Seneca

Bachelor of Community Mental Health

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Date: February 2015

0 College and Program Information

Seneca College of Applied Arts and Technology
http://www.senecacollege.ca
Proposed Degree Nomenclature
Bachelor of Community Mental Health
Location: specific address where the program will be delivered
King Campus 13990 Dufferin St. North King City, Ontario L7B 1B3
Person responsible for submission:
Liwana S. Bringelson, PhD
Contact Information:
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Name of Site Visit Coordinator:
Same as above

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Section 1: Introduction

Section 1 Introduction

The following section includes:

1.1 Executive Summary

The proposed Bachelor of Community Mental Health (BCMH) is designed to meet the need for enhanced community-based mental health services in and around the Greater Toronto and York Region areas. The design and delivery of courses in each of the eight semesters is intended to foster graduated learning where students will be exposed to the broad range of social determinants that impact community mental health and wellness as well as a variety of skills they will require in the field. Preparing graduates with the theoretical knowledge and practical experience in the delivery of community-based mental health services is the intended outcome of this degree program. Students will be exposed to comprehensive curriculum including mental health promotion and illness prevention that focus on recovery-oriented services for the benefit of individuals, families and communities. This degree offers a holistic approach informed by applied research and based on social determinants of health, as well as multiple disciplines including health sciences, psychology, sociology, social work, and public safety. Some of the practical skills that the graduates will acquire in the program are:

- assessing individual and community needs;

- planning health education strategies, interventions, and programs;

- implementing health education strategies, interventions, and programs;

- conducting evaluation and research related to health and mental health;

- administering mental health education strategies, interventions, and programs;

- serving as a mental health education resource in community settings, either as a member of that community or as an invited member by community organizations; and

- building a collection of community resources to increase support for individuals.

Industry trends indicate a growing need for professionals in community mental health and related areas. In 2011, the Government of Ontario launched Open Minds, Healthy Minds, a Comprehensive Mental Health and Addictions Strategy to support Mental Health through the lifespan.[1] The proposed Bachelor of Community Mental Health program will prepare graduates to be employed in high demand roles in community-based mental health organizations, including: mental health education and prevention services, child and family supports, child and adolescent mental health, crisis counseling, addictions and rehabilitation, crisis intervention and mental health and aging, school boards and the private sector, as well as community and public safety based agencies serving individuals and families in crisis.

York Region predicts that its population will grow to 1.8 million by 2051. In the document, York Region Vision 2051 strong, caring, safe communities[2] one of the eight overarching goals is "A place where everyone can thrive." To support this goal, one of the areas of focus is promoting healthy living and fostering the health and well-being of the population in order to achieve optimal physical, mental and emotional health. Seneca's King Campus is an active community partner with York Region. In consultation with community partners, there was evidence of support for graduates of this degree. Professionals in the community mental health field realize that there will be a human resource shortage in this area over the next 25 years.

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[1] Government of Ontario.
http://www.health.gov.on.ca/en/common/ministry/publications/reports/mental_health2011/mentalhealth_rep2011.pdf
[2] http://viewer.zmags.com/publication/40b32963#/40b32963/1

Seneca is ideally positioned to offer a degree in the field of community mental health because of its existing faculty and programming expertise. The program will be housed in the Faculty of Applied Arts and Health Sciences which boasts a very strong overall program application rate and many over-subscribed programs in the fields of health and wellness. The proposed degree program builds on an existing strength of program offerings in the Faculty and has structured pathways to degree completion for existing diploma graduates from Seneca as well as other Ontario colleges.

In keeping with Seneca's applied approach to learning, and a contemporary and enhanced curriculum, as well as experienced faculty, the Bachelor of Community Mental Health program has the potential to be a high-profile program for Seneca. The content of this program may also serve as a foundation for new graduate certificate programs serving the needs of the thousands of Canadians who volunteer and work in community mental health both locally and abroad. Graduates will be able to apply for graduate programs both in Canada and internationally to advance their careers and deepen specific knowledge in the field.

This degree program has been developed as part of a suite of new degree and certificate programs in the Faculty of Applied Arts and Health Sciences to create a broad range of options for students interested in the helping professions especially in and around York Region, where population increases have resulted in an increased need in the services that support the health, wellness and safety of individuals, families and communities. In this respect, the Bachelor of Community Mental Health is designed to complement several new degrees currently under development including: Bachelor of Healthcare Management, Bachelor of Crime and Intelligence Analysis, Bachelor of Behavioural Psychology, and other new and existing diploma, degree and graduate certificate programs offered by the Faculty of Applied Arts and Health Sciences. Where possible, courses will be shared and co-taught, with cross-disciplinary and interdisciplinary content, thereby contributing to the development of a stronger integrated knowledge base for graduates who enter the mental health field in our communities, specifically York Region.

Seneca's Bachelor of Community Mental Health graduates will be required to think analytically and conceptually, challenging the status quo, identifying problems, creating solutions, and engaging others to service growing population community health needs amidst a climate of increasing budgetary and fiscal constraints. The proposed curriculum will enable graduates to successfully address the complexities of community mental health, while harnessing the power of a strong and professional community mental health vision in the York Region. To ensure these results, Seneca will engage the Program Advisory Committee, and conduct participatory inquiry with students, faculty and employers to ensure that courses and program are achieving the intended learning outcomes.

Seneca College's policy on Quality Assurance describes the College's commitment to regular academic program review and the College's capacity to provide college-wide infrastructure and student support services including libraries, learning centres, computer labs, appropriately equipped classrooms, student services and student work space.

Faculty and academic leaders are supported by the Centre for Academic Quality (CAQ), which provides access to expertise in exemplary teaching practice and e-learning to enrich the student experience at Seneca. The Centre provides opportunities for exploration, collaboration and innovation in teaching strategies and supports and celebrates excellence in teaching. The focus

of the CAQ is on program development, program review, instructional design, innovative curriculum, hybrid learning and faculty support in educational technologies and pedagogy. Additional College support is provided to faculty through professional development leaves, tuition assistance, and funding for conferences and workshops.

This curriculum is also designed with content and academic rigor that is anticipated to facilitate credit transfer to, and credential recognition by, other post-secondary institutions in Canada, the United States, and abroad. The program provides solid grounding in application as well as theory that will enable graduates to continue their studies at the Ontario College Graduate Certificate or Master's degree level.

Based on principles of social justice and critical theory and practice, BCMH students will learn the skills to work in a broad scope of settings with a variety of populations. From the foundation of an understanding of social determinants, students will learn skills that they can take into the work place. The Bachelor of Community Mental Health program maximizes the graduates' potential for employment and promotion in their field and for further study.

1.2 Program Abstract

The proposed Bachelor of Community Mental Health program provides degree level education to individuals interested in developing their skills and knowledge for the expanding field of community mental health. In four years, this program will equip students with the expertise required to make a meaningful contribution to the well-being of individuals, families and groups living in the community.

The Bachelor of Community Mental Health program is a cross-disciplinary degree drawing on disciplines including health, psychology, sociology, and social work. We anticipate that graduates of the Bachelor of Community Mental Health program will work in a wide-range of health-related fields, helping individuals lead healthier lives and improving the health and wellness of communities.

The social determinants of health provide the foundation of this degree. Studies include courses that will build knowledge from a practical and theoretical standpoint, providing students with skill-building courses and critical analysis in community health and wellness, emotional and mental health of individuals, families and communities, and the protection and promotion of the health of individuals and communities. Based on principles of social justice and critical theory and practice, graduates will have the required knowledge and skills to work in a broad range of settings with a variety of populations.

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Section 2: Degree Level

Section 2: Degree Level

The following section includes a summary of the program's *features and the supporting resources to demonstrate the knowledge and skill expectations in the six elements of the standard will be met.*

> 2.0 Introduction
> 2.1 Depth and Breadth of Knowledge
> 2.2 Conceptual & Methodological Awareness/Research and Scholarship
> 2.3 Communication Skills
> 2.4 Application of Knowledge
> 2.5 Professional Capacity/Autonomy
> 2.6 Awareness of Limits of Knowledge

2.0 Introduction

To ensure that a baccalaureate standard for this degree has been met across the program, the courses and learning outcomes have been developed by faculty members who are familiar with degree-level study in this area, mapped to other similar degrees in Canada, and reviewed and approved by a Program Advisory Committee.

Depth of knowledge is achieved both in the level and complexity of the course learning outcomes and in the evaluation requirements. Learning outcomes have been carefully written and reviewed using Bloom's Taxonomy to require higher level learning. Application of knowledge at this level focuses on critical thinking, analysis, evaluation, and creation. Course grading standards require students to demonstrate knowledge, understanding, and the application and synthesis of that knowledge at higher levels. The learning outcomes and evaluation strategies firmly establish the proposed program at the undergraduate degree level.

2.1 Depth and Breadth of Knowledge

a. A developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline;

b. A developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines;

c. A developed ability to:

   i. gather, review, evaluate and interpret information;

   ii. compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline;

d. A developed, detailed knowledge of and experience in research in an area of the discipline;

e. Developed critical thinking and analytical skills inside and outside the discipline;

f. The ability to apply learning from one or more areas outside the discipline.

This program has been designed to meet the Postsecondary Education Quality Assessment Board's Baccalaureate/Bachelor Honours Degree Level Standard. Courses have been designed to meet the Ontario standard for degree programs, and address learning outcomes that will encourage graduates to develop degree-level knowledge and skills.

Curriculum development has been informed by careful review of subject experts in the field of Community Mental Health. It has been benchmarked against comparable programs and courses, and reviewed by a Program Advisory Ad Hoc Advisory Committee with both academic and professional experience in the field of community mental health.

Learning outcomes have been written with a focus on higher level learning such as application, evaluation and creation. The foundation of the core curriculum is based on Psychology and Sociology. The Sociology of Health provides a critical introduction to the social determinants of health and illness. With this foundation, the students begin to explore more deeply the social

determinants in the following courses – Employment, Security and Healthy Populations; Food, Shelter and Healthy Populations; Social Inclusion and Healthy Population; and Aboriginal Perspectives on Community Mental Health.

These themes continue to appear in all subsequent courses as they learn to use the tools of critical analysis and tools for change. They will learn the skills of gathering, reviewing, evaluating, and interpreting information in all of their courses, but will learn some specific skills in Critical Community Psychology; Social Justice and Health; Hope, Resilience and Recovery; and Madness and Sanity: A Continuum.

As students move into later semesters their research abilities will continue to develop and culminate in the Research Methods and Research Project courses. The research project in Semester 8 provides an opportunity to bring all of the research concepts and skills together, where the student addresses real-world community mental health issues for the purposes of developing recommendations. The 3 hour per week Independent Study course in Semester 8 is an opportunity for students to choose an area of interest where they will apply their research skills to deepen and develop their knowledge in the field.

All non-core courses are designed to develop students' transferable skills in literacy, numeracy and critical, analytical thinking. The Liberal Studies Options (LSO) will provide both breadth and depth. All LSOs will be designated as either lower or upper level.

LSO options are designed to fall into the major categories of culture and communications; social sciences; natural sciences and environmental studies; and Canadian studies. Some LSO courses are organized around a genre or sub-discipline while others are theme-based around issues such as modern society, historic influences on society and culture, popular culture, exploration of self and civic engagement.

Liberal studies electives are offered to all Seneca degree students through the School of English and Liberal Studies. The vision of the School of English and Liberal Studies is to promote social responsibility, cultural awareness and communicative competency through unique, responsive, innovative, and diverse course offerings. Courses are offered in Economics, Communication, Psychology, media, natural sciences, Canadian Studies, politics, music, creative writing, and modern languages. These offerings provide exposure to a breadth of knowledge outside the discipline of community mental health.

2.2 Conceptual & Methodological Awareness/Research and Scholarship

> a. Evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;
>
> b. Devise and sustain arguments or solve problems using these methods;
>
> c. Describe and comment upon particular aspects of current research or equivalent advanced scholarship.

Students will learn skills to address and present alternative action to individual and social/structural issues that affect peoples' health and wellbeing, in courses such as Social Justice and Health, and Critical Community Psychology. They will learn to defend and support their positions based on current research and advanced scholarship.

Students will learn and practice to present and defend their conclusions with evidence from current research. As students become introduced to individual clients, families and groups in a variety of community settings they will demonstrate their knowledge of current evidence-based practices as they select appropriate interventions to solve presenting problems. Students will be required to describe and justify their choices by citing methods presented in the current literature.

Working in the field of community mental health demands significant skill at problem solving. With an evidence-based approach to treatment and intervention, students will develop their repertoire of knowledge and techniques applicable to the field by practicing their skills through role play, observation and reflection. They will be able to apply these skills in a work setting during their work term which takes place between Semesters 6 and 7.

Throughout the program, students will develop their skills in assessment and interpretation of applied and academic research specific to community mental health. Their skills will culminate in the Research Methods and Research Project courses taken in the final two semesters.

2.3 Communication Skills

> The ability to communicate information, arguments and analysis accurately and reliably, orally and in writing, to specialist and non-specialist audiences using structured and coherent arguments, and, where appropriate, informed by key concepts and techniques of the discipline.

Communications skills development is a critical component of this degree. In the first two years, students take courses in Writing Strategies, Interpersonal Communications, and Group Dynamics. Throughout the program, students will practice and hone their verbal and written communication skills through presentations, case studies, role play, research papers, and journaling.

The focus on learning and developing effective communication skills will facilitate engagement and intervention with people across a diverse spectrum including those experiencing difficulty communicating as a result of mental health or addictions challenges. The goal is to ensure

graduates will be effective communicators in any health-related intervention context. The program will also focus on using these effective communication skills with groups in order to promote therapeutic intervention as well as a focus on community-level interventions. These skills will be developed in Interpersonal Communications; Group Dynamics; Diversity-Building Resilience, Health and Wellbeing; Crisis Counselling; Counselling and Communication Skills; Trauma: Methods and Practice in Community Mental Health; and Health and Wellness Engagement.

In the third and fourth year courses, the topics move into the practical skills of communicating with groups, in both helping and crisis situations. These refined skills will be taught in: Crisis Counselling; Health and Wellness Engagement; Aboriginal Perspectives on Community Mental Health and Hope, Resilience and Recovery. In these courses, students will also learn to write professional reports and case notes. In the pre and post work-integrated learning experience courses, students will be involved in multi-disciplinary teams that will engage their verbal, non-verbal and written communication skills.

The Funding Issues and Opportunities course requires students to work with community partners and prepare a fundraising campaign. They will need to communicate effectively both orally and in written format.

Community mental health is a field that demands the ability to work collaboratively. Across the curriculum, students will have a chance to develop team skills through group projects in their classes and as part of an interdisciplinary team during the co-op work term.

2.4 Application of Knowledge

a. The ability to review, present and critically evaluate quantitative and qualitative information to:

 i. develop lines of argument;

 ii. make sound judgements in accordance with the major theories, concepts and methods of the subject(s) of study;

 iii. apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;

 iv. where appropriate, use this knowledge in the creative process;

b. The ability to use a basic range of established techniques to:

 i. initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;

 ii. propose solutions;

 iii. frame appropriate questions for the purpose of solving a problem;

 iv. solve a problem or create a new work;

c. The ability to make use of scholarly reviews and primary sources.

Experiential and applied learning is emphasized throughout the BCMH curriculum through the use of community engagement, supervised research, work-integrated learning experience, peer mentorship, learning communities, and self-directed and problem-based learning. Students are required to integrate theories and concepts using evidence-based practice from a variety of courses and disciplines to reflect on their practice and demonstrate application of content and concepts.

Early in the program, students review and critique research, as well as present both oral and written papers that examine the rationale and reasoning for a specific position or recommendation. The culminating research courses in Semester 7 and 8 will assist the student in integrating the skills and knowledge acquired over the previous three years. Students will explore potential opportunities for further study and community involvement to facilitate ongoing application of the knowledge learned throughout the program.

Based on principles of social justice and critical theory and practice, students will learn the skills to work in a broad scope of settings with a variety of populations. From the foundation of an understanding of social determinants, students will learn skills that they can take into the work place. These skills will be developed and practiced in: Therapeutic Approaches; Counselling and Communication Skills; Health and Wellness Engagement; Crisis Counselling; Hope, Resilience and Recovery; Madness and Sanity: A Continuum; Health Promotion and Education; Contemporary Issues in Community Mental Health and Wellness; and Funding Issues and Opportunities.

Students will complete their mandatory work term of at least 420 hours in a community setting where they will be able to practice the skills and apply the knowledge that they have acquired in the first six semesters.

2.5 Professional Capacity/Autonomy

a. The qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:

  i.   the exercise of initiative, personal responsibility and accountability in both personal and group contexts;

  ii.   working reflectively with others;

  iii.   decision-making in complex contexts;

b. The ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study;

c. Behaviour consistent with academic integrity and social responsibility.

Courses such as Ethics and Community Mental Health; Community Mental Health Policy; Research Methods; Research Project; and Independent Study require students to be aware of a variety of issues that fall under the auspices of ethics and understand how policies, both provincial and federal, will impact their clients, communities and their own work.

Within this proposed program, there are a number of common courses that will be open to students in several other degree programs. This interdisciplinary experience will enable students to learn how to work across disciplines and appreciate the complexities that can exist in fields of study outside of community mental health.

Each course will demand academic integrity, critical reflection and social responsibility from each student. Students will work together on creative problem solving in case studies, conflict resolution in role playing, and group work. Throughout their course work and in the work-integrated-learning experience, students engage in practice with individuals, groups and community that requires clinical acuity, keen observation, and self-reflection. Students will be required to journal their learning in complex contexts to deepen their understanding of self in relation to others, in groups and in community.

Students will be expected to exercise personal accountability and decision-making by taking increasing responsibility for the content and direction of their work as they progress through the program. The proposed degree has been designed to support the progressive acquisition of independent learning skills by promoting the value of additional research, reading, and learning experiences both inside and outside the classroom.

2.6 Awareness of Limits of Knowledge

An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analysis and interpretations.

In order to understand and become aware of the limits of their knowledge, students will study the historical, social and cultural contexts in which Community Mental Health, Psychology and Sociology have evolved. The interdisciplinary nature of the BCMH program will encourage students to clarify their scope of practice, and develop strategies for referral and consultation with colleagues in other roles in the community.

Throughout the proposed program, students will be made aware of current issues and emerging trends. They will be encouraged to visit key organizations, research associations and government programs and legislation and to review journals and periodicals. They will also be encouraged to attend conferences and workshops.

Students will be exposed to new discoveries and theories, and will explore the evolution of theories and evaluate the contribution of these theories to the field. All courses will challenge students' awareness and limits of knowledge through reflective practice, self-reflective journals, analysis and comparison of current research.

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Section 3: Admission, Promotion and Graduation

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The following section includes

3.1 Admission Standard
3.2 Admission Requirements for Direct Entry
3.3 Admission Policies and Procedures for Mature Students
3.4 Promotion and Graduation Requirements
3.5 Advanced Standing Policies and Requirements

3.1 Admission Standard

The proposed program's admission requirements align with Seneca College and Ministry policy. Mature students will be considered for admission to the program if they are able to demonstrate academic preparedness and possess credits in (or equivalent to) Grade 12 U English and Mathematics and meet other requirements as outlined in the College's Admission Policies and Procedures for Mature Students. (See the "Policies" section of the submission).

Credit Transfer

The College's Credit Transfer/Recognition Policies outline the granting of advanced standing and credit transfer and meet the requirements as detailed in the PEQAB Handbook.

Promotion and Graduation

The College's Promotion and Graduation Policy as well as the grading scheme used are available in Seneca College Academic Policy 2014/15 and included with this submission. Students must maintain a Grade Point Average of 2.0 to remain in the program, with some provisions for extenuating circumstances and probation. Students who do not meet this standard will be withdrawn from the program.

Degree Completion

The Social Services Worker (SSW) and the Child and Youth Care (CYW) diplomas are 2 programs offered by Seneca College that are aligned with the proposed degree program. Graduates from these 2 programs with a GPA of 3.0 or better and who complete the bridge semester would enter into Semester 5 after completing a bridging semester as outlined in Section 4.11 Gap Analysis.

We have performed a gap analyses between the proposed degree program learning outcomes and the corresponding diploma vocational outcomes for both SSW and CYW to determine a suitable bridging semester to transfer students into the degree for degree completion. The details can be found in Section 4.11 Gap Analysis.

3.2 Admission Requirements for Direct Entry

Program eligibility:

- Ontario Secondary School Diploma with a majority of senior credits at the University Preparation (U) or University/College Preparation (M) level or Mature student status (age 19 or older)

- Six Grade 12 (U) or (M) courses with a minimum of 65% average including:
    o Grade 12 English: ENG4 (U)
    o Grade 12 Mathematics: any (U) level Mathematics

- Mature students (age 19 or older) must submit proof of credits in the above subjects or their equivalent and meet other requirements as outlined in the College's Admission Policies and Procedures for Matures Students (see the "Policies" section of the submission).

3.3 Admission Policies and Procedures for Mature Students

See "Policies" section of the submission for the College's policies and procedures for admission of mature students.

3.4 Promotion and Graduation Requirements

See "Policies" section of the submission for the College's policies on promotion of students in degree programs. See also the College's policies regarding students who do not meet the minimum achievement requirements.

3.5 Advanced Standing Policies and Requirements

See "Policies" section of the submission for the College's policies and procedures pertaining to the following:

1) Credit transfer recognition

2) Entrance examinations and advanced placement based on prior learning assessment.

Section 4: Program Content

Section 4: Program Content

The following section includes:

4.1 Program Overview and Map

The proposed program will provide a comprehensive curriculum including mental health promotion and illness prevention that focus on recovery and resilience for the benefit of individuals, families and communities. This degree offers a holistic approach informed by applied research and based on social determinants of health as well as multiple disciplines including health sciences, psychology, sociology, social work, and public safety. Some of the practical skills covered in the program include:

- assessing individual and community needs;

- planning health education strategies, interventions, and programs;

- implementing health education strategies, interventions, and programs;

- conducting evaluation and research related to health and mental health;

- administering mental health education strategies, interventions, and programs;

- serving as a mental health education resource in community settings, either as a member of that community or as an invited member by community organizations, and;

- building a collection of community resources to increase support for individuals.

Students will be required to think analytically and conceptually, challenging the status quo, identifying problems, creating solutions, and engaging others. The proposed curriculum will equip students to successfully address complexities related to community mental health.

Bachelor of Community Mental Health Program Map

SEMESTER 1 Fall/Winter	SEMESTER 2 Winter/Summer	SEMESTER 3 Fall	SEMESTER 4 Winter	SEMESTER 5 Fall	SEMESTER 6 Winter	CO-OP Summer	SEMESTER 7 Fall	SEMESTER 8 Winter
PSYS3801 Principles of Psychology (3 Hours)	PSYS1821 Health Psychology (3 Hours)	PSYS2831 Human Development I (3 hours)	CMHD2841 Crisis Counselling (3 hours)	CMHD3851 Aboriginal Perspectives on Community Mental Health (3 hours)	PSYS3861 Human Development II (3 hours)	Work-Integrated Learning Experience	CMHD4871 Hope, Resilience and Recovery (3 hours)	CMHD4881 Contemporary Issues in Community Mental Health and Wellness (3 hours)
SOCW1810 Sociology of Health (3 Hours)	CMHD 1822 Employment, Security and Healthy Populations (3 hours)	SOCW3803 Understanding Addiction (3 hours)	PSYS2842 Critical Community Psychology (3 hours)	CMHD3852 Ethics and Community Mental Health (3 hours)	CMHD3862 Community Mental Health Policy (3 hours)		CMHD4872 Madness and Sanity: A Continuum (3 hours)	CMHD4882 Funding Issues and Opportunities (3 hours)
CMHD1811 Diversity – Building Resilience, Health and Wellbeing (3 hours)	CMHD1823 Food, Shelter and Healthy Populations (3 hours)	CMHD2832 Counselling and Communication Skills (3 hours)	CMHD2843 Trauma: Methods and Practice in Community Mental Health (3 hours)	CMHD3853 Social Justice and Health (3 hours)	STAT3863 Applied Statistics in Social Sciences (3 Hours)		CMHD4873 Health Promotion and Education (3 hours)	CMHD4883 Independent Study (3 hours)
CMHD1812 Introduction to Community Mental Health (3 hours)	CMHD1824 Social Inclusion and Healthy Populations (3 hours)	EDUC2808 Dynamics of the Family (3 hours)	CMHD2844 Therapeutic Approaches (3 Hours)	CMHD3854 Health and Wellness Engagement (3 Hours)			RSCH4875 Research Methods (3 Hours)	RSCH4885 Research Project (3 Hours)
ENGW1801 Writing Strategies (3 hours)	COMM3801 Interpersonal Communications (3 hours)	SOCW3801 Group Dynamics (3 hours)	LSO XXX Liberal Studies Option (3 hours)	LSO XXX Liberal Studies Option (3 Hours)	LSO XXX Liberal Studies Option (3 Hours)		LSO XXX Liberal Studies Option (3 Hours)	LSO XXX Liberal Studies Option (3 Hours)
					COOP1801 Co-op Professional Practice		COPT1801 Co-op Integration and Career Planning	

Non-core courses	Work-integrated learning courses	Core courses

4.2 Program Advisory Committee

The Bachelor of Community Mental Health Program Ad Hoc Advisory Committee is a committee that was formed specifically to work with the Seneca team on the proposed Bachelor of Community Mental Health program. The proposed degree is unique in its approach and it was determined that a composition of community mental health experts was needed to advise the team. Once the degree is approved, the committee will transition into the regular Program Advisory Committee and as with other Seneca Program Advisory Committees will meet twice a year.

Composition of the Committee:

Name:	Cynthia Abel
Academic Qualifications:	M.A. Leadership, Royal Roads
Occupation/Title:	Project Director, Systems Transition Team
Related Credentials:	ECE, Sheridan
Professional Affiliations:	College of Early Childhood Educators, Institute of Public Administration of Canada, Association of Early Childhood Educators Ontario (Certified), Native Action Collaboration for Children
Name of Employer:	Ministry of Children and Youth Services

Name:	Steve Lurie
Academic Qualifications:	M.S.W, University of Toronto
Occupation/Title:	Executive Director
Related Credentials:	M. Management, McGill
Professional Affiliations:	Member Advisory Council, Mental Health Commission of Canada, 2013-present, Adjunct Professor, Factor-Inwentash Faculty of Social Work, University of Toronto, Sessional Instructor, Mental Health Policy and Services, Factor-Inwentash Faculty of Social Work, University of Toronto
Name of Employer:	Canadian Mental Health Association, Toronto Branch

Name:	Matthew Bell
Academic Qualifications:	N/A
Occupation/Title:	Community Crisis Worker and Consumer Survivor
Related Credentials:	N/A
Professional Affiliations:	N/A
Name of Employer:	Gerstein Centre

Name:	Charlene Avalos
Academic Qualifications:	MSW, University of Toronto
Occupation/Title:	Social Worker

Related Credentials: M.S.W., R.S..W.
Professional Affiliations:
Name of Employer: Native Child Family Services

Name: Ligaya Byrch
Academic Qualifications: M.A. CHE
Occupation/Title: Senior Manager, Health System Transformation
Related Credentials: M.S.W., R.S.W.
Professional Affiliations:
Name of Employer: North Simcoe Muskoka Local Health Integration Network

Name: Michael Bowe
Academic Qualifications: M.S.W.
Occupation/Title: Supervisor, Diversity and Outreach
Related Credentials: B.A. Honours, Psychology and History, B.S.W.
Professional Affiliations:
Name of Employer: York Region Children's Aid Society

Name: Marie Lauzier
Academic Qualifications: M.S.W
Occupation/Title: Executive director
Related Credentials:
Professional Affiliations: Developmental Services Ontario
Name of Employer: Support Services Network

The following motions were passed unanimously on May 1, 2014:

Motion 1: It was MOVED by Steve Lurie and SECONDED by Cynthia Abel, "That the School of Community Services, Faculty of Applied Arts and Health sciences, Ad Hoc Advisory Committee supports the proposal for the Bachelor of Community Mental Health."

CARRIED

Motion 2: It was MOVED by Steve Lurie and SECONDED by Cynthia Abel, "That the proposed curriculum of the Bachelor of Community Mental Health reflects current knowledge in the field and meets/exceeds the current education/training and relevance to the field of study."

CARRIED

Note: the full minutes from the May 1, 2014 Program Advisory Committee meeting are located in Section 15. Optional Material.

4.3 Professional Accreditation

4.3 i) Professional Accreditation

Not applicable at this time.

4.4 Learning Outcomes

4.4 (i) Degree Level Outcomes

Mapping the program's courses to the degree level standard

The following summary table identifies the courses that map to each competency in the Board's Degree Level Standard.

Course Codes	Depth and breadth of knowledge	Conceptual methodological / research & scholarship	Communications skills	Application of knowledge	Professional capacity and autonomy	Awareness of the limits of knowledge
Baccalaureate/Bachelor Honours Standards Ontario Qualification Framework - Degree Level Outcomes						
PSYS3801	✓		✓			
SOCW1810	✓	✓	✓	✓		✓
CMHD1811	✓	✓	✓	✓	✓	
CMHD1812	✓	✓		✓	✓	✓
ENGW1801			✓			✓
PSYS1821	✓	✓		✓	✓	
CMHD1822	✓	✓		✓		
CMHD1823	✓	✓		✓		
CMHD1824	✓	✓		✓		
COMM3801			✓			
PSYS2831	✓		✓	✓		
SOCW3803	✓		✓	✓	✓	✓
CMHD2832		✓	✓	✓	✓	
EDUC2808	✓	✓	✓	✓		
SOCW3801	✓		✓			
CMHD2841	✓		✓	✓	✓	
PSYS2842	✓	✓	✓	✓		

Course Codes	Baccalaureate/Bachelor Honours Standards Ontario Qualification Framework - Degree Level Outcomes					
	Depth and breadth of knowledge	Conceptual methodological / research & scholarship	Communications skills	Application of knowledge	Professional capacity and autonomy	Awareness of the limits of knowledge
CMHD2843	✓	✓	✓	✓	✓	
CMHD2844	✓		✓	✓	✓	✓
CMHD3851	✓	✓	✓	✓	✓	✓
CMHD3852	✓	✓		✓	✓	
CMHD3853	✓	✓		✓		
CMHD3854	✓	✓	✓	✓	✓	
PSYS3861	✓		✓	✓		
CMHD3862	✓	✓		✓		
STAT3863	✓	✓	✓	✓		✓
COOP1801	✓		✓	✓	✓	✓
CMHD4871	✓	✓		✓		
CMHD4872	✓			✓	✓	✓
CMHD4873	✓	✓	✓	✓	✓	✓
RSCH4875	✓	✓	✓	✓		✓
COPT1801			✓	✓	✓	✓
CMHD4881	✓	✓		✓		✓
CMHD4882	✓		✓	✓	✓	
CMHD4883	✓	✓	✓	✓	✓	
RSCH4885	✓	✓	✓	✓	✓	✓
LSO courses	✓	✓	✓			✓

4.4 (ii) Program Level Learning Outcomes

Graduates of the proposed Bachelor of Community Mental Health will demonstrate the ability to consistently:

1. Analyze different theoretical frameworks used to explain the origins of mental health policy and practices within historical and social contexts in order to practice in a variety of settings.

2. Apply strategies of critical theory to structure and institutions for the promotion of the health and wellness of individuals and communities.

3. Implement advocacy strategies to create sustainable social change.

4. Practice methods of engagement to promote healthy populations and protect human rights.

5. Conduct research to promote community mental health and wellbeing.

6. Analyze the relationship between social determinants of health, health policy and practice in community settings to inform services (planning and delivery) provided to individuals and communities.

7. Create comprehensive documentation and records that adhere to legal, agency, professional and ethical standards.

8. Assess evidence-based practices to create interventions that support healthy populations.

9. Acknowledge the limits of knowledge in the field of community mental health through research and academic writing to broaden the scope of practice and engage in lifelong learning.

Mapping the program's courses to the program level learning outcomes

The following summary table identifies the courses that map to each program level learning outcome.

Course Codes	Program Level Learning Outcomes								
	1. Analyze different theoretical frameworks	2. Apply strategies of critical theory	3. Implement advocacy strategies	4. Practice methods of engagement	5. Conduct research	6. Analyze the relationship	7. Create comprehensive documentation	8. Assess evidence-based practices	9. Acknowledge the limits of knowledge
PSYS3801	✓							✓	
SOCW1810	✓	✓	✓			✓		✓	
CMHD1811	✓	✓							
CMHD1812	✓	✓				✓			
ENGW1801							✓		
PSYS1821	✓			✓					
CMHD1822	✓	✓				✓			
CMHD1823	✓	✓				✓			
CMHD1824	✓	✓				✓		✓	
COMM3801				✓					
PSYS2831	✓								
SOCW3803	✓			✓		✓		✓	
CMHD2832			✓	✓					
EDUC2808	✓	✓		✓		✓			
SOCW3801				✓					
CMHD2841	✓		✓	✓			✓	✓	
PSYS2842	✓	✓	✓						
CMHD2843	✓	✓		✓		✓		✓	

Course Codes	1. Analyze different theoretical frameworks	2. Apply strategies of critical theory	3. Implement advocacy strategies	4. Practice methods of engagement	5. Conduct research	6. Analyze the relationship	7. Create comprehensive documentation	8. Assess evidence-based practices	9. Acknowledge the limits of knowledge
CMHD2844	✓	✓		✓				✓	
CMHD3851	✓	✓	✓	✓		✓		✓	
CMHD3852	✓	✓					✓		
CMHD3853	✓	✓	✓	✓		✓		✓	
CMHD3854	✓			✓				✓	
PSYS3861	✓								
CMHD3862	✓	✓	✓			✓			
STAT3863	✓							✓	
COOP1801									
CMHD4871	✓	✓	✓	✓		✓		✓	✓
CMHD4872	✓	✓	✓	✓		✓		✓	✓
CMHD4873	✓		✓	✓		✓		✓	✓
RSCH4875	✓	✓	✓	✓	✓	✓	✓	✓	✓
COPT1801									
CMHD4881	✓	✓	✓			✓		✓	✓
CMHD4882			✓	✓	✓		✓		
CMHD4883	✓	✓	✓	✓	✓	✓	✓	✓	✓
RSCH4885	✓	✓	✓	✓	✓	✓	✓	✓	✓
LSO courses				✓					

Program Level Learning Outcomes

4.4 (iii) Breadth Level Learning Outcomes

The Seneca General Education Policy[3] for degree programs ensures that at least 20% of degree program hours will be in degree-level courses outside the main field of study, a minimum of three of which will be open liberal studies options (LSO).

To ensure that more than an introductory knowledge of the distinctive assumptions and modes of analysis of a discipline outside the core field of study is achieved, a minimum of two will be at the advanced level. Thus, every Seneca degree graduate will be exposed to increasingly complex theory outside their main field of study.

The liberal studies options (LSOs) will provide both breadth and depth. LSO courses are designed to fall into the major categories of culture and communications; social sciences; natural sciences and environmental studies; and Canadian studies. Some are organized around a genre or sub-discipline while others are theme-based around issues such as modern society, historic influences on society and culture, popular culture, exploration of self and civic engagement.

The curriculum in the proposed degree reflects current knowledge in the fields represented in the non-core/breadth offerings.

Mapping the program's courses to the breadth outcomes

The following summary table identifies the courses that map to each breadth outcome.

Breadth Outcomes	Courses that contribute to this outcome
1. Demonstrate critical thinking, quantitative reasoning, written and oral communication skills.	• Writing Strategies • Interpersonal Communications • Group Dynamics • Liberal Studies Options
2. Demonstrate more than introductory knowledge in the humanities, sciences, social sciences, global cultures, and/or mathematics.	• Upper level Liberal Studies Options
3. Demonstrate knowledge of society and culture, and skills relevant to civic engagement.	• Liberal Studies Options

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[3] http://www.senecac.on.ca/fulltime/GENED.html

4. Critically analyze and evaluate the distinctive assumptions and modes of analysis of a discipline outside the core field(s) of study.	• Writing Strategies • Interpersonal Communications • Group Dynamics • Liberal Studies Options

Additionally, in Seneca's Academic Plan (2012-2017), the college has made a commitment that every Seneca graduate will demonstrate competency in the Seneca Core Literacies[4]. As stated in the plan "*our graduates will be called upon to extend their knowledge and skills in new directions, think critically, analyze information, comprehend disruptive new ideas, communicate clearly, collaborate in teams, solve problems, and make sound decision*". To ensure our graduates are prepared to be leaders in their careers, communities and personal lives, we have embedded the set of Seneca Core Literacies into all Seneca programs.

The chart on the next few pages demonstrates how the program's courses address the Seneca Core Literacies.

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[4] Seneca Core Literacies can be found online at: http://www.senecacollege.ca/about/reports/academic-plan/committing-to-senecas-core-literacies.html

Bachelor of Community Mental Health

Mapping the program's courses to the Seneca Core Literacies

Course Codes	Seneca Core Literacies									
	Written Communication	Oral Communication	Quantitative Literacy	Information Literacy	Creative Thinking	Ethical Reasoning and Responsibility	Inquiry and Analysis	Critical Thinking and Problem Solving	Digital Literacy	Intercultural Knowledge and Global Perspective
PSYS3801	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SOCW1810	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CMHD1811	✓	✓		✓		✓	✓		✓	✓
CMHD1812	✓	✓		✓		✓		✓	✓	✓
ENGW1801	✓	✓		✓					✓	
PSYS1821	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CMHD1822	✓	✓	✓	✓		✓	✓	✓	✓	✓
CMHD1823	✓	✓	✓	✓		✓	✓	✓	✓	✓
CMHD1824	✓	✓	✓	✓		✓	✓	✓	✓	✓
COMM3801	✓	✓		✓	✓				✓	
PSYS2831	✓	✓	✓	✓		✓	✓	✓	✓	✓
SOCW3803	✓	✓	✓	✓		✓	✓	✓	✓	✓
CMHD2843	✓	✓		✓		✓	✓	✓	✓	✓

Course Codes	Seneca Core Literacies									
	Written Communication	Oral Communication	Quantitative Literacy	Information Literacy	Creative Thinking	Ethical Reasoning and Responsibility	Inquiry and Analysis	Critical Thinking and Problem Solving	Digital Literacy	Intercultural Knowledge and Global Perspective
CMHD3851	✓	✓		✓		✓	✓	✓	✓	✓
SOCW3801	✓	✓		✓	✓			✓	✓	✓
PSYS3861	✓	✓	✓	✓		✓	✓	✓	✓	✓
PSYS2842	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CMHD3853	✓	✓		✓		✓	✓	✓	✓	✓
CMHD2844	✓	✓		✓		✓	✓	✓	✓	✓
EDUC2808	✓	✓		✓	✓	✓		✓	✓	✓
CMHD3852	✓	✓		✓		✓	✓	✓	✓	✓
CMHD2832	✓	✓		✓		✓			✓	✓
CMHD3854	✓	✓		✓		✓			✓	✓
CMHD3862	✓	✓	✓	✓		✓	✓	✓	✓	✓
CMHD2841	✓	✓		✓		✓	✓	✓	✓	✓
STAT3863	✓	✓	✓	✓		✓	✓	✓	✓	✓
COOP1801	✓	✓		✓		✓		✓	✓	✓
CMHD4871	✓	✓		✓		✓	✓	✓	✓	✓

Course Codes	Seneca Core Literacies									
	Written Communication	Oral Communication	Quantitative Literacy	Information Literacy	Creative Thinking	Ethical Reasoning and Responsibility	Inquiry and Analysis	Critical Thinking and Problem Solving	Digital Literacy	Intercultural Knowledge and Global Perspective
CMHD4872	✓	✓		✓		✓	✓	✓	✓	✓
CMHD4873	✓	✓		✓	✓	✓	✓	✓	✓	✓
RSCH4875	✓	✓	✓	✓		✓	✓	✓	✓	✓
COPT1801	✓	✓		✓		✓		✓	✓	✓
CMHD4881	✓	✓		✓		✓	✓	✓	✓	✓
CMHD4882	✓	✓		✓	✓	✓	✓	✓	✓	✓
CMHD4883	✓	✓		✓	✓	✓	✓	✓	✓	✓
RSCH4885	✓	✓	✓	✓		✓	✓	✓	✓	✓
LSOXXX	✓	✓		✓				✓	✓	✓

4.5 Course Descriptions

4.5 (i) Core Courses

Course Code And Hours	Course Title & Course Description
	Semester 1
PSYS3801 3 hours	**Principles of Psychology** As we move through the world and interact with those around us, we all play the role of 'psychologist', trying to understand why we and others do what we do, feel what we feel, think what we think. This course is designed to introduce you to the scientific study of human behaviour and mental processes. By understanding how psychological research is conducted, by examining the evidence that has accumulated in the field, and by using critical thinking and analysis, it is hoped that the assumptions and intuitions you have gained through experience will be reexamined and reevaluated in a new and interesting light. A variety of areas within this broad and fascinating field will be examined, including learning, memory, social psychology, developmental psychology, stress and health, personality, and abnormal psychology.
SOCW1810 3 hours	**Sociology of Health** The lived experience of health can be challenging for our understanding of health and a healthy lifestyle. From a sociological perspective, health is understood as a social construction and is dependent on a myriad of factors. Both our health and illness, and the manner in which we understand these concepts, are influenced by social and environmental factors. The purpose of the course is to provide a sociological framework for understanding the social determinants of population health and the factors that shape the health and illness of Canadians.
CMHD1811 3 hours	**Diversity – Building Resilience, Health and Wellbeing** Students will be introduced to an anti-oppression model of practice related to health and everyday experiences to understand health, mental health, well-being, and resilience in a diverse context. Students will learn about the strong links between social inequality and health and have an opportunity to explore their own personal values, beliefs, and behaviours that may enhance or limit their ability to work effectively and respectfully in their communities.
CMHD1812 3 hours	**Introduction to Community Mental Health** This is an introductory course that will explore the biological and social paradigms in mental health, mental illness, and contemporary community mental health practice in Ontario. Critical health and mental health perspectives and responses as well as mental health policy, systems, and medical/psycho-social interventions will be examined. Students will be introduced to the social determinants of mental health and the relationship between mental health and oppression, with a particular focus on the relationship to race, culture, and sexual and gender identity.

Course Code And Hours	Course Title & Course Description
	Semester 2
PSYS1821 3 hours	**Health Psychology** In this course students will be introduced to the theoretical and applied perspectives in Health Psychology. The bio-psychosocial model will be discussed in order to understand causes and interventions for various health issues. This approach within health psychology asserts that health and illness are determined by multiple factors such as culture, environment, socio-economic status, biological factors, and individual behavior.
CMHD1822 3 hours	**Employment, Income Security and Healthy Populations** Focusing on the social determinants of health, students will learn how income security and insecurity, and precarious employment can impact the health and wellness of individuals, across the lifespan, and the community. Students will explore the relationship between income, income distribution, and health in Canada and will discuss how to improve the health of work and working conditions. They will explore the relationship between social identity, the labour market, income and employment security, and population health. Current policy and legislative responses and programs available to support communities and provide effective support and interventions on an individual- and community-level will also be examined to support and promote income and employment security as a means of improving and sustaining health.
CMHD1823 3 hours	**Food, Shelter and Healthy Populations** This course will focus on the social determinants of health. Students will learn about the impact of food security, living conditions and housing security on individual and community health and wellness across the lifespan. Current policy and legislative responses and programs to promote food and housing security as a means of improving and sustaining health will be discussed.
CMHD1824 3 hours	**Social Inclusion and Healthy Populations** In this course students will learn about social inclusion/exclusion and its various dimensions as a determinant of health as they explore the health of populations in Canada. Focusing on the social determinants of health, students will learn about the impact of social inclusion/exclusion on individual and community health and wellness. In this course, a priority will be placed on understanding the history of colonization in Canada and the social inclusion and health of Aboriginal Peoples living in Canada.

Course Code And Hours	Course Title & Course Description
	Semester 3
PSYS2831 3 hours	**Human Development I** In this course we will study development theories from conception through early adolescence and explore research studies about how human development progresses from the prenatal period through to puberty. The course examines the physical, cognitive, and socio-emotional aspects of human development through the lifespan with a major emphasis on normal growth and development.
SOCW3803 3 hours	**Understanding Addiction** This course examines the extent and nature of alcohol and other drug use from a bio-psycho-social perspective and suggests strategies for intervention. It offers theoretical explanations of drug use and dependence; provides a historical context for drug policy; and, explores various government initiatives to deal with issues of drug use and abuse. A wide variety of drugs will be explored including but not limited to: marijuana, cocaine, alcohol, inhalants, stimulants, CNS depressants, opiates, hallucinogens, and prescribed/over-the-counter medications. The course also addresses the following topics related to drugs and Canadian society: addiction identification approaches, pharmacological and emotional effects of drugs, models and approaches to addiction treatment, drug withdrawal, the impact of addiction on family and society, and diversity, drug use, and dependence.
CMHD2832 3 hours	**Counselling and Communication Skills** Students are introduced to the foundational skills required for effective communication and interviewing in a counseling relationship. Topics include counseling as a developmental process; the importance of self-awareness; the role of the counseling relationship in effecting change; the importance of empathy; and the appreciation of ethics, diversity and personal and professional development. The course examines the nature and process of client-centred counselling and teaches skills foundational to most models of counselling and provides practice in a supervised setting.
EDUC2808 3 hours	**Dynamics of the Family** This subject will give students the opportunity to explore several diverse theories of family dynamics. Students will gain skills in identifying the cultural and historical lens of each theory, along with the inherent assumptions of family trends. A sound knowledge of family research and theory application will give students some of the tools necessary to come closer to understanding families and to recognize their role in positive change where needed in family life.

Course Code and Hours	Course Title & Course Description
	Semester 4
CMHD2841 3 hours	**Crisis Counselling** In this course students will learn the techniques and skills to manage and deescalate a crisis situation. They will examine precipitating factors that may lead to a crisis, the pattern of the conflict cycle, and specific calming and deescalating techniques.
PSYS2842 3 hours	**Critical Community Psychology** An aim of community psychology is to draw upon the resources of the community to develop solutions to resolve or prevent problems. This course will examine various topics related to community psychology, including theories and research, prevention of early intervention, community mental health, the community practitioner as social change agent, and their applications to various settings and situations.
CMHD2843 3 hours	**Trauma: Methods and Practice in Community Mental Health** This course provides students with the knowledge to develop effective interventions with clients who have experienced trauma. In this course, students examine trauma in personal, practical and theoretical contexts, they investigate the difference between stress and trauma, and will be able to explain conditions leading to possible trauma. In addition, students will acquire a basic understanding of how trauma might affect brain development and how it may impact child and adolescent development. Throughout the course, students will be learning and practicing strategies and activities in trauma-informed practice from an anti-oppressive approach. Students will also critically reflect on managing secondary trauma, and coping with the demands of a profession that regularly deals with traumatized victims.
CMHD2844 3 hours	**Therapeutic Approaches** This course examines the basic tenets and therapeutic processes that characterize various theoretical approaches to counseling. The models are clustered according to the four major approaches in psychology: Psychodynamic; Behavioural and Cognitive-Behavioural; Humanistic; and Contextual/Systemic. Emphasis is placed on critical analysis of the various approaches as well as self-reflection in relation to values, beliefs, and assumptions about human nature and worldview.

Course Code and Hours	Course Title & Course Description
	Semester 5
CMHD3851 3 hours	**Aboriginal Perspectives on Community Mental Health** Based on indigenous knowledge, this course will build on the previous introductions to the role of colonization and its subsequent impact as a fundamental determinant of the health and illness of First Nations, Inuit and Métis. Students will learn about the various legislative legacies and political relationships that affect the health and social welfare of Aboriginal Peoples in Canada. This course will be based on the theoretical perspective of Aboriginal determinants of health and community health as determined by Aboriginal People's research and voices. Additionally this course will look at various healing and wellness practices of Aboriginal peoples both in an urban and rural setting.
CMHD3852 3 hours	**Ethics and Community Mental Health** This course will focus practitioner training on the theories and principles of ethics in health care. This course examines ethical issues arising in the delivery of health care at both the level of the practitioner-service user relationship, such as confidentiality and informed consent, and at a broader social level, for example, justice and resource allocation, new technologies, and professionalization and power. Ethical and legal issues related to the allied professions in the multidisciplinary community service sector will also be explored, such as community nursing and social work ethics.
CMHD3853 3 hours	**Social Justice and Health** It is important for individuals to exercise a range of human rights, civil and political (e.g., political participation), and social and economic (e.g., employment). Just as importantly, health is necessary for well-functioning societies. If a population does not have a decent level of health, it is very difficult to ensure economic prosperity, political participation, and collective security. This course will focus on the practice of community health and the promotion of the conditions to support individual health capacity. Building on the theory of the social determinants of health and illness, students will consider social justice issues related to health and illness. The primary focus of this course will be the Canadian context with International themes and policies.
CMHD3854 3 hours	**Health and Wellness Engagement** Students will build on their counselling skills and apply those skills to health and wellness models and approaches. Models for wellness counseling, such as the change model, behavioural learning models, and social cognitive theory, in addition to, complementary and alternative therapies, such as cognitive behavioural therapy and mindfulness-based approaches will be discussed. The course will support developing personal and family wellness plans, Wellness Recovery Action Plans (WRAP), discussion about preventative self-care and psychological wellbeing and spirituality, as an area of practice, will be explored.

Course Code and Hours	Course Title & Course Description
	Semester 6
PSYS3861 3 hours	**Human Development II** This course builds on Human Development I and continues to examine concepts and models of how human behaviour is acquired, maintained and modified. The emphasis of this course is on human development from adolescence to death. Major developmental theorists will be reviewed in this course, including Erikson, Piaget, Kohlberg, Watson, and Skinner as well as recent theories on aging and death and dying.
CMHD3862 3 hours	**Community Mental Health Policy** The course will focus on how and why health and mental health social policies are developed, presented, and implemented in the Canadian context. Current literature about community mental health and wellness and legislation that directly impacts mental health, mental illness, and wellness will be examined. Students will be introduced to current issues in the field, including access, diversity, and human rights.
STAT3863 3 hours	**Applied Statistics in Social Sciences** In this course students will learn about and apply data analysis techniques to solve conceptual and theoretical problems in the social sciences. Students will be able to use a statistical software package to conduct univariate and multivariate analysis and to provide explanations about how statistical results support or fail to support theoretical ideas.

Course Code and Hours	Course Title & Course Description
	Semester 7
CMHD4871 3 hours	**Hope, Resilience and Recovery** The practice of nurturing hope and the opportunities and conditions for recovery are critical dimensions of community mental health practice. As a philosophy of hope and resilience, this course will expose the student to recovery theory, practice, and empirical evidence. This course will highlight both the academic as well as the lived experience as evidence for recovery and resilience. The role of resilience in personal recovery as well as for community health will be the primary focus.
CMHD4872 3 hours	**Madness and Sanity: A Continuum** Experiences of mental and emotional distress can occur over a lifetime, and the experience of the extremes of mental and emotional states can be characterized as mental illness or distress. This continuum will be explored from the perspective of lived experience and knowledge. Canadian Mad Studies, based on the work of the psychiatric consumer/survivor movement, is an emerging field informing mental health policy and practice which challenges dominant understandings of "mental illness" as a lifelong, chronic and disabling medical condition. In this course, students will study the Mad movement's contributions to advancing the field of mental health, as well as the connections to other human rights movements.
CMHD4873 3 hours	**Health Promotion and Education** This course provides a critical perspective on health promotion and literacy and addresses the underlying concepts, principles, historical development, theory, and current practice. The students will be introduced to an ecological framework, with a focus on theory and practice at the individual, group, community, organization, and community levels. Students will analyze and critique the conceptual, ideological, and political issues that underlie health promotion practice.
RSCH4875 3 hours	**Research Methods** This research methods course will examine the various components of the research process including the formulation of research questions or a research hypothesis; the review of the literature; qualitative, quantitative and mixed method research designs; research ethics; data collection; analysis of data; and ethical protocol. Students will develop the elements of a research proposal based on a problem relevant to the students' professional practice.

Course Code and Hours	Course Title & Course Description
	Semester 8
CMHD4881 3 hours	**Contemporary Issues in Community Mental Health and Wellness** In this course students will explore different worldviews of health and mental health and examine alternative approaches to mental health treatment across cultures. Current and timely issues related to Community Mental Health and Wellness will be explored as they emerge locally, nationally, and internationally.
CMHD4882 3 hours	**Funding Issues and Opportunities** This course will provide students with a historical and critical understanding of funding trends that impact the community mental health sector. Students will learn about the socio-political economic trends that impact the availability of funds for community mental health organizations. This knowledge will frame students' understanding of practical key skills required to develop fundraising strategies to enhance support provided to communities. The importance of fund diversification will be explored and practiced through various fundraising methods and approaches including grants, corporate donations, individual giving, special events, and community/corporate partnership fundraising in the context of ethical practice.
CMHD4883 3 hours	**Independent Study** The purpose of the independent study is to permit students to extend beyond current course offerings and explore in detail a subject area of their choosing related to the study of community mental health. Students work closely with a faculty supervisor with relevant background to research their topic of interest, primarily through reading and writing a report on their findings. They are also required to attend some classes or workshops throughout the term and to present their reviews and/or findings.
RSCH4885 3 hours	**Research Project** Building on the proposal developed in the Applied Research Methods course, students will conduct and report on a capstone project while adhering to ethical guidelines. This course provides the students with an opportunity to become familiar with the independent research experience; to collect and evaluate data and make recommendations and conclusions on the basis of the analysis of the research findings.

4.5 (ii) Non-core Courses

Semester	Course Code and Hours	Course Title & Course Description
1	ENGW1801 3 hours	**Writing Strategies** This course focuses on critical thinking and the rhetorical elements of both persuasive and evaluative forms of writing. Students will learn to differentiate between shades of fact and opinion, objectivity and bias, and apply the techniques of sound argument for a variety of purposes. The main elements of effective communication, listening and research techniques are also examined. Techniques explored and skills developed in this course are applied throughout the four years of the program.
2	COMM3801 3 hours	**Interpersonal Communications** This subject is an introduction to the skills required to consciously and effectively relate to others. Students will be expected to demonstrate an appropriate level of competence in interpersonal communication skills and self- awareness. This course enables students to explore the impact that one's interpersonal skills and attitude has on their careers. Through self-assessments, skill building exercises and practice, participants will develop a variety of interpersonal skills such as active listening, assertive communications, stress management, negotiating skills, and conflict management.
3	SOCW3801 3 hours	**Group Dynamics** In this course, the student learns and practices group dynamics. The student is introduced to the following group elements: norms, roles, coherence and dissonance, group think, validation, types of membership, referencing, group symptoms, leadership styles. The student will practice leading and participating in groups where observation and recording skills will be stressed.

4.5 (ii) Co-op Courses

6	COOP1801 2 hours for 7 weeks	**Co-op Professional Practice** Co-op education is meant to provide learners with the opportunity to integrate academic learning with relevant work experience. It also provides the opportunity to learn more about themselves and their chosen field of study. The purpose of this course is to enable the student to make a smooth transition from the academic setting to a work environment. In this course, students will develop strategies to assist them in the job search process.
7	COPT1801 1 hour for 7 weeks	**Co-op Integration and Career Planning** The integration of classroom activities with work term experience is vital for the complete and successful learning and understanding of co-operative education work placement experiences. Structured integration and reflective learning with peers provides the opportunity to evaluate work experience into a broader context. Guest speakers from the industry will give students further employment exposure and an opportunity to network.

4.6 (ii) Course Schedule 2

Course Schedule 2 - Bachelor of Community Mental Health

Year and Semester	Course title	Total core course semester hours	Total non-core course semester hours	Course prerequisites and co-requisites	Highest qualification earned and discipline of study
YR 1 Semester 1	PSYS3801 Principles of Psychology	42			PhD, Psychology
	SOCW1810 Sociology of Health	42			MD, Medical Doctor
	CMHD1811 Diversity: Building Resilience, Health and Wellbeing	42			PhD, Adult Education and Community Development
	CMHD1812 Introduction to Community Mental Health	42			Master, Social Work
	ENGW1801 Writing Strategies		42		PhD, English Literature
Year 1 Semester 2	PSYS1821 Health Psychology	42		PSYS3801	MD, Medical Doctor
	CMHD1822 Employment, Income Security and Health Communities	42		SOCW1810	PhD, Social Work
	CMHD1823 Food, Shelter and Health Populations	42		SOCW1810	Master, Social Work
	CMHD1824 Social Inclusion and Health Populations	42		CMHD1811	PhD, Social Work

	COMM3801 Interpersonal Communication		42		PhD, Sociology
Year 2 Semester 3	PSYS2831 Human Development I	42		PSYS3801	PhD, Psychology
	SOCW3803 Understanding Addiction	42		CMHD1812	PhD, Psychology
	CMHD2832 Counselling and Communication Skills	42		CMHD1812	PhD, Social Work
	EDUC2808 Dynamics of the Family	42		PSYS3801	PhD, Psychology
	SOCW3801 Group Dynamics		42	COMM3801	PhD, History
Year 2 Semester 4	CMHD2841 Crisis Counselling	42		CMHD2832	PhD, Psychology
	PSYS2842 Critical Community Psychology	42		PSYS1821 CMHD3851	PhD, Adult Education and Community Development
	CMHD2843 Trauma: Methods and Practice	42		PSYS1821	PhD, Adult Education and Community Development
	CMHD2844 Therapeutic Approaches	42		COMM3801 CMHD2832	PhD, Psychology
	LSO XXX Liberal Studies Option		42		
Year 3 Semester 5	CMHD3851 Aboriginal Perspectives on Community Mental Health	42		PSYS2842	MA, Social Justice
	CMHD3852 Ethics and Community Mental Health	42		CMHD2843	EdD, Counselling Psychology
	CMHD3853 Social Justice and Health	42		CMHD2843 PSYS2842	MA, Social Justice

	CMHD3854 Health and Wellness Engagement	42		PSYS2842	Masters, Community Health
	LSO XXX Liberal Studies Option		42		
Year 3 Semester 6	PSYS3861 Human Development II	42		PSYS2831	PhD, Psychology
	CMHD3862 Community Mental Health Policy	42		CMHD3852	Master, Social Work
	STAT3863 Applied Statistics in Social Sciences	42			PhD, Psychology
	COOP1801 Coop Professional Practice				
	LSO XXX Liberal Studies Option		42		
Spring/ Summer	Coop Work Term				
Year 4 Semester 7	CMHD4871 Hope, Resilience and Recovery	42		CMHD3854	PhD, Social Work
	CMHD4872 Madness and Sanity: A Continuum	42		PSYS2842	PhD, Community Health
	CMHD4873 Health Promotion and Education	42		CMHD3862	PhD, Adult Education and Community Development
	RESM4801 Research Methods	42		STAT3863	PhD, Psychology
	COPT1801 Career Planning				
	LSO XXX Liberal Studies Option		42		

Year 4 Semester 8	CMHD4881 Contemporary Issues in Community Mental Health and Wellness	42		CMHD4871	PhD, Community Health
	CMHD4882 Funding Issues and Opportunities	42		CMHD4873	Master, Social Work
	CMHD4883 Independent Study	42		RSCH4875	PhD, Community Health
	RESC4802 Research Project	42		RSCH4875	PhD, Psychology
	LSO XXX Liberal Studies Option		42		
Subtotal course hours		1302	336		
Total Program Hours		1638			
Percentage of Core to Non-core		79%	21%		

4.7 Work-integrated Learning Experience

Program Structure Requirements

Year	September	January	May
	Semester 1	**Semester 2**	**Semester 3**
Year One	On-Campus Studies	On-Campus Studies	Vacation
Year Two	On-Campus Studies	On-Campus Studies	Vacation
Year Three	On-Campus Studies	On-Campus Studies	Work term*
Year Four	On-Campus Studies	On-Campus Studies	**GRADUATION**
* Full-time work term = 14 weeks of full-time equivalent work (minimum 420 hours)			

Rationale for Unpaid Work Experience

Due to the fiscal realities of the not-for-profit sector, it is expected that a large proportion of the work term positions will be unpaid positions. A reasonable comparison can be made with social work related programs where historically practicums are unpaid. More commonly, paid work term positions are offered in the private sector.

Co-operative Education Requirements

Seneca's full-time, semester-long work-integrated learning experiences are supported through the Department of Co-operative (Co-op) Education. This experience combines preparatory classroom-based education with a full-time 14-week work experience (or equivalent), which gives the student credit for this structured job experience. The work term provides an opportunity to apply theoretical knowledge and consolidate learning in an applied setting. In today's marketplace, work-integrated learning is important in helping students successfully make the school-to-work transition.

A Seneca Co-op Coordinator works closely with each student to ensure a high degree of support throughout the co-op process. The Co-operative Education program at Seneca has three major components which take place before, during, and after a work term experience.

Students are required to complete three components to complete the co-op experience for graduation from the proposed degree program:

1) COOP1801 – Co-op Professional Theories.

This course focuses on preparing students for their work-integrated learning experience.

Key topics addressed in this course include:

- Career goals and employment-related skills
- Self-assessment / Gap analysis
- Labour market research
- Developing a career portfolio
- Developing personal and professional networks
- Job search techniques
- Interview skills and strategies

Additional topics include workplace safety, professionalism, transitioning from school to work, and social media.

2) Work Term

A work-integrated learning experience is provided through a 14-week full-time (or equivalent) work term which is in a field related to the student's specific academic program. Students receive feedback on their work term experience from multiple sources, throughout the work term.

3) COPT1801 – Co-op Integration and Career Planning.

After completing the work term, students are provided with an opportunity to reflect on their work experience in this course. Students will prepare a presentation about their work experience which they will share with their Co-op Coordinator and peers.

Students may apply for Prior Learning Assessment (PLA) of COOP1801 and the Co-operative Education Work Experience (see "Policies" section of the submission for the College's policies and procedures).

Outcomes and Evaluation of Work-integrated Learning

Upon successful completion of the work-integrated learning experience (pre-work term course, the work term, and post-work term course), the student will be able to:

1. Integrate Community Mental Health theories with workplace practice.
2. Apply time management skills to meet assigned deadlines.
3. Maintain a log journal to record progress on work term learning contract.
4. Demonstrate effective interpersonal and team building skills.
5. Conduct demonstrations and presentations as required by management.
6. Conduct an informational interview with a professional in the field.
7. Appraise the structure of the organization and its established practices.
8. Demonstrate fulfillment of additional requirements identified in collaboration with the employer.

How Work Experience Puts into Practice the Program Outcomes

The purpose of the work-integrated learning experience is to enable the student to integrate the academic curriculum of the proposed Bachelor of Community Mental Health courses with actual experience in the field. The student's work term will be a partnership between the student, the agency and Seneca College. This work-integrated learning experience provides the opportunity for the student to integrate and practice the necessary knowledge and skills required as well as gain an understanding of the role, demands and rewards of the profession.

The full-time work term experience will be a valuable and central component of the proposed Bachelor of Community Mental Health program. The experience allows students to develop their clinical skills and gain essential work experience. It allows students to translate their theoretical learning from the classroom into the actual field setting. It also gives students the chance to develop an understanding of real-world expectations of employment positions, thereby honing their professionalism and interpersonal skills.

Method of Evaluating Students during Placement

The three aspects of the work-integrated learning experience are evaluated as Satisfactory or Unsatisfactory. The evaluation is, therefore, not included in the calculation of the student's Grade Point Average (GPA). The three components of the work-integrated learning experience are considered requirements for graduation, although they are not categorized as either core or non-core courses. In all cases, the evaluation of the work-integrated learning experience is discussed with, and ultimately decided on by, the academic faculty (including Program Coordinator and Chair).

- For the pre- and post-courses (COOP1801 and COPT1801, respectively) delivered by the Department of Co-op Education, evaluation of the learning outcomes and satisfactory course completion is completed by the program Co-op Coordinator, whose role includes facilitating these courses.
- The full-time work term experience (or equivalent) assessment is completed with information from three sources: Co-op Coordinator, supervising (workplace) Manager and student. Co-op Coordinators perform a midterm site-visit to assess the relationships between the employee/employer, workload, working conditions, and to provide/receive feedback and support. Upon completion of the placement, the supervising Manager is asked to complete an evaluation form. Also, students complete an end-of-term self-assessment. Based on these three evaluations, the Co-op Coordinator provides a recommendation to be discussed with academic faculty, at the end-of-semester promotion committee meetings regarding whether the student has successfully met the learning outcomes.

Summary of Anticipated Work Placements

Students in the Bachelor of Community Mental Health could potentially earn credit for this work-integrated learning experience in areas such as: mental health education and prevention services, child and family supports, child and adolescent mental health, crisis counseling, addictions and rehabilitation, crisis intervention and mental health and aging, school boards and the private sector, not to mention the plethora of community and public safety based agencies serving individuals and families in crisis. To date, five employers have indicated that they anticipate they will be able to provide a work term position for students (Record of Support included in Section 7.3).

The College currently has existing relationships with the following employers:

Employer	Industry	Potential Positions
CAMH	Mental Health Services	Variety of positions in the field including: - Addiction Counsellor - Family Counsellor - Mental Health Worker - Mental Health Promotion Assistant - Instructor Therapist - Intake Counsellor - Relief Youth Worker - Mental Health Education Support Worker - Residential Support Worker
Delisle Youth	Mental Health Services	
Hinks Dellcrest	Mental Health Services	
Hong Fook	Workplace Health	
Kinark	ASD and Developmental Disabilities	
LAMP	Family Services	
Ontario Shores	Mental Health Services	
York Support Services	Community Crisis Services	
Reena	Developmental Disabilities	
York Region School Board	Education	
York Catholic District School Board	Education	
Canadian Mental Health Association York Region	Mental Health	

The Co-op Education Department's business development team will work closely with the School of Community Services to identify opportunities where the college can expand into new areas of employment in areas related to Community Mental Health.

Support for Co-op Students

The Co-operative Education Department at Seneca College consists of 22 staff members across all campuses and provides comprehensive support to all co-op students. The Department strives to develop long-term relationships with employers to provide a steady stream of relevant work term opportunities for our students. Students are provided a wide range of supports to help them achieve success. All co-op students receive personal service from a Co-op Coordinator that includes teaching the COOP1801 and COPT1801 classes. The Coordinators are career professionals with industry connections who are available for personal mentoring with students. The Coordinator also conducts a site visit to each student on a work term. The visit allows the Coordinator to provide a high level of support to the student and employer. The Coordinator often acts as a skilled and knowledgeable mediator in workplace misunderstandings and can advocate on behalf of the student, if needed.

In addition, the Seneca Co-op Department has a business development team that plays a key role supporting the development of new work-integrated learning opportunities. The Business Developers actively generate new work term opportunities through various activities such as, creating and delivering outreach initiatives, maximizing social media, connecting with association/organizations, attending industry specific trade shows/events and calling employers directly.

4.8 Course Outlines

4.8 (i) Identification of Previously Assessed Courses

Previously Assessed Core Courses

Course Title	Consent Program	Consent granted (year)
PSYS3801 Principles of Psychology	Bachelor of Child Development	2008
EDUC2808 Family Dynamics	Bachelor of Child Development	2008
SOCW3803 Understanding Addiction	Bachelor of Therapeutic Recreation	2009

Previously Assessed Non-Core Courses

Course Title	Consent Program	Consent granted (year)
ENGW1801 Writing Strategies	Renewal of Bachelor of Commerce - Financial Services Management	2014
COMM3801 Interpersonal Communications	Bachelor of Child Development	2008
SOCW3801 Group Dynamics	Bachelor of Therapeutic Recreation	2009

Previously Assessed Liberal Studies Options

Course Title	Consent Program	Consent granted (year)
Approaches to Canadian Literature	B.A.T. – Software Development	2003
Conversational Spanish	B.A.T. – Control Systems Technology	2006
Canadian Political Economy	B.A.B. – Municipal and Corporate Administration	2006
Canadian Politics and Government	B.A.T. – Control Systems Technology	2006
Canadian Short Story	B.A.T. – Informatics & Security	2005
Canadians and Americans	B.A.T. – Informatics & Security	2005
Cities and Civilizations	B.A.B. – Human Resources Strategy and Technology	2005
Creative Writing	B.A.T. – Informatics & Security	2005

Critical Thinking I	B.A.T. – Software Development	2003
Critical Thinking II	B.A.T. – Software Development	2003
Current Issues in Canada	B.A.B. – Municipal and Corporate Administration	2006
Digital Dilemmas	B.A.T. – Informatics & Security	2005
Food For Thought	B.A.T. – Software Development	2003
Introduction to Political Science	B.A.B. – Municipal and Corporate Administration	2006
Introduction to Psychology	B.A.T. – Informatics & Security	2005
Introduction to Sociology	B.A.T. – Software Development	2003
Introduction to World Literature	B.A.T. - Flight	2003
Introduction to World Literature II	B.A.T. - Flight	2003
Introduction to French I	B.A.T. – Informatics & Security	2005
Introduction to French II	B.A.T. – Informatics & Security	2005
Introductory Spanish I	B.A.T. – Software Development	2003
Introductory Spanish II	B.A.T. – Software Development	2003
Media and the Information Age	B.A.T. – Control Systems Technology	2006
Media as Art Form	B.A.T. – Software Development	2003
Middle Eastern Societies	B.A.T. - Environmental Site Remediation	2003
Municipal Issues	B.A.B. – Municipal and Corporate Administration	2006
Physical Geography	B.A.T. – Software Development	2003
Popular Literature	B.A.T. – Software Development	2003
Principles of Psychology	B.A.T. – Control Systems Technology	2006
Science Fiction	B.A.T. – Control Systems Technology	2006
The Biology of Aging	B.A.T. – Software Development	2003
Themes in Canadian History	B.A.B. – Human Resources Strategy and Technology	2005
Urban Studies	B.A.B. – Municipal and Corporate Administration	2006

Work in Canada	B.A.T. – Software Development	2003
Economics – An Overview	B.A.B. – Municipal and Corporate Administration	2006
Modern Social and Political Thought	B.A.B. – Human Resources Strategy and Technology	2005
The Short Story	B.A.T. – Software Development	2003
Asian/North American Literature	B.A.T. – Software Development	2003
Understanding Science and Technology	B.A.T. – Software Development	2003
Canada: The Rise of the Modern Nation	B.A.B. – Municipal and Corporate Administration	2006
Canadian Autobiography	B.A.T. – Control Systems Technology	2006
Canadian Popular Music	B.A.T. – Informatics & Security	2005
Cultural Trash: Waste, Excess and Repression	B.A.T. – Control Systems Technology	2006
Globalization in the 20th Century and Beyond	B.A.T. – Control Systems Technology	2006
Movies and Meaning	B.A.T. – Control Systems Technology	2006
The Culture of Image	B.A.T. – Informatics & Security	2005
Global Politics	Bachelor of Interdisciplinary Studies	2012
The History of the United States	Bachelor of Interdisciplinary Studies	2012
How Things Work	Bachelor of Interdisciplinary Studies	2012
Introduction to Astronomy	Bachelor of Interdisciplinary Studies	2012
Introduction to Geometry	Bachelor of Interdisciplinary Studies	2012
Art, Science, and Technology: Intersections	Bachelor of Interdisciplinary Studies	2012
Contemporary Issues in Abnormal Psychology	Bachelor of Interdisciplinary Studies	2012
Narrative, Drama and the Visual Arts	Bachelor of Interdisciplinary Studies	2012
Economics of Immigration	Bachelor of Interdisciplinary Studies	2012
Women and Gender in European History	Bachelor of Interdisciplinary Studies	2012
Film and Philosophy	Bachelor of Interdisciplinary Studies	2012

Heroes and Heroines in Western Literature	Bachelor of Interdisciplinary Studies	2012
Nutrition Through the Life Span	Bachelor of Interdisciplinary Studies	2012
Scientific Revolutions	Bachelor of Interdisciplinary Studies	2012
The Global Financial Crisis: 2008-2009	Bachelor of Interdisciplinary Studies	2012
The Television Age	Bachelor of Interdisciplinary Studies	2012
Poetry	Consent Renewal for Bachelor of Software Development	2014
Social Consciousness; Equity and Social Justice	Consent Renewal for Bachelor of Software Development	2014
Social History of Modern Asia	Consent Renewal for Bachelor of Software Development	2014
Murder and Memories: Researching History	Consent Renewal for Bachelor of Software Development	2014
Utopia Fictions (Online)	Consent Renewal for Bachelor of Software Development	2014
Film, Form and Culture	Consent Renewal for Bachelor of Software Development	2014
Introduction to World Drama	Consent Renewal for Bachelor of Software Development	2014
Film and Politics	Consent Renewal for Bachelor of Software Development	2014
The Graphic Novel	Consent Renewal for Bachelor of Software Development	2014
Sociology of the Family	Consent Renewal for Bachelor of Software Development	2014
Film Wars: Warner Brothers vs MGM	Consent Renewal for Bachelor of Software Development	2014
Buy, Use, Toss: The Future of Consumption	Consent Renewal for Bachelor of Software Development	2014
Scholarly Research and Writing I	Consent Renewal for Bachelor of Child Development	Pending
Social Media and Professional Identity: The Web of Influence	Consent Renewal for Bachelor of Child Development	Pending
Cheering for the Home Team: The Contradictions of Modern Sport	Consent Renewal for Bachelor of Child Development	Pending
Gender and Sexuality in World History	Consent Renewal for Bachelor of Child Development	Pending
Introduction to Political Ideology: Theory and Practice	Consent Renewal for Bachelor of Child Development	Pending
Love: Historical and Philosophical	Consent Renewal for Bachelor of Child Development	Pending

Smart Phones, Talking Apes, and Baby Geniuses: An Introduction to Cognitive Sciences	Consent Renewal for Bachelor of Child Development	Pending
Introductory to Astronomy	Consent Renewal for Bachelor of Child Development	Pending

4.9 Bridging Course Descriptions

Bridging Course Code and Title	Calendar Course Description
CMHD3899: Advanced Studies in Community Mental Health **Bridging Semester for SSW and CYW graduates transferring to BCMH**	This course will focus on the key theoretical and analytical frameworks in the field of Community Mental Health. Students will have an opportunity to strengthen research, advanced writing, and analytical skills in the context of the analysis of key social issues in community mental health.

4.10 Bridging Course Outlines

CMHD3899: Advanced Studies in Community Mental Health **Bridging Semester**
Course/Subject Description This course will focus on the key theoretical and analytical frameworks in the field of Community Mental Health. Students will have an opportunity to strengthen research, advanced writing, and analytical skills in the context of the analysis of key social issues in community mental health.
Method of Instruction Instruction may include group discussion, guest lecturers, video tapes, individual research, lecture and/or webinars.
Content Outline by Topic • Bio-psychosocial model • Social determinants of health • Human development • Health psychology • Social Justice
Actual Contact Hours per Week 3 hours of interactive instruction per week for 14 weeks
Method(s) and Frequency of Evaluation of Student Performance Case Study Presentation 30% Exam 30% Research paper 40%
Resources to be Purchased/Provided by Students None.
Textbook Requirement Course pack.
Learning Outcomes Upon successful completion of this course, the student will be able to: 1. Describe health, wellness, and illness within the bio-psychosocial model. 2. Discuss the role of inequality and the social determinants of health on the development of community practices. 3. Explain the impact of food, shelter and employment security, and social inclusion on health, wellness, and illness. 4. Evaluate strategies for engagement that are employed in interventions and advocacy across the lifespan. 5. Analyze the impact of systems of oppression on the counselling relationship.

Faculty Qualified to Teach this Course
Laura Berk, PhD

Percent of Course Content Offered Online
50%

Faculty Qualifications Required to Teach/Supervise this Course
Relevant degree at the Masters level or a related discipline and 3-5 years relevant work experience or demonstrated expertise in the field.

Classroom requirements
☐ Regular classroom
☒ Electronic classroom

Equipment requirements
None.

4.11 Gap Analysis

It is anticipated that graduates from the Social Service Worker (SSW) Diploma and Child and Youth Care (CYW) Advanced Diploma programs may be interested in a degree completion pathway. Graduates from either program will have significant background in human development, psychology and sociology. They will also bring field work experience into the degree which will be of great benefit to their learning.

Knowledge and skill gaps will exist in the sociological and psychological theories around the social determinants of health and the specific field of Community Mental Health and Wellness.

Tables A and B below summarize the gap analyses that were completed to assess the gaps, and identify the remediation required to fill the gaps, for both the SSW and CYW pathways to the degree.

From our analysis, it was determined that in order to fill the gaps in the knowledge and skills, graduates from both programs will be required to take a bridging course entitled: **CMHD3899 Advanced Studies in Community Mental Health** which will focus on advanced application and skills in the field and will have a strong research component. In addition, graduates from the SSW Diploma will take five reach-back courses. Graduates from the CYW Advanced Diploma will take four reach-back courses. The specific reach-back courses are shown in the colour coded program maps shown after each gap analysis chart.

Upon successful completion of the bridging semester, students will be admitted into **Semester 5** of the Bachelor of Community Mental Health program.

A) Gap Analysis – Child and Youth Care (CYW) Advanced Diploma to Bachelor of Community Mental Health

Program Standards for Child and Youth Care Program can be found at:
http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/humserv/echildyt.html

BCMH Degree Program Level Learning Outcomes	Child and Youth Care Advanced Diploma Vocational Outcomes	Gap in Knowledge and Skills	Remediation of Gap
1. Analyze different theoretical frameworks used to explain the origins of mental health policy and practices within historical and social contexts in order to practice in a variety of settings.	2. Assess and respond to the strengths and needs of children and youth, including complex responses impacted by developmental, environmental, physical, emotional, social and mental health challenges in order to promote positive change.	A gap in a social structural analysis and framework to address health inequities.	SOCW1810 CMHD3899
2. Apply strategies of critical theory to structure and institutions for the promotion of the health and wellness of individuals and communities.	2. Assess and respond to the strengths and needs of children and youth, including complex responses impacted by developmental, environmental, physical, emotional, social and mental health challenges in order to promote positive change. 5. Advocate for the rights of children, youth and their families and maintain an anti-oppression perspective and cultural competence in diverse cultural contexts.	A gap in a critical analytical framework for assessing health inequities across the lifespan.	SOCW1810

3. Implement advocacy strategies to create sustainable social change.	3. Analyze and evaluate the impact of the inter-relationship among family, social service, justice and community systems on children, youth and their families and use this information in the planning of holistic care and in the reduction of systemic barriers. 5. Advocate for the rights of children, youth and their families and maintain an anti-oppression perspective and cultural competence in diverse cultural contexts.	CYW is more focused on analysis, there is a gap in developing solutions to support a community practitioner as social change agent.	CMHD3899 PSYS2842
4. Practice methods of engagement to promote healthy populations and protect human rights.	1. Develop and maintain relationships with children, youth and their families applying principles of relational practice and respecting their unique life space, cultural and human diversity. 2. Assess and respond to the strengths and needs of children and youth, including complex responses impacted by developmental, environmental, physical, emotional, social and mental health challenges in order to promote positive change. 6. Apply communication, teamwork and organizational skills within the interprofessional team and with community partners to enhance	A gap in a reflective practice to understand the impact of trauma in the assessment and practice of community engagement.	CMHD2843

	the quality of service in child and youth care practice.		
5. Conduct research to promote community mental health and wellbeing.	Addressed in year 4 of the program.		
6. Analyze the relationship between social determinants of health, health policy and practice in community settings to inform services (planning and delivery) provided to individuals and communities.	3. Analyze and evaluate the impact of the inter-relationship among family, social service, justice and community systems on children, youth and their families and use this information in the planning of holistic care and in the reduction of systemic barriers.	A gap in the analytical model to emphasize a social structural approach to health inequities and the practice in community settings specific to addiction.	SOCW1810 SOCW3803 CMHD3899
7. Create comprehensive documentation and records that adhere to legal, agency, professional and ethical standards.	6. Apply communication, teamwork and organizational skills within the interprofessional team and with community partners to enhance the quality of service in child and youth care practice.	A gap in exposure to the documentation and recording to meet professional and ethical standards.	CMHD3899
8. Assess evidence–based practices to create interventions that support healthy populations.	4. Plan, implement and evaluate interventions using evidence-informed practices in the areas of therapeutic milieu and programming, and group work to promote resiliency and to enhance development in children, youth and their families.	Adequately covered in diploma.	SOCW3803 CMHD3899

9. Acknowledge the limits of knowledge in the field of community mental health through research and academic writing to broaden the scope of practice and engage in lifelong learning.	8. Use evidence-based research, professional development resources and supervision models to support professional growth and lifelong learning.	Adequately covered in diploma.	

The remediation for the gaps identified for graduates from the Child and Youth Care advanced diploma will be bridged during the term prior to a student's entry into the BCMH program. **CMHD3899 Advanced Studies in Community Mental Health** and four reach-back courses will be offered in the summer term, to allow students to stream into Semester 5 in a fall term. This summer offering of the four reach-back courses also introduces some flexibility for students who need to complete these courses, which are normally offered in Semesters 1 through 4.

Bachelor of Community Mental Health Program Map – CYW Bridging

Entry Point for CYW Graduates

SEMESTER 1 Fall/Winter	SEMESTER 2 Winter/Summer	SEMESTER 3 Fall	SEMESTER 4 Winter	SEMESTER 5 Fall
PSYS3801 Principles of Psychology (3 Hours)	PSYS1821 Health Psychology (3 Hours)	PSYS2831 Human Development I (3 hours)	CMHD2841 Crisis Counselling (3 hours)	CMHD3851 Aboriginal Perspectives on Community Mental Health (3 hours)
SOCW1810 Sociology of Health (3 Hours)	CMHD1822 Employment, Security and Healthy Populations (3 hours)	SOCW3803 Understanding Addiction (3 hours)	PSYS2842 Critical Community Psychology (3 hours)	CMHD3852 Ethics and Community Mental Health (3 hours)
CMHD1811 Diversity – Building Resilience, Health and Wellbeing (3 hours)	CMHD1823 Food, Shelter and Healthy Populations (3 hours)	CMHD2832 Counselling and Communication Skills (3 hours)	CMHD2843 Trauma: Methods and Practice in Community Mental Health (3 hours)	CMHD3853 Social Justice and Health (3 hours)
CMHD1812 Introduction to Community Mental Health (3 hours)	CMHD1824 Social Inclusion and Healthy Populations (3 hours)	EDUC2808 Dynamics of the Family (3 hours)	CMHD2844 Therapeutic Approaches (3 Hours)	CMHD3854 Health and Wellness Engagement (3 Hours)
ENGW1801 Writing Strategies (3 hours)	COMM3801 Interpersonal Communications (3 hours)	SOCW3801 Group Dynamics (3 hours)	LSO XXX Liberal Studies Option (3 hours)	LSO XXX Liberal Studies Option (3 Hours)

block transfer credit   reach-back course

B) Gap Analysis – Social Service Worker (SSW) Diploma Program to Bachelor of Community Mental Health

Program Standards for Social Service Worker can be found at:
http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/humserv/soc-serv.html

Degree Program outcomes	Social Service Worker Diploma Vocational Outcomes	Gap in Knowledge and Skills	Remediation of Gap
1. Analyze different theoretical frameworks used to explain the origins of mental health policy and practices within historical and social contexts in order to practice in a variety of settings.	4. Identify current social policy, relevant legislation, and political, social, and/or economic systems and their impacts on service delivery.	A gap in a social structural analysis as it applies to practicing in a variety of settings.	SOCW1810 CMHD2844 CMHD3899
2. Apply strategies of critical theory to structure and institutions for the promotion of the health and wellness of individuals and communities.	3. Recognize diverse needs and experiences of individuals, groups, families, and communities to promote accessible and responsive programs and services. 4. Identify current social policy, relevant legislation, and political, social, and/or economic systems and their impacts on service delivery. 5. Advocate for appropriate access to resources to assist individuals, families, groups, and communities. 9. Work in communities to advocate for change strategies that promote social and economic justice and challenge patterns of oppression and discrimination.	A gap in the application of the recognition of diverse needs, identifying current policy and legislation in designing strategies to support counselling under a variety of conditions and settings.	PSYS2842 CMHD2844 CMHD2843

3. Implement advocacy strategies to create sustainable social change.	5. Advocate for appropriate access to resources to assist individuals, families, groups, and communities. 9. Work in communities to advocate for change strategies that promote social and economic justice and challenge patterns of oppression and discrimination.	A gap in the development of advocacy strategies that align a social structural framework in a variety of settings.	SOCW1810 CMHD2841
4. Practice methods of engagement to promote healthy populations and protect human rights.	5. Advocate for appropriate access to resources to assist individuals, families, groups, and communities. 8. Integrate social group work and group facilitation skills across a wide range of environments, supporting growth and development of individuals, families, and communities. 9. Work in communities to advocate for change strategies that promote social and economic justice and challenge patterns of oppression and discrimination.	A gap in the experiential learning that situates the dynamic counselling environment.	CMHD2841 CMHD2843 CMHD2844
5. Conduct research to promote community mental health and wellbeing.	Addressed in year 4 of the program.		
6. Analyze the relationship between social determinants of health, health policy and practice in community settings to inform services (planning and delivery)	4. Identify current social policy, relevant legislation, and political, social, and/or economic systems and their impacts on service delivery.	A gap in the reflective practice of an analysis of the socio-political conditions of health inequities.	CMHD3899

provided to individuals and communities.			
7. Create comprehensive documentation and records that adhere to legal, agency, professional and ethical standards	4. Identify current social policy, relevant legislation, and political, social, and/or economic systems and their impacts on service delivery. 7. Develop strategies and plans that lead to the promotion of self-care, improved job performance, and enhanced work relationships.	A gap in exposure to the documentation and recording practices that meet professional and ethical standards.	CMHD2841 CMHD3899
8. Assess evidence–based practices to create interventions that support healthy populations.	2. Identify strengths, resources, and challenges of individuals, families, groups, and communities to assist them in achieving their goals. 3. Recognize diverse needs and experiences of individuals, groups, families, and communities to promote accessible and responsive programs and services.	A gap in an analysis and evaluation of evidence-based practices to support designing strategies to support a variety of communities.	CMHD2841 CMHD2844 CMHD3899
9. Acknowledge the limits of knowledge in the field of community mental health through research and academic writing to broaden the scope of practice and engage in lifelong learning.	7. Develop strategies and plans that lead to the promotion of self-care, improved job performance, and enhanced work relationships.	Adequately covered in diploma.	

The remediation for the gaps identified for graduates from the Social Service Worker diploma will be bridged during the term prior to a student's entry into the BCMH program. **CMHD3899 Advanced Studies in Community Mental Health** and five reach-back courses will be offered in the summer term, to allow students to stream into Semester 5 in a fall term. This summer offering of the five reach-back courses also introduces some flexibility for students who need to complete these courses, which are normally offered in Semesters 1 through 4. Transfer students may also be given block transfer for the courses shaded in green below (if they select specific electives in the SSW program which cover the same topics).

Bachelor of Community Mental Health Program Map – SSW Bridging

Entry Point for SSW Graduates

SEMESTER 1 Fall/Winter	SEMESTER 2 Winter/Summer	SEMESTER 3 Fall	SEMESTER 4 Winter	SEMESTER 5 Fall
PSYS3801 Principles of Psychology (3 Hours)	PSYS1821 Health Psychology (3 Hours)	PSYS2831 Human Development I (3 hours)	CMHD2841 Crisis Counselling (3 hours)	CMHD3851 Aboriginal Perspectives on Community Mental Health (3 hours)
SOCW1810 Sociology of Health (3 Hours)	CMHD1822 Employment, Security and Healthy Populations (3 hours)	SOCW3803 Understanding Addiction (3 hours)	PSYS2842 Critical Community Psychology (3 hours)	CMHD3852 Ethics and Community Mental Health (3 hours)
CMHD1811 Diversity – Building Resilience, Health and Wellbeing (3 hours)	CMHD1823 Food, Shelter and Healthy Populations (3 hours)	CMHD2832 Counselling and Communication Skills (3 hours)	CMHD2843 Trauma: Methods and Practice in Community Mental Health (3 hours)	CMHD3853 Social Justice and Health (3 hours)
CMHD1812 Introduction to Community Mental Health (3 hours)	CMHD1824 Social Inclusion and Healthy Populations (3 hours)	EDUC2808 Dynamics of the Family (3 hours)	CMHD2844 Therapeutic Approaches (3 Hours)	CMHD3854 Health and Wellness Engagement (3 Hours)
ENGW1801 Writing Strategies (3 hours)	COMM3801 Interpersonal Communications (3 hours)	SOCW3801 Group Dynamics (3 hours)	LSO XXX Liberal Studies Option (3 hours)	LSO XXX Liberal Studies Option (3 Hours)

	block transfer credit		reach-back course		block transfer credit provided specific elective is taken in diploma

Seneca

Section 5: Program Delivery

Section 5: Program Delivery

The following section includes:

5.1 Introduction

The Bachelor of Community Mental Health is designed to be delivered with a variety of teaching methods that will engage the student in applied learning. This will include lecture, interactive learning, group projects, guest speakers, role play, student presentations, online learning, research activities and more.

As a bachelor's degree program in an applied area of study, each course is delivered in a manner to enable the student to achieve the learning outcomes. At a minimum, the delivery includes professor-led discussion, student-driven study, and activity-based learning, which together enable the student to apply the concepts, knowledge, and techniques learned through discussion and study. As a result, there is an abundance of learning that is guided, hands-on, and then evaluated by the faculty.

All courses are one semester in length, which is fourteen (14) weeks, usually meeting three (3) hours per week. The discipline's material adapts well to this timeframe, because it provides a suitable amount of time to learn and apply the material, and demonstrate competence with a completion milestone (typically an exam or major assignment).

5.2 Quality assurance of delivery

Seneca conducts sustained, evidence-based and participatory inquiry to ensure that courses and programs (whether delivered using traditional, web facilitated, blended, hybrid, or online methods) are achieving the intended learning outcomes.

Curriculum design and delivery are assessed throughout the program life cycle, with more in-depth analysis taking place during:

a) the program proposal process (prior to approval);
b) formative reviews (every second year); and
c) summative reviews (every five to seven years).

A number of college committees and councils are involved in program approvals and quality assurance measures. The table below outlines the various committees and their role in ensuring quality measures and outcomes are met.

Seneca Quality Assurance Measures and Outcomes

Quality Measure	Participants/Purpose/Outcomes	Frequency
Institutional/Program Committees		
Program Advisory Committee (PAC)	Industry and external professionals in the specific field, selected to advise the college regarding industry trends, desired program changes to maintain currency, graduate skills and knowledge required in the industry, and employment opportunities.	Typically twice per year
Academic Planning and Student Affairs (APSA) sub-committee of the	Sub-committee of the Board of Governors, responsible for discussion and recommendations to ensure the academic health of the College and the quality of the programs and services it offers.	5-7 meetings per year

Board of Governors	Degree activity and highlights are reported to APSA and the Board.	
Academic Council	Council of representative faculty, chairs and deans to review and recommend changes to academic policy. Revisions to academic degree policies are endorsed by Academic Council for approval by the Vice President Academic. Advisory to the Office of the Vice President, Academic.	8-9 meetings per year
Degree Council	Standing committee of Academic Council responsible for creation, review and recommendations for degree related academic policies, share best practices, and marketing of degrees.	4-5 meetings per year
Promotion Committee	Program faculty and chair meetings held to review individual student achievement and mastery of learning outcomes.	At end of every semester
Program-specific Reviews		
Formative program review	Chair provides a high-level review of program data including: applications, enrolment, retention, co-op placement rates, KPI surveys and course assessment surveys.	Biennial
Summative program review	Program review team conducts an in-depth analysis of cumulative quantitative and qualitative data aligned with the formative review process, including Program Context, Infrastructure, Curriculum and Effectiveness to inform recommendations for program changes. Recommended Action Plan is presented by Chair and Dean to Vice President, Academic.	Every 5-7 years
External program evaluation committee (EPEC) site visit	External team of academic peers reviews Self-Study/Summative Review and conducts a site visit during which members of the external committee meet with faculty members, students, employers and administrators to gather information with the purpose of assessing the program.	Every 5-7 years – aligned with summative program review and consent renewal cycle.
PEQAB site visit	Quality Assessment Panel, selected by PEQAB, review Degree Consent Renewal materials and meet with faculty members, students, employers and administrators to assess program alignment with Board standards.	Every 5-7 years as required for consent renewal.

Contained in the "Policies" section of this submission is the College's policy on Quality Assurance, which describes the College's commitment to regular academic program review and the College's capacity to provide college-wide infrastructure and student support services such as libraries, learning centres, computer labs, appropriately equipped classrooms, student services and student work space.

5.3 Support for Teaching and Learning/Faculty Development

The Centre for Academic Quality (CAQ, formerly known as CAE) was envisioned in June 2010 and announced to the Seneca community in December 2010. The mandate of the Centre is to provide vision, leadership and support to further the College's quality and innovation mission relative to teaching and learning. The focus is on program development, program review, degree development and renewal, instructional design, innovative curriculum, e-learning and faculty support in educational technologies and pedagogy.

The Centre's goals are to provide faculty and academic leaders with access to expertise in exemplary teaching practice, program development and review and e-learning to enrich student experience at Seneca. The Centre provides opportunities for exploration, collaboration and innovation in teaching strategies and to support and celebrate excellence in teaching. In collaboration with the Office of Leadership and Employee Development, the Office of Institutional Research, Information Technology Services and the Academic Faculties and Schools, the CAQ will assist faculty to engage their students through active learning.

CAQ draws on the expertise of the Office of Leadership and Employee Development for registration and tracking of faculty development and joint programming ventures to support faculty and academic leaders.

Under the leadership of the Vice President, Academic, the CAQ is comprised of the following units:

- Program Quality Unit – Program Planning and Development, Program Review, Degree Planning and Development and Quality Assurance Initiatives;
- Teaching and Learning Unit – Faculty Development, eLearning, New Technologies in Teaching and Learning, curriculum development, course design and strategic academic projects.

CAQ staff include full time and seconded faculty, full time administrators, and temporary staff (including co-op students). Visiting faculty lend their expertise to project teams as required.

In addition to driving quality assurance relative to academic programs, Centre staff engage in applied research to inform decisions related to curriculum and pedagogy.

5.4 Student Feedback

Student feedback collected through an online survey that is distributed during the Fall and Winter semesters for all classes. Students in classes taught by part-time instructors during the Spring semester also receive an opportunity to provide feedback.

See "Policies" section of the submission for the College's policies on student feedback.

5.5 Online Delivery

All Seneca faculty are encouraged to have an on-line presence for their courses, through the Blackboard Course Management System. The creation of academic community among students and between students and faculty is achieved through synchronous and asynchronous discussion tools which promote enhanced discussion. BlackBoard provides tools that allow for the sub-groupings of learners, who have their own online space for small group learning activities and group project collaboration. The collaboration tools used for live "chat" help to build community and extend learning. Synchronous conferencing provides access for a wide range of learners to interact and build community. E-mail provides a means for enhanced and timely feedback. Course Management Systems localize and organize course material creating a virtual learning environment. Learners are able to share ideas through listservs, newsgroups, e-mail and document exchange.

See "Policies" section of the submission for the College's policies on online delivery.

Seneca

Section 6: Capacity to Deliver

Section 6: Capacity to Deliver

The following section includes:

6.1 Introduction

The College's Quality Assurance Policy ensures the "…College's capacity to deliver college-wide services, such as: infrastructure and supporting services such as libraries, learning centers, computer labs, appropriately equipped classrooms, cafeterias, student services and student work areas, human resources policies and practices, donor accountabilities and stewardship, financial practices, marketing, and institutional communications."

The proposed Bachelor of Community Mental Health will be delivered at Seneca's King Campus. This campus houses the Faculty of Applied Arts and Health Science. On the 282 hectares, there is a 233-bed residence, bookstore, library, learning centre, cafeteria, 24-hour security and an athletic and recreation center. The Campus Bus Service provides transportation for students and employees between King, Markham, Newnham and Seneca@York campuses weekdays during the fall and winter semesters.

By 2018, a much-anticipated expansion and modernization project is expected to be complete at Seneca's King campus, creating new and expanded opportunities for exceptional programming to more students.

The Seneca College King Campus is home to approximately 3,500 full-time students. Phase One of the expansion will create space for an additional 1,450 students, while enhancing the quality of student learning and campus life. When this project is complete, the King Campus location will provide teaching and learning opportunities for approximately 5,000 full-time students.

The King Campus Phase One expansion project includes a new academic facility, a new student centre, and renovations to existing facilities. The expansion will allow the College to run more programs at King with cross-disciplinary components, marrying health and community studies with business, for example.

The proposed degree will add to the suite of programs at King Campus which include three degrees, Bachelor of Child Development, Bachelor of Therapeutic Recreation, and the Collaborative Bachelor of Science in Nursing with York University/Seneca College as well as 21 certificate and diploma programs.

Seneca has been building its capacity to deliver degrees over the last decade. Systems, policies and procedures are in place for the ongoing development, delivery and review of the following 12 degrees:

- Bachelor of Aviation Technology
- Bachelor of Child Development (King campus)
- Bachelor of Commerce - Business Management
- Bachelor of Commerce - Financial Services Management
- Bachelor of Commerce - Human Resources Strategy and Technology
- Bachelor of Commerce - International Accounting and Finance
- Bachelor of Commerce - International Business Management
- Bachelor of Interdisciplinary Studies
- Bachelor of Technology (Informatics and Security)
- Bachelor of Technology (Software Development)
- Bachelor of Therapeutic Recreation (King campus)
- Collaborative Bachelor of Science of Nursing (BScN) Degree with York University / Seneca College King campus)

The following sections (6.2, 6.3, 6.4 and 6.5) provide further evidence of the college's capacity to deliver the proposed program.

6.2 Learning and Physical Resources

<table>
<tr>
<th colspan="4">Bachelor of Community Mental Health</th>
</tr>
<tr>
<th></th>
<th>Number of print holdings</th>
<th>Number of electronic holdings</th>
<th>Number of media holdings</th>
</tr>
<tr>
<td>Seneca Libraries resources <u>relevant</u> to the field of study</td>
<td>Books:
• All Campuses: 9746[1]
• King Campus: 3085
Periodicals:
• All Campuses: 4
• King Campus: 4</td>
<td>Research Databases[3]:
• Primary: 19
• Secondary: 7
E-Books:
• All Campuses: 18200[2]</td>
<td>Audio-Visual DVDs:
• All Campuses: 769[4]
• King Campus: 267
Audio-Visual streamed films:
All campuses: figure not available.</td>
</tr>
<tr>
<td>Other Library Resources and Services</td>
<td>• CAAT Interlibrary Loan Agreement with 24 Ontario Community Colleges
• Universities Interlibrary Loan Agreements

Reference Service
• In-Person & Telephone
• Research Consultations: one-on-one research appointments with subject librarians</td>
<td>Reference Service
• Electronic: Seneca Libraries offer both email and live chat reference services during peak hours, as well as 24/7 access to 'Ask Us' – a searchable online FAQ knowledge base for students.
• Online Tutorials: 25</td>
<td>• Video streamed films: 32 785</td>
</tr>
<tr>
<td colspan="4">[1] The above figures <u>do not include</u> resources available to support the Liberal Studies options. Liberal Studies would have access to the entire collection of over 84 050 print volumes, of which 18 104 are at King.
[2] The above figures <u>do not include</u> resources available to support the Liberal Studies options. Liberal Studies would have access to the entire collection of over 208 462 eBook titles.
[3] Seneca Libraries' eJournal collection includes approximately 78 329 titles.
[4] Seneca Libraries' DVD collection includes approximately 4928 titles.</td>
</tr>
</table>

Program Specific Databases: Primary		
Academic OneFile	Academic Search Premier	Canadian NewsStand
Canadian Periodical Index (C.P.I.Q.)	CBCA Current Events	CINAHL with Fulltext
Diversity Studies Collection	Health Source Consumer Education Edition	Health & Wellness Resource
JSTOR	Lexis-Nexis Academic Universe	Medline
ProQuest Nursing & Allied Health	Psychology eCollection	Sage Journals
ScienceDirect	Sociology with Fulltext	Wiley Online Library
Uptodate		
Program Specific Databases: Secondary		
Canada in Context	Canadian Points of View	Canadian Reference Centre
Career Cruising	Opposing Viewpoints	Vocation and Careers eCollection
Vocational Studies Complete		
Online Tutorials	**Online Training Videos**	

Online Tutorials	Online Training Videos	
• Research Success Tutorials • Academic Honesty Plagiarism Tutorial • APA & MLA Citation Style Tutorials	**Creating Videos:** • Scripting • Creating Animated PowerPoint Videos • Filming Live Action • Screencasting • Editing **Presentations, Pitches and Storytelling:** Storytelling **Copyright:** • Copyright in "Mashups"	**Research, Citation and Searching:** • Why Research? • Choosing Your Keywords • Searching for Articles Using Library Search • Introduction to the Library Catalogue • Introduction to Searching Individual Databases • Finding Literary Criticism • Finding Articles on Current Issues • Popular vs Scholarly Sources • Evaluating Websites • Integrating Research Into Your Paper • Why Cite? • Identifying Citation Information for an APA Reference • Identifying Citation Information for an MLA Citation • Building a Works Cited List Using MLA

Additional Information for Library Support

Information Literacy

The Library is committed to providing users with the skills necessary to access, evaluate and use ethically the information they need to complete their studies and be successful in their chosen career. To provide users with these skills, Seneca Libraries initiated an Information Literacy Mapping Plan to coordinate library instruction throughout all Seneca degree programs across all campuses. This means that library staff, in conjunction with degree program coordinators, plan a scaffolded sequence of instructional classes, workshops, and online tutorials that occur throughout the degree program. As part of this initiative, students in the Bachelor of Community Mental Health program can expect to receive multiple topical and assignment directed in-class research sessions including support for their final applied research project. In addition, they will have access to a range of online tools, tutorials and research resources.

Library Facilities

Seneca Libraries have four campus locations (King, Markham, Newnham and Seneca@York). Each library facility has a variety of student spaces, including individual study carrels, group study areas, bookable study rooms, group media pods, desktop computers and leisure reading areas. All library locations are open Monday to Friday with two of the main campus locations remaining open 9-5 on Saturday and Sunday. During exam periods, Seneca Libraries offer an extended hours 24/7 Study Hall for all students. Our Library Service desks also offer research and borrowing assistance to students in-person, while our AskUS and AskON services reach students virtually.

Subject Guides

The Library is committed to supporting degree programs by ensuring that registered students have adequate, relevant and current resources easily available to them. Students are directed to available resources through a comprehensive "Subject Guide" page on the Seneca Libraries website. These resources may include databases, magazines, journals, newspapers, print sources, audio-visual materials, RRS feeds and other valued and reviewed sites on the Internet related to Community Mental Health.

Currently, there are five Subject Guide pages to support students enrolled in this degree program.

http://seneca.libguides.com/psychology

http://seneca.libguides.com/sociology

http://seneca.libguides.com/behaviouralsciences

http://seneca.libguides.com/socialworker

http://seneca.libguides.com/nursing

b. On- and Off-Site Computer Resources and Web Access

Year	Highest Number of Students (in an academic year)	Number of Computers Available to Students in Proposed Program	Number of Computers with Internet Access Available to Students in Proposed Program	Location of Computers	
				On Site	Other (specify)
2016/2017	38	232	232	King	
2017/2018	89	232	232	King	
2018/2019	134	312	312	King	
2019/2020	183	312	312	King	

The computers at all campuses are on a four year renewal cycle.

Student Help Desk services are available in Computer Labs, Computing Commons, Library, and Student Services.

By phone: (416) 491-5050

By e-mail: servicedesk@senecac.on.ca

In Person: The Service Desks are located at 4 main Seneca campuses. The Service Desk hours of operation at King campus are:

Monday to Friday 7:30 a.m. - 7:30 p.m.

Saturday Closed

Saturday Closed

c. Classroom Space and Seating Capacity

Year	Highest Number of Students (in an academic year)	Average (~40 seats)	Large (40-60)	Extra Large (>70)	Location	
					On Site	Other (specify)
2016/2017	38	26	13	4	King	
2017/2018	89	26	13	4	King	
2018/2019	134	29	19	10	King	
2019/2020	183	29	19	10	King	

d. Specialized Equipment, Workstations, and Laboratory Space

In the planned King campus build five "Active" classrooms will be added to the campus. The Academic IT policy (included in the Policies document in Section 16) outlines the specifications for active classrooms.

6.3 Resource Renewal and Upgrading

6.3 i) Library

Collections Funding

Seneca Libraries' utilizes an on-going and comprehensive plan for curriculum driven library collection development. Long term "collection profiles" are used to develop up-to-date, relevant and faculty supported collections. The number of items collected or made available is proportionate to the number of students in the program as well as the average cost of materials and is based on known usage of the collection. The College has committed to funding of approximately $1,220,000 annually in support of the development and renewal of print and electronic learning resources in all subject areas.

6.3 ii) Seneca's Academic IT Plan (2012-2015)

The goal of Seneca's 2012-2105 Academic IT Plan was to move Seneca to a fully student-centred learning community by 2015/2016 where technology (including mobile technology) is a major feature of the learning environment. In order to accomplish this goal, an awareness of technology trends related to education was necessary.

The guiding principles of the plan include:

1. To develop an overarching strategy to support the eLearning plan which will focus on Academic IT in the future: mobile computing, social networking and blended learning as well as providing students with activity based, problem based and experiential based approaches.

2. To allocate resources to support needs based on new program development and applied research needs.

3. To provide accountability & flexibility for greater transparency to stakeholders and will enable more strategic spending through regular reporting to allow adjustments to be made as needs identify.

4. To provide support for innovation in new learning environments and the professional development to support its rollout.

5. Ensure that the Academic IT Plan exists to support the academic process and is an investment to support teaching and learning.

See "Policies" section of the submission for the College's policies and procedures for the complete Academic IT Plan (2012-2015).

6.3 iii) Campus Expansion

Infrastructure Ontario (IO) and Seneca College have shortlisted three teams to design, build and finance the Seneca College King Campus phase one expansion project in King City. The shortlisted teams, each of which includes a developer/builder, designer and a financial advisor, were invited to respond to a request for proposals in late 2014.

In less than three years, a much-anticipated expansion and modernization project is expected to be complete at Seneca's King campus, creating new and expanded opportunities for exceptional programming to more students.

The Seneca College King Campus is home to approximately 3,500 full-time students. Phase one of the expansion will create space for an additional 1,450 students, while enhancing the quality of student learning and campus life. When this project is complete, the King Campus location will provide teaching and learning opportunities for approximately 5,000 full-time students.

The King Campus phase one expansion project includes:

• A new academic facility to accommodate approximately 25 new classrooms, computer labs, specialty labs for training health-care practitioners, a library, learning commons, and student study space.

• A new student centre, which will include a multi-purpose athletic and recreation space featuring a gymnasium, fitness centre, informal study areas and event spaces, partially funded by the Seneca Student Federation and the Student Athletic Association.

• Minor renovation to Garriock Hall — the main academic facility — and to existing site services.

Seneca's expansion plans for King campus

The expansion will allow the College to run more programs at King with cross-disciplinary components, marrying health and community studies with business, for example.

All construction will take place within a strictly-defined footprint to safeguard the College's privileged setting on the Oak Ridges Moraine. Seneca has been careful to ensure sustainability on campus. The new build provides an opportunity to modernize and do more. It is expected to include a very green building, including efficient use of water and other resources. King Campus is located in one of the fastest growing regions in the country, more than one million people already live within a half hour drive of the college. The community need for postsecondary education in the area is increasing as is the need for the skills of graduates of the King programs. With the support of the Ontario government, the community and the students, Seneca will be ready to respond.

Honourable Reza Moridi, Minister of Training, Colleges and Universities
"The demand for innovative programs and additional student services at Seneca College's King Campus is growing. This expansion will help meet our government's commitment to ensuring access to a quality postsecondary education here in Ontario."

Honourable Brad Duguid, Minister of Economic Development, Employment and Infrastructure
"The Seneca College King Campus expansion demonstrates our government's commitment to long-term investment in infrastructure, which is part of Ontario's economic plan to strengthen our education system. The state-of-the-art facilities at Seneca will ensure that students continue to have access to high-quality postsecondary education."

6.4 Support Services

Seneca's size and diversity means that students have an unparalleled selection of services and resources to support them in their chosen field of study.

Support Service	Brief Description of Service
Academic Advising	Academic advisement is routinely provided by co-ordinators and advising staff in each school. In addition, the Library/Learning Commons provides both academic and technical services and resources at each of the campuses. The academic support includes one-on-one tutoring, skills development workshops, computer help desks, and special needs services. The information and technical resources include microcomputer stations, e-mail access, books, magazines and periodicals, audio-visual materials and equipment, online reference service, and online access to research databases.
Career Counselling	Career Services are responsive to student needs by providing co-operative education opportunities, career and vocational counselling, and job placement advice and resources.
Personal Counselling	Personal, Academic and Vocational counselling is provided by Counselling and Accessibility Services. Personal concerns, relationship and gender issues as well as support in clarifying interests, aptitudes, needs and values as one makes vocational and academic decisions are addressed by professional counsellors. Psycho educational and vocational assessments are also provided. Counselling and special needs services are available and how to access these are articulated on the unit's website (http://www.senecacollege.ca/students/counselling/)
Placement/Career Services	Assistance is provided to students through classes, workshops, special events, resources and individual consultation. Student advisement includes clarification of interests and skills, job search strategies, resume and interview preparation. Students can access resources in the Career Centre at each campus or online through the Career Services website - http://careerservices.senecac.on.ca/ Career Link (https://www.senecacareerlink.com/) is Seneca's exclusive job posting website, providing students and recent grads access to on-campus, part-time, summer and full-time job openings.

Services for Students with Disabilities	Students with disabilities are accommodated through a variety of services and resources provided by the Counselling and Accessibility Services Department at Seneca.
Tutoring	The Learning Centres provide tutoring to all Seneca students. Faculty provide the academic leadership and direction that have made the Learning Centres key resources that enhance student success and retention. The Centres offer both one-on-one and small group tutoring in Math, English and specific subject areas. The Centres also offer workshops and individual sessions in Time Management, Study Skills, and Oral Fluency. Although most tutors are from Seneca, students from other post-secondary institutions complement the academic support the Centres deliver. The Seneca Learning Centres provide on-on-one and small group tutoring for Degree, Diploma and Certificate programs. We assist students with their English, Math, General Education and program specific subjects. Students can analyze their learning styles, get specific help in their specific field of study or other related subjects, and learn how to get the most out of their Seneca degree.
Other(s):	
Financial Aid Services	Financial Aid services assist students to manage the financial aspects of their education through government loans, scholarships, bursaries and a work-study program.
Residence	In addition to the residences at the Newnham and King Campuses that accommodate over 1,300 Seneca students, there is an internet-based off-campus housing registry to assist students who are commuting to Seneca.
Student Government Services	Students have the opportunity to develop leadership and teambuilding skills by participating in the Seneca Student Federation Inc. and the Seneca Student Athletics Association. The athletic, social and cultural programming organized by the student organizations provide students with a holistic educational experience. The cultural diversity at Seneca provides rich experiences for students to learn about many different cultures and to develop awareness and tolerance of differences.
Student Life Services	The Student Life Centre at each campus provides a full range of services and resources, including advocacy and advisement, student insurance, legal aid clinic, student success initiatives, etc.
Health and Safety	Seneca has a comprehensive set of policies and procedures to ensure the safety and security of its students and staff. Given the size and complexity of the organization, the potential for serious incidents is significant, but in reality there are few incidents because of the proactive and highly effective manner in which issues are addressed.

Child Care	Professional and dedicated staff provide high quality child care to infants, toddlers, preschool and kindergarten aged children of students and graduates. Child care centres are located on the Newnham and King Campuses.
Degree and Credit Transfer Office	Numerous opportunities exist for Seneca grads to pursue further education through Seneca's varying agreements and partnerships with Colleges and Universities both locally and abroad. Seneca's Degree and Credit Transfer Office (DCTO) (www.senecacollege.ca/degreetransfer) provides internal and external students with advisement throughout their transition from diploma to degree or degree to graduate studies and connects students with the resources and information to support their academic goals. The Degree and Credit Transfer office not only hosts a series of annual events which connect students with post-secondary education institutions but also facilitates guided workshops such as "How to Apply to Graduate Studies and Professional Degree programs", in addition to coordinating and producing Seneca's Degree Transfer Guide publication which outlines all pathway opportunities for Seneca programs: www.senecacollege.ca/degreetransfer/guide. Likewise, the DCTO works closely with the Ontario Council on Articulation and Transfer to promote and showcase both incoming and outgoing provincial pathways and equivalencies using the www.ONTransfer.ca site.

6.5 Faculty

See "Policies" file for the College's policies, guidelines and practices pertaining to Faculty and Staff.

Four-Year Enrolment Projection Plan and Staffing Implications

Year	Semester	Cumulative Enrolment Full-time	Cumulative Full-time Faculty Equivalents (F.T.E.)	Ratio of FT Students to FT Faculty
1 (2016/17)	Fall	20	1.1	18:1
	Winter	38	2.5	15:1
	Summer	18	1.4	13:1
2 (2017/18)	Fall	75	3.4	23:1
	Winter	89	4.0	23:1
	Summer	18	1.8	11:1
3 (2018/19)	Fall	125	4.4	29:1
	Winter	134	6.2	22:1
	Summer	56	3.6	16:1
4 (2019/20)	Fall	165	5.5	31:1
	Winter	183	7.4	25:1
	Summer	73	3.6	21:1

Note: Calculations are based on faculty teaching 15 hours in Fall & Winter semesters and 12 hours in the Summer semester.

Bachelor of Community Mental Health															
Enrolment Plan															
	Year 1 (2016)				Year 2 (2017)				Year 3 (2018)				Year 4 (2019)			
Sem	F	W	S	Total	F	W	S	Total	F	W	S	Total	F	W	S	Total
1	20	20	0	40	25	20	0	45	30	20	0	50	35	25	0	60
2	0	18	18	36	0	23	18	41	0	25	18	43	0	33	20	53
3	0	0	0	0	30	0	0	30	38	0	0	38	40	0	0	40
4	0	0	0	0	0	28	0	28	0	36	0	36	0	38	0	38
5	0	0	0	0	20	0	0	20	40	0	0	40	55	0	0	55
6	0	0	0	0	0	18	0	18	0	38	0	38	0	53	0	53
Coop	0	0	0	0	0	0	0	0	0	0	38	38	0	0	53	53
7	0	0	0	0	0	0	0	0	17	0	0	17	35	0	0	35
8	0	0	0	0	0	0	0	0	0	15	0	15	0	34	0	34
Totals	20	38	18	**76**	75	89	18	**182**	125	134	56	**315**	165	183	73	**421**

6.6 Curriculum Vitae Release

The college has on file and available for inspection, from all faculty and staff whose
CVs are included in this submission, signatures that attest to the truthfulness and completeness
of the information contained in their CV and agreeing to the inclusion of their CV in any
documents/websites associated with the submission, review, and final status of the program
application.

Section 7: Credential Recognition

Section 7: Credential Recognition

The following section includes:

7.1 Credential Recognition

7.1 (i) Employers

Seneca - King Campus is positioned as an integral part of the York Region community. Consultation on the development of a Bachelor of Community Mental Health degree took place with a number of mental health care agencies at professional meetings, individual conversations and at the Ad Hoc Program Advisory Committee level. Leading experts Dr. Kwame McKenzie, Dr. Bonnie Burstow, and Cynthia Abel provided invaluable input into the design of the program.

Growing demand for skilled practitioners in the field of Community Mental Health has led to strong support for the development and delivery of a Bachelor of Community Mental Health program to be offered at Seneca's King campus. Historically, Seneca has worked with many mental health agencies in the York Region. These agencies have taken students for field placement from the Social Services Worker, Child and Youth Care, and Early Childhood Education diploma programs. Seneca students from the Bachelor of Child Development and Bachelor of Therapeutic Recreation have also been supported by agencies in the York Region for their field placements and co-op work terms. We continue to build these relationships in the region, and beyond, to support our students and to support the community.

7.1 (ii) Postsecondary Institutions

The Bachelor of Community Mental Health program maximizes the graduates' potential for employment and promotion in their field and further study.

The program has been designed with content and academic rigor that is expected to facilitate credit transfer to and credential recognition by other post-secondary institutions in Canada, the United States, and abroad. Issues of transferability and credit transfer have been a focus of Seneca's attention in order to facilitate the mobility needs of its graduates in a global economy. Efforts have been made to ensure that courses are commensurate with undergraduate instruction (both at the lower and upper levels) at other post-secondary institutions.

Students from Seneca's Baccalaureate Degree programs have been considered and admitted to countless Master's programs both locally and abroad. Our rigorous curriculum has prepared a number of our students for further education at the Graduate studies level and we are seeing an increasing amount of students successfully pursuing Graduate Studies degrees as a result. As it currently stands, we have had students admitted to local programs at the University of Toronto, Ryerson University and York University and have had students pursue graduate level studies at programs outside of the province such as Royal Roads University and as far as Griffith University in Australia. The following universities have given written confirmation that graduates of Seneca Baccalaureate Degree programs are eligible to apply to their Master's programs, and will be considered, pending they meet their outlined admission criteria:

University Canada West

University of Cape Breton

Centenary College

Davenport University

Embry-Riddle Aeronautical University – Prescott Arizona Campus

Griffith University

Memorial University of Newfoundland

University of New Brunswick – Fredericton

University of New Brunswick – St. John

Northwood University

Royal Melbourne Institute of Technology

Royal Roads University

St. Mary's University

Schiller International University

Thompson Rivers University

Hawaii Pacific University

Birmingham City University

McMaster University

In addition to the list outlined above, students from a number of Ontario College's (as outlined on the Degrees in Demand website: http://www.degreesindemand.ca/) which offer baccalaureate degrees have successfully been admitted to graduate studies programs at Brock, Carleton, Waterloo, Western, Windsor, and OCAD in addition to a variety of professional degree programs such as teachers college and law school. Some students have also gone on to pursue PhD's after completion of their Master's Degree. These examples only further demonstrate that the standards which Ontario Colleges have met when developing their baccalaureate degrees are not only preparing our students for a higher level of education, should they wish to pursue it, but are also allowing them to excel within these Graduate studies programs once they have been admitted.

Council of Ontario Universities (COU) Statement on Advanced Study at Provincially Assisted Universities:

http://cou.on.ca/about/pdfs/cou-statement-on-advanced-study

Specific to the Bachelor of Community Mental Health, the programs at eight postsecondary institutions (listed below) have been identified as desirable credentials for graduates to pursue. Communication with these programs has been initiated and endorsements will be collected to be shared during the consent approval process. As of the submission date, we have received letters from both DePaul University and University of New Haven (attached in Section 7.3).

1. Wilfrid Laurier - M.A. in Community Psychology
2. Penn State Harrisburg - M.A. in Community Psychology and Social Change
3. Southern New Hampshire University - M.Sc in Community Mental Health & Mental Health Counseling
4. Portland State University - M.A. in Applied Social & Community Psychology
5. University of New Haven - M.A. Community Psychology
6. Boston College - M.A. in Applied Developmental and Community Psychology
7. DePaul University - M.A. in Community Psychology
8. University of Massachusetts Lowell - M.A. in Community Social Psychology

7.1 (iii) Professional Associations

Not applicable.

7.2 Career Progression and Life-Long Learning.

Graduates of the proposed Bachelor of Community Mental Health will be able to move into the more traditional Mental Health Worker positions such as case worker, crisis counselor, mental health promotion, addictions, housing and advocacy work. The development of healthy communities will provide opportunities for graduates to work in mental health and wellness promotion, education and intervention in support of the growing populations in the region as well as nationally. Graduates will be able to pursue careers working with clientele across the lifespan and in a variety of setting such as community centres, schools, organizations, healing centres, corrections and rehabilitation centres.

The BCMH degree will prepare graduates for life-long learning in community mental health. There are numerous opportunities for graduate education. Further education opportunities are available in various forms, for example as post-graduate certificates and masters degrees. Post-graduate certificates that are available across Ontario provide specialization and currency in fields such as Addictions and Psychosocial Rehabilitation in Mental Health. Masters degree opportunities in the fields of Education, Social Work, Psychology, Health Sciences and Public Policy Administration would also provide avenues for BCMH graduates to pursue further studies.

7.3 Letters of Support

Letters and records of support have been received by the following agencies and organizations:

- Waypoint Centre for Mental Health Care
- Native Child and Family Services of Toronto
- Ministry of Children and Youth Services
- Canadian Mental Health Association, York Region Branch
- Toronto East General Hospital
- Hong Fook Mental Health Association
- Community Care Durham
- North Simcoe Muskoka Local Health Integration Network
- York Support Services Network

And from the following post-secondary institutions:

- DePaul, University, Illinois
- University of New Haven, Connecticut

April 16, 2014

Dear Biljana,

I am happy to provide a letter in support of Seneca College's new Bachelor of Community Mental Health program.

I have reviewed the proposed program description and proposed course offerings. I commend Seneca College on their thoughtfulness in researching and developing this proposal; their consultation with people working in the field adds depth to the description and plan. I understand that this degree supports participants to develop solid clinical knowledge, skill and expertise in order to contribute meaningfully to the recovery of the people they serve. From my vantage point in the field, there is a significant need for such a program in Ontario.

This degree program provides students with a theoretical basis and practical application to engage and support people in recovery to realize and optimize life choices and opportunities. In particular, the content is geared to supporting people in their communities, which we know enhances mental health outcomes. I particularly appreciate that graduates are taught from a recovery-oriented approach that builds the theoretical knowledge and practical skills to work together with the people they serve to:

- assess their individual and community needs
- consider, decide about and implement health and wellness strategies, interventions, and programs
- contribute to and conduct evaluation and research related to mental health
- effectively collaborate and administer health education strategies, interventions, and programs
- serve as health education resources person in community settings, either as a member of that community or as an invited member by health and community organizations

I would also be happy to facilitate placement of students from this program to negotiate their practicum with the agency I am associated with (Waypoint Centre for Mental Health Care).

Having reviewed the information, I absolutely support of the Bachelor Community Mental Health at Seneca College.

Please do not hesitate to contact me if you need further information.

Yours sincerely,

Dr. Kathryn Storey RN, Ph.D.
kstorey2@alumni.uwo.ca

Native Child and Family Services of Toronto

April 22, 2014

Dear Biljana,

I am very happy and excited about Seneca College's new Bachelor of Community Mental Health program. I believe that it is a program that will help prepare students to fill the many gaps in our present system. This degree offers individuals the opportunity to make a meaningful contribution in a wide-range of health-related fields including helping individuals lead healthier lives and improving the health of communities. There is a great need for such a program in Ontario.

I have reviewed your proposal and I must commend Seneca College on the care they have shown in researching and developing this proposal.

This degree program provides students with theoretical basis and practical application to engage and assist those impacted by mental health to remain living in their communities. We know that helping people to live in community enhances their mental health and has a positive impact on their overall wellbeing. We particularly appreciate that graduates are taught from a holistic and person centered approach and will have the theoretical knowledge and practical skills to:

- assess individual and community needs
- plan health education strategies, interventions, and programs
- implement health education strategies, interventions, and programs
- conduct evaluation and research related to health
- administer health education strategies, interventions, and programs
- serve as a health education resource person in community settings, either as a member of that community or as an invited member by health and community organizations

NCFST would be pleased to invite your students to complete their practicum with our agency.

Please do not hesitate to contact me if you need further information.

Yours sincerely,

Charlene Avalos MSW, RSW

Ministry of Children and Youth
Services

Ministère des Services à
l'enfance et à la jeunesse

Ontario

Assistant Deputy Minister's Office
Policy Development and Program
Design Division

Bureau du sous-ministre adjoint
Division de l'élaboration des
politiques et de la conception des
programmes

56 Wellesley St. W., 14th Floor
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Fax: (416) 314-1862

56, rue Wellesley ouest, 14e étage
Toronto, ON M5S 2S3
Tél :   (416) 212-1961
Téléc : (416) 314-1862

March 18, 2014

Ms. Biljana Bruce
Chair, School of Community Studies
Seneca College of Applied Arts and Technology
13990 Dufferin St.
King City, Ontario L7B 1B3

Dear Ms. Bruce,

I am pleased to provide this letter in support of your work to develop a degree in Community
Mental Health and Wellness at Seneca College.

In November 2012 the ministry launched Moving on Mental Health – our action plan to transform
the community-based child and you mental health system to ensure a stronger, more effective
and efficient system that is responsive to the needs of children, youth and families. A strong,
skilled workforce that can work collaboratively across systems to deliver high quality, evidence-
based mental health services will be essential to achieving our goals.

Based on your discussions with staff it would appear that your efforts are aligned with and
complement our work in this area. As such, I would be pleased to support your application to
Post-Secondary Education Quality Assessment Board and encourage ministry staff participation
on working groups and advisory committees as needed.

Should you require additional information about the community-based child and youth mental
health system, or Moving on Mental Health please contact Cynthia Abel, Director, System
Transition Team by email at cynthia.abel@ontario.ca or phone at 416-314-5147.

Best wishes as you embark on this important initiative. I look forward to receiving updates on
your progress.

Sincerely

Dr. Aryeh Gitterman
Assistant Deputy Minister

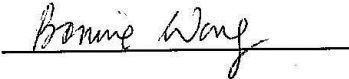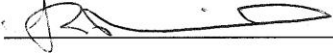# Seneca

Record of Support

I understand that Seneca College is preparing an application for the Ontario Ministry of Training, Colleges and Universities to offer a Bachelor of Community Mental Health, with an anticipated start date of September 2015.

This letter is to acknowledge that based on the information provided, my organization supports the development of the Bachelor of Community Mental Health at Seneca.

Additionally, once the program is approved, my organization would consider supporting the program in the following ways (please click directly on the boxes to select all that apply):

X ☐ Hire a graduate	☐ Provide scholarships
X ☐ Serve as a guest lecturer	☐ Act as a student mentor
X ☐ Provide a 14-week work placement opportunity	
☐ Other: Click here to enter text.	

Contact Information

Name: Rebecca Shields

Title: Chief Executive Officer

Organization: Canadian Mental Health Association, York Region Branch

Phone: 905-841-3977 ext 2201

Email: rshields@cmha-yr.on.ca

Signature: _____

Date: November 17, 2014

Seneca

College of Applied Arts
and Technology
13990 Dufferin St. King City, ON L7B 1B3
www.senecacollege.ca

Record of Support

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☐ Serve as a guest lecturer	☒ Act as a student mentor
☒ Provide a 14-week work placement opportunity	
☐ Other: Click here to enter text.	

Contact Information

Name: Doug Smith

Title: Manager

Organization: Toronto East General Hospital

Phone: 416-461-2000 ext 226

Email: dosmi@tegh.on.ca

Signature:

Date: Click here to enter text.

Seneca

College of Applied Arts
and Technology
13990 Dufferin St. King City, ON L7B 1B3
www.senecacollege.ca

Record of Support

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☐ Serve as a guest lecturer	☐ Act as a student mentor
X☐ Provide a 14-week work placement opportunity	
☐ Other: Click here to enter text.	

Contact Information

Name: Bonnie Wong

Title: Executive Director

Organization: Hong Fook Mental Health Association

Phone: 416-493-4242 x 2222

Email: bwong@hongfook.ca

Signature: *Bonnie Wong*

Date: November 13, 2014

Additional Comments: Click here to enter text.

Seneca

Seneca College
13990 Dufferin Street
King City, ON, Canada L7B 1B3
416.491.5050
senecacollege.ca

Record of Support

I understand that Seneca College is preparing an application for the Ontario Ministry of Training, Colleges and Universities to offer a Bachelor of Community Mental Health with an anticipated start date of September 2015.

This letter is to acknowledge that based on the information provided, my organization supports the development of the Bachelor of Community Mental Health at Seneca.

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☐ Hire a graduate	☐ Provide scholarships
☒ Serve as a guest lecturer	☐ Act as a student mentor
☒ Provide a 14-week work placement opportunity	
☐ Other: Click here to enter text.	

Contact Information

Name: Randy Pitawanakwat

Title: School Board Clinician

Organization: Native Child and Family Services of Toronto

Phone: 419-969-8510 ext. 3312

Email: rpitawanakwat@nativechild.org

Signature:

Date: November 7, 2014

Additional Comments: Click here to enter text.

Seneca

Record of Support

I understand that Seneca College is preparing an application for the Ontario Ministry of Training, Colleges and Universities to offer a Bachelor of Community Mental Health, with an anticipated start date of September 2015.

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☐ Hire a graduate	☐ Provide scholarships
☒ Serve as a guest lecturer	☒ Act as a student mentor
☒ Provide a 14-week work placement opportunity	
☐ Other: Click here to enter text.	

Contact Information

Name: Kimberly Lepine

Title: Director, COPE Mental Health & Specialized Geriatrics

Organization: Community Care Durham

Phone: 905-985-0150 ext. 230

Email: klepine@communitycaredurham.on.ca

Signature:

Date: Oct 24/14

Additional Comments: Please keep us updated

Seneca

Record of Support

I understand that Seneca College is preparing an application for the Ontario Ministry of Training, Colleges and Universities to offer a Bachelor of Community Mental Health with an anticipated start date of September 2015.

This letter is to acknowledge that based on the information provided, my organization supports the development of the Bachelor of Community Mental Health at Seneca.

Additionally, once the program is approved, my organization would consider supporting the program in the following ways (please click directly on the boxes to select all that apply):

☐ Hire a graduate	☐ Provide scholarships
☒ Serve as a guest lecturer	☒ Act as a student mentor
☐ Provide a 14-week work placement opportunity	

Contact Information

Name: Ligaya Byrch

Title: Senior Manager Health System Transformation-Integration

Organization: North Simcoe Muskoka Local Health Integration Network

Phone: 705-326-7750 X 230

Email: Ligaya.Byrch@lhins.on.ca

Signature: *Ligaya B~*   M.S.W., R.S.W._____

Date: October 29, 2014

Additional Comments: This program will create an opportunity and greater accessibility for students coming from North Simcoe Muskoka.

Seneca

DEPAUL
UNIVERSITY

Department of Psychology
2219 North Kenmore Avenue
Chicago, Illinois 60614-3504
Office: 773.325.7887
FAX: 773.325.7888

January 6, 2015

Tina DiSimone, Dean, Faculty of Applied Arts & Health Sciences
Principal, King Campus
Seneca College of Applied Arts & Technology
13990 Dufferin Street N.
King City, ON L7B 1B3

RE: Bachelor of Community Mental Health

Dear Dean DiSimone,

Thank you for reaching out to DePaul University and providing us the opportunity to evaluate your Bachelor of Community Mental Health program. I have taken the opportunity to review the materials you provided and I am satisfied that graduates of your degree will have met the minimum standard for consideration to our PhD Program in Community Psychology.

As you know, Community Mental Health is a growing field and we are committed to providing education and research opportunities to graduate students. Congratulations to you and your colleagues on the development of this degree and best of luck in the assessment process. I look forward to seeing applications from your students to our programs. If I can be of any further assistance, or provide additional information, please do not hesitate to contact me at bsanchez@depaul.edu.

Sincerely,

Bernadette Sánchez, PhD
Associate Professor

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January 6, 2015

Tina DiSimone, Dean, Faculty of Applied Arts & Health Sciences
Principal, King Campus
Seneca College of Applied Arts & Technology
13990 Dufferin Street N.
King City, ON L7B 1B3

RE: Bachelor of Community Mental Health

Dear Dean DiSimone:

I have reviewed the proposed curriculum for the Bachelor of Community Mental Health program at Seneca College, and am pleased to report that graduates of this program would, in my view, be very well-prepared for entrance into the M.A. Program in Community Psychology that I direct at the University of New Haven. Indeed, your graduates would likely be *better* prepared for our Community Psychology program than most of our current applicants, given the depth of exposure to community-psychology-relevant topics that your students would receive. It is a very rich curriculum.

The field of mental health will continue to face major challenges in the coming decades, as it becomes increasingly clear that community-based services are essential to addressing issues of prevention, treatment, and remediation. Equipping professionals with conceptual frameworks and skills that extend beyond individual-level intervention is a core task for training programs at all levels. With this background in mind, Seneca's proposed program targets a high-priority domain.

Please feel free to contact me if I can be of further assistance, and good luck with the program. I look forward to working with your graduates.

Sincerely,

Michael Morris
Michael Morris, Ph.D.
Professor of Psychology

203-932-7289
mmorris@newhaven.edu

Section 8: Regulation and Accreditation

Section 8: Regulation and Accreditation

Where licensing or certification is ***required by legislation*** for entry to practice in the profession or trade, the Ministry of Training, Colleges and Universities requires that colleges ensure that their programs will meet the requirements of the regulatory body in order to be approved for funding.

Alternatively, colleges may choose to have a program accredited or recognized by a voluntary membership organization or association. Graduate eligibility for association recognition or adherence to standards imposed by the body is ***not a requirement*** for program funding approval by the Ministry of Training, Colleges and Universities.

Please indicate the nature of the proposed program's certification/accreditation:

☐   There is legislative requirement that the program graduates must be certified or licensed by a regulatory authority to practice or work in the occupation.

☐   Recognition of the program by a voluntary professional body is being sought.

■   Recognition is not being sought.

Seneca

Section 9: Nomenclature

Section 9: Nomenclature

In accordance with the nomenclature definitions provided in the Board's Standard 8 for the proposed program we have followed the approach of option c) which is to use the convention of: *Bachelor of Subject*, for example, Bachelor of Interior Design.

The nomenclature chosen for this proposed Seneca degree is:

Bachelor of Community Mental Health

This title identifies the level of the credential as being a baccalaureate degree. The nature of the degree is in the field of Community Mental Health, which is emerging as a critical area of population health both globally and locally. This emerging field situates itself between Health Sciences, Psychology and Social Work. Clearly, these areas have been well served by degrees at all levels provincially and nationally. However, with population growth and research on population health, this emerging field will need to have skilled graduates who work across the continuum of Community Mental Health with an emphasis on healthy communities.

The proposed title for this degree is Bachelor of Community Mental Health. This title reflects both the nature of the postsecondary education achieved and is consistent with nomenclature of similar degrees thus facilitating public understanding of the credential. A search reveals at least two comparable titles in North America: Brandon University has a Bachelor of Science in Mental Health and Walden University has an M.S. in Clinical Mental Health Counseling.

Seneca

Section 10: Program Evaluation

Section 10: Program Evaluation

See "Policies" section of submission for College's policy regarding program evaluation.

Seneca

Section 11: Academic Freedom and Integrity

Section 11: Academic Freedom and Integrity

See "Policies" section of submission for College's policy regarding academic freedom and integrity.

Seneca

Section 12: Student Protection

Section 12: Student Protection

See "Policies" section of submission for College's policy regarding student protection.

Seneca

Section 13: Economic Need

Section 13: Economic Need

Introduction

In Canada, mental health services (and related to this, addictions services) have historically been delivered separately from other health services, such as family health care, acute care, emergency care and long-term care, making it difficult for people to navigate the health system and access all the services they need.[5] In 2007, the World Health Organization signaled the urgent need for countries to provide a network of community mental health services within a continuum of health care provision.[6] By then, cities across Canada were already adopting more inclusive, community-based approaches to mental health, including specialized programs designed to serve the needs of different groups such as Aboriginal people,[7] youth,[8] and immigrants.[9] Examples include:

- The Hincks-Dellcrest Centre in Toronto was established in 1998. It helps more than 8,000 children and families each year through a variety of prevention, early intervention, outpatient, and residential treatment programs.[10]
- Hamilton's Community Mental Health Liaison Program (CMHLP) was established in 2005 to serve street-involved and homeless youth.[11]
- Vancouver's Multicultural Mental Health Liaison Program (MMHLP) was established in 2006 to improve accessibility of mental health services for adults in specific ethno-cultural communities in the city.[12]

The proposed Bachelor of Community Mental Health would serve to meet the growing need for community mental health liaison workers who have the knowledge and skills required to connect individuals with mental health issues to community health (and related) services that would best meet their needs. The program would expose students to a broad range of mental health and human services issues: substance abuse rehabilitation; crisis intervention; child and family supports; cultural understanding; sexual abuse trauma; child and adolescent mental health; mental health and aging; crisis counseling; and more. Students would complete a mandatory fourteen-week full-time (or equivalent) work term in a health or community setting.

---

[5] Government of Ontario, *Open Minds, Healthy Minds: Ontario's Comprehensive Mental Health and Addictions Strategy*,
http://www.health.gov.on.ca/en/common/ministry/publications/reports/mental_health2011/mentalhealth_rep2011.pdf
[6] World Health Organization, "Community mental health services will lessen social exclusion, says WHO," media release, June 2, 2007, Geneva, http://www.who.int/mediacentre/news/notes/2007/np25/en/
[7] Accreditation Canada, "Driving Quality Health Service," http://www.accreditation.ca/mental-health-liaison
[8] Good Shepherd Centres, "Youth Services: Community Mental Health Liaison: Program Evaluation," http://www.goodshepherdcentres.ca/pdfs/Programs/Community%20Mental%20Health%20Liaison%20-%20Program%20Evaluation.pdf
[9] Vancouver Costal Health, *Community Engagement Report: Multicultural Mental Health Liaison Program*, https://www.vch.ca/media/06_04_multicultural_mental_health[1].pdf
[10] The Centre is dedicated to promoting "the optimal social, emotional, and behavioural well-being in infants, children, youth, and their families, and to contributing to the achievement of healthy communities." See: The Hincks-Dellcrest Centre, "What We Do," http://www.hincksdellcrest.org/Home/About-Us/What-We-Do.aspx
[11] Good Shepherd Centres, "Youth Services: Community Mental Health Liaison: Program Evaluation," http://www.goodshepherdcentres.ca/pdfs/Programs/Community%20Mental%20Health%20Liaison%20-%20Program%20Evaluation.pdf
[12] Vancouver Coastal Health, *Community Engagement Report: Multicultural Mental Health Liaison Program*, https://www.vch.ca/media/06_04_multicultural_mental_health[1].pdf

It should be noted here, that while it is expected that graduates will find employment in the field of social services and health as mental health liaison professionals, their role is not to be confused with that of social workers.

Social and Economic Need

Mental illness indirectly affects all Canadians at some time – through a family member, friend or colleague – regardless of age, educational and income levels, or culture.[13] One-fifth of Canadians will personally experience a mental illness in their lifetime and approximately 8% of adults will experience major depression at some time in their lives.[14]

In Ontario, 1 in 5 children and youth (under the age of 17) has a mental health challenge – about 70% of mental health challenges have their onset in childhood or youth.[15] The impacts are far-reaching, causing significant distress and impairments in their functioning at home, at school, with peers or in the community.[16] Mental health problems among children and youth, are predicted to increase by over 50% internationally by the year 2020, to become one of the five most common causes of morbidity, mortality, and disability among children.[17]

Research suggests that many mental health problems and disorders in children might be prevented or ameliorated with early detection and intervention. Early intervention efforts targeted to children, youth and their families have been shown to be beneficial and cost-effective, reducing the need for more costly interventions. Among the benefits of early intervention are: improved school readiness, academic achievement and health; reduced welfare dependency; lower rates of juvenile detention; and reduced need for special education services.[18] Evidence indicates that mental disorders and emotional health problems during childhood and youth may affect children throughout their lives with respect to their overall health, happiness and productivity.[19] Research shows that the development of physically aggressive behaviours among children ages two to three years may persist throughout childhood, increasing the risk for delinquency, substance use and mental disorders later as adults.[20]

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[13] Mental Health Commission of Canada, *Changing Directions, Changing Lives: The Mental Health Strategy for Canada*, http://strategy.mentalhealthcommission.ca/pdf/strategy-images-en.pdf

[14] Canadian Mental Health Association, "Fast Facts about Mental Health," http://www.cmha.ca/media/fast-facts-about-mental-illness/

[15] Ontario Ministry of Children and Youth Services, "Mental Health Services," http://www.children.gov.on.ca/htdocs/English/topics/specialneeds/mentalhealth/index.aspx

[16] D.R. Offord, et al. (1987), "Ontario Child Health Study: Six-Month Prevalence of Disorder and Rates of Service Utilization," *Archives of General Psychiatry* 44, 832-836, cited in Canadian Mental Health Association, "Fast Facts about Mental Health," http://www.cmha.ca/media/fast-facts-about-mental-illness/

[17] U.S. Department of Health and Human Services (2000), *Report of the Surgeon General's conference on children's mental health: A national action agenda*. Washington, DC: U.S. Government Printing Office. Cited in Canadian Mental Health Association, "Fast Facts about Mental Health," http://www.cmha.ca/media/fast-facts-about-mental-illness/

[18] The National Institute for Healthcare Management Research and Education Foundation (NIHCM), *Children's Mental Health: An Overview and Key Considerations for Health System Stakeholders* (Washington, DC: NIHCM, 2005), cited in Children's Mental Health Ontario, "Just the Facts," http://www.kidsmentalhealth.ca/join_the_cause/just_the_facts.php

[19] Health Council of Canada (2006), *Their Future is Now: Healthy Choices for Canada's Children and Youth*. Cited in Government of Canada *The Well-Being of Canada's Young Children, 2011 Report*, http://www.dpe-agje-ecd-elcc.ca/eng/ecd/well-being/sp_1027_04_12_eng.pdf

[20] R.E. Tremblay. Decade of Behavior Distinguished Lecture: Development of Physical Aggression During Infancy. Infant Mental Health Journal, 2004; 25(5), 399 – 407, cited in Government of Canada, *The Well-Being of Canada's Young Children, 2011 Report*, http://www.dpe-agje-ecd-elcc.ca/eng/ecd/well-being/sp_1027_04_12_eng.pdf

The Conference Board of Canada has estimated that in 2012, the economic impact of mental illness among working-age Canadians (by reducing their numbers in the labour force) was about $20.7 billion. The economic cost of mental illness is growing at an annual rate of almost 2% and is expected to rise to $29.1 billion by 2030. These estimates do not include the costs of patient care, insurance for employers, services in communities, and the many intangible costs for the individuals affected and their families.[21]

Industry / Occupational Profile

The mental health labour force is a diversified mix of regulated and unregulated direct care providers, as well as administrators and educators. It represents roughly 80% of direct care spending on mental health problems and illnesses in Canada.[22] As an Ontario government strategy document notes, "one of our biggest challenges is that mental health and addictions services are fragmented, spread across several ministries and offered in a variety of care settings."[23] Of particular concern are current and looming shortages of mental health professionals, especially in areas such as child, youth, and seniors' mental health.[24]

Although there is a wide range of careers in community mental health, including both service providers and operational personnel, there are no standard job classifications within the community mental health sector. Mental health organizations may use different job titles for similar positions or use a general job title such as "mental health worker".[25]

With regard to postsecondary, a growing number of community and social service workers, many of whom are mental health workers, have university certificates, bachelor's degrees or more advanced education. As the number of workers in this occupational category has grown, so too have relatively uniform increases in education levels, ranging from a 44% increase for those with a college diploma or certificate to an increase of 60% in the number of workers with a certificate, diploma or degree above the bachelor level.[26] Mental health case managers, for example, generally require an undergraduate degree or diploma in a related area of study such as health care, social sciences or health human services or comparable demonstrable experience. Intensive case management services may require a Master's level degree in a relevant discipline such as nursing or occupational therapy or comparable demonstrable experience.[27]

Clearly, a degree program in the field of community mental health is desirable given the growing demands on the system to provide integrated, community-based services for individuals across the life course.

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[21] The Conference Board of Canada, *Mental Health Issues in the Labour Force: Reducing the Economic Impact on Canada*, http://www.conferenceboard.ca/e-library/abstract.aspx?did=4957

[22] Mental Health Commission of Canada, *Changing Directions, Changing Lives: The Mental Health Strategy for Canada*, http://strategy.mentalhealthcommission.ca/pdf/strategy-images-en.pdf

[23] Government of Ontario, *Open Minds, Healthy Minds: Ontario's Comprehensive Mental Health and Addictions Strategy*, 2011,
http://www.health.gov.on.ca/en/common/ministry/publications/reports/mental_health2011/mentalhealth_rep2011.pdf

[24] Mental Health Commission of Canada, *Changing Directions, Changing Lives: The Mental Health Strategy for Canada*, http://strategy.mentalhealthcommission.ca/pdf/strategy-images-en.pdf

[25] Government of Ontario, "Community Mental Health Careers,"
http://www.workinginmentalhealth.ca/forms/career.aspx

[26] Based on 2000 and 2005 data. See: HR Council for the Non-Profit Sector, *A Profile of Community and Social Service Workers: National Occupational Classification (NOC 4212)*, January 2013,
http://www.hrcouncil.ca/documents/LMI_NOC4212_1.pdf

[27] Government of Ontario, "Community Mental Health Careers,"
http://www.workinginmentalhealth.ca/forms/career.aspx

Under the North American Industry Classification System (NAICS), workers in the mental health field fall under the industry rubric Health Care and Social Assistance (NAICS 62).[28] The foregoing analysis examines available data on industry demand, labour market conditions and employment outlook for three occupational areas that graduates of the proposed program would likely enter, depending on their particular area of focus and interest. As defined under the National Occupational Classification (NOC) system, they are:

- Family, Marriage, and Other Related Counsellors (NOC 4153);
- Health Policy Researchers, Consultants and Program Officers (NOC 4165); and
- Community and Social Service Workers (NOC 4212).

1. Family, Marriage, and Other Related Counsellors (NOC 4153)[29]

Under NOC 4153, Family, Marriage, and Other Related Counsellors assist individuals and groups of clients to identify, understand and overcome personal problems and achieve personal objectives. They often specialize in dealing with a specific client group such as injured workers, or with specific problems, such as drug and alcohol addiction, marital difficulties or behavioural disorders.

They are employed by counselling centres, social service agencies, group homes, government agencies, family therapy centres, and health care and rehabilitation facilities, or they may work in private practice. Typical job titles include: mental health counsellor, addictions counsellor, bereavement counsellor, child and youth counsellor, family counsellor, marriage counsellor, registered clinical counsellor, behavioural consultant, marriage and family therapist, rehabilitation counsellor, sex therapist, vocational rehabilitation counsellor.

Workers in this occupation perform some or all of the following duties:
- Interview clients, prepare case histories and assess problems
- Conduct vocational testing and psychometric assessment
- Develop and implement counselling and intervention programs to assist clients in determining goals and means of attaining them
- Counsel clients, provide therapy and mediation services, and facilitate group sessions
- Liaise with community agencies or partners, and identify additional or alternative services and provide referrals
- Evaluate the effectiveness of counselling programs and interventions, and clients' progress in resolving identified problems and movement toward defined objectives
- Follow up on results of counselling programs and clients' adjustments
- Prepare assessment, progress, follow-up and court reports
- May supervise other counsellors, social service staff and assistants
- May provide public education and consultation to other professionals or groups regarding counselling services, issues and methods
- May provide witness testimony in court proceedings
- May conduct research, publish research papers, educational texts and articles and deliver presentations at conferences.

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[28] Industry Canada, "Canadian Industry Statistics: About NAICS," https://www.ic.gc.ca/eic/site/cis-sic.nsf/eng/h_00004.html
[29] Government of Canada, "Job Bank: Family, Marriage, and Other Related Counsellors (NOC 4153)," http://www.jobbank.gc.ca/report-eng.do?area=25167&lang=eng&noc=4153&ln=n&s=3#report_tabs_container2

- May participate in fundraising activities.

An undergraduate degree or college diploma in a social science is required for certain areas of counselling.

2. *Health Policy Researchers, Consultants and Program Officers (NOC 4165)*[30]

Health policy researchers, consultants and program officers are employed by government departments and agencies, consulting establishments, universities, research institutes, hospitals, community agencies, educational institutions, professional associations, non-governmental organizations and international organizations.

Duties include: assist in developing government health policy; design and implement health projects or programs; maintain, update and manage health information databases; compile and analyse statistical information provided by private and public health care institutions and organizations and produce reports; monitor and evaluate health care programs operated by government departments and agencies or private organizations; assess compliance with health standards and identify remedial action; conduct evaluations and assessments of health projects and programs; provide consulting services to clients in private establishments or government departments or agencies; respond to internal and external program and policy information requests; produce newsletters, magazines and other documents to provide information to association or organization members or the general public; present the views of an association or organization to politicians, government officials, the media or the general public.

Typical job titles for workers in this occupational group are: consultant, drug and alcohol abuse, consultant, health care, consultant, mental health programs, health care planner, health promotion program officer, health services researcher, planning officer, child health care programs, policy development officer, nursing homes, research analyst, and health policy analyst.

The minimum entry requirement for this occupation is usually completion of a college or university program in health science, public administration, recreation administration or hospital administration, or a bachelor's degree in social science. A graduate degree in health, social science or an administrative discipline may be required. Several years of experience in the health field as a health care professional or as a community or social service worker are usually required.

In Canada, no regulatory body currently exists, nationally or provincially, for Health Policy Researchers, Consultants and Program officers.

3. *Community and Social Service Workers (NOC 4212)*[31]

Community Service Workers (NOC 4212) implement and administer a variety of social assistance programs and community services, and assist clients in dealing with personal and

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[30] Government of Canada, "Health Policy Researchers, Consultants and Program Officers (NOC 4165)," http://www.jobbank.gc.ca/report-eng.do;jsessionid=ACB359F2DB0613A0AB5C6ADC20E59D93.imnav1?area=25635&lang=eng&noc=4165&action=final&s=2&source=8

[31] Government of Canada, "Job Bank: Community and Social Service Workers," http://www.jobbank.gc.ca/report-eng.do?area=9219&lang=eng&noc=4212&action=final&ln=l&s=2&source=2&titleKeyword=mental+health+worker#report_tabs_container2

social problems. They work for social service and government agencies, mental health agencies, group homes, school boards, correctional facilities and other establishments.

Duties include: assess clients' relevant skill strengths, needs, and their eligibility for social benefits; refer clients to other social services or assist clients in utilizing community services; counsel and supervise clients living in group homes and half-way houses, and assist in pre-release and release planning; implement life skills workshops and programs (e.g. substance abuse treatment, behaviour management) under the supervision of social services or health care professionals; assist in evaluating treatment programs; advise recipients of social assistance and pensions; provide crisis intervention and emergency shelter services; implement the delivery of specific services within the community; and liaise with other social service agencies and health care providers.

Typical job titles are: Aboriginal outreach worker; addictions worker; child and youth worker; community development worker; community service worker; crisis intervention worker; developmental service worker; drop-in centre worker; family service worker; group home worker; income maintenance officer – social services; life skills instructor; mental health worker; rehabilitation worker – social services; social services worker; veteran services officer; welfare and compensation officer; women's shelter supervisor; youth worker.

The minimum entry requirement for this occupation usually is completion of a college or university program in a social science or health-related discipline such as social work, child and youth care, or psychology. Previous work experience in a social service environment – as a volunteer or in a support capacity – may replace formal education requirements for some occupations in this unit group. Some provinces require community social service workers to be a member of a provincial regulatory body.

The Ontario College of Social Workers and Social Service Workers (OCSWSSW) regulates the practice of social work and social service work in Ontario. College membership is required for any person in Ontario who wishes to use the title "social worker" or "social service worker" and/or "registered social worker" or "registered social service worker".[32]

Industry Demand

On average, provincial and territorial governments in Canada spend almost 40% of their budgets on health care. Canada is among the five OECD[33] countries with the highest proportion of GDP spending on health care (below the United States, the Netherlands, France and Germany), and is among the top quartile of 30 comparator countries in terms of health spending per person.[34] According to Statistics Canada data, Ontario has the highest distribution of establishments in Health Care and Social Assistance (NAICS 62) of any province/territory in Canada – a total of 49,230 enterprises, representing 37.4% of the Canadian total.[35] Ambulatory Health Care (NAISC 621), a subsector comprised of establishments primarily engaged in providing health care services (i.e., outpatient), have grown considerably in Toronto over the

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[32] Ontario College of Social Workers and Social Service Workers, About the College, http://www.ocswssw.org/en/about.htm

[33] Organisation for Economic Co-operation and Development (OECD).

[34] Canadian Institute for Health Information, *National Health Expenditures, 1975 to 2013*, http://www.cihi.ca/CIHI-ext-portal/pdf/internet/NHEX_EXEC_SUM_2013_EN

[35] Industry Canada, "Canadian Industry Statistics: Health Care and Social Assistance (NAICS 62): Establishments," https://www.ic.gc.ca/app/scr/sbms/sbb/cis/establishments.html?code=62&lang=eng

last 10 years. As of June 2009, this sector had the highest rates of employment growth among small and medium enterprises (SMEs) in the city.[36]

The Ontario Ministry of Labour notes that the healthcare sector faces numerous human resources challenges including recruitment and retention, an aging workforce and a shortage of skilled professional staff.[37] CIBC labour market analysis (2012) affirms that the occupational group Family, Marriage, and Other Related Counsellors (NOC 4153), which includes community mental health workers, is one of 25 occupational groups that have recently demonstrated consistent signs of labour shortage.[38]

The mental health of Canada's large, aging population is a growing concern. One in four seniors lives with a mental health problem (e.g., depression, anxiety or dementia) or illness, and as this population grows there will be a rise in the need for mental health services.[39] The proportion of Canadians over the age of 65 will double by 2036, outnumbering children for the first time in our history; Canadians are living longer, healthier lives, but as the older population ages, so does the number at risk of experiencing mental health issues.[40] The Organisation for Economic Co-operation and Development anticipates that the aging of the Canadian population will occur at a much faster rate than the rate in many other countries including the United Kingdom, France, Germany and the United States.[41]

The Canadian Mental Health Association notes the alarming data on mental illness and suicide among Canadian youth:[42]
- An estimated 10-20% of youth in Canada are affected by a mental illness.
- In Canada, 3.2 million youth ages 12 to 19 are at risk for developing depression.
- Suicide is among the leading causes of death in Canadians ages 15 to 24 years, second only to accidents.
- Each year, 4,000 young people in Canada die prematurely by suicide.
- Canada's youth suicide rate is the third highest in the industrialized world.

Many children in Canada have seriously debilitating autism[43] conditions. Without intensive support, special educational programming and effective treatment, these children will never reach their full potential.[44] A 2012 report from the National Epidemiologic Database for the

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[36] Toronto Workforce Innovation Group, *Top Report: Toronto's Opportunities and Priorities, 2010-2011: Investing in our Local Labour Market*, http://www.workforceinnovation.ca/sites/default/files/TOP%20Report%202010.pdf

[37] Ontario Ministry of Labour, Occupational Health and Safety Branch, *Health Care Sector Plan 2012-2013*, p. 4, http://www.labour.gov.on.ca/english/hs/pdf/sp_12hc.pdf

[38] The CIBC study lists the 25 occupational areas that show "rapidly rising wages and low or falling unemployment rates," indicators which point to growing shortages in the field. See: Benjamin Tal, "The Have and Have Nots of Canada's Labour Market*," In FOCUS* (Dec. 3, 2012), CIBC World Markets, http://research.cibcwm.com/economic_public/download/if_2012-1203.pdf

[39] Mental Health Commission of Canada, "Seniors," http://www.mentalhealthcommission.ca/English/issues/seniors

[40] Mental Health Commission of Canada, "Seniors," http://www.mentalhealthcommission.ca/English/issues/seniors

[41] Canadian Institute for Health Information, *Health Care in Canada, 2011: Focus on Seniors and Aging*, https://secure.cihi.ca/free_products/HCIC_2011_seniors_report_en.pdf

[42] Canadian Mental Health Association, "Fast Facts About Mental Health," http://www.cmha.ca/media/fast-facts-about-mental-illness/

[43] Autism is a complex neurological disorder that usually appears during the first three years of life, and includes a variety of symptoms, disabilities and special abilities, as well as varying degrees of severity. Many children with autism suffer deeply from a myriad of communication, behavioural, sensory and physical symptoms. See: Autism Foundation Canada, "Ten Common Questions," http://www.autismsocietycanada.ca/index.php?option=com_content&view=article&id=14&Itemid=48&lang=en

[44] Ibid.

Study of Autism in Canada found increases in autism diagnoses ranging between 39% and 204% in several provinces, depending on the region and age group. In March 2014, the U.S. government increased its autism estimate to 1 in 68 children, a 30% increase from the previous estimate of 1 in 88 children. These numbers correspond with recent Canadian data.[45]

The 2011 Ontario budget committed an additional investment of $257 million over three years for child and youth mental health.[46] In August 2014, Ontario announced that the province is investing an additional $5 million annually in children's treatment centres to expand access for up to an additional 2,000 children annually across the province, and is investing an additional $1.25 million in one-time funding to help children's treatment centres[47] further reduce waitlists for assessments.[48]

Demand for community mental health services is likely to increase in York Region, in which Seneca College is located. York Region has more than 1.1 million citizens, making it the sixth-largest municipality in Canada and the fastest-growing region in Ontario (and the third-fastest in Canada).[49] It accounts for more than 17% of the Greater Toronto Area's total population, and is expected to grow by an additional 41% to 1.6 million residents by 2031. In 2013, Markham and Vaughan experienced the greatest population increases of 9,100 and 3,800 people respectively.[50]

York Region has experienced an increase in vulnerable populations in recent years, including low-income households, seniors, single parent families and persons with disabilities.[51] Growth trends indicate there will be an increased demand for all types of health and social services to meet the needs of an increasingly diverse population: by 2031, an estimated 55% of York Region residents will be immigrants and 62% will be visible minorities.[52]

York Region is home to Ontario's largest Local Health Integration Network (LHIN),[53] Central LHIN, which serves 1.8 million people.[54] (LHINs assume planning and funding responsibilities

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[45] *H. Ouellette-Kuntz et al., "Status Report – National Epidemiologic Database for the Study of Autism in Canada (NEDSAC), Chronic Diseases and Injuries in Canada, Volume 32, no. 2, March 2012,* Public Health Agency of Canada, http://www.phac-aspc.gc.ca/publicat/cdic-mcbc/32-2/ar-04-eng.php

[46] Central LHIN, *Creating Caring Communities: Advancing Excellence in Local Health Care Together: An Integrated Health Service Plan for the Central Local Health Integration Network, 2013-2016*, http://www.centrallhin.on.ca/goalsandachievements/~/media/sites/central/uploadedfiles/Home_Page/Integrated_Health_Service_Plan/ENG-Central_LHIN-IHSP-13-16_web.pdf

[47] Children's treatment centres provide rehabilitation services to children and youth up to 19 years of age with physical disabilities, developmental disabilities, chronic illness and/or communication disorders.

[48] Government of Ontario, "Helping Children and Youth with Special Needs Achieve their Goals," Press Release, August 27, 2014, http://news.ontario.ca/mcys/en/2014/08/helping-children-and-youth-with-special-needs-achieve-their-goals.html

[49] York Regional Police, *Business Plan 2014-2016* (2014), http://www.yrp.ca/docs/business_plan/bpweb2014.pdf

[50] York Region, *Growth and Development Review, 2013*, http://www.investinyork.ca/wp-content/uploads/2010/09/Growth-and-Development-Review-2013.pdf

[51] "Working with York Region's Diverse Communities," http://www.yrvawcc.ca/PDFs/6aYorkRegionsDiversity.pdf

[52] The Regional Municipality of York, Office of the Chief Administrative Officer, Long Range Planning Branch Population Estimates and Projections as cited in The Regional Municipality of York (2012), *Community Portraits: Immigrants Living in York Region – Women, Youth, Seniors, and Francophones,* Newmarket, Ontario, http://www.yorkwelcome.ca/wps/wcm/connect/immigration/9811f390-f6e8-43de-8c4e-b8550083820c/5081%2BPortraits_web.pdf?MOD=AJPERES&useDefaultText=0&useDefaultDesc=0

[53] LHINs work with local health service providers and communities to improve access to care, better coordinate services and improve people's experience with the health care system. Central LHIN is one of 14 LHINs established in 2006 by the Ontario government; it represents three regions: South Simcoe/Northern York, North York, and York Region. See: Central LHIN, "About Our LHIN," http://www.centrallhin.on.ca/aboutus.aspx

[54] Invest in York, "Life Sciences and Healthcare Technologies," http://www.investinyork.ca/key-sectors/life-sciences

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for most community and hospital-based mental health services in their jurisdictions, and develop a process with local communities to assess mental health resource needs.[55]) Central LHIN's 2013 *Integrated Health Service Plan* identified mental health and addictions as one of four priorities; it has about 110 service accountability agreements in place with health service providers throughout its catchment area, including:[56]

- 6 public and 3 private hospitals;
- 46 long-term care homes;
- 33 community support service providers;
- 20 mental health and addictions service providers;
- 1 community care access centre (CCAC); and
- 2 community health centres.

Over the past several years, the Toronto Central LHIN has partnered with Central and Central East LHINs to develop coordinated access models for mental health and addictions services in the Greater Toronto Area.[57]

Seneca College's proposed program would be strategically positioned as York Region's primary source of degree graduates with expertise in community mental health, ready to meet the mental health challenges of the Region's diverse and rapidly growing population.

Employment Outlook

1. Family, Marriage, and Other Related Counsellors (NOC 4153)

This occupation belongs to a larger occupational group called **Psychologists, Social Workers, Counsellors, Clergy and Probation Officers (NOC 415).[58] In 2011, there** were 150,358 workers employed in this larger occupational group. According to the Labour Force Survey (2011), 77% of workers in this occupation worked full-time, compared to the average of 81% for all occupations. The industries in which the majority of these workers were employed were: Health Care and Social Assistance (78.4%) and Public Administration (9.5%). In Ontario, average hourly earnings for Family, Marriage, and Other Related Counsellors is between $16.50 and $35.59.[59]

Over the 2011-2020 period, job openings for the larger occupational group (**NOC 415)** are expected to total **77,529, with only 68,988** job seekers, primarily from the school system, available to fill the positions. Most job openings will arise because of retirements. Employment growth will continue because of an increase in demand for social workers (the main occupation

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[55] Ministry of Health and Long-Term Care and Ministry of Community and Social Services, *Joint Policy Guideline for the Provision of Community Mental Health and Developmental Services for Adults with a Dual Diagnosis*, December 2008, http://www.health.gov.on.ca/english/providers/pub/mental/joint_policy_guideline.pdf

[56] Central LHIN, *Creating Caring Communities: Advancing Excellence in Local Health Care Together: An Integrated Health Service Plan for the Central Local Health Integration Network, 2013-2016*, http://www.centrallhin.on.ca/goalsandachievements/~/media/sites/central/uploadedfiles/Home_Page/Integrated_Health_Service_Plan/ENG-Central_LHIN-IHSP-13-16_web.pdf

[57] Government of Ontario, *Open Minds, Healthy Minds: Ontario's Comprehensive Mental Health and Addictions Strategy*, http://www.health.gov.on.ca/en/common/ministry/publications/reports/mental_health2011/mentalhealth_rep2011.pdf

[58] Employment and Social Development Canada, "Canadian Occupational Projection System," http://www23.hrsdc.gc.ca/.4cc.5p.1t.3onsummaryd.2tail@-eng.jsp?tid=59

[59] Government of Canada, "Job Bank: Family, Marriage, and Other Related Counsellors (NOC 4153)," http://www.jobbank.gc.ca/report-eng.do?area=25167&lang=eng&noc=4153&ln=n&s=3#report_tabs_container2.

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of NOC 415) in response to demographic shifts, notably a large aging population which is expected to create pressures on the delivery of health and community services.[60]

2. Health Policy Researchers, Consultants and Program Officers (NOC 4165)

This occupation is part of a larger occupational group called Policy and Program Officers, Researchers and Consultants (NOC 416). In 2010, 198,634 workers were employed in this larger occupational group. Results from the 2013 Labour Force Survey show that 84% of these workers were employed full-time compared to the average of 81% for all occupations. They were employed mostly in health care and social assistance (42%); public administration (25%); and professional, scientific and technical services (15%).[61]

Employment projections for the period 2011-2020 indicate there will be a total of 85,229 job openings and 100,407 job seekers; the latter will be mostly comprised of school leavers (77%). Government budget cuts and freezes will largely account for the imbalance in labour supply and demand for this occupational group.[62]

3. Community and Social Service Workers (NOC 4212)

Employment growth for this occupation has been fairly strong over the last several years, as health and social services budgets have increased to meet the changing needs of a growing, aging population. Growth areas have included mental health services, early childhood services, services to the elderly, and community-based outreach services. Some opportunities have occurred with a shift in the delivery of services to a more community-based model. Employment prospects could moderate with tighter government spending expected over the next few years.[63]

For the 2013-2015 period, employment opportunities for community and social service workers are expected to be fair in the Toronto economic region. This occupation had a regional labour force of about 18,100 at the time of the 2011 National Household Survey, the most in the province.[64]

Employment prospects will be better for individuals with post-secondary education, and previous work experience in social service work or as a volunteer.The hourly rate (2011-2012) for community and social service workers in Canada is $12.63 to $20. Rates are somewhat higher for Ontario ($13.64 to $33.94) and Toronto ($13.99 to $33.00).[65]

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[60] Ibid.

[61] Government of Canada, "Health Policy Researchers, Consultants and Program Officers (NOC 4165)," http://www.jobbank.gc.ca/report-eng.do;jsessionid=ACB359F2DB0613A0AB5C6ADC20E59D93.imnav1?area=25635&lang=eng&noc=4165&action=final&s=2&source=8

[62] Ibid.

[63] Government of Canada, "Job Bank: Community and Social Workers (NOC 4212)," http://www.jobbank.gc.ca/report-eng.do?area=9219&lang=eng&noc=4212&action=final&ln=l&s=2&source=2&titleKeyword=mental+health+worker#report_tabs_container2

[64] Ibid.

[65] Ibid.

Institutional Supply and Demand

Seneca's proposed program would be unique to the Toronto region and the province. The most comparable college program is Lambton College's concurrent diploma/degree program in Community Health with Brock University. Niagara College has a graduate certificate program in Community Mental Health with two streams, Multidiscipline[66] and Gerontology.[67] Humber College's Bachelor of Child and Youth Care, while not directly comparable to Seneca's proposed program, offers a community development focus and is therefore of interest to this analysis. Also of interest is the Bachelor of Applied Behavioural Psychology program offered at St. Lawrence College.

This section of the analysis looks at student demand for the aforementioned programs for which data are available. As well, it looks at college programs in the Toronto region that would likely provide direct student transfers or serve as a pathway continuance, e.g. diploma-to-degree, including:
- Child and Youth Care diploma (Centennial, Durham, George Brown, Humber, Mohawk, Sheridan, Fleming, Fanshawe, St. Lawrence)
- Social Service Worker diploma (George Brown, Humber, Sheridan, Fleming, Fanshawe)
- Early Childhood Education diploma (Centennial, Durham, George Brown, Humber Mohawk, Sheridan, Fleming, Fanshawe, St. Lawrence)
- Community Worker diploma (George Brown)
- Community Worker – Outreach and Development diploma (Sheridan)

Lastly, the analysis provides a summary of student demand for Seneca programs that are most related to the proposed degree in Community Mental Health, and therefore would likely serve as an internal transfer/pathway continuance.

Comparable / Related Programs

1. Lambton College: Bachelor of Arts in Community Health[68]

Lambton's program enables students to combine a Bachelor of Arts in Community Health with either a Pharmacy Technician or Massage Therapy diploma from Lambton. To take advantage of this concurrent degree/diploma opportunity, students must be enrolled in the Bachelor of Arts in Community Health degree at Brock University. Students attend Brock University for their first and fourth years and attend Lambton College during their second and third years. Lambton College students who complete a Pharmacy Technician or Massage Therapy diploma may also be eligible to enrol in Brock's Bachelor of Arts in Community Health degree program. Data on student demand (application and confirmation trending) for this program are not available. Likewise, data from the 2012-13 Key Performance Indicators (KPI) Graduate Outcomes /Graduate Satisfaction Survey[69] are not available.

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[66] Niagara College Canada, "Community Mental Health – Multidiscipline," http://www.niagaracollege.ca/content/ContinuingEducation/PartTimeProgramsofStudy/CommunityMentalHealthMultidiscipline.aspx
[67] Niagara College Canada, "Community Mental Health – Gerontology," http://www.niagaracollege.ca/content/ContinuingEducation/PartTimeProgramsofStudy/CommunityMentalHealthGerontology.aspx
[68] Lambton College, "Bachelor of Arts – Community Health," https://www.lambton.on.ca/Programs/FT_Program_page.aspx?id=15662
[69] Conducted across all Ontario colleges by the Ministry of Training Colleges and Universities.

2.   Niagara College: Community Mental Health Graduate Certificate

Niagara College's graduate certificate program in Community Mental Health has two streams – Multidiscipline[70] and Gerontology.[71] Admission requirements include a college diploma or university degree, preferably in a related discipline, or an acceptable combination of related work experience and post-secondary education. The program is offered through the School of Continuing Education, which means that data on student demand are not available. However, KPI data on this program (Multidiscipline stream) are available.

The 43 graduates who participated in the 2012-13 KPI Graduate Outcomes /Graduate Satisfaction Survey,[72] had a higher rate of labour force participation (77% vs. 76%), a slightly lower employment rate (82% vs. 83%), and the same full-time employment rate (74%), compared to graduates from all Ontario colleges.

Of these 43 graduates, 7 were employed as food counter attendants, kitchen helpers and related support occupations (25%); 4 as cashiers (14%); 2 as nurse aides, orderlies and patient service associates (7%); 2 as retail salespersons (7%); and 1 was employed in each of the following occupations (4%): cleaning supervisors; food and beverage servers; food service supervisors; home support workers, housekeepers and related occupations; licensed practical nurses; light duty cleaners; material handlers; motor vehicle assemblers, inspectors and testers; other customer and information services representatives; retail sales supervisors; store shelf stockers, clerks and order fillers; textile fibre and yarn, hide and pelt processing machine operators and workers; and transport truck drivers.

The KPI data do not indicate graduate satisfaction rates, i.e., the degree to which these graduates were satisfied with the usefulness of their college education in achieving their goals after graduation. Nor is there data on employer satisfaction.

Four of these graduates (9%) had full-time employment in a job related to their study program; 3 were employed in a part-time job related to their study program (7%); 16 were employed full time in a job unrelated to their program (37%); 4 were employed part-time in a job unrelated to their program (9%); 6 were unemployed (14%); and 10 were not in the labour force (23%). The average annual salary for these graduates was $21,837 compared to $30,243 for graduates of all Ontario colleges.

3.   Humber College: Bachelor of Child and Youth Care

Humber College launched its Bachelor degree program in Child and Youth Care in 2011. The program is designed to provide graduates with the knowledge, skills and abilities required for in-depth work with children and youth, and in community development. Courses integrate the study of developmental, preventative and therapeutic approaches in child and youth care. This degree program is an organizational member of the Ontario and the Canadian Association of

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[70] Niagara College Canada, "Community Mental Health – Multidiscipline,"
http://www.niagaracollege.ca/content/ContinuingEducation/PartTimeProgramsofStudy/CommunityMentalHealthMultidiscipline.aspx
[71] Niagara College Canada, "Community Mental Health – Gerontology,"
http://www.niagaracollege.ca/content/ContinuingEducation/PartTimeProgramsofStudy/CommunityMentalHealthGerontology.aspx
[72] Derived from 2012-13 KPI Graduate Outcomes/ Graduate Satisfaction Survey conducted across all Ontario colleges by the Ministry of Training Colleges and Universities.

Child and Youth Counsellors. Graduates are eligible to apply for professional membership in the Ontario Association of Child and Youth Counsellors (OACYC).[73]

Ontario College Application Service (OCAS) data show a steadily high demand for this program (see Chart 1) for the 2011-2014 period. Annual applications were between 438 and 568, with confirmations averaging 76. Annual conversion rates averaged about 16%.

Data from the 2012-13 Key Performance Indicators (KPI) Graduate Outcomes /Graduate Satisfaction Survey, conducted across all Ontario colleges by the Ministry of Training Colleges and Universities, are not available for this program.

Chart 1: Application and confirmation trending, Bachelor of Child and Youth Care, Humber College, 2011-2014[74]

	2011	2012	2013	2014
Program choices	479	438	493	568
Confirmations	70	74	78	82
Conversion Rate	15%	17%	16%	14%
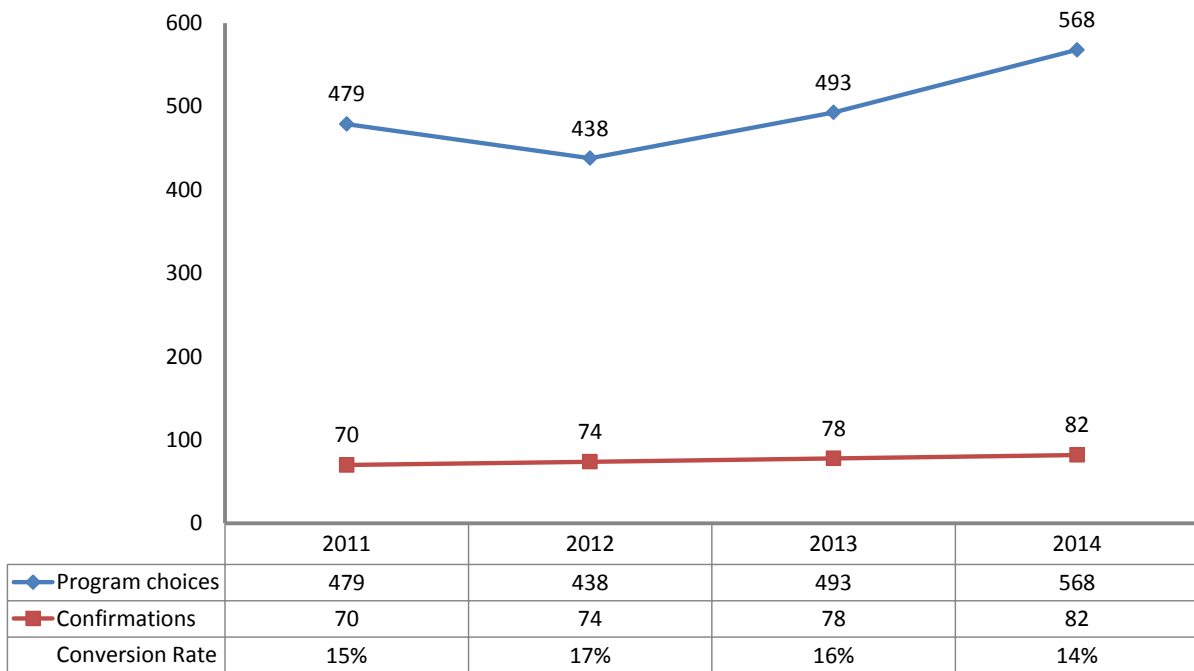
4. St. Lawrence College: Bachelor of Applied Arts in Behavioural Psychology

St. Lawrence's four-year Bachelor of Applied Arts in Behavioural Psychology[75] is the first undergraduate degree in Canada to provide a comprehensive program of study in the field of Behavioural Psychology, and includes 1,100 hours of supervised placements in three different community settings.

OCAS data for the period 2010-2014 (see Chart 2) show a high demand for this program. The number of annual applications was between 304 and 316. Annual confirmations ranged

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[73] Humber, "Bachelor of Child and Youth Care," http://www.humber.ca/program/bachelor-child-and-youth-care
[74] Ontario College Application Service (OCAS), Application and Confirmation Report, www.ocas.ca
[75] St. Lawrence College, "Bachelor of Applied Arts Degree in Behavioural Psychology," http://www.stlawrencecollege.ca/programs-and-courses/full-time/programs/a_m/bachelor-of-applied-arts-degree-in-behavioural-psychology/kingston/

between 71 and 114 over the same period. Annual conversion rates for the five cycles were very high, ranging from 23% to 38%.

Chart 2: Application and confirmation trending, Bachelor of Applied Arts in Behavioural Psychology, St. Lawrence College, 2010-2014[76]

	2010	2011	2012	2013	2014
Program choices	312	304	316	310	307
Confirmations	88	114	85	71	79
Conversion Rate	28%	38%	27%	23%	26%
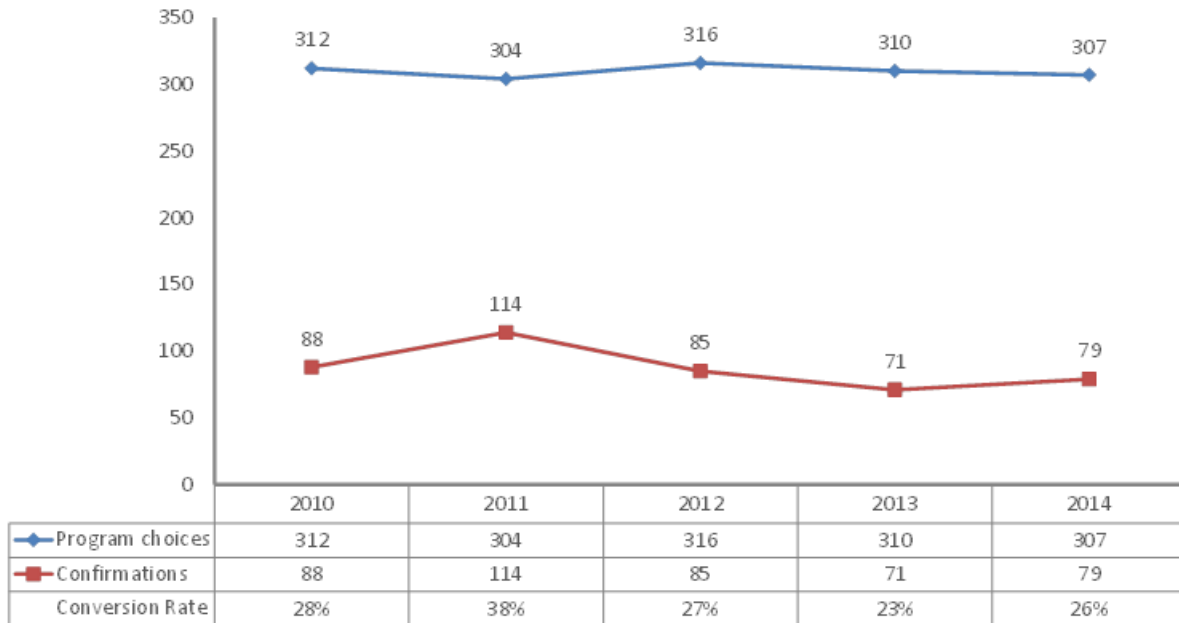
The 29 graduates of this program who participated in the 2012-2013 Key Performance Indicator (KPI) Graduate Outcomes/ Graduate Satisfaction Survey[77] had the same rate of labour force participation (76%), a higher rate of employment (95% vs. 83%) and a lower rate of full-time employment (61% vs. 74%), compared to graduates of all Ontario college programs.

Of these 29 graduates, 7 worked as social and community service workers (35%); 2 as program leaders and instructors in recreation, sport and fitness (10%); 1 (5%) was employed in each of the following occupations: accommodation service managers; accounting and related clerks; bartenders; cashiers; elementary and secondary school teacher assistants; food and beverage servers; general office support workers; inspectors in public and environmental health and occupational health and safety; nurse aides, orderlies and patient service associates; painters, sculptors and other visual artists; and property administrators.

The KPI data indicate these graduates were less satisfied with the usefulness of their college education in achieving their goals after graduation, than graduates of college programs overall (69% vs. 80%). Nine of these graduates (31%) had full-time employment in a job related to their study program; 4 were employed in a part-time job related to their study program (14%); 4 were employed full time in a job unrelated to their program (14%); 4 were employed part-time in a job unrelated to their program (14); 1 was unemployed (3%); and 7 (24%) were not in the labour force.

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[76] Ontario College Application Service (OCAS), Application and Confirmation Report, www.ocas.ca
[77] Derived from 2012-13 KPI Graduate Outcomes / Graduate Satisfaction Survey conducted across all Ontario colleges by the Ministry of Training Colleges and Universities.
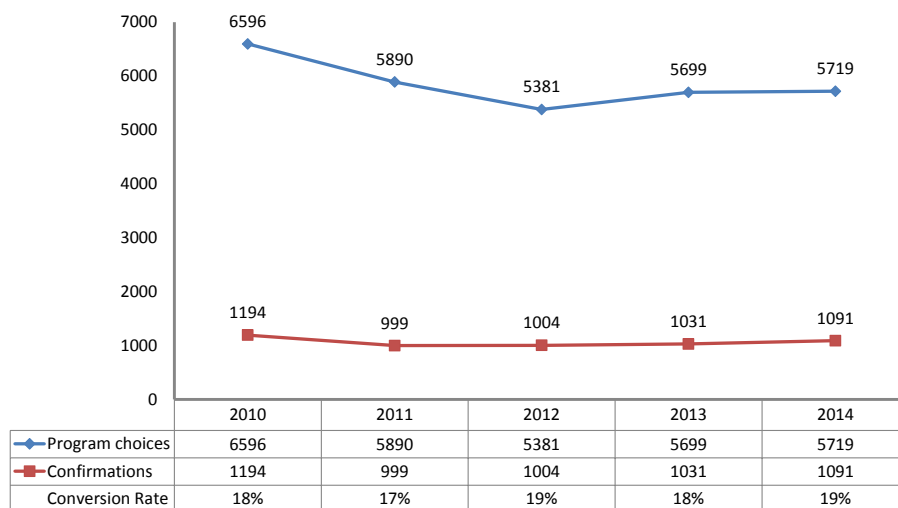
Employers of these graduates were more satisfied than employers of graduates across all Ontario college programs (100% vs. 92%). This may mean that the college training of their employees had sufficiently prepared them for the type of work he/she was doing. The average annual salary for these graduates was $27,788 compared to $30,243 for graduates of all Ontario colleges.

The 35 graduates who participated in the 2012-2013 KPI Graduate Outcomes/ Graduate Satisfaction Survey [78] had a very low rate of labour force participation (34% vs. 76%), a higher employment rate (90% vs. 83%), and a much lower full-time employment rate (44% vs. 74%), compared to graduates from all Ontario colleges. Further analysis is required to understand the reasons for the low rate in labour participation and the low rate of full-time employment. One explanation might be that these graduates have chosen to pursue further studies. Many of the program's top graduates choose to apply to Faculties of Education to pursue careers in teaching or apply directly to masters programs and advance their educational knowledge through further specialization.

The KPI data indicates that these graduates were more satisfied with the usefulness of their college education in achieving their goals after graduation, compared to graduates of college programs overall (82% vs. 80%). The vast majority of employed graduates found work in education-related occupations: Eight found jobs as early childhood educators and assistants (73%); and 1 (9%) was employed in each of the following occupations: elementary and secondary school teacher assistants; instructors of persons with disabilities; and restaurant and food service managers.

Employers of these graduates were more satisfied, compared to employers of graduates across all Ontario college programs (97% vs. 92%). This may mean that the college training of their employees had sufficiently prepared them for the type of work he/she was doing. The average annual salary for these graduates was $26,959 compared to $30,243 for graduates of all Ontario colleges.

Potential Feeder Programs: External

1. Child and Youth Care diploma (Centennial, Durham, George Brown, Humber, Mohawk, Sheridan, Fleming, Fanshawe, St. Lawrence)

The Child and Youth Care diploma program is offered at a number of colleges in the region, including Centennial, Durham, George Brown, Humber, Mohawk, Sheridan, Fleming, Fanshawe and St. Lawrence. OCAS data show a high demand for this program (see Chart 3). Over the period 2010-2014, the combined number of annual applications was consistently well above 5,000, with average annual confirmations for each college at 126; the annual conversion rate for this program averaged 16%.

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[78] Derived from 2012-13 KPI Graduate Outcomes/ Graduate Satisfaction Survey conducted across all Ontario colleges by the Ministry of Training Colleges and Universities.

Chart 3: Application and confirmation trending (combined colleges), Child and Youth Worker advanced diploma program; Centennial, Durham, George Brown, Humber, Mohawk, Sheridan, Fleming, Fanshawe, St. Lawrence; 2010-2014

	2010	2011	2012	2013	2014
Program choices	5574	5258	5569	5399	5166
Confirmations	869	829	912	882	896
Conversion Rate	16%	16%	16%	16%	17%
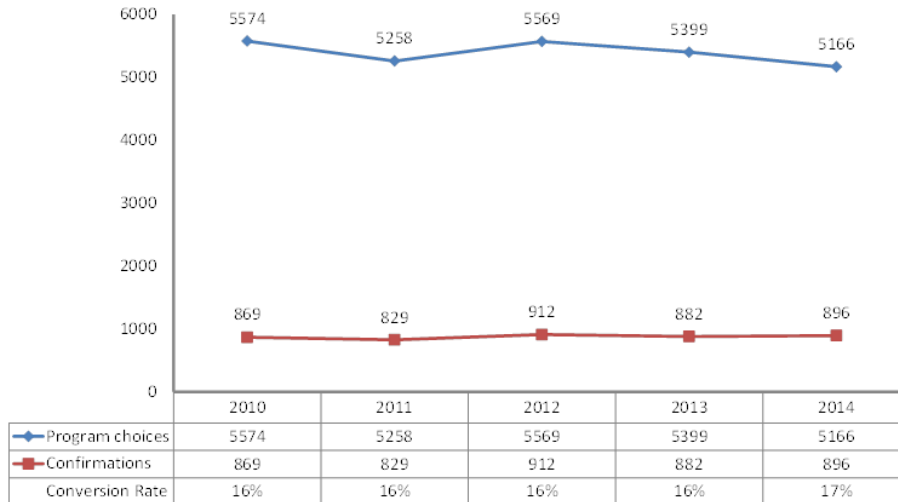
2. Social Service Worker diploma (George Brown, Humber, Sheridan, Fleming, Fanshawe)

The Social Service Worker diploma program offered at George Brown, Humber, Sheridan, Fleming, Fanshawe is experiencing high demand (see Chart 4). OCAS data for the 2010-2014 period show that the number of combined applications were between 5,381 and 6,596 annually; combined annual confirmations numbered between 999 and 1194; conversion rates were high, averaging 18%.

Chart 4: Application and confirmation trending (combined colleges), Social Service Worker diploma program; George Brown, Humber, Sheridan, Fleming, Fanshawe; 2010-2014[79]

	2010	2011	2012	2013	2014
Program choices	6596	5890	5381	5699	5719
Confirmations	1194	999	1004	1031	1091
Conversion Rate	18%	17%	19%	18%	19%

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[79] Ibid.

3. Early Childhood Education diploma (Centennial, Durham, George Brown, Humber Mohawk, Sheridan, Fleming, Fanshawe, St. Lawrence)

Student demand is also high for the Early Childhood Education diploma program offered at many colleges in the region including: Centennial, Durham, George Brown, Humber, Mohawk, Sheridan, Fleming, Fanshawe and St. Lawrence (see Chart 5). Between 2010 and 2014, the combined number of annual confirmations was well over 9,000 for four of the five cycles. The number of combined annual confirmations was high for all five cycles, between 1,738 and 2,340, with annual conversion rates averaging 22%.

Chart 5: Application and confirmation trending (combined colleges), Early Childhood Education diploma program; Centennial, Durham, George Brown, Humber, Mohawk, Sheridan, Fleming, Fanshawe, St. Lawrence; 2010-2014[80]

	2010	2011	2012	2013	2014
Program choices	9820	8910	9211	9246	9516
Confirmations	1886	1738	2021	2162	2340
Conversion Rate	19%	20%	22%	23%	25%
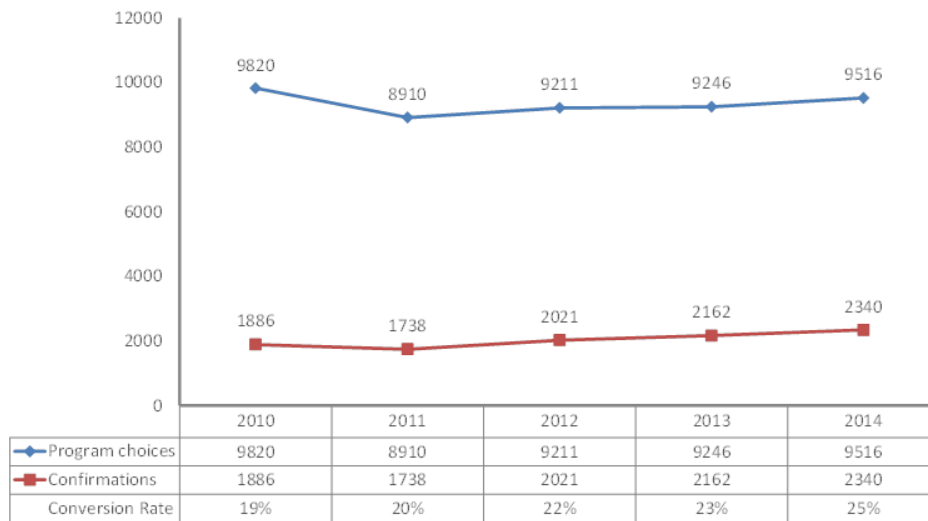
4. Community Worker diploma (George Brown)[81]

George Brown's Community Worker diploma is one of the few programs of its kind in North America, approved as equivalent to Social Service Worker programs for professional registration purposes. The program prepares students to work with individuals, groups and communities towards progressive social change.

OCAS data show a very high demand for this program over the 2010-2014 period (see Chart 6). The number of applications for the five cycles were between 446 and 611 annually, with confirmations ranging between 169 and 208 each year. Conversion rates over this period were very high, between 34% and 39%.

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[80] Ibid.

[81] George Brown, "Community Worker Program," http://www.georgebrown.ca/C101-2014-2015/

Chart 6: Application and confirmation trending, Community Worker diploma program, George Brown College, 2010-2014[82]

	2010	2011	2012	2013	2014
Program choices	611	598	446	530	522
Confirmations	208	233	169	194	187
Conversion Rate	34%	39%	38%	37%	36%
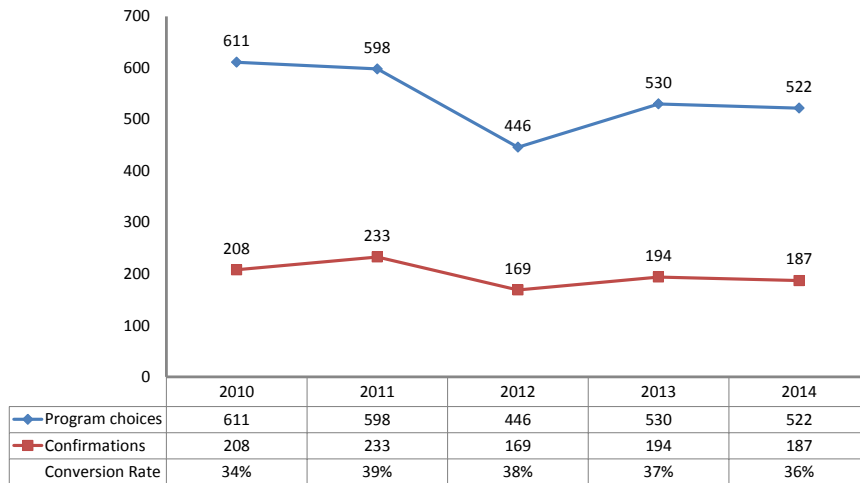
    5.   Community Worker – Outreach and Development (Sheridan)[83]

The Sheridan Community Worker – Outreach and Development program is designed to equip graduates "with skills to empower a local, regional or international community to bring about change" including how to facilitate and organize a grassroots effort. Students gain real-world experience through the program's more than 575 hours of field placement.

OCAS data show relatively high demand over the 2010-2014 period (see Chart 7). Applications numbered between 107 and 154 annually, with an annual average of 28 confirmations. Conversion rates were high for all five cycles: between 17% and 27% each year.

Chart 7: Enrollment and confirmation trending, Community Worker – Outreach and Development diploma program, Sheridan College, 2010-2014[84]

	2010	2011	2012	2013	2014
Program choices	107	154	131	128	128
Confirmations	29	29	34	22	25
Conversion Rate	27%	19%	26%	17%	20%

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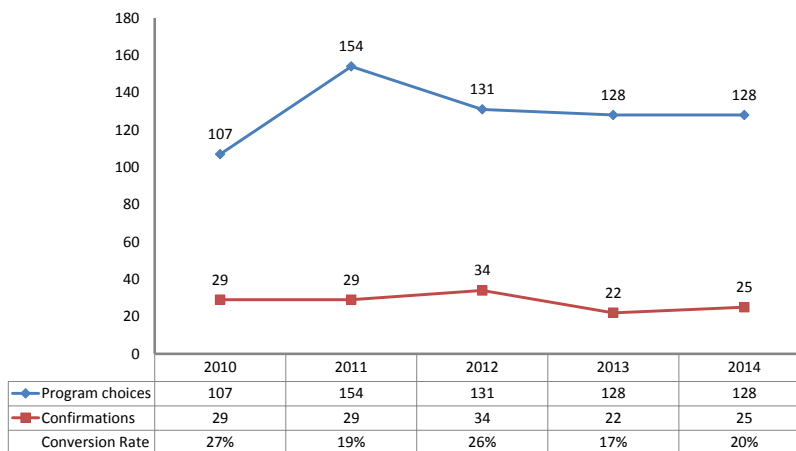
[82] Ontario College Application Service (OCAS), Application and Confirmation Report, www.ocas.ca
[83] Sheridan, "Community Worker – Outreach and Development,"
https://www.sheridancollege.ca/academics/programs-and-courses/community-worker-outreach-and-development.aspx
[84] Ontario College Application Service (OCAS), Application and Confirmation Report, www.ocas.ca

Potential Feeder Programs: Seneca

Demand is also high for Seneca's related programs including: 1) Child and Youth Care; 2) Behavioural Sciences; 3) Early Childhood Education; 4) Social Service Worker; and 5) Bachelor of Child Development (see Table 1). The Early Childhood Education diploma program and the Social Service Worker diploma program experienced the highest demand, with average annual confirmations at 357 and 525 respectively. Annual conversion rates for all four programs were very high, averaging between 19% and 43.5%.

Table 1: Application and confirmation trending, selected Seneca programs, Faculty of Applied Arts and Sciences, 2010-2014[85]

Program	Annual Applications (average)	Annual Confirmations (average)	Conversion Rate (average)
Child & Youth Worker	761	146	19%
Behavioural Sciences*	298	102	43.5%
Early Childhood Education	1,595	357	22.2%
Social Service Worker	2,352	525	22.4%
Bachelor of Child Development	339	75	22.6%

*The Behavioural Sciences diploma program began in Fall 2013.

Strategic Analysis

The model for health service delivery in Canada has become more community-based in recent years, which has opened up new employment opportunities across the sector, including in the area of mental health. As noted earlier, cities across Canada are increasingly adopting more inclusive, community-based approaches to mental health care services, including the delivery of programs for different groups such as Aboriginal people, youth, and immigrants. Seneca's proposed degree program would prepare graduates with the knowledge and skills required to be employed in high-demand liaison roles in community mental health.

Further, there is considerable room to position the program as York Region's primary source of degree graduates with expertise in Community Mental Health – graduates' employment prospects in the Region are likely to be strong given that York Region is the sixth-largest municipality in Canada, the fastest-growing region in Ontario, and is home to Ontario's largest LHIN (serving 1.8 million people). York Region is expected to experience an increased demand for all types of health and social services to meet the needs of its increasingly culturally diverse communities.

Seneca's proposed program would be unique to both the Greater Toronto Area and the province. Lambton's concurrent program with Brock University requires students to complete a two-year diploma in either Pharmacy Technician or Massage Therapy as part of their Bachelor of Arts degree program in Community Health. Seneca's proposed program would offer a continuous, intensive focus on community mental health, i.e., a total of four years compared to Brock's two years (offered in the first and fourth year of the program). Lambton's program requires students to be accepted into Brock's degree program at the onset (first year), which

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[85] Based on data from Ontario College Application Service (OCAS), Application and Confirmation Report, www.ocas.ca

may serve to exclude potential students who are not eligible for university entrance, giving Seneca College a competitive advantage in terms of broader market appeal.
Niagara College's graduate certificate in Community Mental Health does not compare well with Seneca's proposed degree program, for reasons of program length, scope of study and eligibility requirements (applicants require a relevant postsecondary credential). Humber College's Bachelor of Child and Youth Care program has a focus on community development, but without Seneca's mental health orientation. Similarly, St. Lawrence's Bachelor of Applied Behavioural Psychology program is related to the proposed program, but does not offer the same broad-based, community mental health focus. Graduates of these programs would not be equipped with the cross-disciplinary skills and knowledge required to provide effective community liaison services across the increasingly dynamic and integrated sectors of health and social services.

Seneca is a leader in the provision of related programs and offers existing expertise which would attract high school leavers. The Faculty of Applied Arts and Health Sciences is one of Seneca's most successful faculties in terms of applications, and houses the College's most over-subscribed programs. The proposed program would build on and strengthen the offerings of the Faculty, providing a pathway continuation from several high-demand programs. These include: Social Service Worker, Child and Youth Care, Early Childhood Education, Behavioural Sciences, and Bachelor of Child Development. All of these programs offer a high potential for internal transfer.

As well, the proposed program would likely attract a large number of external transfer students and graduates seeking a diploma-to-degree pathway from the following college programs:

- Community Mental Health (Niagara)
- Behavioural Science Technology (George Brown St. Lawrence)
- Social Service Worker (Humber, George Brown, Centennial)
- Early Childhood Education (George Brown, Humber, Centennial)
- Autism and Behavioural Science (George Brown, Mohawk, Fanshawe)
- Addictions and Mental Health (Durham)
- Community Worker (George Brown, Sheridan)

Some of these programs require applicants to have a university or college credential in a related field, which is not the case for Seneca's proposed program. This may represent a competitive advantage for Seneca, opening the College's market to a potentially broader population of applicants.

Seneca

Section 14: Duplication

Section 14: Duplication

Introduction

Seneca has reviewed the offering of programs similar to the proposed Bachelor of Community Mental Health. The related College programs have some similarities in course offerings, however, the mapping of the proposed degree curriculum to the degree level standards as set out by the Ontario qualification framework shows that the proposed BCMH program prepares the graduate with the knowledge and skills expected of a degree program.

The unique focus of the proposed BCMH degree on the social determinants of health and illness lays a solid foundation for the Community Mental Health graduate. They will be equipped to work in both the mental health and mental illness areas in education, promotion, intervention and recovery. From our survey of programs offered by Ontario Colleges there are no programs with this specific curriculum focus.

Summary and Analysis of College Programs Compared to the Proposed Bachelor of Community Mental Health

Institution(s)	Comparison to Proposed Seneca Program
St. Lawrence College Bachelor of Applied Behavioural Psychology **Degree**	Similarities: Graduates from both degrees will be working within the mental health and illness field. Differences: The St. Lawrence graduates will be able to work in the field of Applied Behavioral Analysis which is not part of the proposed Seneca degree. The proposed Seneca program will focus on the field of community mental health and wellness. Graduates will work in the community to promote mental health, educate the community and provide intervention when appropriate with those who experience mental illness.
Humber College Bachelor of Child and Youth Care **Degree**	Similarities: Both focus on community development. Differences: The proposed Seneca degree will prepare graduates to work across the lifespan in community mental health and wellness. The Humber graduates will focus on child and youth issues in health and wellness.
George Brown Community Health Case Management **Certificate**	Similarities: Both are providing skills training for people interested in working in Community Mental Health. Differences: George Brown is offering a certificate program for people who already have a diploma or a degree from a related field. The focus is case management. Seneca's proposed degree will focus on providing graduates with the theory, application and skills based on research to work in the field of Community Mental Health.
Canadore	Similarities: Common areas of study are mental health, counselling skills, addictions, recovery strategies. Both programs are grounded in psychology and sociology.

Mental Health and Addictions Worker **Diploma**	<u>Differences</u>: Canadore is offering a diploma program with a focus on Addictions and Mental Illness. Seneca's proposed degree is delivered from a foundation of understanding social determinants of health. The learning outcomes are based on the Ontario Credentials Framework benchmarks for a baccalaureate degree program, including applied research.
Durham Addictions and Mental Health **Graduate Certificate**	<u>Similarities</u>: Both programs are based on evidence-based practice, and working with diverse populations. <u>Differences</u>: Durham's graduate certificate program is aimed at people with a university degree in Psychology or a related discipline. Seneca's proposed degree gives students the undergraduate knowledge needed to move into the field of Community Mental Health with a focus on mental illness and mental health. There is also a strong research stream in the proposed degree.
Georgian Addictions: Treatment and Prevention **Graduate Certificate**	<u>Similarities</u>: Courses in counselling, addictions and family dynamics as well as addictions are common in both programs. <u>Differences</u>: Georgian's program is directed toward treatment of addictions. Of the thirteen courses 9 are focused on working in the addictions field. Students must have a post-secondary diploma or degree to be admitted to Georgian's program. The proposed Seneca degree is focused on education, promotion and prevention in the Community mental health field. Students will have course work related to Addictions as well as many other areas of Mental illness and health. There is a strong applied research focus.
Niagara Community Mental Health – Multidiscipline **Graduate Certificate**	<u>Similarities</u>: Graduates of both programs will be prepared to work with people who have mental health challenges. <u>Differences</u>: This graduate certificate program introduces people working in the field of mental illness with updates and trends as well as enhancing their existing knowledge. Admission requirements for Niagara are a diploma or a degree in a related field. Seneca's proposed degree will focus on both mental illness and mental health with a strong focus on application and research.

Summary and Analysis of Ontario University Programs Compared to the Proposed Bachelor of Community Mental Health

In our search to find similar Ontario degrees, we were only able to find four that had some similarities to Seneca's proposed Bachelor of Community Mental Health. There are many degrees aimed at professionals such as Social Workers, Psychologists, Counsellors and others who work with those people who already have mental health challenges but there is little in terms of programs that work with the prevention of mental illness and the promotion of mental health. This program not only prepares the student to work in the field with people suffering from mental illness but also to work in the growing field of prevention and support of mental health and wellness.

Seneca College's proposed program would be strategically positioned as York Region's primary source of degree graduates with expertise in community mental health, ready to meet the mental health challenges of the Region's diverse and rapidly growing populations.

York University Bachelor of Arts - Health and Society **Degree**	Similarities: Both programs are based on social factors that impact health and illness. Both will prepare students to work in Community Mental Health. Differences: Seneca's proposed degree will focus on Community Mental Health and Illness. There is a strong emphasis on social analysis and skills acquisition in the field of counseling and intervention. York focuses on the global perspective of biomedical models and practices. There are only four required courses that include Health Controversies, Critical Study of Health and Society, Strategies to Social Science Research and Health and Society Seminar. There is a broad approach to the York degree whereas Seneca's proposed degree is very focused on Community Mental Health and Illness in intervention, prevention and education. The York program takes a broader approach to health.
Tyndale University Bachelor of Arts – Human Services\ **Degree**	Similarities: Both are preparing students to work with people in the community who may need support, care and education. Differences: Tyndale is based on philosophical and theological foundations, whereas, Seneca's proposed degree is built on a foundation of psychology and sociology with a strong research component throughout the program.
Ryerson University Mental Health and Addictions **Certificate**	Similarities: The ten course certificate is a general introduction to addictions. The proposed degree introduces students to Addictions. Differences: Seneca's proposed degree will focus on Mental Health and Illness in the context of Community rather than health in general. The proposed degree has a strong focus on skills application and social justice. Students are introduced to Addictions and Addictions treatment but the program is broader.

Brock University and Lambton College concurrent degree Bachelor of Arts - Community Health	Similarities: Graduates will focus on community health. Differences: Seneca's proposed degree will focus on prevention, education and promotion as well as intervention in the Mental Health and Illness field. The Lambton/Brock degree focuses on Community Health with either a Pharmacology or Massage Therapy focus with an emphasis on biology and physiology.

Please note: The college found that there are not more than 4 similar or related existing programs offered at Ontario universities that could have been listed.

Summary and Analysis of Other Jurisdiction Programs Compared to the proposed Bachelor of Community Mental Health

University of Lethbridge, Alberta Bachelor of Health Sciences – Addiction Counselling **Degree**	Similarities: Both teach about addictions, treatment and intervention. Differences: Seneca's proposed degree is broader than a focus on addictions. Graduates will have a broader knowledge and application of community mental health and illness.

Seneca

Section 15: Optional Material

Section 15: Optional Material

The following section includes:

- Program Advisory Committee Minutes
- 2012-2017 Strategic Plan
- 2012-2017 Academic Plan
- 2014-2015 Seneca Calendar
- 2015-2016 Seneca Viewbook
- 2014-2015 Academic Policy

Program Advisory Committee Minutes

Seneca College of Applied Arts & Technology
Bachelor of Community Mental Health Ad Hoc Advisory Committee Meeting

M I N U T E S

King Campus   **Thursday, May 1, 2014**
Boardroom "A"   **9:30 a.m.**

A meeting of the CYW Advisory Committee was held on Thursday, May 1, 2014 in Boardroom "A" at the King Campus.

IN ATTENDANCE:

Cynthia Abel	Project Director, Ministry of Child & Youth Services
Michael Bowe	Supervisor Diversity and Outreach, York Region CAS
Ligaya Byrch	Senior Manager, North Simcoe, Local Health Integration Network
Dr. Deone Curling	Psychologist, U of T
Steve Lurie	Executive Director, CMHA Toronto
Marie Luzier	Executive Director, York Support Services Network

SENECANS:

Judi Brayman	Seneca College, Recording Secretary
Biljana Bruce	Chair, Community Services
Crystal Kotow-Sullivan	Seneca College
Tanya Shute	Faculty, SSW Program

1. Welcome and Introductions

   Biljana Bruce welcomed everyone to the second meeting for this ad hoc committee and introductions were made.

2. Overview of Content

   Biljana Bruce explained that the information received from the members has been included in the content. The revised program map reflects the new outcomes was distributed to everyone at the meeting.

Holistic approach is included also as a result of feedback. Survivor aspects have been included.

Fifty percent of the faculty teaching in the program will need to hold PhDs.
York Region has indicated there is a growth in population and with a gap in Mental Health resources. Our students will graduate from the program in 5 years.   Trends and strategic plans of York Region, looking at the healthy population, keeping them healthy and looking after people with mental health issues should be included so the grads can step into these jobs.

There was discussion that a grad could be a case management in support program, crisis response person.   There are not many mental health targeted jobs available at the time. Students would require a senior based course if work based with seniors. Primary care is huge. Also is mental health in schools and child youth services, peer support, working with families, war stress with people coming from other countries and low income. Social justice is also a large topic.

Admission requirements are aimed at secondary school graduates, but a large number of Seneca students are mature students.

Pathways have been built with CYW, SSW and ECE courses and bridging courses have been identified for advanced standing.

There was discussion on the content of the program and there were many great suggestions that will be taken into account when the courses are being developed. The Health Equity Impact Analysis was suggested as a tool that students should learn to use in their research courses. The texts Paradigm Lost, Walking On, Walking Out and Mad Matters were suggested as texts to use in the program. The themes that were discussed for the context were: lifespan, stigma, diversity, social determinants, self care, family engagement, inter-professional teams, population based focus , skills development , social justice, harm reduction, and policy.

An additional Program Learning Outcome will be added to the eight existing outcomes. It will concern graduates ability to collaborate on an interdisciplinary team. Crystal will work out the acceptable language for the outcome.

4.   Support and Motions

    MOTION 1:

    MOTION made by Steve Lurie, **SECONDED** by Cynthia Abel,

THAT "The School of Community Services, Faculty of Applied Arts and Health
Sciences Ad Hoc Advisory Committee supports the proposal for the Bachelor of
Community Mental Health and Wellness".

CARRIED

MOTION 2:

MOTION made by Steve Lurie, **SECONDED** by Cynthia Abel,

THAT "The proposed curriculum of the Bachelor of Community Mental Health and
Wellness reflects current knowledge in the field of Community Mental Health and
Wellness and meets/exceeds the current education/training and relevance to the field of
study.

CARRIED

5. Proposed Graduate Certificates

Tina DiSimone, Dean of Applied Arts & Health Sciences has met with the program
development department to consider Graduate Certificates in Community Mental Health.
There was discussion about endorsing certificate courses where 10 critical courses from
the proposed Bachelor of Community Mental Health would be chosen to bridge the gap
until the first graduates completed their degree in five years. The two proposed Graduate
Certificates would be in Infant Mental Health and Community Mental Health for First
Responders. The Group suggested also considering Graduate Certificates in three other
areas – Youth and Family Engagement, Leadership Foundations and Health Equity
Impact. Some of these have been developed in Florida and Milwaukee.

Motion 1

MOTION made by Marie Lauzie, **SECONDED** by Deone Curling,

"**THAT** the School of Community Services, Faculty of Applied Arts and Health Sciences
Ad Hoc Advisory Committee supports the proposal for the graduate certificates in
Community Mental Health.

CARRIED

Motion 2

MOTION made by Steve Lurie, **SECONDED** by Marie Lauzie,

"**THAT** the proposed curriculum of the graduate certificates in Community Mental Health reflect current emerging knowledge in the field of Community Mental Health and meets the current education and training requirements in the field.

CARRIED

The members will send letters of Support for these motions.

6.   Future – Community Resources

Biljana Bruce asked that any recommendations of people with interested input who would be interested for this program and teaching to contact her. She would appreciate suggestions.
Biljana Bruce will contact everyone regarding our next meeting.

4.   Adjournment

The meeting adjourned at 11:15 a.m.

Seneca

Section 16: Policies

Section 16: Policies

Table of Contents for Policies