



COVID-19 pandemic guidelines <https://camosun.ca/about/covid-19-updates>

INSTRUCTOR DETAILS

NAME: Kristin Ross

EMAIL: ross@online.camosun.ca - email "to" and "from" D2L addresses only using Classlist tool

OFFICE: CHW 312 - door by north windows

HOURS: as posted and/or arranged

Instructors will endeavor 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 instructor.

CALENDAR DESCRIPTION

This course introduces students to frameworks for practice in mental health and addictions, including values, philosophies, and multicultural and Indigenous perspectives. The course examines current trends, issues, roles, and community resources that impact individuals, families, and communities.

COURSE DELIVERY – note hrs/wk will be different in schedule due to current situation

| ACTIVITY | HOURS / WEEK | # OF WEEKS | ACTIVITY HOURS |
|-----------------------------|--------------------|------------|----------------|
| On-campus Lecture | Avg. 1.5 | 14 | 21 |
| Online Lecture/Asynchronous | Avg. 1.5 | 14 | 21 |
| | TOTAL HOURS | | 42 |

COURSE LEARNING OUTCOMES

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

1. Describe determinants of health that impact the mental health and well-being of individuals and communities.
2. Describe historical factors, current philosophies, and frameworks of practice that influence mental health and addiction issues.
3. Demonstrate knowledge of principles, trends, community issues, and legislation that impact mental health and addiction services.
4. Describe the delivery of mental health and addiction services and resources in B.C. and the roles and responsibilities of the interprofessional team.

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REQUIRED MATERIALS – other materials in D2L Content

Camosun College (2023). *MHA 110 Coursepack*
Corey, G., & Corey, M. S. (2021). *Becoming a helper* (8th ed.). Brooks/Cole.
Morrison-Valfre, M. (2021). *Foundations of mental health care* (7th ed.). Mosby, Inc.
REES Program (2018). *Resource guide for partners in mental health, resources, education, employment & supports* (10th ed.). Victoria Cool Aid Society

Technology-related: USB flashdrive, integrated computer Web-cam, headset/microphone, scan & upload software (e.g., <https://support.apple.com/en-ca/HT210336>)

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

Schedule provided by instructor (and in D2L Content).

This course is a blended delivery (on-campus and online); both aspects are equally valued and developed to enhance student skills and knowledge acquisition. Learning formats in Mental Health & Addiction (MHA) Program courses include discussions, peer interactions, student-directed research, in-person and video skill development, role-play, and critical thinking activities. Performance indicators of outcomes include activities such as team/group collaboration, task-sharing, and individual/group presentations.

STUDENT EVALUATION

| Assignment | Weight |
|---|-------------|
| Academic Integrity Training Course (D2L) – must be completed first week of course | COM/NC |
| Content Reflections (Dropbox) & Discussion Posts (Discussion Forums) | 68% |
| Community Resources - Planning, Interview & Report, Sharing, Binder | 24% |
| Mental Health Act | 8% |
| Other activities/skills to demonstrate outcomes (e.g., in-class assignment follow-up) | COM/UC |
| TOTAL | 100% |

Assignments will be used during class activities following due date and may include marks.

Details of assignments provided in class and D2L Content. Directions will include APA writing and format (e.g., headings, spacing, citations); other elements for grading include spelling, grammar, and length adherence. Resources for writing, formatting, and referencing are posted in D2L Content and are available at [Camosun Writing Centre](#) and [Library](#).

Assignments must be submitted in hardcopy in class and/or electronically in **Word or PDF** format (see specific assignments for details); OpenOffice users can “save as” Microsoft Word (.doc/x) before posting electronically. Students are responsible for maintaining electronic copies of all submitted work until completion of MHA Program (coursework from one course may inform another). Students are encouraged to use the D2L Locker for work in-progress until submitted.

All assignments and learning activities, including for missed class content, must be submitted within 24 hours of the last scheduled class and demonstrate knowledge and skill at a grade level of “C” or higher for consideration toward successful completion of the course. This includes D2L posts, in-class assignments, participation in skill development/labs, and presentation attendance/responses. We support students to demonstrate competencies to successfully pass a course. If original submission does not achieve a mark of 60%, the student must re-submit to demonstrate knowledge/skill at “C” or higher.

Expectations of Learners

This document includes policies to facilitate professional practice, including punctuality, accountability, effectual interpersonal behaviors (e.g., listening, acknowledging others, and emotional maturity), and demonstration of knowledge, skills, congenial teamwork, and decorum.

Students are to arrive to synchronous online and on-campus classes, as well as asynchronous activities with instructors and peers, ready to contribute their knowledge and insights, having completed preparation activities to create a positive and effective learning environment. Because the MHA Program prepares graduates for professional roles in the community, students are to practice positive interpersonal behavior in campus and online environments with peers and faculty (e.g., informing others if arriving late). Professional behavior demonstrates readiness for practicum and graduate roles by contributing to a respectful atmosphere in all settings.

Participation

Due to the short and intense nature of the MHA program, classes are planned as a continuum for building skills and knowledge required to meet the competencies for working in community mental health & addiction services. Assignments, D2L activities, and class sessions are integrated and necessary for meeting learning outcomes.

Participation in campus and D2L settings includes:

- Pre-class preparation completion, including reading materials as indicated in course Schedule
- Arriving to classes and activities on time with regular attendance; as professional etiquette, late arrivals and absences are to be communicated to the instructor prior to class start time
- Effective interpersonal communication and engagement skills including active listening, respectful dialogue, attentiveness during presentations, and constructive and appropriate comments in class

Missed class time (on-campus and online synchronous):

- If a student is absent from all or part of a scheduled class, they are expected to complete prescribed learning activities to demonstrate outcomes for missed content (due **before** start of next class). Activities reflect knowledge and skills aligned with the session (e.g., viewing a video, collaborative groupwork). This ensures all learners experience the same content. Instructors must be confident that skills and knowledge meet competencies and learning outcomes for the field (i.e., every class is relevant).
- All missed content activities must be submitted for a final grade to be posted on *myCamosun*; delay may negatively impact a student's ability to register in post-requisite courses (e.g., MHA 140 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

- Cellphones and other electronic devices are to be **out-of-sight** with alerts/ringers turned off while the class is in-session. The only exception is computers for purposes of note-taking with a pre-arranged Center for Accessible Learning (CAL) accommodation. 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 their phones for personal use are not present and engaged with their client; we discourage this and expect professional behavior of students as they prepare for moving into practicum and graduate roles. We are encouraging a respectful atmosphere of "disconnect and connect".
- During 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 the exclusionary nature and other reasons covered in orientation. D2L includes tools for student-to-student communication; at times, demonstration of course outcomes includes group work and communication in D2L Discussion forums..

Due Dates – see Schedule and D2L (e.g., Dropbox, Content unit headings)

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., Dropbox) by **10pm** 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.

Late Policy

We recognize that there are multiple factors that could impact a student's ability to complete assignments on time. It is assumed that students work diligently, may forego other enjoyable activities, and employ good time management skills to meet deadlines. Even with the best intentions and strategies, unexpected situations can arise. Instructors hold no judgment of students who make the decision to take a day or two more to complete an assignment. The late deduction is often well-worth gaining extra time to complete the assignment with better learning outcomes and decreased stress.

In fairness to all students, late assignments 15 minutes or more past due time are deducted 5% per 24-hour period. 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.

For those without a *Letter of Accommodation*, the deduction is on the mark obtained. For example, if a student achieves 18/20 and work submitted up to 24 hours late, the deduction is .9 (18 x 5%). If two days late, the deduction is 1.8 (18 x 10%).

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 over 20 days past due do not earn marks (20 days x 5% = 100% deduction) but must be completed and assessed at a 60% knowledge/skill level. The intention is that a student demonstrates passing level knowledge/skill but they are not advantaged over other students who submitted their work on time and exceeded 60%.

Students are to send a brief email to the instructor before the class for which the assignment is due, as it may impact an activity that builds on the work. There is no need to explain; instructors know there are many circumstances that effect a student's ability to complete on time.

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 a number of services to help you succeed. For a detailed overview of the supports and services visit <http://camosun.ca/students/> (see next page).

| 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, depression, learning, etc.). If you have a disability, the [Centre for Accessible Learning](http://camosun.ca/services/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. Please 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 Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the Attendance" section under "Registration Policies and Procedures" (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

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 more about the process involved.

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, supports students to be empowered to become agents of their own learning, and promotes academic belonging for all. Camosun expects that all students conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College'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 student 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.