



Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and WSÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. Learn more about Camosun's [Territorial Acknowledgement](#).

IMHA 526

Section: BX01 Term: F2024

Course Credits: 3

Delivery Method: Blended/Online

Camosun College requires mandatory attendance for the first class of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME : Dr.Michelle Bass

EMAIL: Bassm@camosun.ca -

HOURS: Please email me at Bassm@camosun.ca to schedule an appointment.

Your instructors will try to respond to correspondence within 24 hours; however, you should NOT expect a response during weekends, evenings, or holidays. Please plan accordingly when communicating with them.

COURSE DESCRIPTION

Course Description: This course provides students with an overview of the knowledge and skills needed to assess acute and persistent mental health and substance use challenges. Applying a holistic, culturally informed, and strength-based collaborative approach to assessment, students evaluate and apply various assessment tools, conduct intake interviews, and synthesize multiple data sources to develop a written biopsychosocial assessment and create a plan matching services to the individual's recovery goals and needs

COURSE DELIVERY – hours/week may vary to reflect activities and dates

ACTIVITY	HOURS / WEEK	# OF WEEKS	ACTIVITY HOURS
Lecture			
Seminar			
Lab / Collaborative Learning			
Online	3	15	45

Total: 45 Hours

COURSE LEARNING OUTCOMES

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

1. Conduct a psycho-social history and synthesize multiple sources of information to create a biopsychosocial assessment and personalized recovery plan.
2. Utilize knowledge of a range of assessment tools to screen for mental illness and substance use and evaluate psychosocial functioning of individuals and families.

3. Assess and address suicide and other psychosocial risks according to individual needs, organizational protocols, and expectations.
4. Apply an evidence-informed conceptual framework to facilitate planning and intervention.
5. Apply culturally sensitive and diversity-informed frameworks to assessment and recovery planning

REQUIRED MATERIALS – other materials in D2L Content

This course does not have a required textbook. Readings will be available in D2L

Recommended Texts:

Barlow, D. H., Durand, V. M., Hofmann, S. G., & Lalumiere, M. L. (2023). *Psychopathology: An integrative approach to understanding, assessing, and treating psychological disorders*. Cengage Canada.

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787> - available online

Webcam, microphone, slide presentation software (e.g., PowerPoint, Prezi, or Google docs).

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

Course syllabus, schedule dates, assignments, and content materials available in D2L

Week	Topic	* subject to change
1	Overview of Screening, Assessment and Recovery Planning	
2 &3	Biopsychosocial Assessment: Processes and Management	
4 & 5	Case Conceptualization and Treatment Planning	
6	Assessment and Recovery Planning for Concurrent Disorders	
7	Indigenous Approaches and Practices	
8 & 9	Case Management	
10 &11	Practice with Severe and Persistent Mental Illness	
12	Practice with Anxiety and Mood Disorders	
13&14	Selected Interventions and Practice Considerations	

IMHA 522, 524, and 526 courses run concurrently and include campus activities during IMHA 528 Lab sessions.

STUDENT EVALUATION

Description	Weighting
Reflections (4)	25
Biopsychosocial Assessment and Treatment Plan	25
Group Project: Case Studies and Group Feedback	25
Case Management: Integrating Evidence and Practise	25
Total	100%

Assessment of assignments often includes APA writing and format (e.g., headings, spacing, citations); other graded elements include spelling, grammar, and length adherence (see specific assignments for details). Resources for academic writing are posted in D2L Content and are available at Camosun Writing Centre and Library. [AskAway](#) online reference service is available through the Camosun Library site.

Assignments must be submitted electronically in Word or PDF (see specific assignments for details). Students are responsible for maintaining electronic copies of submitted work until completion of IMHA Program (coursework from one course may inform another).

All assignments and learning activities must be submitted within 24 hours of the last scheduled class. All assignments must meet a minimum **C+** level, with a final grade of **B-** or higher required for successful completion of the course. We are supporting students to demonstrate competencies and successfully pass. If the original submission does not achieve a mark of 65% or more, the assignment must be re-submitted within a specified time and demonstrate knowledge/skill at a “C+” or higher. Exceptions may apply (e.g., original submission failed due to plagiarism or cheating).

COURSE GUIDELINES & EXPECTATIONS

Participation - the following contributes to a vibrant and active learning environment:

- Punctual arrival for seminar/lab and posting assignments/reflections before due time
- Active involvement in discussion, group work, seminar, assignments, role-play, and online activities
- Respectful listening, constructive and appropriate comments in all learning environments

Missed Campus and Synchronous Sessions:

- If a student is absent from all or part of a scheduled lab/seminar, they are expected to complete learning activities to demonstrate outcomes for missed content. Activities reflect knowledge and skills aligned with the course. Instructors must be confident that skills and knowledge meet competencies for the field.
- All missed content activities must be submitted for a final grade to be posted on Camlink; delay may impact a student’s ability to continue in subsequent courses (e.g., IMHA 540 Practicum).
- Repeated absence from class times will be discussed with the student. Successful course completion will be jeopardized if more than 15% of class time is missed (e.g., 6.75 hours for a 3-credit/45 hr. course)

Technology

- While seminar/lab is in-session, cellphones and other **electronic devices** are to be out-of-sight with alerts/ringers silenced with exception of technology for purposes of pre-arranged Center for Accessible Learning (CAL) accommodations. Research demonstrates that students may have difficulty disengaging and the continuous checking or distraction of the sounds and screen light deter from the classroom experience for the student and those in the vicinity. In practice, workers who use devices for personal use are not present and engaged with their client; we discourage this and expect professional behavior as students prepare for moving into practicum and graduate roles. Let’s create space to “disconnect and connect”.
- For online synchronous sessions, **cameras** are to be on unless instructor indicates otherwise. Please mute microphones at start of sessions; instructors will guide the use of technology as the class progresses. Apps (e.g., WhatsApp, Skype), phones, and webpages other than D2L are to be closed.
- Students are strongly discouraged from starting pages or communicating on **social media platforms** (e.g., Instagram, Facebook, Group chats) due to their exclusionary nature. D2L includes tools for student-to-student communication; at times, demonstration of course outcomes include group work and communication in D2L Discussion forums.
- The IMHA Program includes learning outcomes that focus on critical thinking, conceptualization, and application skills. Using **AI tools** to bypass necessary knowledge and skill development may save time in the short term but will invariably lead to a poor understanding of client support practices and may result in unsafe circumstances in the field. Therefore, use of generative artificial intelligence (AI) tools like

ChatGPT and Bing AI is prohibited for assignment work and submissions. Use of Grammarly is acceptable for sentence structure, spelling, and grammar only; students are responsible for accuracy of software application. AI tools may be used with instructor permission for designated learning activities. Please contact your instructor if you have questions.

Due Dates – see Schedule and D2L Assignments/Dropbox

Due dates are thoughtfully determined to maximize the application of concepts to demonstrate mastery as well as to provide a foundation to build on further course content (most courses are progressive in nature). Timing of due dates is significant: we want to avoid a student getting behind on assignments and learning activities as it may hinder a strong context for subsequent course concepts. To relate this to human services, those you are supporting may find it challenging to learn new concepts unless foundational knowledge is first attained.

Assignments are to be uploaded electronically to the designated area (e.g., Assignments/Dropbox) **by 11.59 pm** on the due date, unless otherwise specified. This ensures that work is completed as a foundation for content in the following class. Some assignments also submitted in hardcopy at the start of class the next day (see details).

Late Assignments

We recognize that there are multiple factors that could affect a student's ability to complete an assignment on time. It is assumed that students work diligently and employ good time-management skills to meet deadlines. Even with the best intentions and strategies, unexpected situations can arise.

In fairness to all students, assignments 15 minutes or more past due time are deducted 5% per 24-hour period. Instructors hold no judgment of students who decide to take more time. The late deduction is often well worth the time to complete the assignment with better learning outcomes and decreased stress.

If urgent and exceptional circumstances prevent a student from meeting the due date, students should contact the instructor and request an extension at least 48 hours prior to the due date. Emergency situations will be considered on a case-by-case basis. Being busy, pressured with outside work, or having competing academic commitments are not considered valid reasons to receive extensions. A student who receives an extension and abides by the agreement with the instructor is not subject to a late deduction.

Students with a *Letter of Accommodation* from the Centre for Accessible Learning (CAL) must have identified arrangements negotiated with the instructor at least **48 hours** before due time. Typically, an extra two calendar days will be granted.

Without a *Letter of Accommodation*, the deduction is on the mark obtained. For example, work submitted up to 24 hours late and earns 18/20, deduction is .9 (18 x 5%). In extenuating circumstances, a student may contact the instructor to request an extension without late deduction.

Late deduction marks are applied for days an assignment is initially late, as well as days after the instructor returns an assignment for re-submission (see details under Student Evaluation). Assignments may be re-written only with the express consent of the instructor and under exceptional circumstances.

Assignments over 20 days past due do not earn marks (20 days x 5% = 100% deduction) but must be completed and assessed at a **C+** knowledge/skill level. The intention is that a student demonstrates passing level knowledge and skill but are not advantaged over other students who submitted their work on time and exceeded 65%.

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College

property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers many services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Support Service	Website
Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centers (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities - The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, learning, etc.). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your

diagnosis or condition to course instructors. Visit the CAL website for contacts and to learn how to get started: <http://camosun.ca/services/accessible-learning/>

Academic Integrity - Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress - Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy - Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course - Please see "Attendance" section under "Registration Policies and Procedures" (<http://camosun.ca/learn/calendar/current/procedures.html>)

Medical / Compassionate Withdrawals - Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn about the process.

Sexual Violence and Misconduct - Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-370-3841

Student Misconduct (Non-Academic) - Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and behavioural conduct.

Changes to this Syllabus:

Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.