



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

MHA 115
Therapeutic Relationships
Winter 2014

COURSE OUTLINE

Description:

This course assists students to develop knowledge and skills to engage in therapeutic relationships and promote facilitative communication. Students will develop self-awareness and communication styles to enhance interpersonal relationships.

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: Jody Watson
Office Location: WT217 Th. & Fri.
Office Hours: as posted
Phone:
Email: jody.watson31@online.camosun.ca

2. Intended Learning Outcomes

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

1. Demonstrate knowledge of socio-cultural and personal influences on communication
2. Describe theories, principles, and processes of communication
3. Demonstrate interpersonal communication skills to foster therapeutic relationships
4. Apply knowledge and skills to manage crisis and conflict situations

3. Required Materials

- Adler, R. Procter, R., Towne, N., & J. Rolls (2008/12). *Looking Out Looking In* (3rd ed.). Scarborough, Ont.: Nelson
- Camosun College (2013). *MHA 115 Resource Package*.
- Corey, G., & Schneider Corey, M. (2011). *Becoming a Helper* (6/7th ed.). Belmont, CA: Thomson Brooks/ Cole.
- Evans, D., Hearn, M., Uhlwemann, M., Ivey, A. (2011). *Essential Interviewing: A Programmed Approach to Effective Communication* (8th ed.). Scarborough, Ont: Nelson Education, Ltd.
- Morrison-Valfre, M. (2009). *Foundations of Mental Health Care* (5th ed.). St. Louis, MO: Mosby, Inc.
- Nichols, M. (2009). *The Lost Art of Listening* (2nd ed.). New York, NY: Guilford Publications

4. Course Content and Schedule

This course is delivered through a traditional face-to-face classroom setting supported with online D2L tools and supplemental resources. Learning formats in Mental Health & Addiction (MHA) Program courses will include discussions, presentations, peer interactions, student-directed research, 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 behaviour towards others in the classroom and online

5. Basis of Student Assessment (Weighting)

1. Weekly Content Application - submit online (& hardcopy forms in class)	20%
2. <i>Lost Art of Listening</i> Reflections	18%
3. Micro-Skill Presentations - in class	20%
4. Micro-Skill Development - in class	18%
5. Nonviolent Crisis Intervention Training - in class	Com
6. Suicide Paper - submit hardcopy in class	24%

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 attendance at all in-class presentation, skill development, and training sessions.

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 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).

If an assignment is to be submitted online, it must be in by 11pm on the due date

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		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, through Student Services or on the College website at www.camosun.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, Enrolment Services, and on the College website at www.camosun.ca/about/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>