

I. COURSE DESCRIPTION:

In this course the CICE student with support from a learning specialist 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. A holistic, competency-based approach is emphasized providing students knowledge and skills to promote and improve the social functioning of individuals and families experiencing mental health problems.

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 goals.
Potential Elements of the Performance:
 - a. Have a basic understanding of the nature of mental health disorders as represented by the DSM-IV TR and other sources
 - b. Have a basic understanding of the strengths and barriers imposed by the diagnostic process (including social stigma, labeling, etc.)
 - c. Appreciate how to ensure that basic rights of service consumers are protected in service delivery
 - d. Have a basic understanding of how information is collected through observation, research and assessment
 - e. With assistance produce accurate written materials that clearly describe facts
 - f. Understand the Strength-Based Model
2. Have a basic understanding of symptoms and behaviours of major psychiatric disorders.
Potential Elements of the Performance:
 - a. Have a basic understanding of the symptoms and behaviours of the major mental health disorders studied in class
 - b. Have a basic appreciation of the impact of the disorders on the individual and family functioning
 - c. With assistance document in concrete, objective and client-centered manner
3. Have a basic understanding on 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:
 - a. Demonstrate a basic familiarity with the various diagnostic models
 - b. Demonstrate a basic ability to complete strengths-based biopsychosocial reports

4. Have a basic knowledge of resources in order to assist individuals, families, groups and communities
Potential Elements of the Performance:
 - a. Have a basic knowledge of the primary mental health services available in Sault Ste. Marie and District
 - b. Have a basic understanding of the methods of determining client-based resources and supports
 - c. Have a basic understanding of the process of referral and follow-up
 - d. identify service delivery gaps and their impact on consumers
 - e. Have a basic understanding of reliable, evidence-based sources for reference materials for clients, their families, and self

5. Describe helpful attitudes and skills for working with people with psychological disorders and 'at risk' populations
Potential Elements of the Performance:
 - a. demonstrate collegial, team support and collaboration
 - 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

III. TOPICS:

The following topics may 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 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 on their own time.

1. Current assessment and treatment issues
2. Identification of at-risk populations and various disorders
3. Strength-Based Assessment and interventions
4. Community mental health approaches, community services available and the role of SSW
5. Discussion of relevant social policies, legislation and services

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

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

Schizophrenia Society of Canada (2003) *Learning about schizophrenia: Rays of hope*. Markham: Schizophrenia Society of Canada. (also available online at www.schizophrenia.ca)

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

V. EVALUATION PROCESS/GRADING SYSTEM:

1. Movie analysis	20%
2. Case study: assessment and service plan	20%
3. Tests (two at 15 %)	30%
4. Website assignment	20%
5. Attendance & Participation	<u>10%</u>
100%	

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*. 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.

Other Requirements:

1. All submissions must be in word processing format and follow APA guidelines, unless otherwise indicated.
2. Students are expected to be familiar with and abide by the College's "Student Rights and Responsibilities" policies.
3. 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.
4. Tests that are missed cannot be made up except in exceptional circumstances, and with approval of the professor.
5. 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.
6. 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.

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 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.

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 Integrative Educational Assistant 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.