

OFFICIAL COURSE OUTLINE

Course Code:	COUN-1018
Short Title:	Mental Health on the Front Line
Long Title:	Mental Health on the Front Line: Awareness and Resilience
Prerequisites:	None
Co-requisites:	None
School:	School of Health, Community & Social Justice
Division/Academy/Centre:	Centre for Counselling & Community Safety
Previous Code & Title:	None
Course First Offered:	June 2018

Credits:	1.5
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Course Description

Learners will be introduced to a broad range of topics and issues related to mental health in the context of their work on the front line, such as those in a first responder role. Information, values and skills essential to working competently and ethically with mental health issues will be highlighted and experientially practiced. The lens will be twofold: to increase awareness and competency in working with “clients” experiencing mental health issues and to examine the impact of first responder work on their own mental health and wellness. Learners will focus on self-awareness and reflection while embracing the values of diversity and common humanity. They will be active participants, engaging in experiential exercises to gain a deeper understanding of mental health in themselves and in the people they work with and for.

Course Goals

The goal of this course is to provide the learner with the skills to recognize and respond, with increased complexity and competency, to mental health issues related to their work in the criminal justice system and public safety sector.

Learning Outcomes

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

1. Identify the mental health issues that first responders and other front-line workers will encounter in their work;
2. Describe mental health stigma, including learners’ assumptions and biases;
3. Demonstrate interpersonal and intrapersonal skills that promote ethical and professional responding (specific skills will depend on experience, skills and professions in the group);
4. Articulate the issues that arise in their own mental health from their work and how one’s own wellness may impact their responding;

5. Create a pragmatic, practical resilience plan for themselves based on their understanding of resilience;
6. Illustrate a deeper understanding of how to foster psychological well-being in themselves and others in their role.

Course Topics/Content

- Mental health & illness – definition, diagnoses
- Humanizing mental health
- Science of mental health & addictions
- Stigma, biases and assumptions
- Mental health and first responders – what you’ll encounter in the work
- Interpersonal skills that enhance professional, ethical and empathic responding
- Models of responding
- Stress injuries that first responders are likely to experience due to nature of work
- Prevention & intervention strategies – individual, cultural
- Resilience – reconceptualising to optimize wellness
- Merging the two lenses – how working with mental health impacts ours (and vice versa)

Text & Resource Materials

Course readings and videos will be posted online.

Equivalent JIBC Courses

None

Instructional Method(s) <i>(select all that apply)</i>	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	21
<input type="checkbox"/> Supervised Practice (includes simulations & labs)	
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
Total	21

Course Evaluation

The evaluation criteria used for this course are represented below. Specific course evaluation information will be provided by the instructor at the start of the course.

Criterion	% of Final Grade <i>(may be represented as a range)</i>
Course work (activities, assignments, essays, reports, etc.)	60%
Quizzes and exams	

Simulations/Labs

Attendance/Participation (in class or online)

40%

Practice Education/Internships

Total

100%

Comments on Evaluation

Course Grading Scheme*

JIBC1 (A to F)

JIBC2 (MAS/NMA)

JIBC3 (CM/IN)

JIBC4 (P/F)

(* <http://www.jibc.ca/policy/3304> Grading policy)

Other Course Guidelines, Procedures and Comments

View official versions of related JIBC academic regulations and student policies in the JIBC Calendar on the following pages of the JIBC website:

Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy

Academic Progression Policy

Admissions Policy

Academic Appeals Policy

Evaluation Policy

Grading Policy

Student Policies:

<http://www.jibc.ca/about-jibc/governance/policies>

Access Policy

Harassment Policy – Students

Student Records Policy

Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

- | | |
|---|---|
| <p><input checked="" type="checkbox"/> Critical thinking: Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.</p> <p><input checked="" type="checkbox"/> Communication, Oral and written: Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.</p> <p><input type="checkbox"/> Leadership: Inspire individuals and teams to reach their potential by embracing</p> | <p><input type="checkbox"/> Problem solving: State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.</p> <p><input checked="" type="checkbox"/> Interpersonal relations: Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities.</p> <p><input checked="" type="checkbox"/> Inter-professional teamwork: Understand and work productively within and between groups, respect others' perspectives and</p> |
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innovation through strategic thinking and shared responsibility.

- Independent learning:** Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.
- Globally minded:** Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.

provide constructive feedback with special attention to inter-professional relationships.

- Information literacy:** Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.

(INTERNAL USE ONLY – not for distribution to students)

Primary Registration Mode (Credit Type)

- Program Management (RG) – program based registration through website
- Contract or Core Client (CC) – student registrations submitted in groupings to registration office
- Instant Enrolment (CS) – anytime web based course enrollment

CIP Code: (Confirmed by IR)

51.1502 Psychiatric/mental health services technician

Course Level

- | | | |
|--|---------------------------------|----------------------------------|
| Undergraduate Course | Graduate Course | Continuing Studies Course |
| <input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 3 | <input type="checkbox"/> Year 1 | <input type="checkbox"/> |
| <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 4 | <input type="checkbox"/> Year 2 | |

Approvals Tracking

SCC Chair:	Name:	Date:
_____	_____	_____
School Dean:	Name:	Date:
_____	_____	_____
Program Council Chair: (where required)	Name:	Date:
_____	_____	_____
Entered into SIS by:	Name:	Date:
_____	_____	_____

Approvals Forwarded To:

- School
 Registrar’s Office
 Institutional Research
 Program Council

Credit Calculation

Instructional method	Hours/Wk		Credit hour factor	Total factored hours		#wks/14 weeks		Factored instructional hours	Total academic credit as per the band*
Direct Instruction	21	X	1	=	X	21/14	=	1.5	1.5
Supervised practice		X	.5	=	X	/14	=		
Practice Education, Field Placement, Internship or Co-op		x	.33	=	X	/14	=		
								Credits->	1.5

*Refer to http://www.jibc.ca/sites/default/files/governance/policies/pdf/Procedure_Credit-Value.pdf