



**I. COURSE DESCRIPTION:**

CICE students will have an opportunity to understand the mental health needs of specific populations from a holistic approach. Students will study prevalent mental health disorders and develop skills to identify, assess, and intervene effectively. Students will be introduced to the unique challenges and considerations that those with a mental health disorder may face. A strengths-based approach is emphasized. Students are provided with knowledge, and skills are developed that aim to improve the social functioning of individuals and families experiencing mental health disorders.

**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. Assess the needs and resources of individuals and assist them to achieve their goals.  
Potential Elements of the Performance:
  - a. collect, analyze and synthesize information through observation, research and assessment
  - b. produce accurate written materials that clearly describe facts
  - c. identify a strengths-based focus in work with clients and their families
  - d. contribute to the development of an assessment and service plan
  - e. identify risk and protective factors on micro, mezzo and macro levels
  - f. be familiar with mental health legislation in Ontario
  
2. Recognize symptoms and behaviours of major psychiatric disorders.  
Potential Elements of the Performance:
  - a. Identify signs and symptoms of the major mental health disorders studied in class
  - b. Explain the impact of the disorders on individual and family functioning
  - c. Document effectively in concrete, objective and client-centered manner
  
3. Understand the medical model of diagnosis and service delivery, and how this can be augmented by solution- focused/strengths-based interventions.  
Potential Elements of the Performance:
  - a. explain the nature of mental health disorders as represented by the DSM-IV TR and other sources
  - b. explain the strengths and barriers imposed by the diagnostic process (including social stigma, labeling, etc.)
  - c. Demonstrate ability to complete strengths-based biopsychosocial reports
  - d. Explain strengths-based intervention approaches with high-risk populations

4. Provide access to resources in order to assist individuals, families, groups and communities  
Potential Elements of the Performance:
  - a. describe the primary mental health services available in Sault Ste. Marie and District
  - b. describe methods of determining client-based resources and supports
  - c. describe the process of referral and follow-up
  - d. identify service delivery gaps and their impact on consumers
  - e. identify strategies for collaboration with community leaders to advocate for services where there are currently service gaps
  - f. identify reliable, evidence-based sources for reference materials for clients, their families, and self
  
5. Describe helpful attitudes and skills for working with people with mental health disorders and 'at risk' populations  
Potential Elements of the Performance:
  - a. demonstrate collegial, team support and collaboration skills and attitudes
  - b. describe and demonstrate supportive and non-judgmental attitudes in working with those diagnosed with a mental illness
  - c. demonstrate beginning competence in taking a social history
  - d. demonstrate understanding of multidisciplinary approach to service delivery

### III. TOPICS:

The following topics will be discussed. **It is important to note that it is not possible within the time frame of this course to address all of the mental health problems experienced by individuals, or that are included in the DSM-IV-TR.** This course will be confined to those mental health issues that are most commonly found in the daily practice of social service work. *This does not imply that the other disorders are less important or challenging to those persons with these particular diagnoses.* Students are encouraged to explore other mental health disorders of interest to them through the research assignment.

1. Diagnosis, assessment and treatment/intervention issues
2. Mood, psychotic, and anxiety disorders in children and adults
3. Strength-based assessment and interventions
4. Community mental health approaches, and community services available
5. Relevant social policies and legislation
6. Identification of at-risk populations and various disorders
7. Concurrent and dual disorders
8. Roles of SSW in mental health field

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

Simmie, S. & Nunes, G.A. (2002). *The Last Taboo: A survival guide to mental health in Canada*. TO: McLelland and Stewart Ltd.

Haig, J., Raikes, G. & Sutherland, V. (2003). *Cites and Sources*. TO: Thomson-Nelson.

Student Code of conduct:

<http://www.saultcollege.ca/StudentServices/Student%20Code%20of%20Conduct.pdf>

Other websites and resource materials will be assigned and used as references throughout the course.

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

1. Movie analysis	Due: October 4th	15%
2. Mid term test	Due: October 11th	20%
3. Case study	Due November 29 <sup>th</sup>	20%
4. Policy paper	Due: November 8	20%
5. Exam:	December 13	20%
6. Attendance and participation		<u>5%</u>

100%

1. The Movie analysis requires students to view a designated movie and complete a written assignment addressing questions posed by the Professor. Details to be provided.
2. The Education package for families will allow the student to research a particular area of interest in the field of mental health practice, and to develop information in the form of an information package that would be suitable to provide to families. Details to be provided.
3. The policy assignment will provide the student the opportunity to research relevant mental health legislation in Ontario, and to present their understanding of the application of this legislation in a written format. Details to be provided.
4. Information will be provided in class regarding the mid-term test and exam.

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 50% 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:

### 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.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in the *Student Code of Conduct*, available at:

**<http://www.saultcollege.ca/StudentServices/Student%20Code%20of%20Conduct.pdf>**

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. The APA format is followed for the purposes of this course.

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.

Writing Standards

As graduating students, it is reasonable to expect that all written work will be written to the highest professional standard. All writing will be that of a graduating level student: concise, error free, grammatically correct, organized, etc. for all assignments.

Unless otherwise noted, assignments are to be double-spaced, using no larger than a 12 point font, with 1" margins. Include a separate title page that includes your name, title of the paper, and the date due (and date submitted if different from the date due). Correct all grammar and spelling errors. *Fifteen percent of each graded assignment will be based on writing style.* Writing is a particularly critical skill in our profession. As second year students it is reasonable to expect that submitted assignments have been edited for spelling and grammar errors. Failure to cite sources may be construed as plagiarism. Students who plagiarize are subject to failure of the paper, course or dismissal.

**COURSE POLICIES**

1. Students are expected to be familiar with and abide by the College's Student Code of Conduct.
2. Late assignments will be handled at the professor's discretion and for substantial and substantiated reasons only. It is the student's responsibility to make arrangements directly with the professor. Any requests for assignment extensions must be done in writing. Email is preferred. Include in the email the assignment that you are referring to, the reason for the request of the extension, and the time required. Ensure that you receive an email in return confirming receipt of the request. It is the student's responsibility to keep a copy of the email and the response.
3. Exams, tests, quizzes: Tests that are missed cannot be made up except in exceptional circumstances, and with approval of the professor. Students who miss the exam without making prior arrangements with the instructor will be given a zero on the exam/test. The professor reserves the right to determine if a student who has missed a test will be allowed to make other arrangements for writing the missed exam/test/quiz. Exams cannot be re-written to receive a higher grade.
4. Students are expected to come prepared to class to participate in discussion and review of course material. Grades assigned for participation/attendance will reflect the student's knowledge of the content discussed, willingness to share thoughts about the material, ability to respect viewpoints different from their own, and professional behaviour. Absences that affect student attendance and result in missing more than 30% of classes will jeopardize student success in the class.
5. Students must arrive on time for scheduled classes. The professor reserves the right to deny access to the class when a student is late.
6. Email submission of assignments: In circumstances where the student is unable, **for substantial reason**, to attend class when an assignment is due, the student may email the professor to inform them of this, and request permission to submit the assignment by email. The date that the assignment is received will be considered by the Professor as the submission date. The student should expect a return email from the Professor to confirm that their assignment has been received. If a response is not received, they are to assume that the assignment was not received by the Professor. The email address to be used is [judi.gough@saultcollege.ca](mailto:judi.gough@saultcollege.ca). It is the student's responsibility to keep a copy of the email and the response. A hard copy of the assignment must be submitted for marking at a mutually agreed upon date (the email copy will not be marked).

7. Students are encouraged to discuss their learning needs and assignments with the Professor. If a student has a particular concern about the grade of a particular assignment they must email the professor and request an appointment to discuss their concerns. To prepare for the meeting, students are expected to come prepared by taking the time to thoroughly read the feedback provided by the professor, and will be prepared to discuss their specific questions and/or comments. A student has the right to appeal the final grade of a course, and should refer to the Appeals process, available at <http://www.saultcollege.ca/StudentServices/AppealsProcessFall2005.pdf>
8. Students must follow established and agreed upon classroom conduct. Students are expected to model, in the classroom, professional behaviour that will be expected in Field Placement experiences, and in the profession.
9. Cell phones, pagers, and watches that 'beep' must be off or on vibrate mode. Students may respond to calls/pages after class time. Under no circumstances should cell phones be used in class for text messaging.
10. The provisions of the Social Service Worker Program Policies will apply at all times in this course, especially with regard to confidentiality/limits to and reporting format.
11. Beverages/food are allowed in class on the condition that students dispose of garbage, and it does not interrupt learning of others. This privilege will be rescinded if these conditions are not followed.
12. Where special needs students require accommodations/extensions regarding assignments, course expectations or testing, it is understood that the student will proactively discuss, communicate and negotiate with the professor. Student is encouraged to use the special needs office to assist in this process as needed.

#### **VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

#### **VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

**Class Schedule and Structure**

**Method of Instruction:** Lecture, case studies, in-class assessment, class discussions and guest speakers will augment the material and assigned readings. presented. There may be additional assigned readings as relevant to the topic.

Date	Class Topics	Assigned Reading	In class activities
Week 1: September 6	<ul style="list-style-type: none"> <li>• Review of course outline and class structure, text and additional resources</li> <li>• Social work/social service work roles in the field of mental health</li> <li>• Principles of Strengths based practice in relation to mental health</li> <li>• Myths and facts regarding mental illness</li> </ul>	<p>Visit the website for Canadian Mental Health and complete the 'Test Your Mental Illness' quiz. Bring to the next class. Available at: <a href="http://www.cmha.ca/english/info_centre/mhw/popquiz.htm">http://www.cmha.ca/english/info_centre/mhw/popquiz.htm</a></p>	
Week 2 Sept 13	<ul style="list-style-type: none"> <li>• Defining mental health/illness</li> <li>• Risk factors</li> <li>• Protective factors</li> </ul>	<p>The Last Taboo: to page 63, appendix (pages 324-339), chapter 11</p> <p>Visit Canadian Mental Health Website and read through the information on mental health available at: <a href="http://www.cmha.ca/bins/meter_page.asp?cid=2-267-1304&amp;lang=1">http://www.cmha.ca/bins/meter_page.asp?cid=2-267-1304&amp;lang=1</a> Meaning of Mental Health, Benefits of Good Mental Health, Mental Fitness Tips, and complete the Mental Health Meter quiz. You will not need to share the details with class.</p>	Video: Working Like Crazy

Date	Class Topics	Assigned Reading	In class activities
Week 3 Sept 20	<ul style="list-style-type: none"> <li>• Assessment</li> <li>• Prevalence and Incidence:</li> <li>• Mental health disorders worldwide</li> <li>• Community based mental health service system: service components</li> <li>• Assessment of psychiatric disorders: Introduction to DSM-IV-TR and multiaxial classification system</li> </ul>	The Last Taboo: Chapters 3, 4 and 6	
Week 4 Sept 27	<ul style="list-style-type: none"> <li>• Schizophrenia and other psychotic disorders</li> </ul>	Text: pages 109-111, 134-138	Video: PBS: The Secret Life of the Brain: Schizophrenia
Week 5 Oct 4	<ul style="list-style-type: none"> <li>• Formal and Informal intervention approaches</li> <li>• psychosocial, cognitive therapy, medications and services</li> </ul>	Text: Chapter 6, 7	Video: Unbreakable Minds <b>Movie analysis due</b>
Week 6 Oct 11	<ul style="list-style-type: none"> <li>• Mood disorders: Depressive Disorders</li> <li>• Effective interventions and services</li> </ul>	Text: Pages 111-118, Chapter 8	PBS Video: The Secret Life of the Brain <b>Mid term test</b>
Week 7 Oct 18	Mood disorders: Bipolar Disorder  Effective interventions and services	Text: Chapter 4	Guest speaker if available

Date	Class Topics	Assigned Reading	In class activities
Week 8 Oct 25	Concurrent Disorders  Effective interventions and services	Text: Pages 125-127, 240-241, Chapter 9	Guest speaker if available
Week 9 Nov 1	<ul style="list-style-type: none"> <li>• Children's mental health</li> <li>• Attachment theories</li> <li>• Trauma and relationship to mental health</li> </ul>	<a href="http://mysite.verizon.net/res7oqx1/id7.html">http://mysite.verizon.net/res7oqx1/id7.html</a> <a href="http://www.cmho.org/pdf_files/ECMHT-TRG.pdf">http://www.cmho.org/pdf_files/ECMHT-TRG.pdf</a> : Early Childhood Mental Health Treatment: A Training Guide (resource) Supplementary materials	PBS: The secret life of the brain: Infants and children
Week 10 Nov 8	Children's mental health services  Effective interventions and services	Text: Page 305-306 <a href="http://mysite.verizon.net/res7oqx1/id7.html">http://mysite.verizon.net/res7oqx1/id7.html</a> <a href="http://www.cmho.org/pdf_files/0_6_Literature_Review_and_Practice_Guide.pdf">http://www.cmho.org/pdf_files/0_6_Literature_Review_and_Practice_Guide.pdf</a> : Children's Mental Health Services for Children 0-6: Review of the literature and practice guide.	
Week 11 Nov 15	Anxiety Disorders: Generalized anxiety disorder, panic disorder, specific and social phobia Obsessive Compulsive disorder, post-traumatic stress disorder	Text: Pages 118- 125	PBS: Secret Life of the Brain: PTSD
Week 12 Nov 22	Personality Disorders	Text: Pages 130-134	

Date	Class Topics	Assigned Reading	In class activities
Week 13 Nov 29	Consolidation of class content		
Week 14 Dec 6	Consolidation of class content		
Week 15 Dec 13	Exam		

### Recommended Websites

The following are some suggested websites that would be useful to become familiar with. Clients and families often use the World Wide Web to seek information, and it is helpful to know what is available. If you find other relevant sites that you find useful, please bring these to class so that we can share the wealth. This list is not exhaustive, and is intended to be a general list that will provide you with some basic resources.

<http://www.ontario.cmha.ca/index.asp> Canadian Mental Health Association: Ontario  
[http://www.ontario.cmha.ca/content/about\\_mental\\_illness/aboriginal\\_resources.asp](http://www.ontario.cmha.ca/content/about_mental_illness/aboriginal_resources.asp)  
 (resources with specific references and links to the Aboriginal mental health resources)

<http://www.cmha.ca/> Canadian Mental Health Association: national  
<http://www.camh.net> (Centre for Addiction and Mental Health)

<http://www.psych> (quick reference to psychotropic medications)

<http://www.nimh.nih.gov> (National Institute of Mental Health)

<http://www.nami.org> (National Alliance for the Mentally Ill)

<http://www.schizophreniadigest.com> (Schizophrenia Digest)

<http://www.nationalhomeless.org> (National Coalition for the Homeless)

<http://www.medscape.com/homepage> (Medscape: Psychiatry and Mental Health)

[http://www.ontario.cmha.ca/content/about\\_mental\\_illness/aboriginal\\_resources.asp](http://www.ontario.cmha.ca/content/about_mental_illness/aboriginal_resources.asp)

<http://www.mentalhealth.org> U.S. Department of Health and Human Services: Centre for Mental Health Services

<http://www.kidsmentalhealth.ca/> Children's Mental Health Ontario

<http://www.communitylivingalgoma.org/> Community Living Algoma

<http://mysite.verizon.net/res7oqx1/> Complete DSM-IV Diagnostic Criteria for Mental Disorders

<http://www.surgeongeneral.gov/library/mentalhealth/toc.html>: Mental Health: A Report of the Surgeon General (U.S. document, but very relevant)

[http://www.phac-aspc.gc.ca/media/issues/mental\\_e.html](http://www.phac-aspc.gc.ca/media/issues/mental_e.html): Health Canada: Health Issues: 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 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.