



**CAMOSUN COLLEGE**  
*School of Health & Human Services*  
*Department of Community, Family & Child Studies*

**MHA 120**  
*Support Strategies*  
Winter 2013

**COURSE OUTLINE**

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**Course Description**

This course introduces students to strategies to support individuals in home, school, work, and community settings. Students will design and implement practical plans to facilitate positive change.

*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**

**Instructor:** Sheryl Haynes CDA, B.Ed., M.Ed.  
**Office Hours:** as posted  
**Location:** WT 221  
**Phone:** 250-370-3229  
**Email:** sheryl.haynes29@online.camosun.ca

**2. Intended Learning Outcomes**

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

1. Use strength based teaching supports and engagement strategies to meet the personal learning needs of individuals.
2. Use effective and respectful approaches with individuals who demonstrate challenging behavior.
3. Apply knowledge of health maintenance and promotion to support individuals in meaningful participation in daily life activities.
4. Apply knowledge of group process to support individuals and families.

**3. Required Materials**

*MHA 120 Support Strategies - Resource Package.* Camosun College.  
Corey, G., & Schneider Corey, M. (2011). *Becoming a Helper*. (6<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.  
Donatelle, R.J., & Thompson, A.M. (2011). *Health: The Basics* (5<sup>th</sup> Canadian ed.). Toronto, ON: Pearson Canada Inc.  
Morrison-Valfre, M. (2009). *Foundations of Mental Health Care* (4<sup>th</sup> ed.). St. Louis, MO: Mosby  
REES Program (2012). *Resource Guide for Partners in Mental Health, Resources, Education, Employment & Supports* (9<sup>th</sup> ed.). Victoria, BC: Victoria Cool Aid Society.

## 1. Course Content and Schedule (current schedule to be provided by instructor)

This course is delivered in a blended format with online and in-class components. Both aspects are equally valued and developed to enhance student learning. Learning formats in Mental Health & Addiction (MHA) Program courses include discussions, presentations, peer interactions, student-directed research, skill development, and critical thinking activities.

It is expected that students arrive to class prepared to contribute their knowledge and insights, having completed pre-class expectations to create a positive learning environment. Because the MHA Program prepares graduates for professional roles in the community, students are expected to demonstrate positive interpersonal behavior in the classroom and online, including listening and acknowledging others, emotional maturity, respect, and effective teamwork.

### Participation

Due to the short and intense nature of the MHA program, classes are planned as a continuum for building the skill and knowledge required to meet the competencies for working in community mental health & addiction services. Repeated absence from class will be discussed with the student and may jeopardize course completion if learning outcomes are not met. Students will be expected to complete learning activities to demonstrate outcomes for missed class content.

Evaluation of participation includes:

- Pre-class preparation, including reading assignment materials before class
- Arriving to class on time and consistent attendance
- Constructive and appropriate comments in class and online
- Active participation in group work, online submissions, and classroom activities
- Active and respectful listening and online dialogue
- Considerate behavior towards others in the classroom and online

## 5. Basis of Student Assessment (Weighting)

1. Goal Setting Activity:	40%
Part A	
Part B	
2. In-class Integration Activity	5%
3. Engaging Strategies:	35%
Activity Plan & Leadership	
Peer Feedback	
4. D2L Reflections & Discussion Postings	20%

Details of assignments will be provided in class and/or online.

Assignments specified for online submission must be in Word or Open Office format.

Students are responsible for maintaining a hard or electronic copy of all submitted work.

**All** assignments must be submitted and achieve a grade of **“C” or higher** for successful completion of the course (includes participation in all engaging strategies and completion of all D2L Reflections).

## 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 will be required.

Assignments designated to be submitted in hardcopy must be in by the start of class on the due date. In fairness to all students, late assignments will be deducted 5% per day after the first five minutes of class. *If you anticipate a late arrival to class, ensure you have emailed the assignment to the instructor to meet the deadline and avoid a deduction for lateness (submit the hardcopy at the break).*

## 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+		3
60-64	C		2
50-59	D	Minimum level has not been achieved	1
0-49	F	Minimum level has not been achieved.	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>*