



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

MHA 120
Support Strategies
Winter 2018

COURSE OUTLINE

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.

✦ *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 Jaworsky
Office Location: Fisher 314F
Office Hours:
Phone: 250-370-3473
Email: michelle.jaworsky12@online.camosun.ca

Your instructor will endeavor to respond to your emails or phone calls within 24 hours; however, you should NOT expect a response during weekends, evenings, or holidays. Please plan accordingly when communicating with your instructor.

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 (2017). Camosun College.
Corey, G., & Schneider Corey, M. (2016). *Becoming a Helper* (7th ed.). Belmont, CA: Brooks/Cole.
Morrison-Valfre, M. (2013). *Foundations of Mental Health Care* (5th ed.). St. Louis, MO: Mosby
REES Program (2012). *Resource Guide for Partners in Mental Health, Resources, Education, Employment & Supports* (9th ed.). Victoria, BC: Victoria Cool Aid Society.
USB Flashdrive

4. 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, online, and in communication with instructors; this includes 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. We ask that cell-phones are put out-of-sight with alerts and ringers turned off. We are finding some students have difficulty disengaging and the continuous checking or distraction of the sounds and screen lights deter from the classroom experience for the student and those in the vicinity. In practice, workers who use their phones for personal use are not present and engaged with their client; we discourage this practice and expect professional behavior of students as they are preparing for moving into practicum settings.

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. In-lieu activities are directly related to demonstration of concepts and may include watching a video and answering questions on prep readings. Assignments and in-class activities are complimentary and necessary for demonstration of knowledge & skill.

In-lieu activities ensure the learner experiences the same content and outcomes as other students. Missed content activities must be submitted for a final grade to be posted on Camlink; a delay may affect a student's ability to register in the practicum, as this course is a pre-requisite for MHA 140.

Participation includes:

- Pre-class preparation completion, including reading materials prior to class start
- Arriving to class on time and regular attendance
- Effective interpersonal communication skills: active listening and respectful dialogue, constructive and appropriate comments in class and online
- Engaged participation in group work and classroom activities, respectful attentiveness during presentations
- All electronic devices out-of-sight and muted unless previously arranged with instructor for learning purposes

5. Basis of Student Assessment (Weighting)

1. D2L Reflection & Discussion Postings - online	30%
2. Teaching & Learning Exchange:	35%
Activity Plan - hardcopy	15
Teaching Demonstration – video on flashdrive	10
Self-Critique & Peer Feedback - hardcopy	10
3. In-Class Activities: Team Case Scenario & Presentation	5%
4. In-Class Group Facilitation (skill development)	10%
4. Group Process & Facilitation Paper - hardcopy	20%

Details of assignments will be provided in class and online. Directions will include APA writing and format expectations (e.g., headings, spacing, font size, citations). Spelling, grammar, presentation of material, length, and demonstration of assignment expectations will be taken into consideration for grading.

Resources for writing, formatting, and referencing have been posted in D2L Content and are available at the Camosun Writing Centre and Camosun Library.

Assignments specified for online submission must be in Word or PDF format; OpenOffice users: "save as" Microsoft Word (.doc/x) before attaching. Students are responsible for maintaining an electronic copy of all submitted work until final grades are posted in Camlink.

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 activity assignments, participation in skill development/labs, and attendance at presentations.

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 Centre for Accessible Learning (CAL) 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 (e.g., Letter of Accommodation):

- the deduction is only on the mark obtained, not on the value of the assignment. For example, if you achieve a mark of 18/20 and you submitted up to 24 hours late (by due time the next day), the late deduction is .9 (18 x 5%). If two days late, the deduction is 1.8 (18 x 10%).
- please send a brief email to the instructor before the class for which the assignment is due, as it may impact an in-class activity that builds on your work. 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 the original submission does not achieve a mark of 60% or more, the student must re-submit to demonstrate passing knowledge/skill. The late deduction will apply to the original mark until successful demonstration of knowledge/skill at a level of "C" or higher.

The intention is that a student must demonstrate passing level knowledge/skill but they are not advantaged over other students who submitted their work on time and exceeded 60%.

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

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>