



MHA 135 Addictions and Interventions
Winter 2019

COURSE OUTLINE

The course description is available on the web:
<http://camosun.ca/learn/calendar/current/web/mha.html#mha135>

Ω Please note: This outline will not be kept indefinitely. Students are recommended to keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

- (a) **Instructor** Kristin Ross
(b) **Office hours** As posted or arranged
(c) **Location** WT 219
(d) **Phone** 250-370-3203 **Alternative:**
(e) **E-mail** kristin.ross11@online.camosun.ca
(f) **Website**

2. Intended Learning Outcomes

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

- a) demonstrate knowledge of theoretical models and frameworks to understand addiction.
- b) identify common addictions and the impact on individuals, families, and communities.
- c) demonstrate knowledge of interventions and supports available to individuals with addiction challenges.
- d) 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 (2015). *Look: Looking Out, Looking In*. Toronto, Ont.: Nelson Camosun College (2017). *MHA 135 Addictions & Interventions Resource Package*.
Fields, R. (2017). *Drugs in Perspective* (9th ed.). New York, NY: McGraw Hill. Matè, G. (2009). *In the Realm of Hungry Ghosts*. Toronto, Ont: Vintage Canada.

Morrison-Valfre, M. (2015). *Foundations of Mental Health Care* (5th ed.). St. Louis, MO: Mosby, Inc. REES Program (2012). *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)
Learning About Schizophrenia: Rays of Hope
http://www.schizophrenia.ca/Rays_of_Hope.pdf
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). **Not in bookstore:** download (no need to print):
http://knowledge.camh.net/amhspecialists/resources_families/Documents/concurrent_guide_en.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, 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 - submit online	33%
2. <i>In the Realm of Hungry Ghosts</i> Reflections - submit online	15%
3. Critical Thinking Reflections (3) - submit hardcopy (6% each)	18%
4. In-Class Activities (2) - preparation pre-class, participation in-class	8%
5. Staff Information Binder – submit hardcopy	26%

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 averifying 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)
- ☐ Competency Based Grading System

Commented [A1]: (If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)
(Mark with "X" in box below to show appropriate approved grading system – see last page of this template.)

7. Recommended Materials to Assist Students to Succeed Throughout the Course

8. College Supports, Services and Policies

Immediate, Urgent, or Emergency Support



If you or someone you know requires immediate, urgent, or emergency support (e.g., illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts:

<http://camosun.ca/about/mental-health/emergency.html> or
<http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, centre for accessibility, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit Student Services at <http://camosun.ca/services>

College Policies

Policies are available on the College website at <http://camosun.ca/about/policies>. Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with college policies.

Education and academic policies include, but are not limited to, [Academic Progress](#), [Admission](#), [Course Withdrawals](#), [Grading](#), [Involuntary Health and Safety Leave of Absence](#), [Prior Learning Assessment](#), [Medical/Compassionate Withdrawals](#), [Sexual Violence and Misconduct](#), [Standards for Awarding Credentials](#), [Student Ancillary Fees](#), [Student Appeals](#), and [Student Penalties and Fines](#).

Student Conduct Policy

The [Student Conduct Policy](#) provides clear expectations of appropriate academic and non-academic student conduct and establishes processes for resolution of conduct issues or the imposition of sanctions for inappropriate conduct. It is the student's responsibility to become familiar with the content of this policy.

A. GRADING SYSTEMS

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>

The following two grading systems are used at Camosun College:

1. 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

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes.

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://www.camosun.bc.ca/policies/E-1.5.pdf> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.