



Course Syllabus

Course title: Recovery-Oriented Interventions

Class section: IMHA - 538 - BX01

Term: 2025W

Course credits: 3

Total hours: 45

Delivery method: Blended

Territorial Acknowledgement

Camosun College respectfully acknowledges that our campuses are situated on the territories of the Łək̓ʷəŋən (Songhees and Kosapsun) and W̱SÁNEĆ peoples. We honour their knowledge and welcome to all students who seek education here.

Instructor Details

Name: Dr. Michelle Bass

Email: BassM@camosun.ca

Instructor Statement

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

Instructor Office Hours

Office:	Hours:
Room #	CHW 312
312 CHW	Please email me to arrange an appointment

Course Description

Course Description:

Students apply trauma-informed and culturally-informed counselling approaches to support psychosocial recovery from mental health and substance use challenges. Students will acquire skills in evidence-informed recovery-oriented practices, including cognitive behavioural therapy, dialectical behavioural therapy skill training, and relapse management. Students will also explore diverse cultural perspectives and discuss recognizing culture as medicine when looking at how to make appropriate referrals.

Prerequisites:

All of:

B- in IMHA 522

Course Learning Outcomes / Objectives

Upon successful completion of this course/program, the learner will be able to

1. Synthesize and integrate theoretical concepts underlying recovery-informed interventions to select appropriate interventions
2. Apply evidence-informed interventions and culturally relevant strategies to promote recovery
3. Apply case management processes to support individuals and families in recovery
4. Evaluate the effectiveness of intervention plans and strategies and recommend change as needed

Course Materials - Required

Dewan, M. J., Steenbarger, B. N., & Greenberg, R. P. (2018). The Art and Science of Brief Psychotherapies: A Practitioner's Guide. American Psychiatric Publishing.

Van Dijk, S. (2013) DBT made simple. A Step- by -Step Guide to Dialectical Behavioral Therapy. Harbinger Pub.

Recommended:

Miller W., & Rollnick, S. (2023). Motivational Interviewing. Helping People Change and Grow. Guilford Press

Course Schedule, Topics, and Associated Preparation / Activity

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

Week	Topic	Readings	Other
Week 1	Overview and Introduction	Dewan, M. J., Steenbarger, B. N., & Greenberg, R. P. (2018). Chapters 2 and 3 and 5	
Week 2	Stage of Change and Motivational Interviewing	Dewan M.J., Steenbarger, B. N., & Greenberg R.P. (2018) Chapter 6	Prepare for seminar Jan 17th 1-3.50- PA 103
Week 3	Motivational Interviewing and Intro to DBT	Dewan M.J., Steenbarger, B.N. & Greenberg R.P. (2018) Chapter 6 Van Dijk, S. (2013) DBT Made Simple Part 1 (1, 2)	Assignment 1: Due Jan 27th- 10:55pm
Week 4	DBT	Dewan, M.J., Steenbarger B.N. & Greenberg, R.P. (2018) Chapter 9 And Or Van Dijk, S. (2013) Part 1 (3,4) and Part 2 (5 and 6)	Complete Activity 1

Week	Topic	Readings	Other
Week 5	DBT	Readings: Van Dijk, S. (2013) . Part 2 (7 and 8, 9)	Complete Activity 2
Week 6	DBT	Readings: Van Dijk, S. (2013) Part 2 (10, 11 and 12)	Complete Activity 3 Assignment 2: DBT Group Presentations: Due Feb 14th in seminar 10-3.50 PA 103
Week 7		Spring Break	
Week 8	CBT	Dewan, M.J., Steenbarger, B.N. & Greenberg, R.P. (2018) Chapter 7	Reflection 1: Due Feb 24th
Week 9	Exposure Therapy	Dewan, M.J., Steenbarger, B.N. & Greenberg, R.P. (2018). Chapter 8	
Week 10	SFT	Dewan, M.J., Steenbarger, B.N.& Greenberg, R.P. (2018) Chapter 10	Reflection 2: Due March 17 Prepare for seminar March 21 1-3.50 PA 103
Week 11	SFT and Interpersonal Therapy	Dewan, M.J. Steenbarger, B.N. & Greenberg, R.P. (2018) Chapter 11	Reflection 3: Due March 24
Week 12	Narrative Therapy	Combs, G., & Freedman, J. (2012). Narrative, Poststructuralism, and Social Justice: Current Practices in Narrative Therapy. The Counseling Psychologist, 40(7), 1033-1060. https://doi.org/10.1177/0011000012460662	Reflection 4 Due
Week 13	Time Limited Dynamic Therapy	Dewan, M.J., Steenbarger, B.N., & Greenberg, R.P. (2018) Chapter 12	
Week 14	Putting it all Together	Dewan, M.J., Steenbarger, B.N., & Greenberg, R.P. (2018). Chapter 16	Assignment 3: Due April 12

Evaluation of Learning: Weighted

DESCRIPTION	WEIGHTING
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DESCRIPTION	WEIGHTING
Assignment 1: Motivational Interviewing	15%
Assignment 2: DBT Group Presentation	20%
Assignment 3: Final Paper	25%
Activities/Reflections	40%
TOTAL	100%

NOTE: Students must achieve a minimum of 70% (B-) in this course to graduate the program

Grade Reviews and Appeals

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the **Grade Review and Appeals policy** for more information.

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

The Centre for Accessible Learning (CAL) is part of Camosun's Student Affairs unit. CAL coordinates academic accommodations and provides related programs and services to students with documented disabilities.

Students who require academic accommodations are expected to request and arrange accommodations through CAL in a timely fashion. While we understand that not all accommodation needs are known to students at the beginning of a course, accommodations cannot be provided unless the proper process is followed through CAL and an accommodation letter has been released to the instructor. Students are responsible for providing CAL with the proper documentation prior to the beginning of a course.

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required.

Deadlines can be reviewed on the CAL exams page

<https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams>

Please consult the CAL webpage for more information:

<https://camosun.ca/services/academic-supports/accessible-learning>

Artificial Intelligence: A Guide for Students

Generative Artificial Intelligence (GenAI) is an evolving technology that brings potential benefits but also substantial risks. While GenAI tools have the ability to transform how we work and learn, it is essential for the college community to adapt to these changes in a thoughtful and secure way.

When using GenAI tools, students should ensure proper citation and attribution guidelines are followed. This includes acknowledging AI assistance in reports ,presentations, or any external communications. Clear citation helps build trust, ensures ethical use, and reduces the risk of misinformation or copyright issues.

For citation support visit the college's citation style guide.

<https://camosun.libguides.com/cite>

Artificial Intelligence: A Guide for Students

Visit the following website to learn about AI use in academic settings.

<https://camosun.libguides.com/artificialintelligence/home>

Course Guidelines & Expectations

Assignments

- 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 to successfully pass. If the original submission does not achieve a mark of 65% or more, the student must re-submit to demonstrate knowledge/skill at a level of C+ or higher and will retain their original mark.

Participation

- Attendance at labs and seminars is mandatory.
- 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 without the instructor's permission may jeopardize a student's completion of the 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.
- 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

- Assignments are to be uploaded electronically to the designated area (e.g., Assignments/Dropbox) by 11pm on the due date, unless otherwise specified. This ensures that work is completed as a foundation for content in the following class.

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.

School or Departmental Information

Students are required to read and are accountable for the College policies (outlined below) and practicum guidelines as described in the School of Health and Human Services (HHS) and program handbooks.

[IMHA Program Handbook](#)

Clinical and Practice Placements in HHS

<https://camosun.ca/programs-courses/school-health-and-human-services/hhs-programs/practicums>

School of Health and Human Services (HHS)

<https://camosun.ca/programs-courses/school-health-and-human-services/information-health-and-human-services-students-1#top>

HHS Program Handbooks

<https://camosun.ca/programs-courses/school-health-and-human-services/information-health-and-human-services-students-1#program>

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.

College Policies

Academic Integrity

Students are expected to follow the college's [Academic Integrity policy](#), and be honest and ethical in all aspects of their studies. To help you understand these responsibilities review the online [Academic Integrity guide](#).

The college's [Academic Integrity policy and supporting documents](#) detail the process for addressing and resolving matters of academic misconduct.

Academic Accommodations for Students with Disabilities

If you have a documented disability and need accommodations contact the Centre for Accessible Learning (CAL). CAL will arrange the appropriate academic accommodations so you can participate in all academic activities. Visit the [CAL website](#) for more information

Academic Progress

The [Academic Progress policy](#) details how the college monitors students' academic progress and what steps are taken if a student is at risk of not meeting the college's academic progress standards.

Acceptable Technology Use

The [Acceptable Technology Use](#) policy outlines how students are expected to use college technology resources, this includes using your own devices on the college's network. The use of the college resources in a way that violates a person's right to study in an environment free of discrimination, harassment or sexual violation is prohibited.

Course Withdrawals Policy

For details about course withdrawal see the [Course Withdrawals policy](#). Be aware of the [deadlines for fees, course drop dates, and tuition refunds](#).

Grading Policy

To learn more about grading see the [Grading Policy](#).

Grade Review and Appeals

The process to request a review of grades is outlined in the [Grade Review and Appeals policy](#).

Medical / Compassionate Withdrawals

If you have experienced a serious health or personal issue, you may be eligible for a [medical/compassionate withdrawal](#). The [Medical / Compassionate Withdrawal Request form](#) outlines what is required.

Sexual Violence

If you have experienced sexual violence on or off campus, you can get support from the Office of Student Support. The Office of Student Support is a safe and private place to talk about what supports are available and your options for next steps. Visit the [sexual violence support and education site](#) to learn more or email oss@camosun.ca or phone: 250-370-3046 or 250-370-3841.

Student Misconduct (Non-Academic)

Camosun expects students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Review the [Student Misconduct Policy](#) to understand the college's expectations of conduct.

Looking for other policies? See [Camosun College Policies and Directives](#)

Services and Supports

Services are free and available to all students.

Academic Supports Centre for Accessible Learning English, Math and Science Help Centres Library Writing Centre & Learning Skills	Enrollment Supports Academic Advising Financial Aid and Awards Registration Tuition and Fees
Health and Wellness Counseling Fitness and Recreation Office of Student Support	Applied learning Co-operative Education and Career Services Makerspace

The [Centre for Indigenous Education Centre and Community Connections](#) provides cultural and academic supports for Indigenous students.

[Camosun International](#) provides supports to international students.

[The Ombudsperson](#) provides an impartial, independent service to ensure students are treated fairly. The service is a safe place for students to voice and clarify concerns and complaints.

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

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 the course content or schedule. When changes are necessary the instructor will give clear and timely notice.