



## I. COURSE DESCRIPTION:

SSW students will have an opportunity to understand the mental health needs of specific populations using a biopsychosocial approach. Students will study prevalent mental health disorders and develop skills to provide effective and supportive social service interventions. Students will be introduced to the unique challenges and considerations facing individuals and families with a mental health disorder. A strengths-based approach is emphasized. Students are provided with knowledge and skills that aim to support and improve the individual and 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 a basic ability to:

1. Assess the needs and resources of individuals and assist them to achieve their optimum level of social functioning within a biopsychosocial/spiritual framework

### Potential Elements of the Performance

- a. Able to identify a strengths-based, culturally competent approach to working with individuals and their families
  - b. Able to contribute to the development of an assessment and service plan
  - c. Able to collect, understand and synthesize client information through observation, research, and supervised assessment
  - d. Able to produce accurate documentation that clearly describe facts
  - e. Able to identify risk and protective factors on micro, mezzo and macro levels
2. Recognize symptoms and behaviours associated with specific mental health disorders/illnesses

### Potential Elements of the Performance:

- a. Able to identify signs and symptoms of the major mental health disorders/illnesses
- b. Able to explain the impact of the disorders on individual and family functioning
- c. Able to document effectively in concrete, objective and client-centered manner
- d. Able to understand the concepts of concurrent and dual disorders

3. Understand the medical model of diagnosis and service delivery, and how this can be augmented by solution- focused/strengths-based social work interventions

Potential Elements of the Performance:

- a. Able to explain the nature of mental health disorders as represented by the DSM-IV TR
  - b. Able to explain the strengths and barriers imposed by the diagnostic process (including social stigma, labeling, etc.)
  - c. Able to demonstrate understanding of the relevance and importance of the strengths-based, biopsychosocial/spiritual framework
  - d. Able to explain strengths-based intervention approaches with high-risk populations
  - e. Be familiar with current service delivery models, interventions and medications used to treat and support those with a diagnosed mental illness
4. Be familiar with local (Sault Ste. Marie and Algoma District) mental health services

Potential Elements of the Performance:

- a. Able to describe the primary mental health services available in Sault Ste. Marie and District
  - b. Able to describe methods of determining client-based resources and supports
  - c. Able to describe the processes of advocacy, referral and follow-up
  - d. Able to identify reliable, evidence-based sources for reference materials for clients, their families, and self
  - e. Able to understand formal and informal support systems
  - f. Able to name key mental health legislation in Ontario
  - g. Able to demonstrate understanding of multidisciplinary approach to service delivery
5. Describe helpful attitudes and skills for working with people with mental health disorders and 'at risk' populations

Potential Elements of the Performance

- a. Able to demonstrate collegial, team support and collaboration skills and attitudes
- b. Able to describe and demonstrate strengths-based supportive and non-judgmental attitudes in working with those diagnosed with a mental illness
- c. Able to demonstrate beginning competence in developing goals and strategies based on a biopsychosocial assessment of client needs

This course addresses the SSW vocational outcomes (#1, 2, 3, 4, 5, 6, and 9) related to development of professional and ethical relationships, identification of micro, mezzo and macro level challenges and interventions, recognizing diversity and effective community responses, advocacy, developing effective relationships with community partners, and promoting social justice. Additionally, the essential skills outcomes (#1, 3, 4, and 5) regarding effective communication, critical thinking, information management, and interpersonal skill development.

### III. TOPICS:

**It is important to note that it is not possible within the time frame of this course to address all of the mental health disorders experienced by individuals, or that are included in the DSM-IV-TR, services, interventions, and policies relevant to mental health.** This course will be confined to those mental health disorders that are most prevalent, and most commonly addressed in social service work practice. *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 research and independent reading.

1. Defining mental health and mental illness/psychiatric disorders
2. Identifying risk and protective factors related to mental health
3. Understanding mood, psychotic, and anxiety disorders in children and adults (diagnosis and effective interventions)
4. Strength-based assessment and interventions for individuals and their families
5. Introduction to effective intervention and treatment approaches
6. Relevant legislation, policies and community services
7. Identification of at-risk populations
8. Defining and understanding concurrent and dual disorders
9. 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. (2010). *Cites and Sources*. TO: Thomson- Nelson.

Other websites and resource materials will be assigned and used as references throughout the course. Students will be required to review certain materials posted on LMS. There are also optional readings posted on LMS.

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

1. Tests/Exams	40%
2. The Last Taboo questions	15%
3. Group assignment	25%
4. Participation and professional development	<u>10%</u>
	100%

\*In class activities that are missed due to unsubstantiated absenteeism cannot be made up for marks. Students will be provided with the point system used when calculating in class participation and attendance. Refer to the Class Schedule for further detail.

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 graduating from a Sault College program remains 2.0.

## VI. SPECIAL NOTES:

Communication: It is critical to student success to regularly check LMS email and posted resources. 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.

Modifications may be made to assignments and due dates as suggested/agreed upon by the professor and CICE Learning Specialist. Late assignments The ability to meet deadlines is an essential job skill. Assignments are due at the beginning of the class. Late assignments are subject to a 5% grade reduction per day. Late assignments will not be accepted after one week following the due date. Students may use the late coupon posted on LMS for one late assignment one time only. This allows an additional week of time with no penalty. The late coupon must be attached to the submitted assignment.

Requests for assignment extensions must be done in writing through email, based on a substantial reason, and must be approved by the professor. To include in the email:

- The assignment that you are referring to,
- The reason for the request of the extension, and
- The time required to complete.

Ensure that you receive an email in return to confirm that I have received the request. It is the student's responsibility to keep a copy of the email and the response.

### 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 me to inform me of this, and to 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. 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).

### Exams, tests, quizzes

Exams/tests that are missed cannot be made up except in exceptional circumstances, and with approval of the professor. Students who miss the test/exam without making prior arrangements with the instructor will be given a zero. The professor reserves the right to determine if a student who has missed an exam/ 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.

**VII. COURSE OUTLINE ADDENDUM:**

Students are referred to the Student Portal for additional information on Course Outlines.

**CLASS PARTICIPATION & PROFESSIONAL DEVELOPMENT GUIDELINES**

Student: \_\_\_\_\_

# of classes attended: \_\_\_\_\_

**MAJORITY OF EXPECTATIONS MET 9 – 10 points**

- Demonstrates excellent preparation for class: has read/completed assigned material and references this in class
- Contributes in a very significant way to ongoing discussions, keeps analysis focused
- Responds thoughtfully and respectfully to other students' comments
- Takes the risk of verbalizing questions, concerns, disagreements
- Demonstrates consistent, active, on-going involvement in all aspects of the course
- Demonstrates good level of self-understanding and commitment to personal and professional development
- Assignments reflect sound professional skill and ability
- Attends all of scheduled classes and arrives on time
- All expectations/requirements related to seminar & fieldwork are submitted on time and thoroughly completed
- Is prepared with questions and insights from course material
- Is not disruptive (through unnecessary/inappropriate use of technology: cell phone, laptops, etc.)
- Minimum of 90% of classes attended and arrives on time

**MOST EXPECTATIONS MET 7 – 8.9 points**

- Demonstrates good preparation for class, knows some of the material
- Contributes regularly to ongoing discussions, generates discussion with questions or insights, responds thoughtfully and respectfully to others' comments
- Takes responsibility for asking questions/seeking clarification
- Demonstrates consistent involvement in most aspects of course
- Attends minimum of 80% of scheduled classes and arrives on time
- Consistent completion of requirements/expectations related to seminar and fieldwork
- Assignments reflect sound professional skill and ability
- Demonstrates adequate level of self-understanding and commitment to personal and professional development
- Is not disruptive (through unnecessary/inappropriate use of technology: cell phone, laptops, etc.)

## SOME EXPECTATIONS MET, SOME CONCERNS NOTED 5.1 – 6.9 points

- ❑ Demonstrates adequate preparation, knows basic material
- ❑ Appears interested in content of course material
- ❑ Initiates and contributes occasionally to class to class discussions, usually respectful of others' opinions and views,
- ❑ Usually takes responsibility for asking questions/seeking clarification
- ❑ Demonstrates involvement in some aspects of the course
- ❑ Demonstrates limitations in self-understanding and appears to lack commitment to personal and professional development
- ❑ Occasionally disruptive, ( consistently involved in side discussions and reading other material during class, inappropriate use of technology: phone, laptop, etc.)
- ❑ Requirements/expectations submitted late on more than one occasion
- ❑ Attends below 80% of class
- ❑ Generally arrives on time, some late arrivals noted

## FEW EXPECTATIONS MET, SERIOUS CONCERNS NOTED 0- 5 points

- ❑ Demonstrates minimal preparation, lack of knowledge of material
- ❑ Body language has given the impression of disinterest in content of class
- ❑ Participates usually only when called on
- ❑ Can be disrespectful of others opinions, can display tendency to dominate discussions or intimidate in ways that may discourage others from participating
- ❑ Does not take responsibility for asking questions/seeking clarification, and/or projects blame on others
- ❑ Demonstrates minimal involvement in most aspects of the course
- ❑ Demonstrates a noticeable lack of self-understanding and lack of commitment to personal and professional development
- ❑ Frequently submits expectations/requirements late
- ❑ Is disruptive (frequent side discussions, reading other materials during class, etc.)
- ❑ Attends class below the expectations, frequently arrives late or leaves early or engages in above noted behaviours while in class
- ❑ Consistent inappropriate use of technology (cell phones, lap top, etc.)

**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.