

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

CICE COURSE OUTLINE

COURSE TITLE: Social Service Work in Mental Health

CODE NO. : SSW211 **SEMESTER:** Fall
MODIFIED CODE: SSW0211

PROGRAM: Social Services Worker Program

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APPROVED: "Angelique Lemay"

CHAIR, COMMUNITY SERVICES

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): PSY102/PSY094 & SSW120/SSW0120

HOURS/WEEK: 3

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*For additional information, please contact the Chair, Community Services
School of Health and Community Services
(705) 759-2554, Ext. 2603*

I. COURSE DESCRIPTION:

CICE students will have an opportunity to understand the mental health needs of specific populations from a biopsychosocial approach. Students will study prevalent mental health disorders and develop skills to provide effective and supportive social service interventions. Students will be introduced to the unique challenges and considerations that persons with a mental health disorder, and their families, may face. A strengths-based approach is emphasized. Students are provided with knowledge and skills that aim to support and improve the individual and social functioning of individuals and families experiencing mental health disorders.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist, will demonstrate the basic ability to:

1. Assess the needs and resources of individuals and assist them to achieve their goals within a biopsychosocial framework
Potential Elements of the Performance
 - a. collect, understand and synthesize client information through observation, research, and assessment
 - b. produce accurate documentation that clearly describe facts
 - c. identify a strengths-based, culturally competent approach to working with individuals and their families
 - d. contribute to the development of an assessment and service plan
 - e. identify risk and protective factors on micro, mezzo and macro levels

2. Recognize symptoms and behaviours associated with mental health disorders

Potential Elements of the Performance:

- a. Identify signs and symptoms of the major mental health disorders
- b. Have an understanding of the impact of the disorders on individual and family functioning
- c. Document effectively in concrete, objective and client-centered manner
- d. Understand the concept of concurrent and dual disorders

3. Understand the medical model of diagnosis and service delivery, and how this can be augmented by solution- focused/strengths-based social work interventions

Potential Elements of the Performance:

- a. Have an understanding of the nature of mental health disorders as represented by the DSM-IV TR and other sources
 - b. Have an understanding of the strengths and barriers imposed by the diagnostic process (including social stigma, labeling, etc.)
 - c. Demonstrate understanding of the relevance and importance of the strengths-based biopsychosocial approach
 - d. Have an understanding of strengths-based intervention approaches with high-risk populations
 - e. Be familiar with current service delivery models, interventions and medications used to treat and support those with a diagnosed mental illness
4. Provide access to resources in order to assist individuals, families, groups and communities

Potential Elements of the Performance:

- a. describe the primary mental health services available in Sault Ste. Marie and District
 - b. describe methods of determining client-based resources and supports
 - c. describe the processes of advocacy, referral and follow-up
 - d. identify reliable, evidence-based sources for reference materials for clients, their families, and self
 - e. understand formal and informal support systems
 - f. be familiar with mental health legislation in Ontario
 - g. demonstrate a basic understanding of multidisciplinary approach to service delivery
5. Describe helpful attitudes and skills for working with people with mental health disorders and 'at risk' populations

Potential Elements of the Performance

- a. demonstrate collegial, team support and collaboration skills and attitudes
- b. describe and demonstrate strengths-based supportive and non-judgmental attitudes in working with those diagnosed with a mental illness
- c. demonstrate beginning competence in developing goals and strategies based on a biopsychosocial assessment of client needs

III. TOPICS:

The following topics will be discussed. **It is important to note that it is not possible within the time frame of this course to address all of the mental health disorders experienced by individuals, or that are included in the DSM-IV-TR.** This course will be confined to those mental health issues that are most commonly found in the daily practice of social service work. *This does not imply that the other disorders are less important or challenging to those persons with these particular diagnoses.* Students are encouraged to explore other mental health disorders of interest to them through research and independent reading.

1. Defining mental illness/psychiatric disorders, and mental health
2. Identifying risk and protective factors to support mental health
3. Understanding of mood, psychotic, and anxiety disorders in children and adults (diagnosis and effective interventions)
4. Strength-based assessment and interventions for individuals and their families
5. Introduction to effective intervention and treatment approaches
6. Relevant legislation, policies and community services
7. Identification of at-risk populations and various disorders
8. Defining and understanding concurrent and dual disorders
9. Roles of SSW in mental health field

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Simmie, S. & Nunes, G.A. (2002). *The Last Taboo: A survival guide to mental health in Canada*. TO: McLelland and Stewart Ltd.

Haig, J., Raikes, G. & Sutherland, V. (2003). *Cites and Sources*. TO: Thomson- Nelson.

Other websites and resource materials will be assigned and used as references throughout the course.

V. EVALUATION PROCESS/GRADING SYSTEM:

Mid-term exam	25%
Video analysis	25%
Research Paper	20%
Final exam	25%
Participation/professional development	<u>5%</u>
	100%

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 - 59%	0.00
F (Fail)	49% and below	

CR (Credit)	Credit for diploma requirements has been awarded.
S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:

Communication

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Writing Standards

As second year students, it is reasonable to expect that all written work will be written with high professional standards. All submitted assignments are to demonstrate evidence of preparation and editing, and will be concise, error free, grammatically correct, and organized. As writing is a critical skill in our profession, *15% of each written assignment will be based on an accurately written document.*

Unless otherwise noted, assignments are to be double-spaced, using 12 point font, with 1" margins. Include a separate title page that includes your name, title of the paper, and the date due (and date submitted if different from the date due). Correct all grammar and spelling errors.

Late assignments will be handled at the professor's discretion and for substantial reasons. The ability to meet deadlines is an essential job skill. Assignments are due at the beginning of the class. Late assignments are subject to a 10% grade reduction per day. Assignments not submitted at the beginning of class are subject to a reduction of 10%. Late assignments will not be accepted after one week following the due date unless the student has arranged an extension with the professor ahead of time. Students may use the option of submitting one assignment late, using the 'late assignment coupon' found at the end of the course outline.

Requests for assignment extensions must be done in writing through email, based on a substantial reason, and must be approved by the professor. Include in the email the assignment that you are referring to, the reason for the request of the extension, and the time required. Ensure that you receive an email in return confirming receipt of the request. It is the student's responsibility to keep a copy of the email and the response.

Email submission of assignments

In circumstances where the student is unable, **for substantial reason**, to attend class when an assignment is due, the student may email the professor to inform them of this, and to request permission to submit the assignment by email. The date that the assignment is received will be considered by the Professor as the submission date. The student should expect a return email from the Professor to confirm that their assignment has been received. If a response is not received, they are to assume that the assignment was not received by the Professor. It is the student's responsibility to keep a copy of the email and the response. A hard copy of the assignment must be submitted for marking at a mutually agreed upon date (the email copy will not be marked).

Plagiarism

Failure to cite sources as required may be construed as plagiarism. Students who plagiarize are subject to a range of sanctions, which include, but are not limited to, failure of the assignment, course or dismissal from the course or College.

Students should refer to the definition of "academic dishonesty" and possible sanctions in the *Student Code of Conduct*, available at: <http://www.saultcollege.ca/Services/StudentServices/pdf/StudentCodeofConduct.pdf> .

In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material. The APA format is followed for the purposes of this course. **NOTE:** *The Learning Specialist will provide CICE students with assistance for the basic application of APA format.*

Exams, tests, quizzes

Exams/tests that are missed cannot be made up except in exceptional circumstances, and with approval of the professor. Students who miss the test/exam without making prior arrangements with the instructor will be given a zero. The professor reserves the right to determine if a student who has missed an exam/ test will be allowed to make other arrangements for writing the missed exam/test/quiz. Exams cannot be re-written to receive a higher grade.

Disability Services

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Where special needs students require accommodations/extensions regarding assignments, course expectations or testing, it is understood that the student will proactively discuss, communicate and negotiate with the professor. The student is encouraged to use the special needs office to assist in this process as needed.

Learning Needs

Students are encouraged to discuss their learning needs and assignments with the Professor. If a student has a particular concern about the grade of an assignment they can email the professor and request an appointment to discuss their concerns. To prepare for the meeting, students are to come prepared by taking the time to thoroughly read the feedback provided by the professor, and will be prepared to discuss their specific questions and/or comments. A student has the right to appeal the final grade of a course, and should refer to the *Appeals Process*, available at

<http://www.saultcollege.ca/Services/StudentServices/pdf/APPEALSPROCESS%20%20Aug28%202007.pdf>

Attendance, Participation and Punctuality

Students are expected to come prepared to class to participate in discussion and review of course material. Grades assigned for professional development/participation will reflect not only attendance, but the student's knowledge of the content discussed, ability to share thoughts about the material, ability to respect viewpoints different from their own, and professional behaviour. this class is interactive, and uses lecture, community resources, videos and class discussion to enhance learning the material in class. Attendance is critical. Significant absence will jeopardize student success in the class. Students who miss more than 40% of class time will receive a failing grade in the class.

Students are expected to arrive on time for scheduled classes as this is most conducive to best use of class time and least disruptive to everyone. The professor reserves the right to deny access to the class when a student is late. Where a persistent pattern of lateness occurs, the professor will talk to the student individually to develop solutions to the situation.

Student Code of Conduct

Students are expected to be familiar with and abide by the College's Student Code of Conduct. This is available at

<http://www.saultcollege.ca/Services/StudentServices/pdf/Student%20Code%20of%20Conduct%20Aug%2022%2020071.pdf>

Course Outlines

(a) Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

(b) Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources. Substitute course information is available in the Registrar's office.

Classroom Behaviour:

Students are expected to model, in the classroom, professional behaviour that will be expected in Field Placement experiences, and in the profession.

Cell phones, pagers, and watches that 'beep' must be turned off or on vibrate mode. Students may respond to calls/pages after class time. Under no circumstances should cell phones be used in class for text messaging, or responses to incoming calls made during class time. Laptop computers may be used for class related notes or materials only. Students may be asked to leave phones and laptops out of class if a pattern of misuse develops.

Food and beverages are allowed in class on the condition that students dispose of garbage and it does not interrupt learning of others. This privilege will be rescinded if these conditions are not followed.

The provisions of the Social Service Worker Program Policies will apply at all times in this course, especially with regard to confidentiality/limits to and reporting format.

VII. PRIOR LEARNING ASSESSMENT

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

CLASS PARTICIPATION & PROFESSIONAL DEVELOPMENT GUIDELINES

ALL EXPECTATIONS MET 5 points

- ❑ Demonstrates excellent preparation for class: has read assigned material and references this in class
- ❑ Contributes in a significant way to ongoing discussions, keeps focused
- ❑ Responds thoughtfully and respectfully to other students' comments
- ❑ Takes the risk of verbalizing questions, concerns, disagreements
- ❑ Demonstrates consistent, active, on-going involvement in all aspects of the course
- ❑ Demonstrates good level of self-understanding and commitment to personal and professional development
- ❑ Consistently takes responsibility for asking questions/seeking clarification
- ❑ Has attended a minimum of 90% of classes

MOST EXPECTATIONS MET 4 - 4.5 points

- ❑ Demonstrates good preparation for class, evidence that is familiar with some of the material
- ❑ Is prepared with questions and insights from course material
- ❑ Contributes regularly to ongoing discussions, generates discussion with questions or insights, responds thoughtfully and respectfully to others' comments
- ❑ Consistently takes responsibility for asking questions/seeking clarification
- ❑ Demonstrates consistent involvement in most aspects of course
- ❑ Demonstrates adequate level of self-understanding and commitment to personal and professional development
- ❑ Has attended a minimum of 90% of classes

SOME EXPECTATIONS MET, SOME CONCERNS NOTED 3 - 3.5 points

- ❑ Demonstrates adequate preparation, knows basic material
- ❑ Appears interested in most of the content of course material
- ❑ Initiates and contributes occasionally to class to class discussions, usually respectful of others' opinions and views,
- ❑ Usually takes responsibility for asking questions/seeking clarification
- ❑ Demonstrates involvement in some aspects of the course
- ❑ Demonstrates a limited level of self-understanding
- ❑ Personal and professional development as defined by behaviours listed in above categories is not evident
- ❑ Occasionally disruptive or inattentive: (involved in side discussions, use of phone or laptop or inappropriate reasons, reading other material during class etc.)
- ❑ Has attended less than 80 % of classes

FEW EXPECTATIONS MET, SERIOUS CONCERNS NOTED 0- 2.5 points

- ❑ Demonstrates minimal preparation, lack of knowledge of material
- ❑ Body language has given the impression of disinterest in content of class
- ❑ Participates usually only when called on
- ❑ Can be disrespectful of others opinions, can display tendency to dominate discussions or intimidate in ways that may discourage others from participating
- ❑ Does not take responsibility for asking questions/seeking clarification, and/or projects blame on others
- ❑ Demonstrates minimal involvement in most aspects of the course
- ❑ Demonstrates a noticeable lack of self-understanding and lack of commitment to personal and professional development
- ❑ Frequently disruptive (involved in side discussions, use of phone or laptop or inappropriate reasons, reading other material during class etc.)
- ❑ Frequent absence has impacted ability to participate and meet course objectives
- ❑ Has attended less than 60% of classes

Late assignment coupon

This coupon is good for the acceptance of one late assignment, for up to one week. The assignment must be handed in by the start of the next class period following the due date. The professor must be notified at the time of the assignment due date that the late assignment coupon is being used. This coupon must be attached to the late assignment. It is not valid after seven days following the due date.

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. 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.

B. 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.

C. 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

D. Evaluation:

Is reflective of modified learning outcomes.