

## PROGRAM INFORMATION

Academic Year	2024 – 2025
Credential	College Certificate
Program Code	A219 (OL)
Length	Flexible
Program Delivery	Flexible

## DESCRIPTION

Transform caring into critical support. Northern's Child and Adolescent Mental Health certificate will allow you to empower the youth in your care and help them transcend their challenges. Complete this one-year program at your own pace. And along the way, you will gain an understanding of common emotional and psychological issues that children and adolescents face, including Autism Spectrum Disorder. You will also develop an appreciation for the broader impact that poverty, discrimination, addiction, and violence have on individuals – and society as a whole.

Working through case studies that promote self-care and cultural sensitivity, you will learn how to establish a strong foundation of trust and acceptance. You will also hone effective strategies for crisis intervention and conflict management. Finally, you will master critical techniques for working alongside parents and community agencies to achieve optimal outcomes. Individuals interested in studying part-time can be accommodated. Please contact the program assistant for more information about accommodations.

- Students may register and take individual courses without meeting all program admission requirements if you do not plan to achieve the Ontario College Certificate.
- In order to achieve the certificate students must have been accepted through OCAS prior to completing 50% of the courses.
- Once registered into the program, students have five years to complete the program. Only courses taken within the five-year period may be applied towards the program certificate.

## VOCATIONAL LEARNING OUTCOMES

1. Identify characteristics, treatments, and causal factors of various emotional and psychiatric disorders in children and adolescents.
2. Manage aggressive behaviours in children and adolescents by using current crisis theory and employing effective intervention strategies.
3. Employ evidence based intervention techniques when dealing with individuals with an Autism Spectrum Disorder.
4. Work collaboratively with children and adolescents who are taking psychotropic medications, their parents and other community agencies.
5. Collaborate with other service providers and form professional relationships in order to enhance the quality of service for children, youth and families.
6. Identify barriers faced by those working with social, cultural, language gender and sexual orientation differences as well as techniques to overcome these barriers.
7. Use the concepts of case management, wraparound and treatment planning in the provision of client treatment.

- Utilize systems theory, attachment theory and knowledge of family dynamics when working with the schools and other community agencies.

## CAREER OPPORTUNITIES

- Mental Health Worker

## PROGRAM COURSES

	<b>Hours</b>
AA2063 Introduction to Autism Spectrum Disorders	42
AA3063 Building Family Support	45
CM1323 Professional Communications	42
GV1153 Prevention and Intervention Strategies - Children's Mental Health	45
MH1003 Crisis and Behaviour Intervention	45
MH1013 Working with the Family	45
MH1023 Introduction to Social Problems	45
MH1033 Working with Diversity	45
MH2003 Alternative Interventions	45
MH2013 Capstone	
PS1163 Developmental Psychology	42
PS2005 Child and Adolescent Psychopathology	45
PF2073 Behaviour and Drugs	45

## PROGRAM PROGRESSION

The following reflects the planned progression for full-time offerings of the program.

### Fall Intake

Sem 1: Fall 2024

Sem 2: Winter 2025

## WORK INTEGRATED LEARNING OPPORTUNITIES

None available (Ex: Placements, Field School, etc.)

## ARTICULATION/TRANSFER AGREEMENTS

A number of articulation agreements have been negotiated with universities and other institutions across Canada, North America and internationally. These agreements are assessed, revised and updated on a regular basis. Please contact the program coordinator for specific details if you are interested in pursuing such an option. Additional information can be found at [Articulation Agreements](#).

## ADDITIONAL INFORMATION

N/A

## PROGRAM SPECIFIC REQUIREMENTS

N/A

## ADMISSION REQUIREMENTS

You are able to register and take individual courses without meeting all admission requirement if you do not plan to achieve the Ontario College Certificate. To earn the full post-secondary certificate for Child and Adolescent Mental Health you must have the following requirements:

- Ontario Secondary School Diploma (OSSD) with Grade 12 English (C, U) or equivalent.
- Or mature student status (an applicant who does not have a high school diploma or equivalent and will have reached the age of 19 years on or before the start of the program).

### Option 1

Mature students can choose to undergo academic testing prior to admission into a program. Call the Admissions Office at 705-235-7222 for more details. Academic prerequisites for this program may be obtained free of charge through Academic Upgrading.

### Option 2

Mature students may choose to successfully complete the Child and Adolescent Mental Health CM1903-Communications with a minimum grade of 60% or higher. Please Note: Computer proficiency is highly recommended.

## GRADUATION REQUIREMENTS

- 12 Program Courses
- 1 Communications Courses

## GRADUATION ELIGIBILITY

To graduate from this program, a student must attain a minimum of 60% or a letter grade of CR (Credit) in each course in each semester unless otherwise stated on the course outline. Students should consult departmental policies and manuals for additional detail and exceptions.

## GRADUATION WINDOW

Students unable to adhere to the program duration of two years (as stated above) may take a maximum of four years to complete their credential. After this time, students must be re-admitted into the program, and follow the curriculum in place at the time of re-admission.

## CONTACT INFORMATION

For questions about being admitted into the program, please contact Northern College Admissions at [admissions@northern.on.ca](mailto:admissions@northern.on.ca) or by phone at 705-235-3211 ext. 7222. For questions about the content of the program, contact the Program Coordinator.

Lori Vachon, Program Coordinator/Faculty  
Tel: 705-235-3211 ext. 2141  
Email: [vachonl@northern.on.ca](mailto:vachonl@northern.on.ca)

## COURSE DESCRIPTIONS

### **AA2063 Introduction to Autism Spectrum Disorders (42 Hours)**

Students will learn about the neurodevelopmental and behavioural aspects of people with autism spectrum disorder, previously labelled as five different syndromes under the autism spectrum disorder umbrella. Students will learn about the causes, symptoms, diagnostics tools, research-based interventions, and will cover autism spectrum disorder from birth to adulthood.

### **AA3063 Building Family Support (45 Hours)**

Building Family Supports is designed to introduce the students to the philosophy and practice of successfully engaging and working with families within a collaborative team approach. The intent is to assist family members to achieve optimal positive outcomes through partnerships and trust. This course will introduce students to the myriad of service options and service coordination responsibilities involved in delivering human services to families in Ontario. Its purpose is to demystify practices such as accessing services, making referrals, treatment planning, case management and case conferencing as they apply to families. The student will explore several case studies in case conference services to illustrate each of the central tenets of the approach: A practice of unconditional care, A focus on individual strengths, A family-driven, family-strengths- focused process, An individualized approach, An emphasis on serving families within their communities, A commitment to culturally competent care, An emphasis on interagency collaboration; A net result of cost-effectiveness, An outcome-driven process.

### **CM1323 Professional Communications**

In this course, students will learn essential skills for success in college and the workplace. This course focuses on developing and strengthening oral and written communication skills, and critical thinking ability. During this course, students will engage in a variety of forms of communication with a focus on upholding the principles of academic integrity. Students will develop the skills necessary to create discipline-specific documents, practice business etiquette and professionalism, and apply critical thinking strategies to practical scenarios. Upon successful completion of this course, students will be able to plan and draft concise, coherent and well-organized writing assignments that are tailored to specific audiences and purposes.

### **GV1153 Prevention and Intervention Strategies - Children's Mental Health (45 Hours)**

Students will apply prevention and intervention strategies to appropriately respond to stressful situations in the infant, child and adolescent population. The focus of this course is on the effective application of communication, critical thinking and problem-solving skills in a variety of situations.

### **MH1003 Crisis and Behaviour Intervention (45 Hours)**

This course is intended to teach students how to effectively respond to clients who are exposed to stress and uncertainty within a helping profession. In this highly interactive course, participants will study effective strategies and techniques for the management of conflicts and communications in stressful situations. Best practices in care-giving situations will be studied along with the impact of personal values, intuitional settings, and other factors on dysfunctional behaviour. Self-care and self-evaluation of the care giver is emphasized.

### **MH1013 Working with the Family (45 Hours)**

Students will examine the interconnectedness of family relationships and their effect on common abnormal psychiatric disorders in the infant, child, and adolescent populations. This course will review the developmental stages, familial structures, and family functions through the lens of family systems theory. Students will also explore the environmental effects and their influences on the family as a dynamic entity.

## **MH1023 Introduction to Social Problems (45 Hours)**

Many social problems have unfortunately withstood the test of time, continuing to threaten the health and well-being of Canadian Families and their children. Poverty, discrimination, family violence, addiction and crime are all serious social problems which affect the quality of life of our children, families, communities and even society as a whole. This course will not only assist students in recognizing and understanding social problems but also encourage them to view these social problems in a theoretical and critical manner. Students will be challenged to recognize the multifaceted and broader impact of social problems and consider their own personal and professional duty to recognize when a child's identified problems are potentially caused or exacerbated by one or more of these social problems. Students will gain a theoretical understanding of the paradigms which define social problems. They will learn to assess the impact of various social problems and consider appropriate ways of intervening in both the micro and mezzo systems. Students will learn to assess, identify, advocate for, and intervene with children who are impacted or at risk of being impacted by social problems. Student will further explore their role and reflect upon their skills for intervening in the lives of children who are impacted or at risk of being impacted by these social problems. They will explore the application systematic methods for assisting those who are impacted by social problems ranging from. Much of the course discussions will focus on understanding the impacts of social problems and empowering children and families affected by these social problems with helpful strategies for dealing with and overcoming their impacts. Students are encouraged to consider personal experiences as they explore and react to the world's social problems. This will lead to a greater understanding of the concepts and assess how their own experiences and beliefs affect their practices in human services.

## **MH1033 Working with Diversity (45 Hours)**

Students will explore and examine the many layers of diversity that surround individuals and identifiable groups in society, and they will see how these many layers contribute to a rich, diverse Canadian cultural landscape. As part of this examination, students will have the opportunity to reflect on their personal attitudes, assumptions, and views toward diverse population groups. As a brief introduction, students will begin developing their understanding of diversity by identifying, discussing, and defining core terminology like privilege, cultural competence, and cultural safety, Students will enhance their knowledge and understanding of diversity by looking at origins of differences among various population groups in Canada and by looking at society's attitudes associated with Canadian Regionalism, demographic trends, First Nations peoples, immigration, and various other established minority groups. Also, learners will become aware of government policies and influence on certain segments of Canadian society and its role in dealing with social inequalities. Finally, students will look at and reflect on the media's role in perpetuating stereotypes and swaying personal views of diversity in Canada.

## **MH2003 Alternative Interventions (45 Hours)**

This course will introduce students to the basics of the helping process. Its purpose is to demystify the process and provide students with a framework as well as the basic skills for helping. The focus will be on understanding the foundation and values inherent in helping and developing the skills to empower children, youth and families through difficult times. Topics covered include the relationship building, interviewing skills and activity programming.

## **MH2013 Capstone**

The Capstone Consolidation course is the final course for the Child and Adolescent Mental Health Certificate Program. The course is designed to allow students to demonstrate the knowledge they have attained throughout the program. The course consists of three (3) project options of which student must complete one

(1). Each project option requires a high base level of knowledge in the field of child and adolescent mental health and represents a significant amount of work. At the completion of the project, students should demonstrate a mastery of the requisite knowledge and a high level of competency in terms of the content and presentation of the project.

### **PS1163 Developmental Psychology (42 Hours)**

Using a developmental psychology lens this course focuses on providing students with an opportunity to improve understanding of self. Through personal reflection students will examine the human lifespan from conception and prenatal development through old age and death. Students will gain understanding and perspective of their development across physical, cognitive, social and personality contexts. Examination of fundamental theories, historical arguments/perspectives and current issues provide opportunity for critical thinking and application of influences to one's development within the student's life.

### **PS2005 Child and Adolescent Psychopathology (45 Hours)**

To understand complicated mental health disorders common to infant, child and adolescents, students will review a variety of abnormal cognitive and behavioural disorders. This course will emphasize an understanding of the behaviours and the daily effects and challenges on the mental health of the infant, child, and adolescent population.

### **PF2073 Behaviour and Drugs (45 Hours)**

This course educates students about drug and alcohol use and the abuse of various substances in the body and how it affects one's Behaviour. An introduction to the science of Pharmacology is included and students will study a number of drugs such as: alcohol, nicotine, prescription drugs, hallucinogens, cocaine, narcotics and marijuana, inhalants and steroids. They will also examine concepts of clinical practice and program design and learn how and when to apply them.