

I. COURSE DESCRIPTION:

Effective social service work in this area provides knowledgeable guidance and support for individuals and families. CICE students, with assistance from a learning specialist, will gain an emerging knowledge in regard to education on the multiple aspects and perspectives involved with this population. Parallel worlds of mental health include formal and informal systems, personal and professional realities and multi-cultural components. The course will inform CICE students on mental disorders, available medications and alternative paths. Canadian Mental Health policy and legislation will also be explored.

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. Educate on the concepts of mental disorders and mental health to promote a balanced, holistic approach to individual, family and community health.

Potential Elements of the Performance:

- Communicate the strengths and barriers of the DSM-IV TR and the diagnostic process
- Utilize the strengths perspective in work with individuals, families and communities
- Convey the role of symptom description in the field of mental health
- Critically assess the role of society and cultural worldview in making meaning of mental disorders and mental health

2. Distinguish between the various psychiatric diagnoses as communicated in the DSM V and other sources.

Potential Elements of the Performance:

- Identify mental health disorders as represented by the DSM V and other sources
- Recognize symptoms and behaviours of the major mental health disorders studied in class using a symptom based classification
- Consider the impact of the disorders on the individual and family functioning

3. Adhere to, apply and communicate relevant legislation and policy for the benefit of the individual, family, group and community.

Potential Elements of the Performance:

- **Demonstrate the interdependent relationship between legislation, policy and the social services field.**
- **Accurately interpret in everyday working language legislation relevant to the field of mental health**
- **Advocate for individual, family and group rights based on knowledge and application of relevant legislation and services.**

4. Assess and integrate available formal and informal helpers and natural support networks.

Potential Elements of the Performance:

- **Adopt a client-centered, culturally competent approach to meet the needs of the client.**
- **Network and liaise between First Nations, community and other relevant sources of support**
- **Identify natural support networks to empower individuals, families, groups and communities**
- **Identify the ecological factors contributing to strengths and obstacles within the client system**
- **Analyze connections and relationships in the social environment using appropriate tools using**
- **Direct individuals, families and groups to appropriate services and natural support networks in their area.**
- **Adopt a practice style that integrates formal and informal supports as allies**

5. Determine the instigating catalysts, risks and protective factors specifically linked to mental health of Canadian Aboriginal Peoples.

Potential Elements of the Performance:

- **Integrate the role of grief and multiple losses to Aboriginal mental health.**
- **Identify the risks and protective factors for mental health concerns, particularly suicide, specific to Canadian Aboriginal populations**
- **Recognize the links between current mental health strengths and areas of concern to the Canadian experience of Aboriginal People.**
- **Communicate the interconnectedness of individual and community identity and health**
- **Assess the implications for mental health services and health promotion on First Nations**

6. Inform about and advocate for balance and understanding for caregivers (family).

Potential Elements of the Performance:

- **Demonstrate and understand the variety of relationships and roles of caregivers**

- **Educate on the evolution of care giving**
- **Advocate for the education and health of caregivers**

7. Discriminate between the classifications and effects of medications used in the field of mental health.

Potential Elements of the Performance:

- **Classify the drugs as presented in class**
- **Connect an understanding of medications and issues of compliance in the field of mental health**

III. TOPICS:

- 1. What is Mental Health/Mental Disorder?**
- 2. Diagnoses**
- 3. Formal and Informal Systems relevant to Communal Cultures**
- 4. Meds**
- 5. Adjunct Cultural Involvement and Cultural Competence**
- 6. Issues Affecting Aboriginal Mental Health**
- 7. Suicide**
- 8. Related Ontario Laws & Policy**
- 9. Caregivers**
- 10. Local Services**

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

The Last Taboo by Scott Simmie & Julie Nunes; McClelland & Stewart

V. EVALUATION PROCESS/GRADING SYSTEM:

Psychiatric Disorder Presentation	15%
Stigma Assignment	15%
Aboriginal Mental Health Project	25%
Tests (Test 1 15% / Test 2 10%)	25%
Legislation Assignment	20%
TOTAL	100%

PSYCHIATRIC DISORDER PRESENTATION: Students will research an assigned psychiatric disorder from the DSM V and teach the class information communicated in the Assignment Sheet provided by professor.

STIGMA ASSIGNMENT: Students will use resources provided to prepare a report on the definition, consequences and direction on work to address stigma. Details will be provided by professor.

ABORIGINAL MENTAL HEALTH PROJECT: Students will be provided with resource materials to gain an understanding of issues impacting Aboriginal mental health. Details will be provided by professor.

TESTS: Students will be assigned readings throughout the semester from the course text and additional resources. There will be two tests based on the reading material to be complete and in class material and resources provided. Tests cannot be rewritten in order to obtain a higher grade. Details will be provided by professor.

LEGISLATION ASSIGNMENT: Students will research the Ontario Mental Health Act and complete a series of questions relating to legislation and policy. This assignment will use resources/web links provided in class. Details will be provided by professor.

The following semester grades will be assigned to students:

Grade

Definition Grade Point Equivalent

A+ 90 – 100% 4.00

A 80 – 89%

B 70 - 79% 3.00

C 60 - 69% 2.00

D 50 – 59% 1.00

F (Fail) 49% and below 0.00

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.

VI. SPECIAL NOTES:

Late Assignment Submissions: Any late assignments will lose 1%/day late up to 5 calendar days. After the fifth day late, no mark will be assigned.

Attendance:

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.

Late Arrival:

Arriving late is disruptive, and interferes with the learning process for others. If late arrival becomes a pattern, students may be asked to respect the learning process and wait to enter until break.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

VIII. CICE 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.

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.