



CAMOSUN COLLEGE

School of Health and Human Services (HHS)

Department: Community, Family & Child Studies – Mental Health & Addictions

MHA 110 Foundations for Practice

Fall 2019

COURSE OUTLINE

The course description is available on the web:
<http://camosun.ca/learn/calendar/current/web/mha.html#mha110>

⌘ 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

- | | |
|------------------|---|
| (a) Instructor | Kristin Ross |
| (b) Office hours | As posted or arranged |
| (c) Location | Click or tap here to enter text. |
| (d) Phone | Alternative: Click or tap here to enter text. |
| (e) E-mail | kristin.ross11@online.camosun.ca |
| (f) Website | Click or tap here to enter text. |

2. Course Description & Intended Learning Outcomes

This course introduces students to frameworks for practice in mental health and addictions, including values, philosophies, and multicultural and indigenous perspectives. The course examines current trends, issues, roles, and community resources that impact individuals, families, and communities.

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

- a) describe determinants of health that impact the mental health and well-being of individuals and communities.
- b) describe historical factors, current philosophies, and frameworks of practice that influence mental health and addiction issues.
- c) demonstrate knowledge of principles, trends, community issues, and legislation that impact mental health and addiction services.
- d) describe the delivery of mental health and addiction services and resources in B.C. and the roles and responsibilities of the interprofessional team.

3. Required Materials

Camosun College (2018). MHA 110 Resource Package.

Corey, G., & Schneider Corey, M. (2016). *Becoming a Helper* (7th ed.). Belmont, CA: Thomson Brooks/Cole.

Morrison-Valfre, M. (2017). *Foundations of Mental Health Care* (6th ed.). St. Louis, MO: Mosby, Inc.

REES Program (2014). *Resource Guide for Partners in Mental Health, Resources, Education, Employment & Supports* (8th ed.). Victoria, BC: Victoria Cool Aid Society.

4. Course Content and Schedule (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 impact 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 including active listening and respectful dialogue, constructive and appropriate comments in class

- Engaged participation in group work and classroom activities, respectful attentiveness during presentations
- All electronic devices out-of-sight and muted unless use is previously arranged with instructor for learning purposes

5. Basis of Student Assessment (Weighting)

1. In-Class Activities - Stigma and Advocacy D2L Content 8%
2. Culture & Care Contexts Paper – submit hardcopy in class 25%
3. Mental Health Act Activity – submit hardcopy in class 10%
4. Community Resources – submit hardcopy in class 22%
5. D2L Reflection & Discussion Postings – submit online 35%

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 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

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

[Click or tap here to enter text.](#)

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 the content of College policies.

Education and academic policies include, but are not limited to, [Academic Progress](#), [Admission](#), [Course Withdrawals](#), [Student Appeals](#), Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, and Student Penalties and Fines.

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 website.

A. GRADING SYSTEMS

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf#page=2>

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.