

COURSE NAME: HSP165 Mental Health Across the Lifespan

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

COURSE DESCRIPTION

This course offers an introduction to basic concepts related to mental health and mental illness, utilizing a lifespan development perspective. The notion of abnormality is examined in addition to introducing how abnormal behaviour is defined, assessed, and classified. Students are introduced to necessary vocabulary for the understanding of psychiatric reports and other medical information.

LAND ACKNOWLEDGEMENT

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 since time immemorial.

PLAR INFORMATION

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

COURSE LEARNING OUTCOMES

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

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| <p>1.0 Recognize the characteristics of mental health and mental illness.</p> <ul style="list-style-type: none">1.1 Discuss the meaning of mental health and mental illness.1.2 Consider the impact of intersectional identity on how mental health is defined and assessed.1.3 Outline the prevalence of various mental illnesses in Canada.1.4 Identify the impact and consequences of mental illness in individuals, families, communities and society.1.5 Describe the causes of mental illness.1.6 Discuss the use of the Diagnostic and Statistical Manual of Mental Disorders and other diagnostic tools in the evaluation and diagnosis of mental disorders. <p>2.0 Articulate what mental illness is from a lifespan perspective.</p> <ul style="list-style-type: none">2.1 Discuss development and how it relates to when mental health diagnoses are made.2.2 Describe through the lifespan perspective how mental illness affects the individual. | <p>2.3 Recognize the signs and symptoms of the different types of mental illness through the lifespan perspective.</p> <p>3.0 Distinguish between the diverse views on mental illness, treatment, services and delivery.</p> <ul style="list-style-type: none">3.1 Examine views of mental illness from a historical perspective.3.2 Identify the various myths related to mental illness.3.3 Outline the identified myths in terms of pervasiveness, reality, and impact on attitudes and treatment approached.3.4 Explore the medical model of mental illness utilizing the Diagnostic and Statistical Manual of Mental Disorders. <p>4.0 Articulate intervention principles and experiences.</p> <ul style="list-style-type: none">4.1 Discuss the concept of intervention as it applies to mental illness.4.2 Describe the philosophical foundations of intervention in the mental health setting.4.3 Describe the principles, values, processes and environment that support intervention. |
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- 4.4 Recognize and support self determination and the personal resourcefulness of people with mental illness.
- 5.0 Recognize the impact of discrimination and social exclusion on service users of the mental health system.
- 5.1 Describe the concepts of stigma, 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

This is not a General Education course.

PROGRAM OUTCOMES

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.
2. Advocate on behalf of individuals and families with mental health and addiction issues by using awareness of community resources.
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.
7. Implement personal and professional strategies to improve job performance and work relationships.
8. Use appropriate evaluation- and evidence-based research methods to enhance the effectiveness and quality of mental health and addiction service delivery.

Mental Health and Addictions Worker Intensive

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.
2. Advocate on behalf of individuals and families with mental health and addiction issues by using awareness of community resources.
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.
5. Establish effective relationships with individuals, families, and community services that adhere to professional, legal, and ethical standards and workplace policies and procedures.
7. Implement personal and professional strategies to improve job performance and work relationships.
8. Use appropriate evaluation- and evidence-based research methods to enhance the effectiveness and quality of mental health and addiction service delivery.
10. Record information accurately and communicate effectively in written , digital verbal and non-verbal ways

in adherence to privacy and freedom of information legislation, in accordance with professional and workplace standards.

ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

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.
6. Locate, select, organize, and document information using appropriate technology and information systems.
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

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

COURSE EVALUATION

Evaluation Item	Weight
Assignments and Open-book Quizzes	40%
Tests	60%

COURSE PASS GRADE

50

GRADING SYSTEM

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

Course Textbooks:

Recommended:

Title: Essentials of Abnormal Psychology, Canadian Edition
Author: Nevid, Rathus, Greene & Knight
Publisher:
Edition: 5th
Print ISBN: 9780137682959
eBook ISBN:

None

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

LEARNING ACTIVITIES

In class lectures, discussions, case studies, online quizzes

DELIVERY MODE

This course may be delivered, in whole or in part, in a number of modalities, including In-Person, Remote (synchronous and/or asynchronous), hybrid, or Hyflex, as per accreditation and/or regulatory standards where appropriate. This information is identified on the course schedule (student and faculty).

RECORDING GUIDELINES

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. Full recording guidelines can be found at: <https://cdn.agilitycms.com/canadore-college/academic-centre-of-excellence/Canadore%20Recording%20Guidelines.pdf>

INTERPROFESSIONAL EDUCATION

All full-time programs of study at Canadore College strive to provide students with opportunities for interprofessional education. This course provides students with interprofessional education through:

Core course content

ACADEMIC POLICIES

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

- Protecting human rights in support of a respectful college community

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

Accessibility Learning Services for Students with Disabilities - Student Success Services

Student Success Services provides comprehensive support to students. We aim to ensure that all students have equal access to educational opportunities and can succeed in their academic journey. Our services focus on reducing and eliminating barriers related to education through individualized accommodations and support. If you are a student with a disability, we encourage you to register with Accessible Learning by completing the Student Success – Accessible Learning Services Form (https://canadorecollege-accommodate.symphlicity.com/public_accommodation/).

For more detailed information about the services offered, please visit our webpage: Student Success Services - (<https://www.canadorecollege.ca/support/student-success-services>). To connect with Student Success Services email studentsuccessnow@canadorecollege.ca or call 705.474.7600 ext 5205.

FIRST PEOPLES' CENTRE:

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, W103 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

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

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.