

Opportunity | PROJECT ASSISTANT

The Asian Business and Management Program (ABMP) at York University in Toronto, Canada provides professional development and management training to educators, undergraduate and graduate students as well as senior executives and officials from Asian countries in virtual or blended forums. In the last two decades, ABMP has successfully delivered in Canada and China close to 300 short- and long-term programs to over 5,000 officials, executives and students.

ABMP's customized training programs are designed and offered in close collaboration with and for our participants. Within these virtual programs, students gain many professional and personal competencies that can help them as they move forward on their career journey, whether into graduate studies or the job market. Indeed, study abroad experiences can positively contribute to language and interpersonal skills, global competence and competitiveness as well as self-confidence.

We are currently looking for a friendly and competent assistant to join our team. If you are a compassionate and self-motivated individual with a specific interest in education, we urge you to apply!

Job Purpose

The Project Assistant for our Mentorship Initiative's Professional Experience Program will supervise and support students (high-school, undergraduate and graduate students) with assignments in small groups, implementing lesson plans, and keeping records of student progress.

Primary Duties and Responsibilities related to each project

- Work with the mentor/instructor to monitor the class schedule
- Revise lesson materials with students in small groups (approx. 12 hours)
- Attend all mentor/instructor-led sessions and respond promptly to emails from the instructor or Program Coordinator
- Collaborate with mentor/instructors to recognize issues students are facing and recommend solutions
- Document student progress and communicate with mentor/instructors to keep them informed
- Report any suspected academic integrity issues to the mentor/instructor
- Assist the Program Coordinator with information and resources pertaining to the program on the York University's Learning Management System.
- Draft students' reference letters for the mentor/instructor

Required education, knowledge, skills and abilities

- Excellent written and verbal communication skills in English.
- Must have a compassionate and positive attitude
- High levels of patience to work with students regardless of varying abilities, background or special needs
- Well organized, reliable and enthusiastic team player

- Postsecondary education in mental health or psychology

Compensation

This is a project-based position. Each project is delivered twice or three times per week over four weeks/three months with an estimate of 24 hour per project. The compensation per project is C\$800.

For more information or **to apply, please email a letter** of interest and resume as a PDF to Dr. Elena Caprioni, Program Director, Asian Business and Management Program, at caprioni@yorku.ca. The deadline for applications is Friday, 3 June 2022.

Program Dates

Cohort 2	Date (EST)		Time (EST)
Session 1	6/28/2022	Tues	7:30-9:30PM
Session 2	6/30/2022	Thurs	7:30-9:30PM
Session 3	7/5/2022	Tues	7:30-9:30PM
Session 4	7/7/2022	Thurs	7:30-9:30PM
Session 5	7/12/2022	Tues	7:30-9:30PM
Session 6	7/14/2022	Thurs	7:30-9:30PM
Session 7	7/19/2022	Tues	7:30-9:30PM
Session 8	7/21/2022	Thurs	7:30-9:30PM
Session 9	7/26/2022	Tues	7:30-9:30PM
Session 10	7/28/2022	Thurs	7:30-9:30PM
Session 11	8/2/2022	Tues	7:30-9:30PM
Session 12	8/4/2022	Thurs	6:30-8:30PM

Professional Experience Program Mental Health Services

Program Overview

As the World Health Organization famously says, “There is no health without mental health.” During your lifetime, you may not experience mental illness, but everyone will struggle or have a challenge with their mental well-being (i.e., their mental health) just like we all have challenges related to our physical well-being from time to time. Mental illness affects about one in five Canadians (6.7 million of us) annually. However, this number only includes those who have been formally diagnosed and does not take into account those who suffer from mental illness but are falling through the cracks of a still-problematic system in Canada. Of those diagnosed with mental illness, depression and bipolar disorder, substance abuse disorder or addiction, eating disorders, anxiety disorders, schizophrenia and Post-traumatic Stress Disorder (PTSD) are among the most common ailments.

This six-week programs explores the fundamental concepts of mental health and mental illness. We look at the prevalence of mental health problems in Canada, the risk and protective factors that influence mental health, and the links between mental health and the social determinants of health. We describe the various treatments for mental health challenges and explore additional strategies to support clients and their families. We also look at the challenges of mental healthcare providers in establishing professional boundaries and how to build and maintain their general well-being.

Program Objectives

The program objectives are:

- Learn about real world mental health issues and examine the implications of COVID-19 for mental health
- Explore the link between the social determinants of health and mental health challenges
- Examine assessment and treatment approaches for common mental health challenges
- Discuss strategies to support clients and their families
- Engage in a realistic project in the mental health industry
- Work closely with experts in the industry and with your group members to put theory into practice and treat mental health disorders

Program Approach

This 12-session program includes three components over a six-week period as follows:

COMPONENT 1: Mentor Sessions with Valerie D’Paiva and Rosanra Yoon **12 hours**

We have designed this program to introduce you to real world mental health issues and solutions both in the public and institutional sectors. You will be exposed to a variety of real world examples as you learn about the mental health assessment process and related treatments, crisis and addiction intervention skills as well as the challenges of mental healthcare providers in establishing professional and healthy boundaries.

Each session will equip you with the professional and personal skills necessary to work on the final project (please see Component 3) under the guidance of two mental health care providers who work in community and hospital settings to support people with mental health challenges.

COMPONENT 2: Project Assistant Sessions with Tiffany Beeston **12 hours**

Throughout the program, your Project Assistant (PA) will provide overall class support as well as work with you in smaller groups. Each Mentor session will be followed by a one-hour session with your PA. The purpose of these sessions is to:

- Review content again to reinforce key concepts
- Help you to make the material your own by applying it to assignments/activities that the Mentor provides

COMPONENT 3: Final project under the guidance of your Mentors and PA

During the program kick off, the mentor will share the focus of the final project and students are expected to work on different parts of the final project during each of the 12 sessions. The purpose of this project is to:

- Work on real world mental health issues and solutions that reflect contemporary Canadian society
- Use critical thinking skills and practical experience to cultivate solutions
- Develop professional skills necessary to succeed in the workplace
- Expand your network and collaborate with others

PROJECT: You are a Psychotherapist at a community-based women’s agency that helps women with substance use challenges.

Barbara is a 59-year-old woman and a client of your agency. She has participated in treatment and follow-up programs for both group and 1:1 counselling for a history of opioid use and trauma. She is doing well in her recovery goals for opioid use but has been struggling for the past several years with escalating anxiety, depression, panic attacks and suicidal feelings.

She lives alone in an apartment and has two adult daughters who have moved away but live in the city. In her sessions with you, she shares that she feels worthless and ugly and fears aging and “hates becoming old.” Over the last year, she has avoided leaving her home because she doesn’t want people to see her. She is no longer cooking meals but is instead going out to buy take-out food once a day and drinks coffee during the day. She feels that there are “bugs crawling on my skin” and recently called 911 because she felt like she was dying and that the bugs were everywhere on her body. She says that she feels like dying everyday but has no plan to do so even though she feels that it is unbearable. She is spending increasing time cleaning and sanitizing her apartment because the bugs on her skin must be coming from somewhere. She has thrown out her mattress and sofa. Her coping has worsened over the COVID-19 pandemic; she feels increasingly isolated and is not able to see her daughters and grandchildren for holidays and weekends. In the last two years, she has been feeling increasingly anxious and overwhelmed. She is tearful and describes feeling “hopeless and a deep sadness,” which has been worsening over the last year.

She is the third child of five siblings—she has two older sisters and one younger sister and brother. She describes them as “all beautiful and successful.” She was born and raised in Toronto and left home with a boyfriend at age 17 after becoming pregnant. She managed to complete her high school diploma and went on to college while raising her two young daughters as a single parent. The father of her daughters was violent and she left the relationship with her young daughters—she prides herself on working hard to raise them. She worked as a paralegal until seven years ago when she shifted her focus to her recovery from opioids. She was a victim of childhood abuse perpetrated by a family member and she does not keep in touch with her family. Her mother, with whom she had a troubled relationship, recently died. Her closest sibling, her younger sister, died of cancer ten years ago. She misses her sister very much and has complicated grief about her mother. She feels helpless and worries that her daughters already have too much on their plate with their own lives but at the same time feels angry and resentful that they do not understand how much she is suffering. She feels that they only reach out when they need financial support.

Lately she has started to increase her alcohol consumption, which helps her to sleep, but she finds that in the morning she is nauseated, anxious and shaky. She feels more and more suicidal and hopeless every day. She no longer comes to the programs and is often cancelling her appointments because it is becoming overwhelming to leave her apartment.

The final presentation showcases how you would support this person and how you would apply the mental health continuum and ACES approaches, boundary considerations, self-care, resiliency and stress management strategies based on your learning during the course. Throughout this project, you will develop the following skills:

- Research
- Practical applications
- Ability to use good judgment

Students Responsibilities

- Be actively present for ALL mentor and PA sessions (video must be ON at all times during sessions)
- Be prepared to participate because dialogues and debates are highly encouraged—the more you participate, the more you learn!
- Always put forth your best effort and ensure that you complete your tasks to contribute to your group's success

Assessment Criteria

The overall assessment criteria for each group are:

- Attendance
- Active engagement, participation and professionalism
- Communication
- Productivity and contributions—quality of work
- Initiative
- Critical and creative thinking
- Deliverables and/or final presentation