

MHA 115 Therapeutic Relationships
Fall 2020

COURSE OUTLINE

The course description is available on the web:
<http://camosun.ca/learn/calendar/current/web/mha.html#mha115>

Camosun College will continue to follow the guidance of the Provincial Health Officer, the B.C. Government and WorkSafeBC, and as such may revise the delivery of courses. Courses with an approved face-to-face component may need to move to online or remote delivery if necessary.

The COVID-19 pandemic has presented many challenges, and Camosun College is committed to helping you safely complete your education. Following guidelines from the Provincial Health Officer, WorkSafeBC and the BC Government to ensure the health and wellbeing of students and employees, Camosun College is providing you with every possible protection to keep you safe including COVID Training for students and employees, health checks, infection control protocols including sanitization of spaces, PPE and ensuring physical distancing. Please refer to: <http://camosun.ca/covid19/faq/covid-faqs-students.html>

However, if you're at all uncomfortable being on campus, please share your concerns with your Instructor and if needed, alternatives will be discussed.

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

- (a) Instructor** Michelle Jaworsky
- (b) Office hours** By appointment
- (c) Location** CHW 312 (virtual)
- (e) E-mail** jaworsky@camosun.ca

2. Course Description & Intended Learning Outcomes

This course assists students to develop knowledge and skills to engage in therapeutic relationships and promote facilitative communication. Students will develop self-awareness and communication styles to enhance interpersonal relationships.

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

- a) demonstrate knowledge of socio-cultural and personal influences on communication.
- b) describe theories, principles, and processes of communication.
- c) demonstrate interpersonal communication skills to foster therapeutic relationships.
- d) apply knowledge and skills to manage crisis and conflict situations.

3. Required Materials

Adler, R. Procter, R., Towne, N., & J. Rolls (2015). *Look: Looking Out Looking In* (2nd Canadian ed.). Toronto, Ont.: Nelson

Corey, G., & Schneider Corey, M. (2011/6). *Becoming a Helper* (6/7th ed.). Belmont, CA: Thomson Brooks/Cole.

Evans, D., Hearn, M., Uhlwemann, M., & Ivey, A. (2011). *Essential Interviewing: A Programmed Approach to Effective Communication* (8th/9th ed.). Scarborough, Ont: Nelson Education, Ltd.

Morrison-Valfre, M. (2015). *Foundations of Mental Health Care* (5th ed.). St. Louis, MO: Mosby.

Nichols, M. (2009). *The Lost Art of Listening* (2nd ed.). New York, NY: Guilford Publications.

4. Course Content and Schedule

Course schedule to be provided in a separate document.

This course is delivered online. 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 synchronous online classes and asynchronous activities with instructors and peers ready to contribute their knowledge and insights, having completed preparation 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 online environment and in other interactions (e.g., email) with each other and instructors. This includes listening and acknowledging others, emotional maturity, respect, and effective teamwork.

We anticipate professional behavior of students as they prepare for moving into practicum and graduate roles. This includes respectful use atmosphere online as would be expected in a face-to-face environment. This document includes policies to facilitate professional practice, including punctuality, accountability, and demonstration of professional knowledge, skills, and decorum

Technology

During synchronous class times, cameras are to be on and recording option off. Please mute microphones at the start of the session; instructors will guide the use of technology as the class progresses. Features may include use of the chat box or hand icon to ask a question.

While engaged in learning activities with others, phones are to be out-of-sight with alerts and ringers turned off. Some may have difficulty disengaging from devices and the continuous checking and distraction of sounds and screen deter from learning experiences. In practice, workers who use their phones for personal use are not present and engaged with the person they are supporting.

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 synchronous class components are complimentary and necessary for meeting learning outcomes to successfully pass the course.

Participation includes:

- Pre-class preparation completion, including reading materials as indicated in course schedule
- Arriving to online classes and activities on time with regular attendance; late arrivals and absences must be communicated to the instructor prior to class start time
- Effective interpersonal communication and engagement skills including active listening, respectful dialogue, attentiveness during presentations, and constructive and appropriate comments in class
- **All** electronic devices out-of-sight and muted unless previously arranged with instructor (see above)

Missed Class Content

Students are expected to contact the instructor if they are unable to attend synchronous class time. If you miss a synchronous class you can choose to do an assignment for “Synchronous Class Activities” marks. For this assignment, you need to have a minimum of a five minute discussion with at least two students in the class to learn their perspectives of the important aspects of the class time missed. Ensure you identify which students you have spoken to by using their name in your write up. Complete and submit a 500 word write up which talks about the key elements that were missed in the class, along with your own reflections on the subject. The missed class content assignment is due in the designated D2L Dropbox by midnight the day before the following synchronous class after the absence.

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. Weekly Content Application	20%
2. <i>The Lost Art of Listening</i> Reflections	18%
3. Micro Skills 4-part Assignment:	
Presentation	10%
Development	10%
Video Recording	10%
Reflection Paper	10%
4. Asynchronous Discussion Posts	10%
5. Synchronous Class Activities	12%

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).

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 are to be uploaded electronically (including D2L posts and reflections) to the designated area (e.g., Dropbox or Discussion forum) by 11pm on the due date, unless otherwise specified. This ensures that work is completed prior to sessions that may use the work as a foundation for the class.

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. 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.

Additional 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)
- 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.

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#page=4> 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.