

**COURSE NAME:** HSP165 Mental Health Across the Lifespan

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Credit Value: 3  
Total Course Hours: 42  
Prerequisite Course(s): None  
Corequisite Course(s): None

## COURSE DESCRIPTION

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This course offers an introduction to the basic concepts related to mental health and mental illness. It takes a lifespan perspective moving from mental health issues that occur from birth to death. This course also introduces what abnormal behavior is, how it is assessed, and how it is classified using appropriate diagnostic tools.

## LAND ACKNOWLEDGEMENT

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Canadore College resides on the traditional territory of the Anishinaabeg and within lands protected by the Robinson Huron Treaty of 1850. This land is occupied by the people of Nipissing First Nation, Treaty #10 in the Robinson Huron Treaty of 1850 since time immemorial.

## PLAR INFORMATION

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This course is eligible for Prior Learning Assessment and Recognition. Students are advised to discuss options with their program coordinator.

## COURSE LEARNING OUTCOMES

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Upon completion of this course, the student will have reliably demonstrated the ability to:

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| <p><b>1.0 Recognize the characteristics of mental health and mental illness.</b></p> <ul style="list-style-type: none"><li>1.1 Discuss the meaning of mental health and mental illness.</li><li>1.2 Outline the prevalence of various mental illnesses in Canada.</li><li>1.3 Identify the impact and consequences of mental illness in individuals, families, communities and society.</li><li>1.4 Describe the causes of mental illness.</li><li>1.5 Discuss the use of DSM-5 and other diagnostic tools in the evaluation and diagnosis of mental disorders.</li></ul> <p><b>2.0 Articulate what mental illness is from a lifespan perspective.</b></p> <ul style="list-style-type: none"><li>2.1 Discuss development and how it relates to when mental health diagnoses are made.</li><li>2.2 Describe through the lifespan perspective how mental illness affects the individual.</li><li>2.3 Recognize the signs and symptoms of the different types of mental illness through the lifespan perspective.</li></ul> <p><b>3.0 Distinguish between the diverse views on</b></p> | <p><b>mental illness, treatment, services and delivery.</b></p> <ul style="list-style-type: none"><li>3.1 Identify the various myths related to mental illness.</li><li>3.2 Outline the identified myths in terms of pervasiveness, reality, and impact on attitudes and treatment approached.</li><li>3.3 Consider the impacts of Covid-19 Pandemic on First Responders and Front line service providers</li></ul> <p><b>4.0 Articulate intervention principles and experiences.</b></p> <ul style="list-style-type: none"><li>4.1 Discuss the concept of intervention as it applies to mental illness.</li><li>4.2 Describe the philosophical foundations of intervention in the mental health setting.</li><li>4.3 Describe the principles, values, processes and environment that support intervention.</li><li>4.4 Recognize and support the personal resourcefulness of people with mental illness.</li></ul> <p><b>5.0 Recognize the impact of discrimination and social exclusion on service users of the mental health system.</b></p> <ul style="list-style-type: none"><li>5.1 Describe the concepts of stigma,</li></ul> |
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discrimination, and social exclusion as they affect people with mental illness.

5.2 Describe the cause and effects of stigma.

5.3 Discuss stigma, discrimination, and social exclusion related to mental illness as it exists in the community and society.

5.4 Articulate how other types of discrimination interact with discrimination related to mental illness.

5.5 Describe various approaches/strategies to reduce stigma, discrimination, and social exclusion related to mental illness.

## GENERAL EDUCATION

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This is not a General Education course.

## PROGRAM OUTCOMES

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This course contributes to the following Ministry of Colleges and Universities approved program learning outcomes (PLO):

### Mental Health And Addiction Worker

1. Promote the optimal functioning of individuals and families in communities through the application of knowledge, skills, and attitudes relevant to mental health and addiction.
3. Apply effective oral and written communication skills to enhance the quality of services.
4. Collaborate as a member of a multidisciplinary team in the implementation of individual-centred intervention strategies based on current mental health and addiction models of recovery and relapse prevention.
8. Use appropriate evaluation- and evidence-based research methods to enhance the effectiveness and quality of mental health and addiction service delivery.

## ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

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This course contributes to the following Ministry of Colleges and Universities approved essential employability skills (EES) outcomes:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication
4. Apply a systematic approach to solve problems
5. Use a variety of thinking skills to anticipate and solve problems
7. Analyse, evaluate, and apply relevant information from a variety of sources.
8. Show respect for the diverse opinions, values, belief systems, and contributions of others
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
10. Manage the use of time and other resources to complete projects.
11. Take responsibility for one's own actions, decisions, and consequences.

## EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

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There are no external accreditations or conditions identified for this course.

## COURSE EVALUATION

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20% Project/Presentations  
 50% Tests /quizzes  
 30% Assignments/Case studies

## PROGRAM SPECIFIC GRADING

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Per College Grading System

## GRADING SYSTEM

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A+:	90-100%	B+:	77-79%	C+:	65-69%	D:	50-54%	S - Satisfactory
A:	85-89%	B:	73-76%	C:	60-64%	F:	0-49%	I - Incomplete
A-:	80-84%	B-:	70-72%	D+:	55-59%			F- Repeat Course, included in GPA
								FS- Failure Supplemental
								FR- Repeat course, excluded from GPA

\*For a complete chart of grades and descriptions, please see the Grading Policy.

## LEARNING RESOURCES

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No textbooks have been identified for this course.

Other Resources:

Required Text :

Essentials of Abnormal Psychology, Fourth Canadian Edition Paperback - March 1 2018  
 by Jeffrey Nevid. , Beverly Greene Ph.D., Linda Knight, Paul Johnson, Steven Taylor

Resources listed on the course outline support the achievement of learning outcomes, and may be used throughout the course to varying degrees depending on the instructor's teaching methodology and the nature of the resource.

Technology requirements - <https://www.canadorecollege.ca/BYOD>

The Harris Learning Library's staff can help you find resources to support your learning - [www.eclibrary.ca](http://www.eclibrary.ca)

## LEARNING ACTIVITIES

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In class lectures, discussions, D2L readings, presentations

## DELIVERY MODE

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This course may be delivered, in whole or in part, in a number of modalities, including in class, online, hybrid, in a synchronous or asynchronous manner or a combination thereof, as per accreditation and/or regulatory standards where appropriate.

## RECORDING GUIDELINES

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This class may be recorded by faculty of the College. Faculty will inform students when recording of the class commences and ceases. 'Recorded' means that the audio-visual and chat portions of the class will be recorded and then be stored on the College or vendor provider server. They will be made available to students, but only for the express and sole use of those registered in this course. If you have any questions or concerns about this recording, please contact your instructor or the College's privacy officer at [privacy.officer@canadorecollege.ca](mailto:privacy.officer@canadorecollege.ca). Full recording guidelines can be found at: <https://cdn.agilitycms.com/canadore-college/academic-centre-of-excellence/Canadore%20Recording%20Guidelines.pdf>

## ACADEMIC POLICIES

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Canadore College is committed to the highest standards of academic integrity, and expects students to adhere to these standards as part of the learning process in all environments. The College's Academic Integrity policy seeks to ensure that all students understand their rights and responsibilities in upholding academic integrity and that students receive an accurate and fair assessment of their work. Please review the Academic Integrity policy (A-18) and other academic policies found on our website: <https://www.canadorecollege.ca/about/policies>.

## COLLEGE POLICIES

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- Protecting human rights in support of a respectful college community

For college policies please see: <http://www.canadorecollege.ca/about-us/college-policies>.

## STUDENT SUCCESS SERVICES - Your Success Matters!

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Student Success Services provides student-focused services to facilitate students' success in their studies. Staff provide support by reducing and/or removing educational-related barriers through individualized

accommodations and supports to students with disabilities.

Please visit our webpage to learn more: <https://www.canadorecollege.ca/support/student-success-services> or look for our events on social media.

To connect with Student Success Services email [studentsuccessnow@canadorecollege.ca](mailto:studentsuccessnow@canadorecollege.ca) or call 705.474.7600 ext 5205.

### **FIRST PEOPLES' CENTRE:**

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A culturally safe environment offering CONFIDENTIAL student focused services, drop in or make an appointment to access:

- One on one counselling
- Elder in residence program
- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
- Learning Resource Centre

Drop by our offices at C254 College Drive, E101 Commerce Court or call 705 474 7600 Ext. 5961 College Drive / 5647 Commerce Court.

<https://www.canadorecollege.ca/experience/indigenous-student-experience>

### **WAIVER OF RESPONSIBILITY**

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Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.

### **HISTORICAL COURSE OUTLINES**

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Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.