

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

CICE COURSE OUTLINE

COURSE TITLE: Parallel Worlds Of Mental Health

CODE NO. : NSW103 **SEMESTER:** Fall
MODIFIED CODE: NSW0103

PROGRAM: Social Services Worker – Native Specialization

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APPROVED: "Angelique Lemay"

	CHAIR, COMMUNITY SERVICES	DATE
TOTAL CREDITS:	4	
PREREQUISITE(S):	None	
HOURS/WEEK:	3	

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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 CICE student with the assistance of a learning specialist, will demonstrate the basic ability to:

1. Assist in the education 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:

- Become familiar with 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
- Have an understanding of the role of society and cultural worldview in making meaning of mental disorders and mental health

2. Become familiar with the various psychiatric diagnoses as communicated in the DSM-IV TR and other sources.

Potential Elements of the Performance:

- Identify major 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. Become familiar with relevant legislation and policy for the benefit of the individual, family, group and community.

Potential Elements of the Performance:

- Develop an understanding of the interdependent relationship between legislation, policy and the social services field.
- Develop an understanding of 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
- Develop an understanding of 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 risks and protective factors specifically linked to mental health of Canadian Aboriginal Peoples.

Potential Elements of the Performance:

- Become familiar with 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. Become familiar with 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
 - Develop 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:

		Tentative Dates
Community Resources	5%	Week 4
Group Presentations on Disorders	10%	Week 5
Guest Speaker Paper	10%	Week 6
Test	20%	Week 7
Aboriginal Mental Health Paper	20%	Week 9
Legislation Paper	20%	Week 12
Video Report	15%	Week 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) **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:

<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 40% of class time in the semester. **If more than 40% 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.

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.

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 postsecondary institutions.

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. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

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

Substitute course information is available in the Registrar's office.

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.

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 Student Code of Conduct. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. mysaultcollege gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.

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.