

CAMOSUN COLLEGE

School of Health and Human Services (HHS)

Department: Community, Family & Child Studies – Interprofessional Mental Health & Addictions

IMHA 514 Interprofessional Practice Winter 2019

COURSE OUTLINE

The course description is available on the web:
<http://camosun.ca/learn/calendar/current/web/imha.html#imha514>

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.

1. Instructor Information

- (a) **Instructor** Kristin Ross, M.A. Ed., B.A. Child & Youth Care
- (b) **Office hours** Please contact instructor to arrange (face-to-face, phone, or online)
- (c) **Location** WT 219
- (d) **Phone** 250-370-3203 **Alternative:** [Click or tap here to enter text.](#)
- (e) **E-mail** kristin.ross11@online.camosun.ca
- (f) **Website** [Click or tap here to enter text.](#)

2. Course Description & Intended Learning Outcomes

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.

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

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

3. Required Materials

• Egan, G. (2006). *Essentials of Skilled Helping: Managing Problems, Developing Opportunities*. Scarborough, ON: Nelson Education Ltd.

• Other resources available in D2L

4. Course Content and Schedule

Online Course Delivery: March 26th – July 2nd

Face-to-Face Delivery: Friday, March 15th 11am – 4:20pm WT102
Tuesday, July 2nd 9am - 1:20pm WT226

A. Learning Activities (LA) #1 - 7 in order of appearance in D2L Content

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%

B. Critical Thinking Moments (CTM)

Value: n/a

D2L modules include CTMs that are not graded but required to demonstrate application of concepts. Some are intended to inform learning activities.

C. 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 collaborate with another student to 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 in the context of interprofessional practice.

May 30th - rationale and how project will assist students to be a more effective practitioners (4%)
July 2nd - final project presented to the class (30%)

Details will be provided in D2L Content. Students are encouraged to consider areas of interest as they delve into the course. It is helpful to think about career plans and preparation for work supporting clients in mental health & addiction services. This is an opportunity to follow one's passion and enhance knowledge in an area that will help one be prepared for the practice setting.

5. Basis of Student Assessment (Weighting)

All written components must use APA format. Assignments specified for D2L submission must be in Word (OpenOffice users can "save as" Microsoft Word .doc/x before attaching).

Assignments specified in hardcopy may be printed double-sided.

Resources for writing are posted in D2L Content and are available at the Camosun Writing Centre and Library. The [AskAway](#) online reference service is available through the Library site. Identify yourself as a "mental health & addiction diploma" student to access services daily except holidays.

Students are responsible for maintaining a copy of all submitted work until final grades are posted in Camlink.

The D2L Locker is effective for work in progress and is accessible with any Internet connection.

All assignments must be submitted, including completion and participation in **all** D2L postings, in-class activities, skill development, and presentations.

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Participation

Online and face-to-face learning activities are planned as a continuum for building the skills and knowledge required to meet the program competencies. Lack of online participation will be discussed with the student.

Evaluation of participation includes:

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

Cellphones and electronic devices are not to be used during seminar time. The only exception is computers for purposes of note-taking or pre-arranged accommodations. We are encouraging a respectful atmosphere of "disconnect and connect" as you will see on posters throughout the campus.

We ask that cell-phones are put out-of-sight with alerts and ringers turned off. We are finding some students have difficulty disengaging and the continuous checking or distraction of the sounds and screen lights deter from the classroom experience for the student and those in the vicinity. In practice, workers who use their phones for personal use are not present and engaged with their client; we discourage this practice and expect professional behavior of students as they are preparing for moving into practicum settings.

Students will be expected to complete learning activities to demonstrate outcomes for missed seminar content, due within one week. In-lieu activities are directly related to demonstration of knowledge and skill outcomes from missed seminar time. Assignments and seminar activities are complimentary and necessary for demonstration of course learning outcomes. In-lieu activities ensure the learner experiences the same content and outcomes as other students. Missed content activities must be submitted for a final grade to be posted on Camlink.

Late Policy

Submit as indicated on due date: Dropbox by 11pm and/or hardcopy by 9am (start of seminar). In fairness to all students, late assignments will be deducted 5% per 24-hour period after the first five minutes of class or online due time. If you anticipate a late arrival to class and want to avoid a late

deduction, email the assignment to the instructor before due time to show completion; submit hardcopy at the break to avoid disrupting class time.

Students may arrange with the instructor for an extension of an assignment before the due date and a verifying documentation will be required. Those with a *Letter of Accommodation* from the Centre for Accessible Learning must have previously identified arrangements, as negotiated with the instructor at least 48 hours before due time.

We recognize that there are multiple factors that could impact a students' ability to complete assignments on time. It is assumed that students work hard to complete assignments, may sacrifice other enjoyable activities, and employ good time management skills to meet deadlines. Even with the best intentions and strategies, unexpected situations can arise. Instructors hold no judgment of students who make the decision to take a day or two more to complete an assignment. The late deduction is often well-worth gaining extra time to complete the assignment with better learning outcomes and a decrease in stress.

If you need extra time without documentation (e.g., *Letter of Accommodation*):

- the deduction is only on the mark obtained, not on the value of the assignment. For example, if you achieve a mark of 18/20 and you submitted up to 24 hours late (before due time the next day), the late deduction is .9 (18 x 5%). If two days late, the deduction is 1.8 (18 x 10%).
- please send a brief email to the instructor before the seminar for which the assignment is due, as it may impact an activity that builds on your work. There is no need to explain your reasons for needing extra time, the instructor knows there are many circumstances that effect a student's ability to complete.

Given the focus and content of the IMHA 511 course, all assignments must meet a minimum "C" level, with a final grade of "**B-**" or higher required for successful completion of the course. Students may be required to re-submit their work to demonstrate mastery of the skills and knowledge aligned with the assignment or missed content to a minimum "C" level.

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We are supporting students to demonstrate competencies and successfully pass a course. If the original submission does not achieve a mark of 60% or more, the student must re-submit to demonstrate passing knowledge/skill. The late deduction will apply to the original mark until successful demonstration of knowledge/skill at a level of "C" or higher.

6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

[Click or tap here to enter text.](#)

8. College Supports, Services and Policies

Immediate, Urgent, or Emergency Support



If you or someone you know requires immediate, urgent, or emergency support (e.g., illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts:

<http://camosun.ca/about/mental-health/emergency.html> or
<http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, centre for accessibility, help centre, learning skills, sexual violence support & education, library, and

writing centre. For more information on each of these services, visit Student Services at <http://camosun.ca/services/>

College Policies

Policies are available on the College website at <http://camosun.ca/about/policies/>

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies.

Education and academic policies include, but are not limited to, [Academic Progress](#), [Admission](#), [Course Withdrawals](#), [Student Appeals](#), Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, and Student Penalties and Fines.

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 website.

A. GRADING SYSTEMS

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf#page=2>

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.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://www.camosun.bc.ca/policies/E-1.5.pdf#page=4> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.