



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

MHA 135
Addictions & Interventions
Winter 2013

COURSE OUTLINE

Course Description

This course assists students to develop knowledge and skills to effectively respond to addiction challenges and co-existing issues of substance use and mental illness. Emphasis will be on understanding addiction processes and illness, facilitating intervention strategies, and promoting recovery.

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

Instructor: Kristin Ross, B.A. CYC, M.A. Ed.
Office Hours: as posted
Location: WT 221
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. Demonstrate knowledge of theoretical models and frameworks to understand addiction.
2. Identify common addictions and the impact on individuals, families, and communities.
3. Demonstrate knowledge of interventions and supports available to individuals with addiction challenges.
4. Describe contributing factors and effective responses to co-existing issues of substance use and mental illness.

3. Required Materials

Adler, R. Procter, R., Towne, N., & J. Rolls (2008). *Looking Out Looking In* (3rd ed.). Scarborough, Ont.: Nelson

Camosun College (2013). *MHA 135 Addictions & Interventions Resource Package*.

Fields, R. (2010). *Drugs in Perspective* (7th ed.). New York, NY: McGraw Hill.

Morrison-Valfre, M. (2005). *Foundations of Mental Health Care* (4th ed.). St. Louis, MO: Mosby, Inc.

REES Program (2010). *Resource Guide for Partners in Mental Health, Resources, Education,*

Employment & Supports (8th ed.). Victoria, BC: Victoria Cool Aid Society
Schizophrenia Society Resources **Not in bookstore:** download (no need to print)
(2003) *Learning About Schizophrenia: Rays of Hope*
http://www.schizophrenia.ca/Rays_of_Hope.pdf
(2007) *Schizophrenia: The Journey to Recovery*
<http://www.schizophrenia.ca/CPAGuidelinesFinalE.pdf>

Skinner, W., O'Grady, C., Bartha, C., & Parker, C. (2004). *Concurrent Substance Use and Mental Health Disorders: An Information Guide*. Toronto, ON: Centre for Addiction and Mental Health (CAMH).

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. D2L Reflection & Discussion Postings - submit online | 42% |
| 2. Critical Thinking Reflections (3) - submit hardcopy | 24% |
| 3. In-Class Activities (2) | 8% |
| 4. Staff Resource Package – submit hardcopy | 26% |

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. This includes completion of all D2L Reflections & Discussions and participation in in-class activities.

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>