



INTERPROFESSIONAL MENTAL HEALTH & ADDICTIONS (IMHA) POST-DEGREE DIPLOMA

IMHA 513 Interventions

Instructor: Dr. Michelle Bass

Phone: 370-3204

Email: D2L webmail

Office Hours: by appointment

Required Materials

Dennison, S.J. (2003). *Handbook of the Dually Diagnosed Patient*. Philadelphia PA: Lippincott, Williams and Wilkins.

Frankel, A., & Gelman, S. (2004). *Case Management: An Introduction to Concepts and Skills* (2nd ed.). Wilmington: Lyceum Books Inc.

Miller, W., Rollnick, S., & Convert, K. (2002). *Motivational Interviewing: Preparing People for Change* (2nd ed.). New York: Guilford Publications

Morrison, J. (2006). *DSM-IV Made Easy*. New York: Guilford Press.

Pearson . My Helping Lab. Online Resource available at <http://www.myhelpinglab.com>

Robinson, David, J. (2002). *The Mental Status Exam Explained*. Rapid Psychler Press

Seligman, L. *Conceptual Skills for Mental Health Professionals*. Pearson Educ. Inc.

Course Description

This course presents models and approaches for evidence-based goals and treatment interventions for teens, adults, and older adults experiencing acute and persistent mental health and/or addiction challenges. Treatment, planning, consultation, referral, and case management are discussed in the context of principles of psychosocial rehabilitation.

Learning Outcomes

Upon successful completion of IMHA 513 learners will:

1. Demonstrate knowledge of a variety of current evidence-based intervention modalities and their efficacy, including harm reduction, cognitive behaviour therapy, group therapy and crisis intervention.
2. Develop a personalized treatment plan reflecting the issues, problems, and provisional diagnosis elicited in a mental health and/or addictions assessment.
3. Demonstrate knowledge of consultation, referral, and case management processes.
4. Apply the principles and techniques of psychosocial rehabilitation in facilitating recovery within all care modalities.

Prerequisites

Successful completion of IMHA 510, 511 and 512

Students must obtain at least a B- in this course to proceed in the Diploma program.

Mandatory Participation

This course is delivered via a dynamic D2L format. Participation in all activities and the asynchronous online discussions is mandatory. Completion of all graded assignments is mandatory.

Late Policy

In exceptional circumstances, students may arrange with the instructor for an extension of an assignment before the due date. A professional's note may be required.

Student Assessment

Students are responsible for maintaining a hard copy or electronic copy of all submitted work. All assessment items must be successfully completed to pass this course.

Prerequisites: Successful completion of IMHA 510 and 511

Students must obtain at least a B- in this course to proceed in the Diploma program.

Student Assessment

There will be four assignments for this course. The assignments include:

Assignment 1 - Assigned Reflection/Discussion Topics for each module- Value - 50%

Module	Assignment	Grade Value	Due Date	Post
Unit 1 - Principles and Philosophy	Activity 1.1	Part A- 5% Part B- 3%	Nov 19 Nov 20	Discussion
	Activity 1.2	5%	Nov 20	Drop-box
Unit 2 - Evidence Based Interventions	Activity 2.1	Part A-7%	Nov 26	Discussion
	Activity 2.1	Part B-3%	Nov 27	Drop-box
	Activity 2.2	3%	Nov 28	
Unit 3 - Case Management/ Interventions	Activity 3.1	3%	Dec 1	Drop box
	Activity 3.2	5%	Dec 5	Drop box
Unit 4 - Motivational Interviewing	Activity 4	8%	Dec 12	Drop-box
Unit 5 - Cognitive Behavioral Therapy	Activity 5.1	8%	Dec 19	Discussion

For each Discussion Topic, the instructor will assess participation according to the following criteria:

- Ability to communicate your ideas in a timely fashion, demonstrate critical thinking skills and organize your comments on the Discussion Topic posting in a logical fashion
- Ability to integrate the course material (readings, website review, module content) into each Discussion Posting
- Ability to promote or deepen the level of discussion and challenge ideas within the small group

Assignment #2 - On-line Quiz

Value 25%

Scheduled during the Quiz Availability period in Module 3, due by Dec 4th 11:59pm

This open book D2L quiz will be in essay format, and short- answers, based on unit notes, learning activities, and course readings in Modules 1-3. The course will mostly test your application of the course material by giving you cases to analyze. You will be given a window of three days in which to write the quiz beginning Dec 1st midnight and ending on Dec 4th midnight. The quiz will have a time limit of two hours and only one attempt will be permitted. The Practice Workbook, although not graded, will provide a tool for you to record information from readings and to prepare for the online quiz. A practice quiz will be available one week before the date of the actual quiz to help you to become familiar with using the D2L quiz tool. The practice quiz is NOT based on course content. Completing the practice quiz is a required but ungraded activity.

Assignment Three: Motivational Interviewing Skills- Seminar Dec 9th- 5%

In our face-to- face day, you will have the opportunity to demonstrate your motivational interviewing skills, get and receive feedback. You will be working with a partner and will be given a scenario to work with. You will be graded on your skills and participation in giving feedback. The full details will be given prior to the seminar.

Assignment Four: Essay - Worth 20%- Due Dec 23 in the drop-box

Choose one of the topics below and write an essay that synthesizes the research on the topic you have chosen. Your research should focus on the effectiveness of this approach for clients with mental health/addiction issues. The focus of the research paper is to synthesize the literature and critically examine the research.

Your essay must have an introduction and conclusion and references. You should use APA format. The paper must have a **minimum** of 10 references, 6 of which must be peer-reviewed journal articles. You can also use books and readings from the course. The length of the paper is 10-12 pages, double-spaced. Your ability to demonstrate an integration of the course material will afford you a higher grade. The paper should:

- (1) Explicate the theoretical underpinnings of this approach and its application to mental illness and/or addictions.
- (2) Discuss how this approach conceptualizes the therapeutic relationship.
- (3) Describe the skills and techniques used in this approach.
- (4) Examine the research evidence for the effectiveness of this treatment.

Essay Topics:

1. CBT and treatment of psychosis and /or other mental health disorder of your interest (pick one only)
2. Solution Focused therapy
3. Family therapy
4. Group psychotherapy
5. Harm reduction psychotherapy

Marking Guidelines

Content (10 marks)

- Demonstrate a sound understanding of the special topic (correct use of terminology; an in-depth exploration of topic)
- Use of critical analysis of literature (5marks)
- Style and Referencing (5 marks)
- Clearly defined sections and flows well (introduction, conclusion, etc.)
- Well referenced
- References are current and from a variety of sources
- Students correctly use the *Publication Manual of the American Psychological Association* (6th ed.)

Learning & Support Services for Students

There are a variety of services available for students to assist them throughout their learning. This information is available in the college calendar, student services or the college web site at <http://www.camosun.bc.ca>

Student Conduct Policy

It is the student's responsibility to become familiar with the content of this policy. The policy is available in each school administration office, registration, and on the college website in the policy section. <http://www.camosun.bc.ca/policies/policies.html>

GRADING SYSTEMS <http://www.camosun.bc.ca/policies/policies.php>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

