

**MHA 140 – PRACTICUM**

**INSTRUCTOR(s):** Jody Watson                      jody.watson31@online.camosun.ca                      250-370-3473  
Sheryl Haynes                      sheryl.haynes29@online.camosun.ca                      250-370-3229

**COURSE DATES:** May 1<sup>st</sup> – June 17<sup>th</sup>, 2013

**REQ'D TEXTS:** Adler, R. Procter, R., Towne, N., & J. Rolls (2008). *Looking Out Looking In* (3<sup>rd</sup> ed.). Scarborough, Ont.: Nelson  
Camosun College *Basics of Medication*  
Camosun College *MHA Practicum Handbook*  
Corey, G., & Schneider Corey, M. (2011). *Becoming a Helper* (6<sup>th</sup> ed.). CA: Brooks/Cole.  
Crisis Prevention Institute (CPI). (2011). *Nonviolent Crisis Intervention Participant Workbook*. Brookfield, WI: CPI, Inc.  
Donatelle, R.J., Johnson Munroe, A., Munroe, A., & Thompson, A.M. (2011). *Health: The Basics* (5<sup>th</sup> Canadian ed.). Toronto, ON: Pearson Canada Inc.  
Evans, D., Hearn, M., Uhlwemann, M., Ivey, A. (2011). *Essential Interviewing: A Programmed Approach to Effective Communication* (8<sup>th</sup> ed.). Scarborough, Ont: Nelson Educ. Ltd.  
Fields, R. (2010). *Drugs in Perspective* (7<sup>th</sup> ed.). New York, NY: McGraw Hill.  
Morrison-Valfre, M. (2009). *Foundations of Mental Health Care* (4<sup>th</sup> ed.). St. Louis, MO: Mosby.  
Ralph, I. (2010). *Psychotropic Agents* (15<sup>th</sup> ed.). Grand Forks, BC: IGR Publications.  
REES Program (2013). *Resource Guide for Partners in Mental Health*, Resources, Education, Employment & Supports (9<sup>th</sup> ed.). Victoria, BC: Victoria Cool Aid Soc.  
Schizophrenia Society Resources:  
*Rays of Hope* [http://www.schizophrenia.ca/Rays\\_of\\_Hope.pdf](http://www.schizophrenia.ca/Rays_of_Hope.pdf)  
*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).

---

**COURSE DESCRIPTION**

This course offers students the opportunity to integrate and practice knowledge and skills to assist individuals in mental health and addiction settings. Emphasis will be on developing self as a reflective practitioner within an interprofessional team.

**LEARNING OUTCOMES**

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

1. Use critical thinking and solution-focused skills within a community mental health and addictions context
2. Apply current knowledge of mental health, mental illness, addictions, and concurrent processes to one's practice within community mental health and addiction services
3. Demonstrate understanding of contexts and frameworks that guide practice when supporting individuals and families experiencing mental illness and addiction challenges
4. Provide individualized intervention and support within the contexts of mental health and addiction services.
5. Demonstrate an ability to develop and enhance therapeutic relationships
6. Develop effective collaborative working relationships with members of the interprofessional team
7. Identify, access and advocate for community services for individuals and families
8. Demonstrate ethical and responsible behavior and be accountable for own actions and decisions
9. Demonstrate effective responses to the demands of the professional role

## COURSE SCHEDULE - Seminars & Group Supervision are **mandatory**

**Seminars:** Wed. May 1<sup>st</sup> 8:30-11am WT#103  
 Mon. June 17<sup>th</sup> 9-10:30am WT#103  
 10:30am -12:30pm Program Wrap-Up

**Practice Site:** 22 hours per week at the practicum setting: days, evenings, and/or weekends

**Group Supervision:** Fridays 8:30-10:30am: May 17<sup>th</sup>, 24<sup>th</sup>, 31<sup>st</sup>, & June 7<sup>th</sup> WT#103 & tba

**STUDENT ASSESSMENT** - Students are responsible for maintaining a copy of all submitted work

1. **Reflective Logbook:** submit in D2L Dropbox by 4pm Thursdays: May 9, 16, 23, 30, June 6, 13
2. **Observation of Setting:** presented in Group Supervision on May 24<sup>th</sup>
3. **Verbal Case Report:** presented in Group Supervision on May 31<sup>st</sup>
4. **Integration Paper:** due in Dropbox **4pm** on **June 10<sup>th</sup>** (instructor may also request paper copy)
5. **Student Agency Evaluation:** as outlined in *Practicum Handbook*

## EVALUATION OF LEARNING & GRADING OF THE PRACTICUM EXPERIENCE:

This course will be graded as *Satisfactory* or *Unsatisfactory*; this is recorded on your transcript as **COM** (Satisfactory) or **NC** (Unsatisfactory). To achieve a **COM – Satisfactory** grade, student must:

- achieve an average of #3 *Satisfactory* rating in all outcome areas of the Practicum Evaluation (with no #1 *Unsatisfactory* ratings in the *Final Evaluation* form).
- meet the competencies established for this practicum
- **attend and participate in all** seminars and supervisions (individual & group)
- attend practicum placement as scheduled
- submit logbook in D2L weekly (Word or Open Office format)
- complete **all** assessment components with a grade of “C” or higher by **noon June 17<sup>th</sup>**

## LATE POLICY:

In exceptional circumstances, students may arrange with the instructor for an extension of an assignment before the due date. A professional’s note will be required.

Logbook entries are to be submitted as specified; failure to submit by the due date each week will be noted on a “student at-risk” form and may result in the discontinuation of practicum.

The Integration Paper is due in the Dropbox by 4pm on the due date. In fairness to all students, late assignments (including logbook entries) will be deducted 5% per day after time due.

## ATTENDANCE:

Due to the intense nature of this Practicum, students are required to attend all practicum sessions in the field **and all classroom seminar and group supervision sessions** unless they have a legitimate reason and a professional’s note is provided. Absences beyond one shift will be made up at the discretion of the Practicum Agency Mentor and the College Instructor. Students required to make up any missed days will do so at the end of the regular Practicum on-site period.

## ACADEMIC INTEGRITY:

The Department of Community, Family & Child Studies is committed to promoting competence, professionalism and integrity in our students and developing their core skills to succeed throughout their academic programs and in their careers. The purpose of Academic Honesty Guidelines is to provide clear expectations of appropriate academic conduct and to establish processes for discipline in appropriate circumstances. It is the student’s responsibility to become familiar with the content and the consequences of academic dishonesty. Before you begin your assignments, review the Academic Policies on the Camosun College website: <http://camosun.ca/learn/becoming/policies.html>