



**CAMOSUN COLLEGE**  
**School of Health & Human Services**  
**Community, Family & Child Studies**

*IMHA 514*  
*Interprofessional Issues*  
*Winter 2014*

## **COURSE OUTLINE**

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### **Description:**

This course presents legislation and policies affecting the care of persons with mental health and/or addiction challenges. The unique and shared scopes of practice and Codes of Ethics of various disciplines will be explored. Team and leadership roles, including maintaining compliance and advocacy for clients/families, are also discussed.

**Prerequisites:** Successful completion of IMHA 510, 511, 512, & 513  
Students must obtain at least a B- in this course to complete the Diploma program.

*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.*

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### **1. Instructor Information**

**Instructor:** Jody Watson  
**Office Location:** Fisher 314F  
**Office Hours:**  
**Phone:** 250-370-3473  
**Email:** WatsonJ@camosun.ca

### **2. Intended Learning Outcomes**

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

1. Demonstrate knowledge of relevant legislation, standards of practice, Codes of Ethics, and policies influencing their practice.
2. Demonstrate the ability to critically reflect on interprofessional practice in relation to legislation, standards, Codes of Ethics and policies.
3. Demonstrate approaches to maintain compliance and competence.
4. Demonstrate knowledge of client and family rights and acts as a catalyst in challenging the hegemony of current Mental Health and Addiction services.
5. Demonstrate an ability to seek and give feedback to monitor/adapt ethical and effective practices including use of self in relationship in team member and leadership roles.

### **3. Required Materials**

IMHA program texts and other resources listed online in individual modules

Egan, G. (2005). *Essentials of Skilled Helping: Managing Problems, Developing Opportunities*.  
Scarborough, ON: Nelson Education Ltd.

Frankel, A., & Gelman, S. (2004). *Case Management: An Introduction to Concepts and Skills* (2<sup>nd</sup> ed.).  
Wilmington: Lyceum Books Inc.

## 4. Course Content and Schedule

### Learning Activities (LA) #1 – 6

#### Personal Reflections

**Total Value:** 24%

Students will post responses to readings and reflection questions in the D2L Dropbox throughout the course. This will involve application of course content in the practice setting as well as in other collaborative and/or interpersonal experiences.

# 1 - Professional Issues in Context	8%
# 3 - Teams in Practice	8%
# 6 - My Interprofessional Practice	8%

#### Discussion Topics

**Total Value:** 42%

Students will post relevant contributions to *Discussion* topics and engage in dialogue and critical analysis with other students about comments posted on the topic.

# 2 - Multi-Professional Environments	14%
# 4 - Coping Strategies	14%
# 5 - Facilitating Effective Practice	14%

For each Discussion Topic, the instructor will assess participation using the following criteria:

- Ability to communicate ideas, demonstrate critical thinking skills, and organize comments to the Discussion posting in a logical fashion
- Ability to integrate the course material (readings, websites, module content) into postings
- Ability to promote or deepen the level of discussion and challenge ideas within the group

#### Student Directed Learning

**Due:**\_\_\_\_\_

**Total Value:** 34%

During the progression of IMHA 514 and 515, students will continue to gain insight into their own professional learning needs. For the final assignment in this course, students will articulate a learning goal and create an accompanying project to meet that need. Students have the freedom and opportunity to be creative and yet purposeful to develop a plan to match personal interests and professional needs.

The final project will be presented to the class on **June 10<sup>th</sup>**. Students will provide a rationale for their assignment and indicate how it will assist them to be a more effective practitioner by **April 30<sup>th</sup>**.

The rationale is valued at 4% and the project/presentation is weighted at 30% of the final grade.

Details will be provided; in the meantime students can start to consider areas of interest as they delve into this course. Students can reflect on topics that have left them wanting to know more. It is helpful to think about career plans and preparation for working with mental health & addiction clients. This is an opportunity to follow one's passion and enhance knowledge in an area that will help students be more effective as practitioners.

**Mandatory Participation:** Participation in all activities and online discussions is mandatory.

**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. If an assignment is to be submitted online (reflections and discussions), it must be in by 11pm on the due date. If an assignment is to be submitted in hardcopy (Student Directed Learning), it is due by 4pm on the due date. In fairness to all students, late assignments will be deducted 5% per day.

Assignments specified for online submission must be in Word or Open Office format. Students are responsible for maintaining an electronic copy of all submitted work.

All assignments must be successfully completed and receive a minimum “B-” grade to pass this course. This includes completion of **all** D2L Reflections & Discussions.

## 5. Basis of Student Assessment (Weighting)

Personal Reflections	24%
Discussion Topics	42%
<u>Student Directed Learning</u>	34%
	100%

## 6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

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.

## 7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, through Student Services or on the College website at [www.camosun.ca](http://www.camosun.ca).

### 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, Enrolment Services, and on the College website at [www.camosun.ca/about/policies/policies.html](http://www.camosun.ca/about/policies/policies.html).

*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>*