

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**CICE COURSE OUTLINE**

**COURSE TITLE:** Psychological Disorders & Behaviour Management (Case Management in Mental Health and with High Risk Populations)

**CODE NO. :** SSW216 **SEMESTER:** 4

**MODIFIED CODE:** SSW0216

**PROGRAM:** Social Service Worker Program

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**MODIFIED BY:** Sara Trotter CICE Program

**DATE:** Jan/04 **PREVIOUS OUTLINE DATED:** Jan/03

**APPROVED:**

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**DEAN** **DATE**

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** PSY102 & SSW120

**HOURS/WEEK:** 3

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*For additional information, please contact the Dean,*  
*School of Health and Human Services*  
*(705) 759-2554, Ext. 603/689*

**I. COURSE DESCRIPTION:**

An introduction to the subject of psychological disorders and their management. The course includes a focus on immediate behaviour/symptom recognition in various situations. An advanced social work case management approach will be emphasized. Students will be introduced to the unique difficulties, challenges and considerations that confront vulnerable and at-risk populations. Students will develop skills to address the needs of specific populations (particular emphasis on mental health) adhering to a strengths-based philosophy and the SSW value base

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the CICE student, with the assistance of an Educational Assistant will demonstrate a basic ability to:

1. Assess the needs and resources of individuals and assist them to achieve their goals.

Potential Elements of the Performance:

- explain the nature of mental health disorders as represented by the DSM-IV and other sources
- explain the assists and barriers imposed by the diagnosis process (incl. social stigma, labeling, etc.)
- describe how to ensure that basic rights of service consumers are protected in service delivery
- collect, analyze and synthesize information through observation, research and consultation
- produce accurate written materials that clearly describe facts
- identify a solution focus in work with consumers in mental health situations
- describe casework models with high risk populations

2. Recognize symptoms and behaviours of psychological disorders.

Potential Elements of the Performance:

- Identify symptoms and behaviours of various mental health disorders
- Explain the impact of the disorders on the individual and family functioning
- Document effectively in concrete, objective and client centered manner

3. Describe how diagnosis is done in a medical model of service delivery, and how this can be done in a solution- focused/strengths-based model.

Potential Elements of the Performance:

- Demonstrate familiarity with the various diagnostic models
  - Demonstrate ability to complete strengths-based social history reports
  - 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:

- describe action plans that include use of community services
  - describe methods of determining client-based resources and supports
  - describe the process of referral and follow
  - identify service delivery gaps and their impact on consumers
  - identify strategies for collaboration with community leaders to advocate for services where there are currently service gaps
5. Describe helpful attitudes and skills for working with people with psychological disorders and ‘at risk’ populations

Potential Elements of the Performance:

- describe personal and professional development strategies
- describe stress origins and management strategies
- demonstrate collegial and team support and collaboration
- describe system of care/case management principles
- demonstrate beginning competence in taking a social history

**III. TOPICS:** The following topics may be discussed.

1. Historical perspective and the current issues
2. Identify at-risk populations and various disorders
3. Bio-psycho-social assessment and social history
4. SSW case management skills and principles with high risk populations
5. Community mental health approaches, community services available and the role of SSW
6. Discussion of relevant social policies, legislation and services available

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

Summers, N. (2003). *Fundamentals for practice with high-risk populations*.  
Toronto: Thomson/Brooks-Cole.

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

Assignment instructions and due dates will be discussed in class by the professor.  
The following assignments are subject to approved modification.

1. Intake & Social History Report	30%	Feb 27/04
2. Service Plan	10%	Mar 12/04
3. Presentation in class (mock case confer.)	10%	
4. Analysis of one movie (case study)	20%	Jan 30/04
5. Take Home Exam	15%	Apr 22/04

Attendance & Participation 15% ongoing

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 703 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 postsecondary institutions.

### Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. 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.

### 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.

**Other Requirements:**

1. All submissions must be in word processing format and follow APA guidelines.
2. Students are expected to be familiar with and abide by the College's "Student Rights and Responsibilities" policies.
3. Late assignments and missed tests will be handled at the professor's discretion and only for substantial and substantiated reasons only. It is the student's responsibility to make arrangements directly with the professor.
4. Students are expected to come prepared to class to facilitate 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, and ability to respect viewpoints different from their own.
5. Given the nature of the class, students must arrive on time for scheduled classes. The professor reserves the right to deny access to the class when a student is late.

**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.

**CICE Modifications:****Preparation and Participation**

1. An Integrative Educational Assistant 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 Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

**CICE Modifications:****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 the Learning Assistance Centre with assistance from an Integrative Educational Assistant.*****The Integrative Educational Assistant 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.