C.I.C.E.
<b>Semesters/Terms:</b>	20W
<b>Course Description:</b>	This course will use an interdisciplinary framework to develop an understanding of mental health and addictions issues as they relate to policing. Students will learn current legislation and policies to effectively and respectfully work with people affected by mental health and addictions issues. Relevant information from the fields of sociology, psychology and criminology including theories, social and criminological trends, history and personal/interpersonal challenges will be addressed.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	45
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Essential Employability Skills (EES) addressed in this course:</b>	<p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>
<b>Course Evaluation:</b>	Passing Grade: 60%, C
<b>Books and Required Resources:</b>	No textbook required Professors will provide students with Reading Materials, Online Resources, and Audio and Video Resources to cover material for the course.
<b>Course Outcomes and</b>	Upon successful completion of this course, the CICE student, with the assistance of a Learning



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**Learning Objectives:**

Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
Recognize the core concepts of common mental health disorders, with special focus on substance use disorders, and mental health issues experienced in adolescence and late adulthood.	Use appropriate and relevant terminology Recognize characteristics and behaviour often observed in common mental health disorders experienced in late adulthood and adolescence Differentiate between organic mental disorders, substance induced mental health disorders and concurrent disorders Relate criteria of substance use disorders to an understanding of the impacts of substance issues to the individual, family and community
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
Examine the impact of historical and current social issues relating to mental health and substance use.(ie. history of mental health, current mental health resources, mental health legislation, social definitions of licit/illicit drugs)	Consider the elements that created and maintain the criminalization of mental illness in Canada Trace the history of mental health care in Canada Link current mental health care resources and legislation to common circumstances with police and mental health consumers Summarize the development of addiction theories and how they reflect social values
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
Apply knowledge of foundational theories and principles of sociology and criminology to matters related to mental health and substance abuse in society.	Link an understanding of criminology and sociology to realities for inmates with mental illnesses Apply sociological theories to the history of mental health perspectives and resources in Canada Inform professional practice and personal understanding with familiarity of the basics of criminological and sociological theory Relate foundations of criminology to mental health legislation
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
Relate the marginalization of those with mental illness and addictions to common social issues experienced by the affected populations.	Understand the role of stigma in the experience of mental health, substance issues and its effect on families and society Connect stigma to non-compliance with medications and the use of self-medicating behaviours Identify common challenges for mental health consumers Identify challenges for families of those with mental illness and addictions
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
Assist members of the community to connect with the appropriate community agency or service related to issues of mental health and addictions.	Be knowledgeable about local community agencies and services relating to mental health and addictions Identify community resources that provide services for common social issues experienced by those with mental health issues and addictions

**Evaluation Process and Grading System:**

<b>Evaluation Type</b>	<b>Evaluation Weight</b>
Group Video or Individual Paper	25%
Guest Speaker Papers (3x5%)	15%



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Local Resources Circle	10%
Open Note Tests (2x25%)	50%

## CICE Modifications:

### Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A.** Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

#### **B. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

#### **C. Tests will be written in CICE office with assistance from a Learning Specialist.**

##### ***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

#### **D. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

##### ***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student



6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**E. Evaluation:**

Is reflective of modified learning outcomes.

**NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

**Date:**

June 30, 2019

**Addendum:**

Please refer to the course outline addendum on the Learning Management System for further information.

