



POST DEGREE DIPLOMA IN

INTERPROFESSIONAL MENTAL HEALTH AND ADDICTIONS (IMHA)

IMHA 510: Foundations for Practice: Cultural and Care Contexts

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OFFICE HOURS: By appointment or via online platform - please use email to book a time

COURSE DESCRIPTION

This course provides students with foundational knowledge to support individuals and families experiencing mental health and substance use challenges. Students critically evaluate current frameworks of practice and service delivery with a focus on interprofessional practice. Students are introduced to issues of multiculturalism, diversity, and equity and explore strength-based, collaborative, recovery-oriented approaches in mental health & addiction services.

This course uses a problem-based learning approach. Students will examine their own practice backgrounds, assess their existing skill set, identify gaps in knowledge and/or practice expertise. Students will determine how to work effectively with people who experience mental health and addictions challenges. Students will explore inter-professional practice and key systems within the mental health and addictions field.

LEARNING OUTCOMES

UPON SUCCESSFUL COMPLETION OF IMHA 510 STUDENTS WILL:

1. Evaluate theories and frameworks used to conceptualize and respond to mental illness and substance use.
2. Articulate and conceptualize a mental health diagnosis from multiple theoretical perspectives.
3. Demonstrate knowledge of indicators, etiology, and impact of common mental health and addiction challenges, and the inter-relationships between mental illness and substance use.
4. Describe and critically assess current approaches to the design and delivery of services and supports.
5. Apply a multicultural perspective to practice through critical self-reflection, knowledge, and skill development

REQUIRED TEXTS

BC Ministry of Health (2005). Guide to the mental health act

<http://www.health.gov.bc.ca/library/publications/year/2005/MentalHealthGuide.pdf>

Davis, S. (2013). Community Mental Health in Canada: Revised and Expanded Edition: Policy, Theory and Practice. Toronto: University of Toronto Press.

Paris, J. (2013). The Intelligent Clinician's Guide to DSM-5. Oxford: Oxford University Press.

Pederson, D.D. (2011). Psych notes: Clinical pocket guide (3rd ed.). Philadelphia, PA.: F.A. Davis Co.

RECOMMENDED TEXT

American Psychological Association (2001). Publication Manual of the American Psychological Association (APA), Fifth Edition. Washington, DC. www.ncbi.nlm.nih.gov/books/NBK64967

LEARNING EXPERIENCES AND RESOURCES

There are a variety of services available to students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

510 WEEKLY SCHEDULE

Weeks/Dates	Module	Assignments
Week One: Sept 6- 17	Perspectives on Mental Health	Activity 1, 2 & 3
Week Two: Sept 17-24	Medical Model and DSM-5	Assignment 1
Week Three: Sept 24-Oct 1	Mental Disorders	Activity 1
Week Four: Oct 1-8	Addiction	Assignment 2
Week Five: Oct 8-15	Addiction	Activity 1
Week Six: Oct 15-22	Cultural & Social Perspectives	Activity 1
Week Seven: Oct 22-29	Indigenous Perspectives	Activity 1 & 2
Week Eight: Oct 29-Nov 5	Indigenous Perspectives	Assignment 3
Week Nine: Nov 5-12	Trauma	Assign. 4 sign-up
Week Ten: Nov 12-19	Recovery Vision	Assign. 4, Act. 1
Week Eleven: Nov 19-26	Care Contexts	Activity 1 & 2
Week Twelve: Nov 26- Dec 3	Practice Contexts	Activity 1

ASSIGNMENTS

ASSIGNMENT	DUE DATE	GRADE WEIGHT	TOTAL
Assignments	September 24, October 8, November 5, November 19 (all by 11:00 pm)	4 Assignments worth 15% each	60%
Discussion and Activity Posts	Discussion and Activity Posts are due on the Friday of the week unless otherwise stated.	10% quantity 10% quality (random sample)	20%
Final Paper	Dec 3	20%	20%

Assignments

60%

Students will be given 4 short assignments (1-2 pages) which relates to the material covered in the previous weeks. These can include, but are not limited to, case studies, group projects, article critiques, research papers, or community research activities. The Assignments are due to be uploaded to the D2L classroom by midnight Sunday. A second upload to a D2L discussion forum is also usually required.

Discussion Posts

20%

Students will be asked to engage in online discussions and activities related to course material. Discussion posts will usually require (1) a critical engagement with a course reading and (2) a response to another student’s discussion post. Instructions and guiding questions will be provided in the discussion section of the D2L Classroom. *Discussion Post Grading:* 10% of the grade will be based on overall participation including frequency, quality of comments, ability to make connections between course content and the work of peers. 10% of the grade will be a qualitative evaluation of one randomly sampled discussion post or response. The discussion post or response will be evaluated on critical thinking skills, following instructions, quality of research, and presentation.

Final Paper

20%

The final paper for the course will synthesize course content and provide students with an opportunity to assess their current knowledge and survey areas for further growth. In this 5-6 page paper, students will articulate a personal philosophy of mental health and illness and apply their understanding of mental health and illness to a particular population or context of care. A full description for the Final Paper, including a grading rubric, due date and other resources can be found in the Course Information section.

LATE POLICY

In exceptional circumstances, students may arrange with the instructor for an extension of an assignment before the due date. A doctor’s note is required for no penalties. In fairness to all students, late assignments that are not extenuating circumstances supported by external documentation will be deducted 5% per day. Assignment must be in by 11:00 pm on the due date. Discussion and Activity posts are to be submitted in the designated area by 11:00 pm on the due date.

PARTICIPATION

Class and online activities are planned as a continuum for building the skills and knowledge required to meet the program competencies.

Participation includes:

- Pre-class and pre-online preparation, including reading assignment materials
- Arriving at class and/or posting discussion items on time and consistent online participation
- Constructive and appropriate comments in class and on D2L
- Active participation in group work, classroom, and online activities
- Active and respectful listening in all learning environments
- Considerate behaviour towards others

MANDATORY PARTICIPATION:

Participation in all activities and in the asynchronous D2L online discussions is mandatory. Attendance at face-to-face days is mandatory. Completion of all graded assignments is mandatory.

PROGRAM COMPLETION REQUIREMENTS:

Students must complete each theory course with a minimum "B-" grade, and receive passing evaluations in the practice course to successfully complete the program. If you successfully complete the program you will receive a Post-Degree Diploma in Interprofessional Mental Health and Addictions.

GRADING SYSTEM

Percentage	Grade	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	0

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>