



INTERPROFESSIONAL MENTAL HEALTH & ADDICTIONS (IMHA) POST-DEGREE DIPLOMA

IMHA 515 Practice

Instructor: Michelle Bass and Scott Kouri
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Email: D2L webmail
Office Hours: by appointment

F2F Seminars:

Jan. 9 and 10	900am 4:50pm	Y300 (9 th) and F214 (10 th)
Feb. 27 and Feb 28	900am - 4:50pm	P109 (27 th) and F214 (28 th)
April 4	9:00am– 4 :50pm	F214
May 1 and 2	9.00am –4:50pm	TBA
June 9	1:30pm- 4:20pm	TBA
June 10	9.00am- 4:50pm	TBA

D2L- Jan 10th - June 8th 2014

Required Materials

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

Miller, W.R., Forcehimes, A., & Zweben, A. (2011). *Treating Addiction. A Guide for Professionals*. New York. Guilford Press

Miller, W., Rollnick, S., & Convert, K. (2002). *Motivational Interviewing: Preparing People for Change* (2nd ed.). New York: Guilford Publications

Seligman, L. *Conceptual Skills for Mental Health Professionals*. Pearson Educ. Inc.

Wright, J.H., Basco M.R., & Thase, M.E. (2006). *Learning cognitive behavior therapy. An illustrated guide*. American Psychiatric Publishing Inc.

Course Description

This course provides students the opportunity to develop an advanced level of practice through the integration of newly acquired knowledge and skills. Students will participate in one or more acute, tertiary, or community settings, in a process of experiencing and responding to increasingly more complex situations.

The course will involve a semester of experience under the direct supervision of an agency mentor and an instructor from the IMHA program.

The course website will provide students with a comprehensive source for the guidelines for successful completion of practicum.

Learning Outcomes

Upon successful completion of IMHA 515 learners will:

1. Use health promotion and psychosocial rehabilitation as foundations for practice with clients* and families in acute, tertiary and community settings.
2. Apply comprehensive knowledge of mental health, addiction, and other concurrent challenges to engage in assessment, planning, treatment, and evaluation strategies with individuals and families.
3. Establish and maintain therapeutic alliances and effective helping relationships with individuals and families.
4. Apply knowledge of personal and professional ethics in practice and effective methods of advocacy with individuals and families.
5. Work collaboratively with various disciplines and agencies to maximize efficacy of treatment planning and care delivery.

Prerequisites

Successful completion of IMHA 510, 511, 512 and 513

Students must obtain at least a B- in the graded assignments to pass the course.

Mandatory Participation

This course is delivered via face to face seminars and D2L format. Participation in all activities and the asynchronous online discussions is mandatory. Completion of all graded assignments 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 may be required.

Student Assessment

Students are responsible for maintaining a hard copy or electronic copy of all submitted work. All assessment items must be successfully completed to pass this course.

Student Assignments

There will be four assignments for this course. The assignments include:

Assignment One:

Reflective Journal -Value 50%

Students are required to do ten reflective journals, submitted every two weeks in the drop-box. Each journal entry will be 2-3 pages long. Details will be provided in the seminar.

Assignment Two: Due Feb 28th, 2013.

Motivational Interviewing Tape and Presentation value 20%

You are expected to complete a **fifteen-minute** videotape, which you will bring to the face-to- face seminar . ***You are encouraged to work in pairs or groups of 3 for this assignment.***

The Equipment Loans office in the Camosun Library will set up a studio with a camera if you have some dates and times, so students can bring in a tape and easily make their recordings. The camera is digital and they will tell you what you need to bring should you choose to use their facilities

The contact info is:

Library Media Centre 139 Phone 250 370-3621 email avlan@camosun.bc.ca

The tape should demonstrate your skills at managing specific client behaviours using the motivational model. At the seminar you will present your tape, outline it's strengths and weaknesses and work with your fellow learners to identify areas for future growth in motivational interviewing.

The tapes will also be assessed for the degree to which the spirit of motivational interviewing has been demonstrated. The course material will also help you to understand that the spirit of motivational interviewing has three components and is designed to:

- 1) collaborate with and empower the client ("Let's explore and review some of the options.");
- 2) support and respect patient autonomy and problem-solving capability;
- 3) develop intrinsic motivation by eliciting change talk from the patient regarding the target behaviour and behaviour change.

Remember, at our face-to-face seminar on **Feb 28th**, you will present your tape (the one with you acting as 'counsellor') and offer a commentary of the skills that you are demonstrating.

Assignment Three:

Case Presentation and consultation –worth 15% due on April 4th in face- to- face.

This assignment invites you to present a case from your practicum environment to the class. The objective of this exercise is for you to discuss an issue that you are finding challenging in your practicum and on which you would like to have feedback. The class will act as your consultant. You must change the case details so that they totally protect the identity of the individual or group you are working with. You can also if you choose make up a case that approximates the kind of issues and backgrounds that you considering. The case should provide enough detail for the class to be able to consider. Your task is to:

1. Present the background of the case. Remember we need to have sufficient history, the provincial diagnostic impression and your conceptualization of the case.
2. A succinct understanding of the challenges facing the practitioner
3. Write up the case and questions as a handout for the group (4-5 pages).
The write up should include the following:
 - a. Presenting problem , reason for referral
 - b. Significant background information
 - c. Diagnostic impression
 - d. Your psycho-social formulation
 - e. Treatment plan- short-term focus
 - f. The challenges you are facing and reasons for consult
4. You will also hand in your response/reflection to the question you have posed to your instructor (one page).

Please note: If your practicum involves a project, you will be given another assignment by the instructors.

Assignment Four:

Complex Trauma- group presentation on May 2nd- worth 15%

You will be assigned to one of 3 groups and your task will be to present a 15 minute presentation on complex trauma.

1. Each group will be assigned a section to present from the paper entitled DESNOS available in D2L.
2. Each group will be assigned an intervention/skill that is useful in the treatment of complex trauma. Details will be available on D2L.

Learning & Support 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, student services or the college web site at <http://www.camosun.bc.ca>

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 in the policy section. <http://www.camosun.bc.ca/policies/policies.html>

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