

M: Course Objectives / Learning Outcomes

Upon completion of this course the learner will be able to:

Understand and recognize the significance of the Mental Health Act (MHA) and other relevant legislation in providing services to individuals with mental health issues

Demonstrate basic knowledge concerning neurobiology with regards to mental health concerns

Understand the multi-axial diagnostic system and the use of the Diagnostic and Statistical Manual of Mental Disorders, fourth edition, text revision (DSM-IV-TR)

Understand the prevalence, etiology, diagnostic criteria, and treatments for the following categories of mental disorders:

Schizophrenia

Mood Disorders

Anxiety, Somatoform, and Dissociative Disorders

Personality Disorders

Eating Disorders

Sexual Disorders

Co-Occurrent Disorders

Understand the prevalence, etiology, diagnostic criteria, and treatments for child and adolescent disorders including:

Learning and Developmental Disorders

Behaviour Disorders

Fetal Alcohol Spectrum Disorder

Early Psychosis (including the Early Psychosis Intervention Program, EPI)

Understand the diagnosis, treatments, and rehabilitations for addictions and concurrent disorders

Understand the impact of anger, aggression, abuse, and violence related to physical and mental health

Demonstrate basic knowledge of psychotropic medications in treating symptoms of mental disorders, and related side effects and outcomes

Understand the implications of cultural diversity

N: Course Content:

Mental Health Act and current legislation including: FOIPPA, Adult Guardianship, Public Trustee, Ombudsman, and Best Practices

Neurobiological theories, neurotransmitters, and brain abnormalities in relation to mental health issues
DSM-IV-TR; 5-axis diagnosis; GAF Scale (Axis V); Psychosocial problems/issues (Axis IV)

Diagnostic criteria, signs/symptoms/presentation/characteristics, interventions/treatments for the following categories of mental disorders:

Schizophrenia

Mood Disorders

Anxiety, Somatoform, and Dissociative Disorders

Personality Disorders

Eating Disorders

Sexual Disorders

Co-Occurrent Disorders

Diagnostic criteria, signs/symptoms/presentation/characteristics, interventions/treatments for the following categories of child and adolescent mental disorders:

Learning and Developmental Disorders

Behaviour Disorders

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O:	<p>Methods of Instruction</p> <p style="padding-left: 40px;">Lecture Case studies Group activities Internet and video Guest Speakers May include community service learning and/or participation in community based research projects when available.</p>
P:	<p>Textbooks and Materials to be Purchased by Students</p> <p>A list of recommended materials is provided to students at the beginning of the semester.</p>
Q:	<p>Means of Assessment</p> <p>Course evaluation is consistent with Douglas College course evaluation policy. An evaluation schedule is presented at the beginning of the course.</p> <p>This is a graded course and a minimum requirement for successful completion of the course is 65%. An evaluation schedule will be presented at the beginning of the course.</p>
R:	<p>Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No</p>

 Course Designer(s)

 Education Council / Curriculum Committee Representative

 Dean / Director

 Registrar