



**I. COURSE DESCRIPTION:**

Effective social service work in this area provides knowledgeable guidance and support for individuals and families. Students will gain an education on the multiple aspects and perspectives involved with this population. Parallel worlds of mental health include formal and informal systems, personal and professional realities and multi-cultural components. The course will inform students on mental disorders, available medications and alternative paths. Canadian Mental Health policy and legislation will also be explored.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1. Educate on the concepts of mental disorders and mental health to promote a balanced, holistic approach to individual, family and community health.

Potential Elements of the Performance:

- Communicate the strengths and barriers of the DSM-IV TR and the diagnostic process
- Utilize the strengths perspective in work with individuals, families and communities
- Convey the role of symptom description in the field of mental health
- Critically assess the role of society and cultural worldview in making meaning of mental disorders and mental health

2. Distinguish between the various psychiatric diagnoses as communicated in the DSM-IV TR and other sources.

Potential Elements of the Performance:

- Identify mental health disorders as represented by the DSM-IV TR and other sources
- Recognize symptoms and behaviours of the major mental health disorders studied in class using a symptom based classification
- Consider the impact of the disorders on the individual and family functioning

3. Adhere to, apply and communicate relevant legislation and policy for the benefit of the individual, family, group and community.

Potential Elements of the Performance:

- Demonstrate the interdependent relationship between legislation, policy and the social services field.
- Accurately interpret in everyday working language legislation relevant to the field of mental health
- Advocate for individual, family and group rights based on knowledge and application of relevant legislation and services.

4. Assess and integrate available formal and informal helpers and natural support networks.

Potential Elements of the Performance:

- Adopt a client-centered, culturally competent approach to meet the needs of the client.
- Network and liaise between First Nations, community and other relevant sources of support
- Identify natural support networks to empower individuals, families, groups and communities
- Identify the ecological factors contributing to strengths and obstacles within the client system
- Analyze connections and relationships in the social environment using appropriate tools using
- Direct individuals, families and groups to appropriate services and natural support networks in their area.
- Adopt a practice style that integrates formal and informal supports as allies

5. Determine the instigating catalysts, risks and protective factors specifically linked to mental health of Canadian Aboriginal Peoples.

Potential Elements of the Performance:

- Integrate the role of grief and multiple losses to Aboriginal mental health.
- Identify the risks and protective factors for mental health concerns, particularly suicide, specific to Canadian Aboriginal populations
- Recognize the links between current mental health strengths and areas of concern to the Canadian experience of Aboriginal People.
- Communicate the interconnectedness of individual and community identity and health
- Assess the implications for mental health services and health promotion on First Nations

6. Inform about and advocate for balance and understanding for caregivers (family).

Potential Elements of the Performance:

- Demonstrate and understand the variety of relationships and roles of caregivers
- Educate on the evolution of care giving
- Advocate for the education and health of caregivers

7. Discriminate between the classifications and effects of medications used in the field of mental health.

Potential Elements of the Performance:

- Classify the drugs as presented in class
- Connect an understanding of medications and issues of compliance in the field of mental health

**III. TOPICS:**

1. What is Mental Health/Mental Disorder?
2. Diagnoses
3. Formal and Informal Systems
4. Meds
5. Alternatives and Cultural Competence
6. Aboriginal Mental Health
7. Suicide
8. Laws & Policy
9. Caregivers
10. Local Services

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

*The Last Taboo: A Survival Guide to Mental Health Care in Canada* by Scott Simmie and Julia Nunes, McLelland and Stewart Ltd. Publishing.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

		<b>Tentative Dates</b>
Community Resources	5%	Week 4
Group Presentations on Disorders	5%	Week 5
Guest Speaker Paper	10%	Week 6
Test	25%	Week 7
Aboriginal Mental Health Paper	20%	Week 9
Legislation Paper	20%	Week 12
Video Report	15%	Week 15
<b>TOTAL</b>	<b>100%</b>	

- A) The **COMMUNITY RESOURCE PRESENTATION:** requires that students research and present an oral report on a community resource related to mental health. Students must hand in a reference sheet to validate their research or no mark will be given for this assignment. The presentation will be 10 minutes in length and occur within a class teaching circle. The instructor will provide further details in class.
- B) **GROUP PRESENTATIONS ON DISORDERS:** Students will research and present an overview of a specific group of disorders from the DSM IV-TR as assigned in class. Class time and resources will be provide to prepare for this brief presentation for their peers on this topic
- C) **GUEST SPEAKER PAPER:** Guest Speaker(s) from the field of mental health will attend class. Students will prepare a 2 – 4 page, double-spaced 12 font paper linking the information presented with information from Chapter 6 of our text. Specifics to be provided by instructor.
- D) **TEST:** Students will write a test on Chapters 3, 4, 5, & 8. Exams cannot be re-written to receive a higher grade. Students who miss the exam without making prior arrangements with the instructor will be given a zero on the exam.
- E) **ABORIGINAL MENTAL HEALTH PAPER:** Students will research and produce a 3 – 5 page, double spaced, 12 font paper focusing on an issue related to Canadian Aboriginal Mental Health. Specific issue areas will be provided in class, as well as format for the paper.

- F) **LEGISLATION PAPER:** This assignment will offer students the opportunity to research legislation and policy related to the field of mental health and demonstrate the links between legislation and practice in the social services field. Papers will be between 4 – 6, double spaced 12 font pages in length. Specifics of assignment to be provided in class.
- G) **VIDEO REPORT:** Students will view a video and, using a format provided in class, apply the information learned in the course to the video. A section on self awareness will complete this measure of understanding of the material covered in the course. Further information to be provided by the professor.

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 60% 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:

### Attendance Requirement:

Due to the nature of the course material and interactive learning approaches, students cannot miss more than 50% of class time in the semester. **If more than half of the scheduled class hours are missed, it will result in a failing grade for this course.**

### Assignment Deadlines/Due Dates:

All student work to be handed in for grading must be received on the indicated due date or the student will lose 1% for each day late for up to 5 days. After the fifth day, the assignment will not be graded.

### Special Needs:

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

### 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.

### 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.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in the *Student Code of Conduct*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. 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.

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.

**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.