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| <b>M:</b> | <p>Course Objectives / Learning Outcomes</p> <p>Upon successful completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. <b>Define and apply a person-in-environment approach to emotional/behavioural concerns for persons with disabilities.</b></li> <li>2. <b>Demonstrate an understanding of theory and its application in assessment of mental health issues for persons with disabilities (e.g. post traumatic stress disorders, mood disorders, maladaptive social behaviours, communication difficulties).</b></li> <li>3. <b>Identify and describe current and emerging clinical practices regarding emotional/behavioural issues (e.g. individual and group counselling approaches, self-management strategies, crisis management skills, and social action strategies based on empowerment theory).</b></li> </ol>   |
| <b>N:</b> | <p>Course Content: The following global ideas guide the design and delivery of this course:</p> <ul style="list-style-type: none"> <li>• <b>A person-in-environment centred approach to emotional/behavioural concerns for persons with disabilities.</b></li> <li>• <b>A social/cultural context of the social and emotional difficulties in the lives of people with disabilities.</b></li> <li>• <b>Assessment and intervention of presenting clinical issues and associated disabling conditions encountered in community rehabilitation practice. This includes:</b> <ul style="list-style-type: none"> <li>• <b>Concepts of mental disorder and disability (i.e. issues related to diagnostic labeling, the DSM IV and subsequent versions, and the role of psychological testing in clinical practice).</b></li> <li>• <b>Treatment options, community services and programs for families with pre-school and school-aged children diagnosed with mental health issues, “Pervasive Developmental Disability Not Otherwise Specified” (PDD-NOS), and autism (e.g. Asperger’s Syndrome).</b></li> <li>• <b>Assessment, diagnosis and treatment of children with multiple psychiatric disorders (e.g. Post Traumatic Stress Disorders, Mood Disorders, maladaptive social behaviours and communication difficulties, traumatic brain injury, addiction/substance abuse issues, etc.).</b></li> </ul> </li> <li>• <b>Emancipatory/empowerment theory and practice models in contemporary clinical practice.</b> <ul style="list-style-type: none"> <li>• <b>Postmodern feminist theory and practice (e.g. social action strategies).</b></li> <li>• <b>Racial, ethnic, and cultural issues.</b></li> <li>• <b>Clinical practice with depressed clients and clients with anxiety disorders.</b></li> </ul> </li> <li>• <b>Strategies for safeguarding people with disabilities.</b> <ul style="list-style-type: none"> <li>• <b>Models of community care and interventions for people with severe mental illness</b></li> </ul> </li> </ul> |
| <b>O:</b> | <p>Methods of Instruction</p> <ul style="list-style-type: none"> <li>• <b>Lecture and guest lecture</b></li> <li>• <b>Group presentations</b></li> <li>• <b>Video/DVD</b></li> </ul>  |
| <b>P:</b> | <p>Textbooks and Materials to be Purchased by Students</p> <p><b>T.B.A.</b></p>   |
| <b>Q:</b> | <p>Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations.</p> <ul style="list-style-type: none"> <li>• <b>Research paper</b></li> <li>• <b>Case Study</b></li> <li>• <b>Presentation</b></li> </ul>   |
| <b>R:</b> | <p>Prior Learning Assessment and Recognition: specify whether course is open for PLAR. If not available for PLAR, please provide rationale.</p> <p><b>This course is open for PLAR.</b></p>   |

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Course Designer, Gord Tulloch

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Education Council / Curriculum Committee Representative

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Dean: Jan Carrie

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Registrar