

CLASS SYLLABUS



COURSE TITLE: MHA 115 – Therapeutic Relationships
CLASS SECTION: BX01
TERM: F2021
COURSE CREDITS: 4
DELIVERY METHOD(S): Blended

Camosun College campuses are located on the traditional territories of the Ləkʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.
Learn more about Camosun's [Territorial Acknowledgement](#).

<https://camosun.ca/about/covid-19-updates>

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: Michelle Jaworsky
EMAIL: JaworskyM@camosun.ca
OFFICE: CHW 312
HOURS: Wednesdays 11:30 – 12:30 or by appointment

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

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

PREREQUISITE(S): n/a
CO-REQUISITE(S): n/a
PRE/CO-REQUISITE(S): n/a

COURSE DELIVERY

ACTIVITY	HOURS / WEEK	# OF WEEKS	ACTIVITY HOURS
Lecture			
Seminar			
Lab / Collaborative Learning			
Supervised Field Practice			
Workplace Integrated Learning			
Other: Blended delivery	5	14	70
		TOTAL HOURS	70

COURSE LEARNING OUTCOMES

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.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Adler, R. Procter, R., Rolls, J., & Towne, N. (2015). *Look: Looking Out Looking In* (4th Canadian ed.). Toronto, ON.: Nelson.

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

Morrison-Valfre, M. (2021). *Foundations of Mental Health Care* (7th ed.). St. Louis, MO: Elsevier.

Nichols, M. & Straus, M. (2021). *The Lost Art of Listening* (3rd ed.). New York, NY: Guilford Publications.

Schneider Corey, M. & Corey, G. (2021). *Becoming a Helper* (8th ed.). Boston, MA: Centage Learning.

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The course schedule will be provided in a separate document and is subject to change with reasonable advance notice, as deemed appropriate by the instructor. This course is a blended delivery (on-campus and online); both aspects are equally valued and developed to enhance student skills and knowledge acquisition. Learning formats in Mental Health & Addiction (MHA) Program courses include discussions, peer interactions, student-directed research, in-person and video skill development, role-play, and critical thinking activities. Performance indicators of outcomes include activities such as team/group collaboration, task-sharing, and individual/group presentations.

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines scan be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

STUDENT EVALUATION

DESCRIPTION		WEIGHTING
WCA (Weekly Content Application) Assignments		20%
LAOL (<i>The Lost Art of Listening</i>) Chapter Reflections		18%
Micro Skills 4-part Assignment	1. Presentation	10%
	2. Development	10%
	3. Video Recording	10%
	4. Reflection Paper	10%

DESCRIPTION	WEIGHTING
Discussion Posts	10%
In-Class Activities	12%
TOTAL	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

Students are to arrive to synchronous online and on-campus classes, as well as asynchronous activities with instructors and peers, ready to contribute their knowledge and insights, having completed preparation activities to create a positive and effective learning environment.

Because the MHA Program prepares graduates for professional roles in the community, students are to demonstrate positive interpersonal behavior in campus and online environments with peers and faculty (e.g., informing others if arriving late to a meeting).

Professional behavior demonstrates readiness for practicum and graduate roles, including contributing to a respectful atmosphere in all settings. This document includes policies to facilitate professional practice, including punctuality, accountability, effectual interpersonal behaviors (e.g., listening, acknowledging others, and emotional maturity), and demonstration of knowledge, skills, congenial teamwork, and decorum.

Technology

Cellphones and electronic devices are to be out-of-sight with alerts and ringers turned off while the class is in-session. The only exception is computers for purposes of note-taking with a pre-arranged Center for Accessible Learning (CAL) accommodation.

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. We are encouraging a respectful atmosphere of “disconnect and connect”.

During online synchronous class times, cameras are to be on unless instructor indicates otherwise. Please mute microphones at start of sessions; instructors will guide the use of technology as the class progresses.

Apps (e.g., WhatsApp, Skype), phones, and webpages other than D2L are to be closed and/or off.

Students are not to communicate (or start pages) on social media platforms due to their exclusionary nature, in addition to reasons covered in orientation. Demonstration of course outcomes includes group work and communication in discussion forums; instructors must be able to assess participation content.

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 class sessions are integrated and necessary for meeting learning outcomes to successfully pass the course.

Participation in campus and D2L settings includes:

- Full attendance of all in-person or online classes
- Pre-class preparation completion, including reading materials as indicated in course schedule
- Arriving to classes and activities on time with regular attendance; as professional etiquette, late arrivals and absences are to 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

Repeated absence from class will be discussed with the student and may jeopardize course completion if more than 15% of class time is missed (equals two synchronous classes). When more than 15 minutes of class time is missed, students can request an in-lieu of activities for “In-Class Activities” marks and to ensure they experience the same content and outcomes as their attending peers. Missed class content activities can be completed at any point in the course for students’ own learning. However, they must be correctly completed and submitted before the start of the following class to count for marks.

Assignments

All assignments and learning activities, including for missed class content, must be submitted within 24 hours of the last scheduled class and demonstrate knowledge and skill at a grade level of “C” or higher for consideration toward successful completion of the course. This includes D2L posts, in-class assignments, participation in skill development/labs, and presentation attendance/responses.

Details of assignments will be provided in class and D2L Content. Directions will include APA writing and format (e.g., citations, headings, spacing); other elements for grading include spelling, grammar, and length adherence. Resources for writing, formatting, and referencing are posted in D2L Content and are available at [Camosun Writing Centre](#) and [Library](#).

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 (some assignments will also be submitted in hardcopy at the start of class). This ensures that work is completed as a foundation for content and assignments can be used for in-class activities following due date; in-class activity marks and/or late deductions will apply if not available for use.

Late Policy

We recognize that there are multiple factors that could impact a student’s ability to complete assignments on time. It is assumed that students work diligently, may forego 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 decreased stress.

Students are to send a brief email to the instructor before the class for which the assignment is due, as it may impact an activity that builds on the work. There is no need to explain; instructors know there are many circumstances that effect a student’s ability to complete on time.

Late assignments are deducted 5% per 24-hour period after 15 minutes past due time. Students may arrange with the instructor for an extension of an assignment before the due date; verifying documentation is 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 are supporting students to demonstrate competencies to successfully pass a course. If original submission does not achieve a mark of 60%, the student must re-submit to demonstrate knowledge/skill at “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 demonstrates passing level knowledge/skill but they are not advantaged over other students who submitted their work on time and exceeded 60%.

SCHOOL OR DEPARTMENTAL INFORMATION

Policies and expectations unique to HHS (Health and Human Service) students are outlined in the following handbook: <https://legacy.camosun.ca/learn/school/health-human-services/student-info/>. In some cases they duplicate those of the college and the clinical environment and are repeated here in order to emphasize their importance.

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Support Service	Website
Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss

Support Service	Website
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the “Attendance” section under “Registration Policies and Procedures” (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun’s Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student’s right to choose what is right for them. For more information see Camosun’s Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-370-3841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College’s Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College’s expectations of academic integrity and student behavioural conduct.

Changes to this Syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.