



COURSE OUTLINE: NSW107 - MENTAL HEALTH

Prepared: Corinne Onovo MSW, RSW

Approved: Karen Hudson - Dean

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| Course Code: Title | NSW107: PARALLEL WORLDS OF MENTAL HEALTH |
| Program Number: Name | 1221: SSW INDIGENOUS SPECA |
| Department: | SOCIAL SERV. WKR. - INDIGENOUS |
| Academic Year: | 2025-2026 |
| 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 multicultural components. The course will inform students on mental disorders, available medications and alternative paths. Canadian Mental Health policy and legislation will also be explored. |
| Total Credits: | 3 |
| Hours/Week: | 3 |
| Total Hours: | 42 |
| Prerequisites: | There are no pre-requisites for this course. |
| Corequisites: | There are no co-requisites for this course. |
| Substitutes: | NSW103 |
| Vocational Learning Outcomes (VLO's) addressed in this course: | 1221 - SSW INDIGENOUS SPECA |
| Please refer to program web page for a complete listing of program outcomes where applicable. | VLO 1 Develop respectful and collaborative professional and interpersonal relationships that adhere to professional, legal, and ethical standards aligned to social service work. |
| | VLO 2 Record information accurately and communicate effectively in written, digital, verbal and non-verbal ways, in adherence to privacy and freedom of information legislation, in accordance with professional and workplace standards. |
| | VLO 3 Integrate a practice framework within a service delivery continuum, addressing the needs of individuals, families and communities at micro, mezzo, macro and global levels, and work with them in achieving their goals. |
| | VLO 4 Plan and implement accessible and responsive programs and services, recognizing the diverse needs and experiences of individuals, groups, families and communities, and meeting these needs. |
| | VLO 5 Examine current social policy, relevant legislation, and political, social, historical, and/or economic systems and their impacts for individuals and communities when delivering services to the user/client. |
| | VLO 8 Develop strategies and approaches to implement and maintain holistic self-care as a member of a human service profession. |
| | VLO 10 Develop the capacity to work with the Indigenous individual, families, groups and communities while respecting their inherent rights to self-determine, and to identify |



| | and address systemic barriers that produce ill-effects, developing appropriate responses using approaches such as trauma informed care practice. | | | | | | | | |
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| | VLO 11 Integrate culturally appropriate strategies and Indigenous methods of healing practices to help empower individuals and communities to solution build within an aboriginal worldview and context. | | | | | | | | |
| Essential Employability Skills (EES) addressed in this course: | <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 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> | | | | | | | | |
| Course Evaluation: | <p>Passing Grade: 50%, D</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p> | | | | | | | | |
| Books and Required Resources: | <p>Mind Spread Out on the Ground by Elliott Publisher: Doubleday Canada Ltd. ISBN: 9780385692403</p> <p>Mental Health Social Work Practice in Canada by Regehr Publisher: Oxford University Press Canada Edition: 3rd ISBN: 9780199037032</p> | | | | | | | | |
| Course Outcomes and Learning Objectives: | <table border="1"> <thead> <tr> <th>Course Outcome 1</th> <th>Learning Objectives for Course Outcome 1</th> </tr> </thead> <tbody> <tr> <td>1. Educate on the concepts of mental disorders and mental health to promote a balanced, holistic approach to individual, family and community health.</td> <td> 1.1 Communicate the strengths and barriers of the DSM V and diagnostic process. 1.2 Utilize the Strengths perspective in work with individuals, families and communities. 1.3 Convey the role of symptom description in the field of mental health. 1.4 Critically assess the role of society and cultural worldview in making meaning of mental disorders and mental health. </td> </tr> <tr> <th>Course Outcome 2</th> <th>Learning Objectives for Course Outcome 2</th> </tr> <tr> <td>2. Distinguish between the various psychiatric diagnoses as communicated in the DSM V and other</td> <td> 2.1 Identify mental health disorders as represented by the DSM V and other sources. 2.2 Recognize symptoms and behaviours of the major mental health disorders studied in class using a symptom based </td> </tr> </tbody> </table> | Course Outcome 1 | Learning Objectives for Course Outcome 1 | 1. Educate on the concepts of mental disorders and mental health to promote a balanced, holistic approach to individual, family and community health. | 1.1 Communicate the strengths and barriers of the DSM V and diagnostic process. 1.2 Utilize the Strengths perspective in work with individuals, families and communities. 1.3 Convey the role of symptom description in the field of mental health. 1.4 Critically assess the role of society and cultural worldview in making meaning of mental disorders and mental health. | Course Outcome 2 | Learning Objectives for Course Outcome 2 | 2. Distinguish between the various psychiatric diagnoses as communicated in the DSM V and other | 2.1 Identify mental health disorders as represented by the DSM V and other sources. 2.2 Recognize symptoms and behaviours of the major mental health disorders studied in class using a symptom based |
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| sources. | classification system. 2.3 Consider the impact of disorders on the individual and family functioning. |
| Course Outcome 3 | Learning Objectives for Course Outcome 3 |
| 3. Adhere to, apply and communicate relevant legislation and policy for the benefit of the individual and family functioning. | 3.1 Demonstrate the interdependent relationship between legislation, policy and the social service field. 3.2 Accurately interpret in everyday working language legislation relevant to the field of mental health. 3.3 Advocate for the individual, family and group rights based on knowledge and application of relevant legislation and services. |
| Course Outcome 4 | Learning Objectives for Course Outcome 4 |
| 4. Assess and integrate available formal and informal helpers and natural support networks. | 4.1 Adopt a client-centered, culturally competent approach to meet the needs of the client. 4.2 Network and liaise between First Nations, community and other relevant sources of support. 4.3 Identify natural support networks to empower individuals, families, groups and communities. 4.4 Identify the ecological factors contributing to strengths and obstacles within the client system. 4.5 Analyze connections and relationships in the social environment using appropriate tools. 4.6 Direct individuals, families and groups to appropriate services and natural support networks in their area. 4.7 Adopt a practice style that integrates formal and informal supports as allies. |
| Course Outcome 5 | Learning Objectives for Course Outcome 5 |
| 5. Determine the instigating catalysts, risks and protective factors specifically linked to mental health of Canadian Indigenous peoples. | 5.1 Integrate the role of grief and multiple losses to Indigenous mental health. 5.2 Identify the risks and protective factors for mental health concerns specific to Canadian Indigenous populations. 5.3 Recognize the links between current mental health strengths and areas of concern to the Canadian experience of Indigenous people. 5.4 Communicate the interconnectedness of individual and community identity and health Assess the implications for mental health services and health promotion on First Nations. |
| Course Outcome 6 | Learning Objectives for Course Outcome 6 |
| 6. Inform about and advocate for balance and understanding for caregivers (family). | 6.1 Recognize the variety of relationships, roles and realities for caregivers. 6.2 Educate on the evolution of the care-giving relationship. 6.3 Advocate for the education and health of caregivers. |
| Course Outcome 7 | Learning Objectives for Course Outcome 7 |
| 7. Discriminate between the classifications and effects of medications used in the field of mental health. | 7.1 Classify the drugs used for mental health disorders and connect to the mental health disorders most often used for each classification. 7.2 Connect an understanding of medications, side effects and |



issues of adherence in the field of mental health.

Evaluation Process and Grading System:

| Evaluation Type | Evaluation Weight |
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| DSM-5 Disorder & Medication Presentation | 10% |
| Indigenous Mental Health Teaching Tool | 15% |
| Listening to Story: Reflections on the Readings | 20% |
| Mental Health Legislation Pamphlet | 10% |
| Nurturing the work: In class Learning and Growth | 15% |
| Reflection on Mental Health: A Mind Spread Out on the Ground | 15% |
| Video Reflection: Mapping Care and Support in Real Life Contexts | 15% |

Date:

June 23, 2025

Addendum:

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

