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

MHA 111
Mental Illness and Interventions
Fall 2016

COURSE OUTLINE

Description:

This course provides an introduction to theories and application of a bio-psycho-social-spiritual framework related to mental health issues and illnesses. Emphasis will be on recognizing symptoms of mental illness and identifying intervention strategies for common conditions.

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: Michelle Bass
Office Location: WT 221
Office Hours: as posted
Phone: 250-370-3204
Email: michelle.bass26@online.camosun.ca

2. Intended Learning Outcomes

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

1. Demonstrate knowledge of theories and current frameworks used to conceptualize mental illness
2. Demonstrate knowledge of mental illnesses and the impact on individuals, families, and the community.
3. Demonstrate knowledge of effective therapeutic approaches used to support individuals and families

3. Required Materials

- Camosun College (2016). *MHA 111 Resource Package*.
- Morrison-Valfre, M. (2009). *Foundations of Mental Health Care* (5th ed.). St. Louis, MO: Mosby, Inc.
- Ralph, I. (2015) *Psychotropic Agents.* Grand Forks, BC: IGR Publications.
- REES (2012) *Network Resource Guide for Partners in Mental Health, Research, Education, Evaluation, & Support Network,* VIHA.
  Schizophrenia Society. 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

4. Course Content and Schedule

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 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. This document includes policies to facilitate professional practice, including punctuality, accountability, and demonstration of professional knowledge, skills, and decorum.

Cellphones and electronic devices are not to be used while the class is in-session. The only exception is computers for purposes of note-taking or pre-arranged accommodations. We are encouraging a respectful atmosphere of "disconnect and connect" as you will see on posters throughout the campus.

Participation

Due to the short and intense nature of the MHA program, classes are planned as a continuum for building skills 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, due before the start of the following class. The in-lieu activities are directly related to demonstrating concepts and may include watching a missed video, answering questions on prep readings, and completing in-class worksheets. Assignments and in-class activities are important for demonstration of knowledge & skill. The in-lieu activities ensure the learner experiences and demonstrates the same content and outcomes as other students. If a student has outstanding missed class activities, they may see an "Incomplete" on Camlink until these are submitted.

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 toward others in the classroom and online

5. Basis of Student Assessment (Weighting)

1.	D2L Reflection & Discussion Postings - submit online	15%
2.	Online Preparation for In-Class Activities	10%
3.	Journal Article Review – submit hardcopy in class	15%
4.	Quiz - in class	20%
5.	Group Presentation & Handout – in class	30%
6.	Presentation Reports – submit online	10%

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

Students are responsible for maintaining an electronic copy of all submitted work.

D2L submissions must be in Word or PDF. OpenOffice users can "save as" MS Word (.doc/x) before uploading.

All assignments and learning activities must be submitted and demonstrate knowledge and skill at a grade level of "C" or higher to pass this course. This includes all D2L postings, missed class content activities, in-class assignments, participation in skill development, and attendance at presentations (as applicable).

Late Policy

Due dates are thoughtfully determined to maximize the application of concepts for students to demonstrate mastery as well as to provide a foundation to build on further course content (most courses are progressive in nature). Timing of due dates is significant: we want to avoid a student getting behind on assignments and learning activities as it may hinder a strong context for subsequent course concepts. To relate this to human services, those you are supporting may find it challenging to learn new concepts unless foundational knowledge is first attained.

Assignments specified to be submitted in **hardcopy** must be in by the start of class on the due date. Assignments to be submitted **electronically** (e.g., D2L reflections) must be uploaded to the designated area by 11pm on the due date.

In fairness to all students, late assignments will be deducted 5% per 24-hour period after the first five minutes of class or online due time. **If** you anticipate a late arrival to class and want to avoid a late deduction, email the assignment to the instructor before due time so they see it is completed; submit hardcopy at the break or end of class to avoid disrupting class time.

Students may arrange with the instructor for an extension of an assignment before the due date and a verifying documentation will be required. Those with a *Letter of Accommodation* from the Disability Resource Centre must have previously identified arrangements, as negotiated with the instructor at least 48 hours before due time.

We recognize that there are multiple factors that could impact a students' ability to complete assignments on time. It is assumed that students work hard to complete assignments, may sacrifice other enjoyable activities, and employ good time management skills to meet deadlines. Even with the best intentions and strategies, unexpected situations can arise. Instructors hold no judgment of students who make the decision to take a day or two more to complete an assignment. The late deduction is often well-worth gaining extra time to complete the assignment with better learning outcomes and a decrease in stress.

If you need extra time without documentation, the deduction is only on the mark obtained, not on the value of the assignment. For example, if you submit an assignment valued at 20% and your mark is 18/20, the late deduction, if submitted by due time the next day, is **.**9 (two days late would be 1.8).

If you choose **not** to complete the assignment by the due time, please send a brief email to the instructor beforehand as it may impact an in-class activity that builds on the assignment. There is no need to explain your reasons for needing extra time, the instructor knows there are many circumstances that effect a student's ability to complete on time.

We are supporting students to demonstrate competencies and successfully pass a course. If an assignment is marked by the instructor above 60%, and late deductions bring the mark below 60%, the student receives the end mark yet it is considered a "pass" based on demonstrating required knowledge/skill. If the original submission does not meet the 60% level and a student needs to re-submit, the late deduction applies until the student demonstrates 60% or higher quality of work. The intention is that a student must demonstrate outcomes for the assignment but they are not advantaged over other students who got their work in on time and exceeded the 60%.

6. 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