



IMHA 511
Therapeutic Relationships
Fall 2018

COURSE OUTLINE

Course Description

This course introduces learners to effective counseling skills and strategies to facilitate recovery and change. It includes the study and application of advanced communication skills to establish effective therapeutic alliances. The influence of personal values, beliefs, and effectual use of self are examined.

Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

Instructor: Kristin Ross, B.A. CYC, M.A. Ed.
Office Hours: as posted or by arrangement with student
Location: WT 219
Phone: 250-370-3203
Email: kristin.ross11@online.camosun.ca

2. Intended Learning Outcomes

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

1. Critically reflect upon and identify the way in which personal values, beliefs, and social location affect interpersonal relationships and influence self in practice.
2. Demonstrate competence in the application of key micro-counseling skills.
3. Use effective counseling skills and strategies to facilitate recovery and change in all phases of a therapeutic alliance.
4. Demonstrate competence in the application and appropriate use of crisis intervention and solution-focused models.
5. Apply a collaborative approach to engage in all aspects of practice.

3. Required Materials

Egan, G. (2006). *Essentials of Skilled Helping: Managing Problems, Developing Opportunities*. Belmont, CA: Thomson Wadsworth.

Readings and Content modules provided online in DesireToLearn (D2L)

USB flashdrive (min. 16GB) – required for submission of recorded assignments

Recommended

American Psychological Association. (2010). *Publication Manual of the American Psychological Association*, Sixth Edition. Washington, DC: American Psychological Association.

4. Course Content and Schedule Refer to Content Schedule as posted in D2L.

This course is delivered in a blended format with D2L and in-class components, using interactive discussions and practice-oriented assignments to facilitate the learning of course concepts. In keeping with the principles of adult learning, a challenge-based learning approach offers students the opportunity to examine their own practice backgrounds, assess their existing skill set, and identify gaps in knowledge and/or practice expertise.

Face-to-Face Components:	Fri. Sept. 7 th	9:00am - 12:00pm	LLC 151
	Fri. Oct. 12 th	9:00am - 12:30pm	WT 201
	Fri. Nov. 2 nd	9:00am - 5:00pm	WT 201
	Fri. Dec. 7 th	9:00am - 5:00pm	WT 201

Online Course Components: September 9th - December 6th, 2018

5. Basis of Student Assessment (Weighting) - Details of assignments will be provided in D2L.

1. Personal Reflections (5x3%)		Dropbox	15%
2. Helping Skills - demonstration & critique			
Baseline	- Video	YouTube	3%
	- Analysis	Dropbox	7%
Progressive Skill Analysis (3x10%)		Dropbox	30%
Final	- Video/Presentation	usb drive	11%
	- Video Analysis	Dropbox & hardcopy	14%
3. Model of Helping Research Paper		Dropbox & hardcopy	20%

All written components must use APA format. Assignments specified for D2L submission must be in Word or Open Office format (OpenOffice users can "save as" Microsoft Word .doc/x before attaching). Assignments specified in hardcopy may be printed double-sided.

Resources for writing are posted in D2L Content and are available at the Camosun Writing Centre and Library. The [AskAway](#) online reference service is available through the Library site. Identify yourself as a "mental health & addiction diploma" student to access services daily except holidays.

Students are responsible for maintaining a copy of all submitted work until final grades are posted in Camlink (D2L Locker is effective for work in progress and is accessible with any Internet connection).

All assignments must be submitted, including completion and participation in **all** D2L postings, in-class activities, skill development, and presentations.

Participation

Online and face-to-face learning activities are planned as a continuum for building the skills and knowledge required to meet the program competencies. Lack of online participation will be discussed with the student.

Evaluation of participation includes:

- Pre-class and pre-online preparation, including reading assignment materials
- Arriving at class and/or posting assignments and reflections on time; consistent attendance and/or online participation
- Constructive and appropriate comments in class and online
- Active participation in group work, classroom, and online activities
- Active and respectful listening in all learning environments
- Considerate behavior towards others

Cellphones and electronic devices are not to be used during seminar time. The only exception is computers for purposes of note-taking or pre-arranged accommodations. We are encouraging a respectful atmosphere of “disconnect and connect” as you will see on posters throughout the campus.

We ask that cell-phones are put out-of-sight with alerts and ringers turned off. We are finding some students have difficulty disengaging and the continuous checking or distraction of the sounds and screen lights 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 practice and expect professional behavior of students as they are preparing for moving into practicum settings.

Students will be expected to complete learning activities to demonstrate outcomes for missed seminar content, due within one week. In-lieu activities are directly related to demonstration of knowledge and skill outcomes related to the missed seminar time. Assignments and seminar activities are complimentary and necessary for demonstration of course learning outcomes. In-lieu activities ensure the learner experiences the same content and outcomes as other students. Missed content activities must be submitted for a final grade to be posted on Camlink; a delay may impact a student’s ability to register in the practicum as this course is a pre-requisite for IMHA 515.

Late Policy

Submit as indicated on due date: Dropbox by 11pm and/or hardcopy by 9am (start of seminar)
In fairness to all students, late assignments will be deducted 5% per 24-hour period after the first five minutes of class or online due time. If you anticipate a late arrival to class and want to avoid a late deduction, email the assignment to the instructor before due time so they see it is completed; submit hardcopy at the break or end of class to avoid disrupting class time.

Students may arrange with the instructor for an extension of an assignment before the due date and a verifying documentation will be required. Those with a *Letter of Accommodation* from the Centre for Accessible Learning must have previously identified arrangements, as negotiated with the instructor at least 48 hours before due time.

We recognize that there are multiple factors that could impact a students’ ability to complete assignments on time. It is assumed that students work hard to complete assignments, may sacrifice 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 a decrease in stress.

If you need extra time without documentation (e.g., *Letter of Accommodation*):

- the deduction is only on the mark obtained, not on the value of the assignment. For example, if you achieve a mark of 18/20 and you submitted up to 24 hours late (before 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%).
- please send a brief email to the instructor before the seminar for which the assignment is due, as it may impact an activity that builds on your work. There is no need to explain your reasons for needing extra time, the instructor knows there are many circumstances that effect a student’s ability to complete.

Given the focus and content of the IMHA 511 course, all assignments must meet a minimum “C” level, with a final grade of “**B-**” or higher required for successful completion of the course. Students may be required to re-submit their work to demonstrate mastery of the skills and knowledge aligned with the assignment or missed content to a minimum “C” level.

We are supporting students to demonstrate competencies and successfully pass a course. If the original submission does not achieve a mark of 60% or more, the student must re-submit to demonstrate passing knowledge/skill. The late deduction will apply to the original mark until successful demonstration of knowledge/skill at a level of “C” or higher. The intention is that a student must demonstrate passing level knowledge/skill but they are not advantaged over other students who submitted their work on time and exceeded 60%.

6. Grading System: 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+	Minimum level has not been achieved	3
60-64	C	"	2
50-59	D	"	1
0-49	F	"	0

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND 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

There is a 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 web site in the Policy Section. <http://www.camosun.bc.ca/policies/policies.html>

The Department of Community, Family & Child Studies is committed to promoting competence, professionalism and integrity in our students and developing their core skills to succeed throughout their academic programs and in their careers. The purpose of Academic Honesty Guidelines is to provide clear expectations of appropriate academic conduct and to establish processes for discipline in appropriate circumstances. It is the student's responsibility to become familiar with the content and the consequences of academic dishonesty. Before you begin your assignments, review the Academic Policies on the Camosun College website: <http://camosun.ca/learn/becoming/policies.html>