

CLASS SYLLABUS



COURSE TITLE: MHA 111 – Mental Illness and Interventions
CLASS SECTION: BX01
TERM: F2024
COURSE CREDITS: 3
DELIVERY METHOD(S): Blended

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

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 explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: Jessica Temmel

EMAIL: TemmelJ@camosun.ca

HOURS: Arrange by appointment

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 provides an introduction to theories and application of a bio-psycho-social-spiritual framework related to mental health issues and illnesses. Emphasis will be on recognizing symptoms of mental illness and identifying intervention strategies for common conditions.

COURSE DELIVERY

ACTIVITY	HOURS / WEEK	# OF WEEKS	ACTIVITY HOURS
On-campus	Avg. 3	14	42
Online	Avg. 2	14	28
	TOTAL HOURS		70

COURSE LEARNING OUTCOMES

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

- demonstrate knowledge of theories and current frameworks used to conceptualize mental illness.
- demonstrate knowledge of mental illnesses and the impact on individuals, families, and the community.
- demonstrate knowledge of effective therapeutic approaches used to support individuals and families.

REQUIRED MATERIALS – other materials provided in D2L Content

Morrison-Valfre, M. (2022). Foundations of Mental Health Care (8th ed.). St. Louis, MO: Mosby, In Learning Rays of Hope <https://schizophrenia.ca/wp-content/uploads/2021/06/SSC-Rays-of-Hope-2021-WEB.pdf>

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

Please note that the following course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

Week #	Date	In-Class Topics	Pre-Class D2L Coursework	Pre-Class Readings and Assignments
Week #1	Wednesday Sep 4 th	Introduction	n/a	n/a
Week #2	Monday Sep 9 th	What is Mental Health/Illness?	What is Mental Illness? Personal Account Mental Status Exam	<i>Foundations</i> Ch.9 (Mental Health Assessment Skills)
	Wednesday Sep 11 th	Biopsychosocial Model	Class Activity #1	
Week #3	Monday Sep 16 th	Mental Illness: Biomedical Treatments		<i>Foundations</i> Ch.7 (Psychotherapeutic Drug Therapy)
	Wednesday Sep 18 th	Mental Illness: Psychosocial Interventions	Class Activity #2	<i>Foundations</i> Ch.5 (Theories and Therapies)
Week #4	Monday Sep 23 rd	Social and Cultural Influences: Recovery	Daily Life Experience (Part 1 Discussion before class and Part 2 during class)	
	Wednesday Sep 25 th	Schizophrenia	Class Activity #3 Schizophrenia (Discussion)	<i>Foundations</i> Ch.31 (Schizophrenia)
Week #5	Monday Sep 30 th	No class		
	Wednesday Oct 2 nd	FASD	FASD (Discussion)	<i>Foundations</i> p.149 and pp.329-330 (FASD)
Week #6	Monday Oct 7 th	Cognitive Disorders	Delirium vs Dementia Exercise in D2L	<i>Foundations</i> Ch.17 (Cognitive Impairment)
	Wednesday Oct 9 th	PTSD and Dissociative Disorders	PTSD Personal Reflections 1 and 2	<i>Foundations</i> pp.213-214 (PTSD) and Ch.24 (Dissociative Disorders)
Week #7	Monday Oct 14 th	No class		Journal Article Review Due October 11th
	Wednesday Oct 16 th	Trauma Effects and Treatment Approaches	Class Activity #4	
Week #8	Monday Oct 21 st	Student Presentations		Relevant <i>Foundations</i> Ch.
	Wednesday Oct 23 rd	Student Presentations		Relevant <i>Foundations</i> Ch.
Week #9	Monday Oct 28 th	Student Presentations		Relevant <i>Foundations</i> Ch.
	Wednesday Oct 30 th	Student Presentations		Relevant <i>Foundations</i> Ch.
Week #10	Monday Nov 4 th	Student Presentations		Relevant <i>Foundations</i> Ch.
	Wednesday Nov 6 th	Sexual Disorders		<i>Foundations</i> Ch.29 (Sexual Disorders)
Week #11	Monday Nov 11 th	No class		
	Wednesday Nov 13 th	Family Systems	Class Activity #5	Presentation Reports Due November 15th

Week #12	Monday Nov 18 th	Family Support, Assessment and Intervention	Supporting Families	Readings on D2L
	Wednesday Nov 20 th	Relapse Prevention	Relapse Prevention and Management	Readings on D2L
Week #13	Monday Nov 25 th	Interventions Part 1	Interventions and Support Challenging Behaviours	Readings on D2L
	Wednesday Nov 27 th	Intervention Part 2	Class Activity #6	Readings on D2L
Week #14	Monday Dec 2 nd	Case Studies		
	Wednesday Dec 4 th	Quiz (in-class)	Practice Quiz on D2L	Review Course Materials

This course is a blended delivery (on-campus and online content and activities); both aspects are equally valued and developed to enhance student skills and knowledge acquisition. Learning formats in Mental Health and 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

DESCRIPTION	WEIGHTING
D2L Reflection & Discussion Postings	15%
In-Class Activities (preparation and attendance)	20%
Journal Article Review	15%
Group Presentation and Handout	20%
Presentation Reports	10%
Quiz	20%
TOTAL	100%

Details of assignments provided in class and D2L. Directions include APA writing and format (e.g., headings, spacing, citations); other graded elements 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** (see specific assignments for details). 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 pending submission.

All assignments and learning activities must be submitted within 24 hours of 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 reflection and discussion forum posts, in-class assignments, participation in skill development/labs, and presentation attendance/participation. We support students to demonstrate competencies to successfully pass a course. If the original submission does not achieve a mark of 60%, 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

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 and substance use 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 may be required to complete prescribed activities to demonstrate learning 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 group work). Instructors must be confident that skills and knowledge meet competencies 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 silenced while class is in-session. Only exception: technology for purposes of pre-arranged Center for Accessible Learning (CAL) accommodation. 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".
- If a course has 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 include group work and communication in D2L Discussion forums.
- The MHA Program includes learning outcomes that focus on critical thinking, conceptualization, and application skills. Using generative artificial intelligence (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 AI tools like ChatGPT and Bing AI is prohibited for assignment work and submissions. Use of Grammarly is acceptable for purposes of 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.

Assignment Due Dates – see Schedule and D2L Assignments Folders

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., Assignment Folder or Discussion Post) by **9AM** 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 make the decision to take more time. The late deduction is often well worth the time to complete the assignment with better learning outcomes and decreased stress.

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.

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 connect with 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 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 are not advantaged over other students who submitted their work on time and exceeded 60%.

Life Happens – each student may apply a *Life Happens* card once per course to receive an extra 24 hours for an assignment. Conditions: must inform instructor by email before due time, not applicable to discussion forum, group, and in-class assignments.

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](#) (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.