

CAMOSUN COLLEGE

School of Health and Human Services (HHS)

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

IMHA 513 Interventions & Counselling Strategies

Winter 2019

COURSE OUTLINE

The course description is available on the web:
<http://camosun.ca/learn/calendar/current/web/imha.html#imha513>

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.

1. Instructor Information

(a) **Instructor** Michelle Bass

(b) **Office hours** By appointment

(c) **Location**

Email or Face-time,
WhatsApp, Text, Skype
250-8181623 or

(d) **Phone** 0433551573

Alternative:

(e) **E-mail**

(f) **Website** D2L webmail

2. Course Description & Intended Learning Outcomes

This course introduces students to evidence-based practices and effective counselling strategies to support recovery from mental health and substance use challenges. Through the use of case studies and experiential learning, students acquire skills and competencies to facilitate recovery. Students will learn specific approaches including stages of change theory, motivational interviewing, cognitive behavioral therapy, trauma-informed practice, and relapse management.

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

- a) explicate the philosophical principles and theoretical orientations underlying different approaches to recovery from mental health and substance use challenges.
- b) apply evidence-based interventions, strategies, and best practice models for promoting positive change in individuals.
- c) apply appropriate interventions to support families affected by addiction and mental illness.
- d) demonstrate knowledge of physical and medical therapies, including the effects and purpose of psychotropic medications, in order to educate individuals and families.
- e) apply case management processes to support individuals and families in recovery.

- f) evaluate the effectiveness of intervention plans and strategies, and make recommendations for change as needed.

3. Required Materials

Capuzzi, D. & Stauffer, M. (2012) Foundations of Addictions Counselling. Pearson, Toronto.

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. (2013). Treating those with mental disorders: A comprehensive approach to case conceptualization and treatment. Pearson Education, CA, Inc.

Miller, W. R., & Rollnick, S (2012). Motivational interviewing: Helping people change (3rd ed.) New York: Guilford Press.

Wright, J.H., Basco M.R., & Thase, M.E. (2006). Learning cognitive behavior therapy. An illustrated guide. American Psychiatric Publishing Inc.

4. Course Content and Schedule

5. Basis of Student Assessment (Weighting)

Assignment 1 Stages of Change: 5%: Due Jan 7th

Assignment 2: Substance Abuse Treatment Paper 15%: Due Jan 14

Assignment 3: Motivational Interviewing Video Analysis 15%: Due Jan 28

Assignment 4: Recovery Management Paper and Discussion 15%: Due Feb 4

Assignment 5: CBT Activity 15%: Due Feb 25

Assignment 6: Family Application Paper 15%: Due March 11

Final Paper: 20%: Due March 25

Late Policy

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.

Participation

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 behavior 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.

Program Requirements

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.