

COURSE SYLLABUS



COURSE TITLE: MHCJ-310: Theoretical Foundations in MHCJ

CLASS SECTION: DX01

TERM: Fall 2024

COURSE CREDITS: 3

DELIVERY METHOD(S): Online Asynchronous

Camosun College campuses are located on the traditional territories of the Lək'wəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

INSTRUCTOR DETAILS

NAME: Eva Silden

EMAIL: Silden@camosun.ca

OFFICE: Young 200

HOURS: as posted or arranged (virtual)

NAME: Jessica Temmel

EMAIL: TemmelJ@camosun.ca

OFFICE HOURS: as posted or arranged (virtual)

Instructors will endeavor to respond to emails or phone calls within 24 hours; however, you should NOT expect a response during weekends, evenings, or holidays. Please plan accordingly when communicating with your instructor.

CALENDAR DESCRIPTION

Students will gain a critical perspective on the intersection between the criminal justice and mental health systems, including the socio-historical contexts, social determinants, major theoretical underpinnings, and policies driving each system. Students will begin to develop cultural competence, gain foundational knowledge, and apply theoretical frameworks to work more effectively and collaboratively in both the mental health and criminal justice systems.

COURSE DELIVERY

ACTIVITY	HOURS / WEEK	# OF WEEKS	ACTIVITY HOURS
Online Lecture/Asynchronous	6	7	42

COURSE LEARNING OUTCOMES

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

1. apply the theoretical frameworks of the mental health, addictions, and criminal justice disciplines in order to work effectively and collaboratively across systems of care.
2. critically evaluate the intersection between social location, lived experience, socio-historical context, mental illness, substance use, and deviant behavior.
3. analyze various perspectives and values related to the mental health and criminal justice systems and the effects of these on successful collaborative approaches.

4. incorporate knowledge of Indigenous and non-Indigenous worldviews into perspectives on mental health and the criminal justice system.
5. critically assess key criminal justice and mental health policies, including the impacts on harm reduction, social determinants of health, and community safety.

[REQUIRED MATERIALS – resources not listed here are found in D2L Content](#)

Williams, U., Jones, D.J., & Reddon, J.R. (Eds.). (2019). *Police Response to Mental Health in Canada*. Canadian Scholars.

[COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION](#)

Course timelines and due dates are found in D2L (e.g., Assignments and Discussion forums).

This course is online delivery and includes discussions, reflections, student-directed research, and presentations.

Participation

Students participate in asynchronous activities with instructors and peers, contributing their knowledge and insights to weekly discussion forums and through a self-determined project. In this interprofessional education experience, differing perspectives are valued and encouraged to create a positive and effective learning environment.

Due to the short and intense nature of the MHACJ program, courses are planned as a continuum for building skills and knowledge to enhance competencies for working in criminal justice, mental health, and addiction services. Assignments, activities, and course content are integrated for meeting learning outcomes to successfully pass the course. Participation in D2L includes effective interpersonal communication and engagement skills including respectful dialogue.

Technology

Students are strongly encouraged not to communicate on social media platforms with regard to Program and Course content and activities due to their exclusionary and time-consuming nature. Demonstration of course outcomes includes participation in discussion forums so instructors can assess participation in this context. The D2L platform offers various means of communication, such as messaging or sharing events and resources through the Share Space Discussion forum.

STUDENT EVALUATION

DESCRIPTION	WEIGHTING
Discussion Posts	60%
Project	40%
TOTAL	100%

Discussion Posts

Module - Topic	Grading	Due Date
1 – Introductions	Ø	Sep 7 th
2 – Perspectives & Values	15%	Sep 15 th
3 – Social Location & Cultural Contexts	15%	Sep 22 nd
4 – Theoretical Frameworks	15%	Sep 29 th
5 – Practice Models	15%	Oct 6 th

Term Project

Project Component	Grading	Due Date/ Location
Proposal	4%	Sep 20 th (Assignments)
Informing Research	4%	Oct 4 th (Assignments)
Presentation Slides	24%	Oct 16 th (Discussion Forum)
Questions to Presenters	8%	Oct 18 th (Discussion Forum)

Details of discussion and project assignments will be provided in D2L Content. Assessment includes 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 Word or PDF format; OpenOffice users can “save as” Microsoft Word (.doc/x) before posting. Students are responsible for maintaining an electronic copy of all submitted work until completion of the MHACJ Program (coursework from one course is foundational to another). Students may find the D2L Locker useful for work in-progress until uploaded for submission.

All assignments must be submitted within 24 hours of the last scheduled week of class and demonstrate knowledge and skill at a grade level of “C” or higher for consideration toward successful completion of the course.

COURSE GUIDELINES & EXPECTATIONS

Due Dates

Due dates are thoughtfully determined to maximize the application of concepts for students to demonstrate mastery as well as to provide a foundation to build on further course content (most courses are progressive in nature).

Assignments are to be uploaded electronically (including D2L posts and reflections) to the designated area (e.g., Dropbox or Discussion forum) by 10pm on the due date, unless otherwise specified.

Late Policy

In fairness to all students, late assignments are deducted 5% per 24-hour period after the first 15 minutes of due time. Students may arrange with the instructor for an extension of an assignment before the due date; verifying documentation is required. “Documentation” may take multiple forms (e.g., communication from a counselor/professional, emergency room discharge papers, and dated subpoena). Those with a *Letter of Accommodation* from the Centre for Accessible Learning (CAL) must have previously identified arrangements, as negotiated with the instructor at least 48 hours before due time. Typically, an extra two calendar days will be granted.

We recognize that there are multiple factors that could impact a students’ 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.

If a student needs extra time without documentation (e.g., *Letter of Accommodation*):

- the deduction is on the mark obtained, not on the value of the assignment. For example, if the mark achieved is 18/20 and work submitted up to 24 hours late (by due time the next day), the late deduction is .9 (18 x 5%). If two days late, the deduction is 1.8 (18 x 10%).

We are supporting 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.

Late deduction marks are applied for days an assignment is initially late, as well as days after the instructor returns an assignment to the student for re-submission. 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.

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 in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

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 in a medical/compassionate withdrawal.

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 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.