



## CAMOSUN COLLEGE

### School of Health and Human Services (HHS)

Department: Community, Family & Child Studies – Interprofessional Mental Health & Addictions

### IMHA 512 Assessment and Planning

Winter 2019

## COURSE OUTLINE

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The course description is available on the web:  
<http://camosun.ca/learn/calendar/current/web/imha.html#imha512>

Ω 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.

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### 1. Instructor Information

- (a) **Instructor** Michelle Bass
- (b) **Office hours** By appointment through email
- (c) **Location** Face-to-Face Days: March 3 (12-4pm)  
Email or Face-time,  
WhatsApp, Text, Skype  
250-8181623 or
- (d) **Phone** 0433551573 **Alternative:**
- (e) **E-mail**
- (f) **Website**

### 2. Course Description & Intended Learning Outcomes

This course presents an overview of the knowledge and skills needed to assess acute and persistent mental health and substance use challenges. Applying a biopsychosocial lens and strength-based collaborative approach to assessment, students learn to conduct a social history, develop a written biopsychosocial assessment, and create a plan that matches services to the goals and needs of the individual.

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

- a) conduct a psycho-social history and produce comprehensive biopsychosocial assessments and personalized plans.
- b) apply a range of assessment tools to screen for mental illness and substance use and to evaluate the psychosocial functioning of the individual and his/her family
- c) assess and manage risk according to Individual need and organizational protocols and expectations.
- d) apply an evidence-based conceptual framework to facilitate planning.
- e) apply ii multicultural framework to assessment and planning.

### 3. Required Materials

Capuzzi, M. and Stauffer, M.D. (2012) *Foundations for Addictions Counselling* (Second Edition), Pearson: New York.

Frankel, A. J. & Gelman, S. R. (2012). *Case management: An introduction to concepts and skills* (3rd ed.). Chicago: Lyceum Books, Inc.

Kress, V. & Paylo, M. (2015). *Treating those with mental disorders: A comprehensive approach to case conceptualization and treatment*. Pearson, Canada.

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### Recommended:

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Pederson, D.D. (2011). *Psych notes: Clinical pocket guide* (3rd ed.). Philadelphia, PA.: F.A. Davis Co.

## 4. Course Content and Schedule

Assignments: Assignment are due at midnight on due date

Activity 1: Substance Abuse Assessment	Jan 14	7%
Assignment 1: Lyndsey Case Study/assessing and managing risk	Jan 23	15%
Activity 2: Assessing and responding to Psychosis	Feb 4	8%
Assignment 2: Assessment and case conceptualization: Case Studies	Feb 11	15%
Assignment 3: Group Project- psychosocial history and treatment planning	March 4 and 10	20%
Assignment 4: Case Management	March 14	15%
Quiz	Opens Feb 15 to 17	20%

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### Late Policy

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In exceptional circumstances, students may arrange with the instructor for an extension of an assignment before the due date. A doctor's note may be required. In fairness to all students, late assignments will be deducted 5% per day. Assignment must be in by midnight on the due date. Reflection and Discussion postings are to be submitted in the designated area by midnight on the due date.

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### Participation

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Class and online activities are planned as a continuum for building the skills and knowledge required to meet the program competencies.

Participation includes:

Pre-class and pre-online preparation, including reading assignment materials Arriving at class and/or posting assignments and views on time and consistent attendance and/ or online participation Constructive and appropriate comments in class and on D2L

Active participation in group work, classroom, and online activities Active and respectful listening in all learning environments Considerate behaviour towards others

**Mandatory participation:** This course is delivered via a dynamic D2L format. Participation in all activities and in the asynchronous online discussions is mandatory. Attendance at face-to-face days is mandatory. Completion of all graded assignments is mandatory.

## 5. Basis of Student Assessment (Weighting)

### Program Requirements

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

## 6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

## 7. Recommended Materials to Assist Students to Succeed Throughout the Course

## 8. College Supports, Services and Policies

### Immediate, Urgent, or Emergency Support



If you or someone you know requires immediate, urgent, or emergency support (e.g., illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts:

<http://camosun.ca/about/mental-health/emergency.html> or  
<http://camosun.ca/services/sexual-violence/get-support.html#urgent>

### College Services

Camosun offers a variety of health and academic support services, including counselling, dental, centre for accessibility, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit Student Services at <http://camosun.ca/services/>

### College Policies

Policies are available on the College website at <http://camosun.ca/about/policies/>

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies.

Education and academic policies include, but are not limited to, [Academic Progress](#), [Admission](#), [Course Withdrawals](#), [Student Appeals](#), Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, and Student Penalties and Fines.

## 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 website.

### A. GRADING SYSTEMS

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf#page=2>

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.

### B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://www.camosun.bc.ca/policies/E-1.5.pdf#page=4> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete</i> : A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress</i> : A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.

CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.
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