

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:

Community Resources	5%
Group Presentations on Disorders	10%
Attendance and Participation	10%
Test	20%
Aboriginal Mental Health Paper	20%
Legislation Paper	20%
Video Report	15%
TOTAL	100%

- A) The **COMMUNITY RESOURCE PRESENTATION:** requires that students research and present an oral report on a local 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. Each student/pair of students (as class size allows) will sign up for their agency during in class session. 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. Students will work in pairs or small groups, as class size allows and choose from the following topic areas: 1. Schizophrenia and Other Psychotic Disorders 2. Mood Disorders 3. Anxiety Disorders(only Panic Disorder, Social Phobia, OCD, Generalized Anxiety Disorder) 4. PTSD (this group also responsible to explain link between PTSD and Residential School, war/family violence). 5. Eating Disorders plus Body Dysmorphic Disorder 6. Pathological Gambling (this group also must identify clear differences between Pathological Gambling and Substance Issues. Class time and resources will be provided to prepare for this brief presentation for their peers on this topic. Peers must be able to have good notes on each topic as this information is testable material therefore, each group must also prepare a handout for classmates with information overview/key points. Each group prepares one overview and hands to professor at least one day prior to their presentation date for photocopying.

- C) **Attendance and Participation:** This portion of the class will be assessed using the Attendance and Participation Rubric. Students will be graded on attendance for all classes, preparedness for class including assigned readings, contribution to discussions, and the ability to communicate effectively during in-class activities. Students are expected to arrive on time for all classes, and utilize MOODLE for course materials.
- D) **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.
- E) **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.
- F) **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.
- G) **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.
- H) **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:

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

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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES

Distribution and Submission of Assignments

To assist students in time management and organizational skills the following policy and practices will be followed by your core professors in your program.

Distribution of Assignments

- Weekly schedules (subject to change) are provided to students at the beginning of the semester, outlining due dates for all assignments for the course.
- All assignments are provided in the form of a detailed outline and explained in class. Detailed outlines of assignments are provided either in hard copy or posted on MOODLE.
- Efforts are made by professors to balance out the workload for the core SSW-NS courses. Each student is responsible for personal time management to monitor upcoming assignments and to plan accordingly.
- When students are absent and miss assignment outlines and explanations, it is the student's responsibility to obtain the assignment from MOODLE or your professor. It is recommended students who miss assignment outlines and explanations also schedule a meeting with the professor outside of class time to seek clarification.

- Make note of any in-class assignments. It might not be possible to make these up if missed, due to the nature of the assignment. If an alternative make-up assignment option is given to replace missed in-class assignments it may not carry the same weight in the grading system due to the nature of the assignment.

Submission of Assignments

- **ASSIGNMENTS ARE DUE AT THE BEGINNING OF CLASS:** All written assignments are to be submitted on the due date, generally at the beginning of class. Your professor will announce when they will collect the assignment, and after assignments have been collected, any assignment submitted after class are subject to a 1% deduction until midnight of the original due date. For example, if an assignment is worth 10%, the student will earn no more than 9% for that assignment.
- **LATE ASSIGNMENTS:** Once an assignment is considered late the student will consult with the professor to determine whether an assignment will be accepted for marking or whether deductions apply. Each assignment will outline submission criteria and late policy. Due to the nature of each assignment deductions may vary for late submissions. Additionally, some in class assignments or marked assignments already returned to the students may not be accepted. It is the student's responsibility to communicate with the professor when the student misses a submission due date.
- **HARDCOPY AND ELECTRONIC SUBMISSIONS:** All assignments are to be submitted electronically to the professor. Instructions will be provided on MOODLE or on the assignment outline. Please ensure you read and carefully follow the instruction for each assignment. When an assignment outlines require students to submit a hard copy, they must also submit an electronic copy. The assignment will be marked when both formats have been received.

Students are preparing to enter a profession where deadlines are integral to service delivery and advocacy. It is anticipated that students develop a work ethic which encompasses time management skills.

Classroom Courtesy

To provide a respectful learning environment the use of cell phones, MP3 players and the like are not permitted in the classroom. Cell phones may be set on vibrate if expecting an urgent message. Students will be asked to leave the classroom when the use of these devices is utilized. If the use of cell phones becomes too distracting, students may be asked to leave their phones at the front desk until the end of class.

The use of computers may assist some students to take notes during class; however, the use of social network sites, such as Facebook or surfing the internet with non-class related sites is distracting. Students using computers in this way will be asked to turn their computers off.

Students are expected to be prepared for each class by being on time, having read the assigned course material. Students are advised to review each class course outline and assignments and discuss questions and concerns with the faculty.

Late Arrivals: If late arrivals become a pattern, once the classroom door has been closed, the learning process has begun. Late arrivals may not be granted admission to the room until the break.

Chatting and whispering amongst students during lectures or presentations distracts the professor and fellow students. Students are expected to consider how their behaviour impacts other students' learning and the professor's presentation.

Students are encouraged to focus and refrain from talking to other students during lectures or presentations.

Participation and Attendance

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Significant learning takes place in the classroom through an interactive learning approach; therefore, it is an expectation that students attend classes regularly to contribute to the academic performance and development of professional skills.

Course participation and attendance will be evaluated using a standard rubric. This rubric highlights key areas of participation and attendance. Students will be evaluated using this rubric twice throughout the semester. The first evaluation occurs at midterm to alert the student to any areas of improvement and again at the end of the semester. Each evaluation is worth 20 points and the final mark will total 40 points. This mark will be converted to a percentage grade.

By midterm the professor will calculate the attendance and a letter will be distributed to the students who require a plan to address the attendance concern. Students who have missed more than 40% of scheduled classes will meet with the professor to discuss the program and course expectations and create a plan which addresses attendance concerns.

A pattern of absences or lateness may result in academic consequences which may include failure in the course, ineligibility for fieldwork component of the program, implementation of a learning/success contract, suspension or withdrawal from fieldwork.

Students are encouraged to communicate with the professor when absences are anticipated and immediately returning from an absence. It is the student's responsibility to catch up on any notes and material missed when absent.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.