

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



CICE COURSE OUTLINE

COURSE TITLE: Police Response to Mental Health and Addiction Issues

CODE NO. : PFP212 **SEMESTER:** Winter
MODIFIED CODE: PFP0212

PROGRAM: Police Foundations
Protection, Security and Investigation

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APPROVED: "Angelique Lemay" Jan. 2015

*Dean, School of Community Services
and Interdisciplinary Studies*

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): None

HOURS/WEEK: 3

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I. COURSE DESCRIPTION:

This course will use an interdisciplinary framework to develop an understanding of mental health and addictions issues as they relate to policing. CICE students, with assistance from a Learning Specialist, will learn current legislation and policies at a basic level to effectively and respectfully assist in work with people affected by mental health and addictions issues. Relevant information from the fields of sociology, psychology and criminology including theories, social and criminological trends, history and personal/interpersonal challenges will be addressed.

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 ability to:

1. Recognize the core concepts of common mental health disorders, with special focus on substance use disorders, and mental health issues experienced in adolescence and late adulthood.

Potential Elements of Performance:

- Use appropriate and relevant terminology
 - Recognize characteristics and behaviour often observed in common mental health disorders experienced in late adulthood and adolescence
 - Identify organic mental disorders, substance induced mental health disorders and concurrent disorders
 - Relate criteria of substance use disorders to an understanding of the impacts of substance issues to the individual, family and community
2. Examine the impact of historical and current social issues relating to mental health and substance use. (ie. history of mental health, current mental health resources, mental health legislation, social definitions of licit/illicit drugs)

Potential Elements of Performance:

- Consider the elements that created and maintain the criminalization of mental illness in Canada
- Trace the history of mental health care in Canada
- Link current mental health care resources and legislation to common circumstances with police and mental health consumers
- Summarize the development of addiction theories and how they reflect social values

3. Apply knowledge of foundational theories and principles of sociology and criminology to matters related to mental health and substance abuse in society.

Potential Elements of Performance:

- Link an understanding of criminology and sociology to realities for inmates with mental illnesses
 - Apply sociological theories to the history of mental health perspectives and resources in Canada
 - Inform professional practice and personal understanding with familiarity of the basics of criminological and sociological theory
 - Relate foundations of criminology to mental health legislation
4. Relate the marginalization of those with mental illness and addictions to common social issues experienced by the affected populations.

Potential Elements of Performance:

- Understand the role of stigma in the experience of mental health, substance issues and its effect on families and society
 - Connect stigma to non-compliance with medications and the use of self-medicating behaviours
 - Identify common challenges for mental health consumers
 - Identify challenges for families of those with mental illness and addictions
5. Assist members of the community to connect with the appropriate community agency or service related to issues of mental health and addictions.

Potential Elements of Performance:

- Be knowledgeable about local community agencies and services relating to mental health and addictions
- Identify community resources that provide services for common social issues experienced by those with mental health issues and addictions

III. TOPICS:

These areas of study will provide the framework for you to begin to understand concepts related to global citizenship and how you can make a difference.

1. Basics of Sociology and Criminology
2. Sociological Theories
3. History of Mental Health in Canada
4. Common Circumstances Involving Police
5. Criminalization of Mental Illness
6. Mentally Ill and Incarcerated
7. Focus on Adolescent and Late Adulthood Mental Health
8. Medication Issues
9. Basics of SUD
10. Substance Induced Disorders and Concurrent Disorders
11. Consumer and Family Issues (Stigmatization, Marginalization, Support, etc)
12. Common Social Issues (Employment, Support, Housing, Education, etc)
13. Local Mental Health Resources

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Professors will provide students with Reading Materials, Online Resources, and Audio and Video Resources to cover material for the course. Students are encouraged to share useful resources related to course material that they locate.

V. EVALUATION PROCESS/GRADING SYSTEM:

Evaluation

Students will be responsible for regular attendance and class participation in all areas of the course, as well as all independent readings and tasks as assigned. The course content and evaluation may be modified at the discretion of the professor.

The final course grade will be determined as follows:

<u>ASSIGNMENTS/TESTS</u>	<u>VALUE</u>
Open NoteTests (2X25%)	50%
Group Video or Individual Paper	25%
Guest Speaker Papers (3X5%)	15%
Local Resources Circle	10%
TOTAL:	100%

There will be two **TESTS** during the semester. The first test will cover the first half of the semester and the second test will be based on the remaining material. Both tests are **open note**. Good class session notes are essential to prepare for tests. It is each student's responsibility to ensure they get their notes/handouts/materials for any class they miss. If student is going to be absent then good communication is recommended. Tests cannot be re-written to receive a higher grade. Students who miss a test without making prior arrangements with the instructor for legitimate reasons will be given a zero on the test.

GROUP VIDEOS will be assigned early in the semester and groups will be given until Week 12 to submit their completed video electronically. Groups must include a minimum of 3 people and a maximum of 5 people. Material included in video must be researched and referenced. An APA Reference sheet will be submitted by each group listing all resources used. A minimum of 5 References is required. Videos must be reflective of the professionalism required in your field. Specifics to be provided by the professor.

OR

RESEARCH PAPERS can be submitted individually instead of doing a group video. Papers will be a minimum of four (4) 12 Font Double Spaced pages completed in APA style. A minimum of 4 References is required. Specifics on topics and requirements will be provided by the professor. Information will be provided early in the semester and Research Papers will be due Week 12 of the semester. A CICE Learning Specialist will assist with the APA style.

GUEST SPEAKER PAPERS will be submitted after each Guest Speaker during the semester. Guest Speaker Papers will be submitted by each individual student the week after a Guest Speaker comes to the class. Specifics to be provided by the professor. If a student is absent for the Guest Speaker's information, they cannot submit a Guest Speaker Paper and lose the related 5%.

The **LOCAL RESOURCES CIRCLE** will occur the last few weeks of the semester. Each student will independently locate information on a local mental health/substance use resource locally and complete a maximum 5 minute share in a teaching circle during class time. Students must attend the day of the Circle in order to get this mark. Specifics to be provided by the professor.

Late submissions of any assigned work will be penalized 1%/calendar day late. After five calendar days, work will not be graded. Assignments are to be handed in hard copy and students must retain their own copy of all work submitted until the end of the semester. In the case of illness or unavoidable absence, students may electronically submit assignments in a Word document only.

Students are also responsible for obtaining any materials missed due to absenteeism.

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.

Students enrolled in Police Foundations or Law and Security Administration Programs will required a minimum of 60% (C0 as a passing grade in each course.

VI. SPECIAL NOTES:

Attendance:

As there is no text for this course and significant learning occurs during class time, **all students must attend a minimum of 60% of scheduled classes in order to successfully complete this course.** Therefore students CANNOT miss more than 6 scheduled classes during the semester.

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Addendum:

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.

VII. COURSE OUTLINE ADDENDUM

The provisions in the addendum are located on the student portal and form part of this course outline. Students are responsible for becoming familiar with this information. Go to <https://my.saultcollege.ca>

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.