



# COURSE OUTLINE

## NSW0107

Prepared: Lisa Piotrowski Approved: Martha Irwin

<b>Course Code: Title</b>	NSW0107: THE PARALLEL WORLDS OF MENTAL HEALTH								
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN								
<b>Department:</b>	C.I.C.E.								
<b>Semester/Term:</b>	18W								
<b>Course Description:</b>	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.								
<b>Total Credits:</b>	3								
<b>Hours/Week:</b>	3								
<b>Total Hours:</b>	45								
<b>Essential Employability Skills (EES):</b>	<p>#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>#2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>#6. Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>#7. Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>#8. Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>#9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>#10. Manage the use of time and other resources to complete projects.</p> <p>#11. Take responsibility for ones own actions, decisions, and consequences.</p>								
<b>Course Evaluation:</b>	Passing Grade: 50%, D								
<b>Evaluation Process and Grading System:</b>	<table border="1"> <thead> <tr> <th>Evaluation Type</th> <th>Evaluation Weight</th> </tr> </thead> <tbody> <tr> <td>Indigenous Mental Health Research</td> <td>25%</td> </tr> <tr> <td>Legislation</td> <td>15%</td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	Evaluation Type	Evaluation Weight	Indigenous Mental Health Research	25%	Legislation	15%		
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Mental Health Disorders	20%
Stigma	10%
Tests	30%

### Course Outcomes and Learning Objectives:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

#### Course Outcome 1.

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

#### Learning Objectives 1.

Communicate the strengths and barriers of the DSM V and 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

#### Course Outcome 2.

Distinguish between the various psychiatric diagnoses as communicated in the DSM V and other sources

#### Learning Objectives 2.

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

#### Course Outcome 3.



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Adhere to, apply and communicate relevant legislation and policy for the benefit of the individual and family functioning

### **Learning Objectives 3.**

Demonstrate the interdependent relationship between legislation, policy and the social service field

Accurately interpret in everyday working language legislation relevant to the field of mental health

Advocate for the individual, family and group rights based on knowledge and application of relevant legislation and services

### **Course Outcome 4.**

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

### **Learning Objectives 4.**

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

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

### **Course Outcome 5.**

Determine the instigating catalysts, risks and protective factors specifically linked to mental health of Canadian Indigenous peoples

### **Learning Objectives 5.**

Integrate the role of grief and multiple losses to Indigenous mental health

Identify the risks and protective factors for mental health concerns specific to Canadian



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Indigenous populations  
Recognize the links between current mental health strengths and areas of concern to the Canadian experience of Indigenous people  
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.**

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

### **Learning Objectives 6.**

Recognize the variety of relationships, roles and realities for caregivers  
Educate on the evolution of the care-giving relationship  
Advocate for the education and health of caregivers

### **Course Outcome 7.**

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

### **Learning Objectives 7.**

Classify the drugs used for mental health disorders and connect to the mental health disorders most often used for each classification  
Connect an understanding of medications, side effects and issues of adherence in the field of mental health

#### **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



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always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A.** Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

**B. 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.

**C. 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.

**D. 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



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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

### **E. Evaluation:**

Is reflective of modified learning outcomes.

**NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

### **Date:**

Wednesday, September 6, 2017

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