

I. COURSE DESCRIPTION:

SSW students will have an opportunity to understand the mental health needs of specific populations using a biopsychosocial approach. Students will study prevalent mental health disorders and develop skills to provide effective and supportive social service interventions. Students will be introduced to the unique challenges and considerations facing individuals and families with a mental health disorder. A strengths-based approach is emphasized. Students are provided with knowledge and skills that aim to support and improve the individual and social functioning of individuals and families experiencing mental health disorders.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Assess the needs and resources of individuals and assist them to achieve their optimum level of social functioning within a biopsychosocial/spiritual framework

Potential Elements of the Performance

- a. Able to identify a strengths-based, culturally competent approach to working with individuals and their families
 - b. Able to contribute to the development of an assessment and service plan
 - c. Able to collect, understand and synthesize client information through observation, research, and supervised assessment
 - d. Able to produce accurate documentation that clearly describe facts
 - e. Able to identify risk and protective factors on micro, mezzo and macro levels
2. Recognize symptoms and behaviours associated with specific mental health disorders/illnesses

Potential Elements of the Performance:

- a. Able to identify signs and symptoms of the major mental health disorders/illnesses
 - b. Able to explain the impact of the disorders on individual and family functioning
 - c. Able to document effectively in concrete, objective and client-centered manner
 - d. Able to understand the concepts of concurrent and dual disorders
3. Understand the medical model of diagnosis and service delivery, and how this can be augmented by solution- focused/strengths-based social work interventions

Potential Elements of the Performance:

- a. Able to explain the nature of mental health disorders as represented by the DSM-IV TR
 - b. Able to explain the strengths and barriers imposed by the diagnostic process (including social stigma, labeling, etc.)
 - c. Able to demonstrate understanding of the relevance and importance of the strengths-based, biopsychosocial/spiritual framework
 - d. Able to explain strengths-based intervention approaches with high-risk populations
 - e. Be familiar with current service delivery models, interventions and medications used to treat and support those with a diagnosed mental illness
4. Be familiar with local (Sault Ste. Marie and Algoma District) mental health services

Potential Elements of the Performance:

- a. Able to describe the primary mental health services available in Sault Ste. Marie and District
 - b. Able to describe methods of determining client-based resources and supports
 - c. Able to describe the processes of advocacy, referral and follow-up
 - d. Able to identify reliable, evidence-based sources for reference materials for clients, their families, and self
 - e. Able to understand formal and informal support systems
 - f. Able to name key mental health legislation in Ontario
 - g. Able to demonstrate understanding of multidisciplinary approach to service delivery
5. Describe helpful attitudes and skills for working with people with mental health disorders and 'at risk' populations

Potential Elements of the Performance

- a. Able to demonstrate collegial, team support and collaboration skills and attitudes
- b. Able to describe and demonstrate strengths-based supportive and non-judgmental attitudes in working with those diagnosed with a mental illness
- c. Able to demonstrate beginning competence in developing goals and strategies based on a biopsychosocial assessment of client needs

This course addresses the SSW vocational outcomes (#1, 2, 3, 4, 5, 6, and 9) related to development of professional and ethical relationships, identification of micro, mezzo and macro level challenges and interventions, recognizing diversity and effective community responses, advocacy, developing effective relationships with community partners, and promoting social justice. Additionally, the essential skills outcomes (#1, 3, 4, and 5) regarding effective communication, critical thinking, information management, and interpersonal skill development.

III. TOPICS:

It is important to note that it is not possible within the time frame of this course to address all of the mental health disorders experienced by individuals, or that are included in the DSM-IV-TR, services, interventions, and policies relevant to mental health. This course will be confined to those mental health disorders that are most prevalent, and most commonly addressed in social service work practice. *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 of interest to them through research and independent reading.

1. Defining mental health and mental illness/psychiatric disorders
2. Identifying risk and protective factors related to mental health
3. Understanding mood, psychotic, and anxiety disorders in children and adults (diagnosis and effective interventions)
4. Strength-based assessment and interventions for individuals and their families
5. Introduction to effective intervention and treatment approaches
6. Relevant legislation, policies and community services
7. Identification of at-risk populations
8. Defining and understanding concurrent and dual disorders
9. Roles of SSW in mental health field

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

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

Haig, J., Raikes, G. & Sutherland, V. (2010). *Cites and Sources*. TO: Thomson-Nelson.

Other websites and resource materials will be assigned and used as references throughout the course. Students will be required to review certain materials posted on LMS. There are also optional reading posted on LMS.

V. EVALUATION PROCESS/GRADING SYSTEM:

1. Tests/Exams	50%
2. Video analyses	30%
3. Participation, professional development and in-class activities/tests	<u>20%</u>
	100%

*In class activities that are missed due to unsubstantiated absenteeism cannot be made up for marks. Students will be provided with the point system used when calculating in class participation and attendance. Refer to the Class Schedule for further detail.

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:

Communication: It is critical to student success to regularly check LMS email and posted resources. The provisions of the Social Service Worker Program Policies will apply at all times in this course, especially with regard to confidentiality/limits to and reporting format.

Late assignments The ability to meet deadlines is an essential job skill. Assignments are due at the beginning of the class. late assignments are subject to a 10% grade reduction per day. Late assignments will not be accepted after one week following the due date.

Requests for assignment extensions must be done in writing through email, based on a substantial reason, and must be approved by the professor. To include in the email:

- The assignment that you are referring to,
- The reason for the request of the extension, and
- The time required to complete.

Ensure that you receive an email in return to confirm that I have received the request. It is the student's responsibility to keep a copy of the email and the response.

Email submission of assignments

In circumstances where the student is unable, **for substantial reason**, to attend class when an assignment is due, the student may email me to inform me of this, and to request permission to submit the assignment by email. The date that the assignment is received will be considered by the Professor as the submission date. The student should expect a return email from the Professor to confirm that their assignment has been received. If a response is not received, they are to assume that the assignment was not received by the Professor. It is the student's responsibility to keep a copy of the email and the response. A hard copy of the assignment must be submitted for marking at a mutually agreed upon date (the email copy will not be marked).

Exams, tests, quizzes

Exams/tests that are missed cannot be made up except in exceptional circumstances, and with approval of the professor. Students who miss the test/exam without making prior arrangements with the instructor will be given a zero. The professor reserves the right to determine if a student who has missed an exam/ test will be allowed to make other arrangements for writing the missed exam/test/quiz. Exams cannot be re-written to receive a higher grade.

VII. COURSE OUTLINE ADDENDUM:

Students are referred to the Student Portal for additional information on Course Outlines.