

Columbia College
Mental Health Issues and Addiction (HSPD295)

Lecture 1

Course Outline

Semester Dates: April 16, 2018 to May 19, 2018

Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

Facilitator: Eugene (Evegeny) Shabash *MSW, RSW*

Email: evgenys@columbia.ab.ca

Class Time: 8:30AM- 5:00PM (Sat.)

Room: 805-109

Credit: 3

Prerequisite: None

Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Course Description:

This course probes the issues relating to individuals with both mild to chronic and short to long-term mental health and illness challenges. Areas explored include Schizophrenia, Cognitive and Personality Disorders, Stress and Adjustment Disorders, Mood and Dissociative Disorders and Addiction. Interventions such as behavior modification, medication and other related topics will also be discussed

Learning Outcomes:

As a result of active participation in these sessions, a student can expect to:

- Define mental health, the factors that influence it.
- Explain the various biological, psycho-social, and psycho-cultural factors that cause abnormal behaviour.
- Compare and contrast the major mental illnesses and their treatments.
- Identify mental health resources in Calgary and area.
- Discuss the factors involved in alcohol and drug abuse and their treatments.
- Critically assess the contemporary and legal issues in mental health and addiction.

Course Format:

This course uses a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities and especially case studies. Our faculty aims to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The classroom provides you with a place where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in class discussions and take responsibility for your own learning. Be a positive and co-operative team member. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will come to class prepared with pre-class homework completed. Your facilitator will engage you in activities that are based on your completed homework and readings. Your enthusiastic and positive approach in the classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

How you conduct yourself in our classes will, to a large extent, mirror your conduct in society and your future work site. For example, if you have a tendency to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and developing professionalism is expected in the classroom as you work towards your goal.

Required Textbooks and Equipment:

Butcher, J., Mineka, S., Hooley, J., Taylor, S. & Antony, M. (2013). *Abnormal Psychology* (1st ed.). Toronto, ON: Pearson Education Canada.

Haig, J., MacMillan, V., Raikes, G., (2017). *Cites & Sources – An APA Documentation Guide, Fifth Edition*. Toronto, ON: Nelson Education Ltd.

Instructor Handouts

Recommended Readings and Resources:

Students may access these sources from the College and from home.

ProQuest Nursing and Allied Health, Canadian Business and Current Affairs, and Canadian Newsstand

- o <http://proquest.umi.com/login>
 Username: cc-library
 Password: welcome

GALE InfoTrac Custom Journals

- o <http://infotrac.galegroup.com/itweb/calg145?db=SP00>
 Password: cclibrary09

Further Recommended Readings and Resources:

N/A

Homework Assignment Due for the First Class:

1. Read chapters 1, 3, 5 and 6 in the text.
2. As a result of your reading assignment, write down at least three questions that you would want clarified in class.
3. Prepare for a graded test on these chapters: 1, 3, 5 and 6
4. Read this course outline and prepare to discuss it in class.

Evaluation - Assessment of Student Performance: The final grade in the course will be based on the following elements. Wherever possible facilitators will use rubrics to assess your performance and offer feedback.

Title of Assignment/Examination	Due Date	Weight
Tests	Daily: Classes 1 though 4	30%
Assignment 1	Class 3	15%
Assignment 2	Class 4	10%
Assignment 3 (in-class assignment)	Class 5	15%
Final exam	Class 5	30%

Please note that all homework and assignments are due at the beginning of each class.

Grading:

Grades for each component will be added together at the end of the semester. The final total will be translated to the Columbia College's 4.0 grading scale as follows:

Marking and Grading Conversion:

Description	Letter Grade	Grade Points	Percentage Scale	
Excellent	A+	4.0	100	95
	A	4.0	94	90
	A-	3.7	89	85
Good	B+	3.3	84	80
	B	3.0	79	75
	B-	2.7	74	70
Satisfactory	C+	2.3	69	65
	C	2.0	64	60
	C-	1.7	59	55
Poor	D	1.0	54	50
Failure	F	0.0	49	0

Please note that to pass this course you must earn at least a “D” (a minimal pass).

Submission and Completion of Assignments:

You are expected to submit assignments by the due date. Any late assignments may be assessed a marking penalty of 5% per day. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form (SSPP-F012)* that is to be submitted to the Department Chair for approval. This form is available on Columbia's website, Bldg. 802 – Main Office and from Department Chairs.

Requesting an Examination Deferral:

If you are requesting an exam to be deferred, you must submit an *Application for Deferred Examinations form (SSPP-F012)* to the Department Chair **within 48 hours of the missed examination date and time**. Applications for deferred examinations will only be considered due to medical or personal emergency. A medical certificate or other appropriate documentation may be required. This form is available on Columbia's website, Bldg. 802-Main Office and from Department Chairs.

Attendance Requirements:

Columbia College believes that student are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

Academic Integrity:

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

Student Conduct:

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229)*, *Columbia's Commitment to Human Rights and Diversity Policy (ADM-P204)*, and any additional requirements established by your program.

Generally, each student will:

- be respectful and courteous toward others;
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies;
- manage any personal stress and conflict in a positive and resourceful manner, and assist others to do the same;
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program;
- conduct themselves in a professional manner with regard to their communication with others and their behavior in class;
- conduct themselves with academic integrity in all of their learning activities, tests, exams, and assignments
- keep up with day-to-day classroom and course expectations.

Important Dates:

Description	Date
Last to add/drop courses	5 school operating days from the start of the semester OR before the third scheduled class, whichever is greater
Last day to withdraw without academic penalty	50% or less of the semester has been completed
Final Examination	A final exam may take many formats. If a final exam is scheduled, it will be taken in an assigned room under the supervision of a Test Proctor. <u>Students must be on time as they will not be permitted to enter once the exam has started.</u> Exam schedules are available in each building on a bulletin board, as well as, online at www.columbia.ab.ca/exams . <u>It is the student's responsibility to check this exam posting.</u>

Appeals:

Please refer to the *Student Appeal Policy (ADM-P177)*.

Students with Temporary or Permanent Disabilities or Medical Conditions:

Students with temporary or permanent disabilities or medical conditions may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Accessibility Services by making an appointment with an Accessibility Services Advisor – Main Office – Bldg. 802 or emailing accessibilityservices@columbia.ab.ca. The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review the *Student Accommodation Policy (ADM-P188)* and the *Student Guide to Accessibility Handbook (SSCM-001)*.

Student Support:

Students should be aware that Life Coaching, Career and Accessibility Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are provided by Columbia College. Inquire how to request these services at the Main Office in building 802. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

Class Schedule/Overview:

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check the email address you have given to the school on a daily basis for any messages from the Department Chair/designate, facilitator or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Class Session	Topics	Pre-Class Readings
1	<ul style="list-style-type: none">Abnormal psychology – an overviewCausal factors and viewpointsStress and adjustment disordersPanic, anxiety, and their disorders	<ul style="list-style-type: none">Chapters 1, 3, 5 & 6
2	<ul style="list-style-type: none">Mood disorders and suicideSomatoform and Dissociative DisordersPersonality disorders	<ul style="list-style-type: none">Chapters 7, 8 & 11
3	<ul style="list-style-type: none">Addiction DisordersSexual variants, abuse, and dysfunctionSchizophrenia and other psychotic disorders	<ul style="list-style-type: none">Assignment 1 dueChapter 12, 13, & 14
4	<ul style="list-style-type: none">Cognitive DisordersTherapyContemporary Legal Issues in Abnormal Psychology	<ul style="list-style-type: none">Assignment 2 DueChapter 15, 17, & 18
5	<ul style="list-style-type: none">Assignment 3 due (in class assignment)Review<i>Final Exam – 3 hrs</i>	<ul style="list-style-type: none">Review all chapters

Appendix 1 Assignment Outlines

Tests

Due Date: Each class from classes 1 through 4

Weight: 30%

Students will be expected to read the assigned chapters in the text and other assigned readings and be prepared to write a graded test based on these reading assignments.

Assignment 1: Case Study Analysis

Due Date: Class 3

Weight: 15%

Explore what ADHD characteristics are, and answer whether or not they match the way the child presents here. Please rationalize your responses, supported by the DSMV guideline and/or other academic sources.

John is a 10-year-old child who is currently repeating the third grade. His teachers have requested that his parents have John evaluated for possible ADHD. At school, John talks excessively, is frequently out of his seat, and his teacher describes him as, at times, so difficult to control that she “can’t get a word in edgewise.” His teacher reports that when John is very active it is as if he has a “motor” inside. He can also be somewhat irritable, “fidgety,” and has difficulty not interrupting the other children. His teacher notes that she likes the fact that when John is like this that he believes that he can be the best student in her class and focuses more on his assigned tasks. At home, his parents report few problems. They acknowledge that he is extremely active at times but they report that they send him outside to play and that he will eventually “wear himself out.” His parents report that John sometimes has difficulty playing by himself quietly. Once again, when this is a problem, they simply send him outside to play. Finally, they report that John may simply be one of those children who doesn’t need much sleep as when he is very active he may only sleep a few hours each night, spending the rest of the time working on his “special projects” to catch up at school.

Writing Assignment Expectations:

- **Objective:** The objective of these writing assignments is to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate the depth of knowledge related to the course content.
- **Focus:** This assignment is designed to apply knowledge from the chapters and class discussions.
- **Format:** These assignment should be typed and double-spaced. Do not include title pages. Include your name at the top of each page. A minimum of one inch margins on each side. 12 point Times New Roman font is preferred. Each assignment should have a minimum length of 500 words but is not to exceed 750 words. Students will be evaluated according to the attached rubric: **Case Study Analysis Rubric**

How to avoid plagiarism?

- The simplest way to avoid plagiarism is to reference any source properly (using both in-text, parenthetical citations in the body of your assignment and a “References” page at the end. While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge. Referencing must conform to the APA referencing formats outlined in the “Citations” resource book.

Assignment 2: Short Answer Response

Due Date: Class 4

Weight: 10%

Whether or not to treat a psychotic person against his or her will often depends on the costs and benefits involved for doing so or not. Note that as a human services worker, you are an advocate for your client's right to refuse treatment before a judge. Please research on the side effects of five antipsychotic medications, and create a table as below, as well as, a summary of a minimum of 200 words on your recommendation to the judge. Write it below this table.

Type of Antipsychotic Medication	Uses	Side Effects

Format: These assignment should be typed and double-spaced. Do not include title pages. Include your name at the top of each page. A minimum of one inch margins on each side. 12 point Times New Roman font is preferred. Each assignment should have a minimum length of 200 words but is not to exceed 250 words. Students will be evaluated according to the attached rubric: **Short Writing Reflective Rubric.**

Assignment 3 (Critical Response)

Due Date: Class 4

Weight: 15%

Students are allowed to use their textbook, but no outside notes will be allowed for this assignment.

Students will be asked to write a critical response writing paper in class on the definition and meaning of the psychological term "normal", given all they have learned in the class. Students should come to class prepared with all reference material they think you might need to write this paper.

The expectations of this assignment are as follows:

1. Your opinion is clearly stated
2. Using your critical thinking skills, you back up your opinion using evidence from the course, the text, or other reference material.

Students will be assessed using the "Critical Response Writing Rubric."

Writing Assignment Expectations:

- **Objective:** The objective of these writing assignments is to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate the depth of knowledge related to the course content.
- **Focus:** This assignment is designed to apply knowledge from the chapters and class discussions.
- **Format:** This assignment can be written by hand. Do not include title pages. Include your name at the top of each page. A minimum of one inch margins on each side. 12 point Times New Roman font is preferred. Each assignment should have a minimum length of 500 words but is not to exceed 750 words.

Final Exam

Due Date: Class 10

Weight: 30%

Students will be required to write a final exam consisting of multiple-choice questions covering the content of classroom learning and assigned text and other readings.

Appendix 2

**Columbia College
Case Study Rubric Analysis**

Last Revised: December 8, 2017

Student's Name		Course Code		Date		Facilitator/Evaluator's Name	
Area	10.0 – 7.0	6.9 – 5.0	4.9 – 3.5	3.4 - 0	Score		
Identification of main issue/problem/key ideas	<ul style="list-style-type: none"> Clearly identifies the main issue/problem and summary of key ideas. Provides a clear position statement. 	<ul style="list-style-type: none"> Clearly identifies the main issue/problem and summary of most key ideas. Provides a relatively clear position statement. 	<ul style="list-style-type: none"> Identifies the main/problem and some key ideas, but the statements are not clear. Provides a vague position statement. 	<ul style="list-style-type: none"> Unable to identify the main issue/problem and key ideas. Doesn't identify own position. Identifies some irrelevant ideas. 			
Quality of analysis and interpretation	<ul style="list-style-type: none"> Provides a comprehensive, insightful analysis and interpretation of the issue. Draws clear conclusions and identifies implications. Demonstrates excellent problem solving skills. Supports main ideas with a range of varied, timely and relevant references. 	<ul style="list-style-type: none"> Provides very good analysis and interpretation of the issue. Draws most conclusions and identifies most implications. Identifies original and well developed solution/strategies, demonstrating effective problem solving skills. Provides sufficient Uses relevant, timely and varied sources to convince. 	<ul style="list-style-type: none"> Provides partial analysis and interpretation. Issue needs further exploration. Draws a few conclusions and identifies some implications. Provides some solution/strategies, showing limited problem solving skills. Uses limited resources that are not well selected to support the response. 	<ul style="list-style-type: none"> Analysis and interpretation is limited. Conclusions and implications of the issue are missing. Unable to provide solution/strategies. Lacks problem solving skills. Lacks fundamental resources to write an effective response. Inadequate reference support. 			
	5	4 - 3	2	1 - 0	Score		
Mechanics, Grammar, Professional Format	<ul style="list-style-type: none"> Mainly error free. Meets all requirements for an excellent response. Meets all case study written requirements. 	<ul style="list-style-type: none"> A few minor errors in usage, grammar, or mechanics. Meets most requirements for a well written response. Meets most case study written requirements. 	<ul style="list-style-type: none"> Frequent errors in usage, grammar, and mechanics, beginning to interfere with readability and meaning. Meets a few requirements of an acceptable response. Meets a few case study written requirements. 	<ul style="list-style-type: none"> Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper Does not meet requirements for an acceptable response. Does not adequately meet any case study written requirements. 			

Plagiarism: A “0” grade will be given to a paper where significant sections of the paper were copied from other, unattributed sources.

Total Score out of 25:

Facilitator/Evaluator’s Comments:

Columbia College
Short Writing Reflective Rubric
 Last Revised: July 2017

Student's Name _____

Course Code _____

Date _____

Facilitator/Evaluator's Name _____

Area	8	7	6-5	4-3	2-0	Score
Depth of Reflection	<ul style="list-style-type: none"> Reflection reveals a thorough insight of the subject matter. Shows depth of critical thinking. Uses specific and convincing examples to support reflective statements. 	<ul style="list-style-type: none"> Reflection reveals insight into the subject matter. Often there are thoughtful statements. Uses well-chosen examples to support reflective statements. 	<ul style="list-style-type: none"> Reflection reveals a basic understanding of the subject matter with an effort at reflection. At times, some reflective statements are evident. Uses some examples to support ideas on the subject matter and reflections. 	<ul style="list-style-type: none"> Reflection is limited. The writer produces some basic understanding of the subject matter. Uses limited number of examples to support ideas. This seriously affects the integrity of the reflection process 	<ul style="list-style-type: none"> Little to no reflection is present. Uses few to no examples. 	
	2		1.5		1-0	
Use of Writing Conventions: spelling, punctuation, capitalization, grammar	<ul style="list-style-type: none"> Demonstrates control of the writing conventions with few errors. 		<ul style="list-style-type: none"> Demonstrates some control of the writing conventions with errors that do not yet interfere with understanding. 		<ul style="list-style-type: none"> Demonstrates limited to no control of the writing conventions with frequent errors that make understanding difficult. 	

Total Score out of 10:

Facilitator/Evaluator's Comments:

Columbia College
Critical Writing Response Marking Rubric
 Revised Jan. 2018

Student's Name	Course Code	Date	Facilitator/Evaluator's Name		
	A 10-9	B 8-7	C-D 6-5	F 4-0	Score
Quality of Response Content/Ideas	<ul style="list-style-type: none"> • Demonstrates reflection, insight, and accurate interpretation of assignment. • States main idea/opinion clearly. • Provides support for the main idea through numerous, relevant sources and/or references to the course readings. 	<ul style="list-style-type: none"> • Demonstrates reflection and accurate interpretation of assignment. • States main idea /opinion clearly. • Provides support for the main idea through number of relevant sources and/or references to the course readings. 	<ul style="list-style-type: none"> • Demonstrates limited response to assignment. • Partly identifies main idea/opinion. • Attempts some support for the main idea, but it is limited in applicability. 	<ul style="list-style-type: none"> • Creates limited response that is hard to follow. • Main idea/opinion not identified. • Uses little to no references to support opinion. 	
Analysis	<ul style="list-style-type: none"> • Explores issue thoroughly and with insight, developing a clear, original position with persuasive examples. • Demonstrates sound logic. • Demonstrates excellent critical thinking and problem solving skills. 	<ul style="list-style-type: none"> • Explores issue well, developing an original position with and good examples. • Demonstrates good logic. • Demonstrates very good critical thinking and problem solving skills. 	<ul style="list-style-type: none"> • Defines the issue, but explores it inadequately. • Uses examples inconsistently and/or examples are lacking. • Demonstrates weakness in logic. • Demonstrates weak critical thinking and problem solving skills. 	<ul style="list-style-type: none"> • Defines issue inadequately, demonstrating a simplistic view. • Lacks logic. • Demonstrates poor critical thinking and problem solving skills. 	

	A	B	C-D	F	Score
	10-9	8-7	6-5	4-0	
Style Expression of Ideas	<ul style="list-style-type: none"> • Uses highly effective, clearly focused, varied sentences, addressing audience and purpose. • Incorporates knowledge of stylistic techniques. • Conveys all ideas with originality and clarity. • Uses rich, accurate and effective word choice. • Consistently demonstrates original, sincere and compelling personal voice. 	<ul style="list-style-type: none"> • Mostly uses effective, well structured, focused, varied sentences, addressing audience and purpose. • Demonstrates use of particular stylistic techniques. • Conveys most ideas with originality and clarity. • Uses accurate and effective word choice. • Mostly demonstrates original, sincere personal voice. 	<ul style="list-style-type: none"> • Demonstrates limited attempts at creating varied sentences to address audience and purpose. • Often sentences are somewhat awkward. • Little attempt at using stylistic techniques. • Conveys some ideas clearly. • Uses vague, ineffective word choice. • Demonstrates little to no development of a personal voice. 	<ul style="list-style-type: none"> • Uses simplistic sentence structures that are awkward and do not address audience and purpose. • No stylistic devices attempted. • Most ideas are not conveyed clearly. • Inadequate word choice. • No evidence of a personal voice. 	
Organization and Structure	<ul style="list-style-type: none"> • Creates a sophisticated, well developed beginning, middle and conclusion. • Connects all ideas logically. • Uses a variety of carefully crafted sentence structures. • Consistently establishes appropriate paragraphing and transitions. 	<ul style="list-style-type: none"> • Creates a well-developed beginning, middle, and conclusion. • Connects most ideas logically. • Uses a variety of well-structured sentence • Most of the time establishes appropriate paragraphing and transitions 	<ul style="list-style-type: none"> • Creates an unfocused beginning, middle and a simple conclusion. • Creates answer that is poorly structured. • Uses some sentence variety with errors that begin to interfere with meaning. • Shows faulty paragraphing and lack of transitions. 	<ul style="list-style-type: none"> • Creates a limited response with no clear beginning, middle, and conclusion. • Creates confusion in structure. • Uses little to no sentence structure variety. • Many structural errors • Weak to no paragraphing or transition. 	

	A	B	C-D	F	Score
	10-9	8-7	6-5	4-0	
Mechanics, Grammar, Professional Format	<ul style="list-style-type: none"> Mainly error free. Uses APA citation correctly where applicable for referencing sources. Meets and exceeds all requirements for an excellent academic response. Meets and exceeds all requirements of the assignment. 	<ul style="list-style-type: none"> A few minor errors in usage, grammar, or mechanics. Generally uses APA citation correctly where applicable for referencing sources. Meets most requirements for a well written academic response. Meets most requirements of the assignment. 	<ul style="list-style-type: none"> Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. Uses APA citation inconsistently and with errors when sources are used. Meets a few requirements for an acceptable academic response. Meets a few requirements of the assignment. 	<ul style="list-style-type: none"> Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. Many errors in APA citation, demonstrating lack of citation knowledge when sources are used. Meets few requirements for an acceptable academic response. Meets little to no requirements of the assignment. 	

Plagiarism: A “0” grade will be given to a paper where significant sections of the paper were copied from other, unattributed sources.

Total Score out of 50:

Facilitator/Evaluator’s Comments: