



MHA 135 Addictions and Interventions
Winter 2020

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** Jody Watson
(b) **Office hours** TBA
(c) **Location** CHW 340
(d) **Phone** 370-429 **Alternative:**
(e) **E-mail** watsonj@camosun.bc.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

Camosun College (2019). *MHA 135 Coursepack*
Adler, R. Procter, R., Towne, N., & J. Rolls (2015). *Look: Looking Out, Looking In*. Toronto, Ont.: Nelson.
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

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.

Expectations of Learners

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.

Technology

- 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 as indicated by a pre-arranged Center for Accessible Learning (CAL) accommodation. We are encouraging a respectful atmosphere of “disconnect and connect” as you will see on posters throughout the campus.
- Cell-phones are to be out-of-sight with alerts and ringers turned off. Some students have difficulty disengaging and the continuous checking or distraction of the sounds and screen light 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 and expect professional behavior of students as they prepare for moving into practicum and graduate roles.

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. Assignments, D2L activities, and in-class components are complimentary and necessary for meeting learning outcomes to successfully pass the course.

Participation includes:

- Pre-class preparation completion, including reading materials prior to class start
- Arriving to class on time and regular attendance; late arrivals and absences must be communicated to the instructor prior to class start time
- Effective interpersonal communication skills including active listening, respectful dialogue, and constructive and appropriate comments in class
- Engaged participation in group work and classroom activities, respectful attentiveness during student and guest presentations (students who talk or distract others will be asked to leave)

- **All** electronic devices out-of-sight and muted unless use is previously arranged with instructor

Missed class content:

- Students are expected to complete learning activities to demonstrate outcomes for missed class content, due **before** the start of the next class. Activities reflect knowledge and skills aligned with the course (e.g., watching a video, collaborative groupwork, reflections on readings). They ensure all learners experience the same content and outcomes. Instructors must be confident that skills and knowledge are demonstrated to meet competencies in the field (every class is relevant).
- All activities must be submitted for a final grade to be posted on Camlink; delay may impact a student's ability to register in the practicum as all courses are pre-requisite to MHA 140.

Repeated absence from class will be discussed with the student. Successful course completion will be jeopardized if more than 15% of class time is missed (for a 3-credit/45 hour course, this equals 6.75 hours).

Missed content activities are for exceptional circumstances as 100% attendance is expected.

5. Basis of Student Assessment (Weighting)

1. D2L Reflection & Discussion Postings	33%
2. <i>In the Realm of Hungry Ghosts</i> Reflections	15%
3. Critical Thinking Reflections (3 at 5% each)	15%
4. In-Class Activities (preparation & participation for 2 at 6% each)	12%
5. Paper/presentation	25%

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 completion of MHA Program (coursework from one course may be used in another). It is strongly encouraged that students use the D2L Locker for work in-progress until uploaded and/or printed for submission. Students can download and print from D2L at Camosun if their flashdrive is damaged.

All assignments and learning activities must be submitted within 24 hours of the last day of instruction and demonstrate knowledge and skill at a grade level of "C" or higher to pass this course. This includes all D2L postings, in-class activity assignments, participation in skill development/labs, and attendance at presentations. Missed class content activities are required to be completed before the next face-to-face class.

Due Dates

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, unless otherwise specified.

Late Policy

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; verifying documentation will be required. "Documentation" may take multiple forms (e.g., communication from a counselor/professional, emergency room discharge papers, and dated subpoena). 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. Typically, an extra two calendar days will be granted.

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.

Extra time...

If a student needs 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 the mark achieved is 18/20 and it was 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%).
- students are asked to 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 assignment work. There is no need to explain; instructors know 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 knowledge/skill at a level of "**C**" or higher.

Late deduction marks are applied for days an assignment is initially late, as well as days after the instructor returns an assignment to the student for re-submission. Assignments over 20 days past due do not earn marks (20 days x 5% = 100% deduction) but must be completed and assessed at a 60% knowledge/skill level.

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%.

All re-submissions, D2L postings, missed content activities, and final assignments (unless otherwise indicated) must be submitted within 24 hours of the last face-to-face class for consideration toward completion of the course.

6. Grading System

☒ Standard Grading System (GPA)

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.