

# SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



## COURSE OUTLINE

**COURSE TITLE:** PARALLEL WORLDS OF MENTAL HEALTH

**CODE NO. :** NSW 107 **SEMESTER:** 2

**PROGRAM:** Social Service Worker – Native Specialization

**AUTHOR:** Lisa Piotrowski

**DATE:** June 14 **PREVIOUS OUTLINE DATED:** June13

**APPROVED:** *“Angelique Lemay”* *Nov. 2014*

**TOTAL CREDITS:** 3

<hr style="width: 80%; margin: 0 auto;"/> <b>DEAN</b>	<hr style="width: 80%; margin: 0 auto;"/> <b>DATE</b>
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**PREREQUISITE(S):** None

**HOURS/WEEK:** 3

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**I. COURSE DESCRIPTION:**

Effective social service work in this area provides knowledgeable guidance and support for individuals and families. Students will gain an 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 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 student 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-IV TR and other sources.

Potential Elements of the Performance:

- Identify mental health disorders as represented by the DSM-IV TR 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
4. Meds
5. Alternatives and Cultural Competence
6. Aboriginal Mental Health
7. Suicide
8. 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	20%
Video Report	15%
Aboriginal Mental Health Project	20%
Quizzes (4 x 5%)	20%
Legislation Assignment	15%
Attendance and Participation	<u>10%</u>
TOTAL	100%

**PSYCHIATRIC DISORDER PRESENTATION:** Students will use their textbook to review and present an assignment psychiatric disorder. Details will be provided by professor.

**VIDEO REPORT:** Students will view a video in class and apply information from course material to complete the assignment. Details will be provided by professor.

**ABORIGINAL MENTAL HEALTH PROJECT:** Students will use creative methods to present information relating to Aboriginal perspectives of mental health. This project will present the wholistic approach to wellness, include traditional healing approaches, and include the spiritual component of healing. Students will be provided with resource materials to gain an understanding of Aboriginal mental health. Presentation methods may include the creation of a game, a storybook or a video. Details will be provided by professor.

**QUIZZES:** Students will be assigned readings throughout the semester from the course text and additional resources. There will be four quizzes based on the reading material to be completed either open-book, online with a one week timeframe to complete OR as scheduled to be written without open-book in class. 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. Assignment questions will be completed online. Details will be provided by professor.

**ATTENDANCE AND PARTICIPATION:** Students will be graded on attendance for all classes, preparedness for class including assigned readings, contribution to discussions, and the ability to communicate effectively during in-class activities. Students are expected to arrive on time for all classes, and utilize D2L for course materials.

The following semester grades will be assigned to students:

<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.

## VI. SPECIAL NOTES:

### 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.