Course Syllabus

Course title: Professional Practice 2

Class section: MHA **-** 126 **-** BX01

Term: 2025W

Course credits: 3

Total hours: 45

Delivery method: Blended

Territorial Acknowledgement

Camosun College respectfully acknowledges that our campuses are situated on the territories of the Lək̓ʷəŋən (Songhees and Kosapsum) and W̱SÁNEĆ peoples. We honour their knowledge and welcome to all students who seek education here.

Instructor Details

Name: Kristin Ross
Email: ross@online.camosun.ca - email from D2L using Classlist

Instructor Statement

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.

Instructor Office Hours

Office:	Hours:
Room #312 - door by north windows	Hours: As arranged with instructor

Course Description

Course Description:
Students build on knowledge and skills introduced in previous MHA courses, with an emphasis on self-reflective and ethical evidence-based practice. Students develop skills for working on interprofessional teams, and explore strategies for engaging in personal and professional development.

Prerequisites:
All of:

- C in MHA 125

Course Learning Outcomes / Objectives

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

- Articulate and model a personal philosophy for practice in mental health & addiction services.
- Apply knowledge and skills to function as a self-reflective and ethical practitioner.
- Demonstrate effective interprofessional communication and collaboration in workplace teams.
- Integrate MHA Program concepts through a capstone project including self-reflection, conceptualization, and portfolio development activities.

Course Materials - Required

• Camosun College (2025). *MHA 126 Professional Practice 2* coursepack

• Corey, G., & Corey, M. S. (2021). *Becoming a helper* (8th ed.). Brooks/Cole.

• Miloknay, S. & Laferriere, M. (2022). *Mental health: Self-care for first responders* (2nd ed.). Edmond

• Morrison-Valfre, M. (2023). *Foundations of mental health care* (8th ed.). Mosby, Inc.

• Technology: USB flash drive, integrated computer Webcam, headset, scan & upload software

Recommended Preparation / Information

This course is a blended delivery (on-campus and online content and activities); both aspects are equally valued and developed to enhance student skills and knowledge acquisition. Learning formats in Mental Health and 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.

Course Schedule, Topics, and Associated Preparation / Activity

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

Week	Topic
1	Course introduction
2	Self in therapeutic relationships
3	Mental health and substance use competencies
4	Excellence in practice
5	Professional standards and accountability
6	Ethics and ethical decision-making
7	*Reading Week – no class*
8	Reporting and professional writing
9	Documentation, confidentiality, and boundaries
10	Critical and creative thinking
11	Leadership
12	Group and team concepts
13	Fieldwork and supervision
14	Preparation for practice

Evaluation of Learning: Weighted

DESCRIPTION	WEIGHTING
D2L Content Reflections	35%
Application & Reflection (A&R) Activities: 3@5% + 3@10%	45%
Capstone 2: in-class Workshop, Video, and Reflection	15%
Team Activity: preparation and in-class participation	5%
Other activities (e.g., in-class assignment and D2L follow-up)	Com
TOTAL:	**100%**

NOTE: Students must achieve a minimum of ("C") in this course to graduate the program. All courses must completed within 36 months of starting the program.

Student Evaluation

Details of assignments provided in class and D2L Content.

Grading includes APA format (e.g., headings, spacing, citations) and 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 must be submitted in hardcopy in class and/or electronically in Word or PDF format (see specific assignments for details); OpenOffice users can "save as" Microsoft Word (.doc/x) before posting electronically.

If a student misses an in-class assignment, equivalent work (including group activities) must be completed and submitted within specified time frame (see details provided by instructor).

Students are responsible for maintaining electronic copies of all submitted work until completion of MHA Program (coursework from one course may inform another).

Students are encouraged to use the D2L Locker for work in-progress until submitted.

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.

Students are supported 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.

Grade Reviews and Appeals

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 policy** for more information. http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf

The Centre for Accessible Learning (CAL) is part of Camosun's Student Affairs unit. CAL coordinates academic accommodations and provides related programs and services to students with documented disabilities.

Students who require academic accommodations are expected to request and arrange accommodations through CAL in a timely fashion. While we understand that not all accommodation needs are known to students at the beginning of a course, accommodations cannot be provided unless the proper process is followed through CAL and an accommodation letter has been released to the instructor. Students are responsible for providing CAL with the proper documentation prior to the beginning of a course.

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 can be reviewed on the CAL exams page
https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams

Please consult the CAL webpage for more information:
https://camosun.ca/services/academic-supports/accessible-learning

Artificial Intelligence: A Guide for Students

Generative Artificial Intelligence (GenAI) is an evolving technology that brings potential benefits but also substantial risks. While GenAI tools have the ability to transform how we work and learn, it is essential for the college community to adapt to these changes in a thoughtful and secure way.

When using GenAI tools, students should ensure proper citation and attribution guidelines are followed. This includes acknowledging AI assistance in reports ,presentations, or any external communications. Clear citation helps build trust, ensures ethical use, and reduces the risk of misinformation or copyright issues.

For citation support visit the college's citation style guide.
https://camosun.libguides.com/cite

Artificial Intelligence: A Guide for Students
Visit the following website to learn about AI use in academic settings.
https://camosun.libguides.com/artificialintelligence/home

Course Guidelines & Expectations

Expectations of Learners

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.

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 practice positive interpersonal behavior in campus and online environments with peers and faculty (e.g., informing others if arriving late). Professional behavior demonstrates readiness for practicum and graduate roles by contributing to a respectful atmosphere in all 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 and substance use services. Assignments, D2L activities, and class sessions are integrated and necessary for meeting learning outcomes. Participation in campus and D2L settings includes:

- 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

Missed Class Time (on-campus and online synchronous):

- If a student is absent from all or part of a scheduled class, they are required to complete prescribed learning activities to demonstrate outcomes for missed content (due before start of next class). Activities reflect knowledge and skills aligned with the session (e.g., viewing a video, collaborative groupwork). Instructors must be confident that skills and knowledge meet competencies and learning outcomes for the field (i.e., every class is relevant).
- Partial or entire missed in-class assignments require students to complete equivalent work and submit in time frame determined instructor.
- All missed content activities must be submitted for a final grade to be posted on myCamosun; delay may negatively impact a student's ability to register in post-requisite courses (e.g., MHA

140 Practicum).

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

Technology

- Cellphones and other electronic devices are to be out-of-sight with alerts/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. We are encouraging a respectful atmosphere of "disconnect and connect".
- During online synchronous sessions, 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.
- The MHA Program learning outcomes focus on critical thinking, conceptualization, and application skills. Using Artificial Intelligence (AI) tools to bypass necessary knowledge and skill development may save time in the short term but will invariably lead to a poor understanding of client support practices and may result in unsafe circumstances in the field. Therefore, use of AI tools like ChatGPT and Bing AI is prohibited for assignment work and submissions. Use of Grammarly is acceptable for purposes of sentence structure, spelling, and grammar only; students are responsible for accuracy of software application. AI tools may be used with instructor permission for designated learning activities. Please contact your instructor if you have questions.

Due Dates

Due dates are thoughtfully determined to maximize the application of concepts 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.

Assignments are to be uploaded electronically to the designated area (e.g., Assignments/Dropbox) by 10pm on the due date, unless otherwise specified. This ensures that work is completed as a foundation for content in the following class. Some assignments also submitted in hardcopy at the start of class the next day.

Late Assignments

In fairness to all students, assignments submitted 15 minutes or more past due time are deducted 5% per 24-hour period.

- Students with a Letter of Accommodation from the Centre for Accessible Learning (CAL) must have identified arrangements negotiated with the instructor before due time. Typically, an extra two calendar days will be granted. Assignment extensions are considered on a case-by-case basis (i.e., not a blanket extension for all work).

- For students without a Letter of Accommodation, the deduction is on the mark obtained. For example, if a student achieves 18/20 and work submitted up to 24 hours late, the deduction is .9 (18 x 5%). If two days late, the deduction is 1.8 (18 x 10%). Late deduction marks are applied for days an assignment is initially late, as well as days after the instructor returns an assignment for re-submission (see details under Student Evaluation). 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%.

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.

Life Happens – each student may apply a Life Happens card once per course to receive an extra 24 hours for an assignment. Conditions: must inform instructor by email before due time, not applicable to discussion forum, group, and in-class assignments.

School or Departmental Information

Students are required to read and are accountable for the College policies (outlined below) and practicum guidelines as described in the School of Health and Human Services (HHS) and program handbooks.

MHA Program Handbook

Clinical and Practice Placements in HHS
https://camosun.ca/programs-courses/school-health-and-human-services/hhs-programs/practicums

School of Health and Human Services (HHS)
https://camosun.ca/programs-courses/school-health-and-human-services/information-health-and-human-services-students-1#top

HHS Program Handbooks
https://camosun.ca/programs-courses/school-health-and-human-services/information-health-and-human-services-students-1#program

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.

College Policies

Academic Integrity

Students are expected to follow the college's [Academic Integrity policy](), and be honest and ethical in all aspects of their studies. To help you understand these responsibilities review the online [Academic Integrity guide]().

The college's [Academic Integrity policy and supporting documents]() detail the process for addressing and resolving matters of academic misconduct.

Academic Accommodations for Students with Disabilities

If you have a documented disability and need accommodations contact the Centre for Accessible Learning (CAL). CAL will arrange the appropriate academic accommodations so you can participate in all academic activities. Visit the [CAL website]() for more information

Academic Progress

The [Academic Progress policy]() details how the college monitors students' academic progress and what steps are taken if a student is at risk of not meeting the college's academic progress standards.

Acceptable Technology Use

The [Acceptable Technology Use]() policy outlines how students are expected to use college technology resources, this includes using your own devices on the college's network. The use of the college resources in a way that violates a person's right to study in an environment free of discrimination, harassment or sexual violation is prohibited.

Course Withdrawals Policy

For details about course withdrawal see the [Course Withdrawals policy](). Be aware of the [deadlines for fees, course drop dates, and tuition refunds]().

Grading Policy

To learn more about grading see the [Grading Policy](#).

Grade Review and Appeals

The process to request a review of grades is outlined in the [Grade Review and Appeals policy](#).

Medical / Compassionate Withdrawals

If you have experienced a serious health or personal issue, you may be eligible for a [medical/compassionate withdrawal](#). The [Medical / Compassionate Withdrawal Request form](#) outlines what is required.

Sexual Violence

If you have experienced sexual violence on or off campus, you can get support from the Office of Student Support. The Office of Student Support is a safe and private place to talk about what supports are available and your options for next steps. Visit the [sexual violence support and education site](#) to learn more or email oss@camosun.ca or phone: 250-370-3046 or 250-370-3841.

Student Misconduct (Non-Academic)

Camosun expects students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Review the [Student Misconduct Policy](#) to understand the college's expectations of conduct.

Looking for other policies? See [Camosun College Policies and Directives](#)

Services and Supports

Services are free and available to all students.

Academic Supports	Enrollment Supports
[Centre for Accessible Learning](#)	[Academic Advising](#)
[English, Math and Science Help Centres](#)	[Financial Aid and Awards](#)
[Library](#)	[Registration](#)
[Writing Centre & Learning Skills](#)	[Tuition and Fees](#)

Health and Wellness	Applied learning
[Counseling](#) [Fitness and Recreation](#) [Office of Student Support](#)	[Co-operative Education and Career Services](#) [Makerspace](#)

The [Centre for Indigenous Education Centre and Community Connections](#) provides cultural and academic supports for Indigenous students.

[Camosun International](#) provides supports to international students.

[The Ombudsperson](#) provides an impartial, independent service to ensure students are treated fairly. The service is a safe place for students to voice and clarify concerns and complaints.

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

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 the course content or schedule. When changes are necessary the instructor will give clear and timely notice.