



Interprofessional Mental Health & Addictions
Post-Degree Diploma

IMHA 514 Interprofessional Practice
Winter/Summer 2018

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Office Hours: WT219 Please contact instructor to arrange (face-to-face, phone, or online)

Online Course Delivery: March 26th – July 2nd

Face-to-Face Delivery: Monday, March 19th 10am - 12pm WT225
Tuesday, July 3rd 9am - 1:20pm WT226

Course Resources

- Egan, G. (2006). *Essentials of Skilled Helping: Managing Problems, Developing Opportunities*. Scarborough, ON: Nelson Education Ltd.
- Other resources available in D2L

Course Description

This course focuses on skills, knowledge, and values necessary for interprofessional practice in mental health & substance abuse services. Students will examine the responsibilities and obligations of the professional with emphasis on self-reflective and ethical evidence-based practice, including legislation and policies affecting the care of persons with mental health and/or substance use challenges.

Learning Outcomes

Upon successful completion of IMHA 514 learners will:

1. Demonstrate responsible and ethical decision-making in interprofessional mental health and substance use environments.
2. Take responsibility for decisions and actions, and evaluate the effectiveness of these in collaborative care settings.
3. Articulate a philosophy of practice as an interprofessional mental health and substance use professional as it relates to the support of individuals and families.
4. Use effective and appropriate advocacy skills and strategies to advocate for individual and family supports and services.

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

Student Assignments - details provided in D2L

Learning Activities LA #1 - 7

Discussion Forums

Total Value: 42%

Students will post relevant contributions to *Discussion* topics and engage in dialogue and critical analysis with other students.

LA #1 - Post-seminar dialogue	3%
LA #3 - Multi-Professional Environments (two parts)	13%
LA #5 - Coping Strategies (two parts)	13%
LA #6 - Facilitating Effective Practice (two parts)	13%

Personal Reflections

Total Value: 24%

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

LA #2 - Professional Issues in Context	8%
LA #4 - Teams in Practice	8%
LA #7 - My Interprofessional Practice	8%

Assessment criteria (see *IMHA Grading Guidelines* for more detail):

- Ability to communicate and organize ideas and demonstrate critical thinking skills
- Ability to integrate course material (readings, websites, modules) and support arguments with evidence
- Ability to promote or deepen the level of discussion and challenge ideas in Discussion forums

Student Directed Learning

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 **July 3rd**. Students will provide a rationale for their assignment and indicate how it will assist them to be a more effective practitioner, by **May 31st**. The rationale is valued at 4% and the project/presentation is weighted at 30% of the final grade.

Details will be provided in D2L Content. Students are encouraged to consider areas of interest as they delve into the 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 seminars, 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 or verifying documentation will be required. If an assignment is to be submitted online (reflections and discussions), it must be in by 11pm on the due date. For the hardcopy Student Directed Learning project, it is due by 9:05am 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.

6. Grading System <http://www.camosun.bc.ca/policies/policies.php>

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-	Minimum level to complete Diploma	4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

7. Recommended Materials or Services to Assist Students to Succeed in 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, Student Services or the College web site at <http://camosun.ca/services/>

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, Registration, and on the College web site in the Policy Section at <http://camosun.ca/learn/calendar/current/procedures.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>