



School of Health & Human Services (HHS)
Community, Family & Child Studies Department
Interprofessional Mental Health & Addictions (IMHA) Post-Degree Diploma

IMHA 514 Interprofessional Practice
Winter 2020

Course Outline

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

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

Instructor: Kristin Ross, G.C.TBDL, M.A.Ed., B.A.CYC
Office hours: Please contact instructor to arrange (face-to-face, phone, or online)
Location: CHW #312 (off-campus Thursdays & Fridays)
Phone: 250-370-4292
Email: kristin.ross11@online.camosun.ca

Your instructor will endeavor to respond to email/phone messages within 24 hours; however, you should NOT expect a response during weekends, evenings, or holidays. Please plan accordingly when communicating with your instructor.

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...

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, and
4. 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.
- Webcam, slide presentation software (e.g., PowerPoint, Prezi, or Google docs)
- D2L Resources

4. Course Content and Schedule

~~Face-to-face seminar: Friday, March 20th 9am – 12noon CHW # (moved to D2L)~~
Online components: March 21st – June 25th

Course Outline, Schedule, Assignments, and Content materials available in D2L.

5. Basis of Student Assessment (weighting)

Discussion Forums - details in D2L Modules #1-7 **Value: 40%**

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

#1 Collaborative Teams	5
#2 Interprofessional Environments	5
#3 Impact on Self	5
#4 Self-Development	5
#5 Teams	5
#6 Ethical Decision-Making	10
#7 Advocacy	5

Participation Meritorious Post - details in D2L Content: *Assignments* module **Value: 5%**
Based on engagement in Discussions

Student-Directed Learning Team Project - details in D2L Content: *Assignments* module **Value: 45%**

Students will collaborate in assigned teams to articulate learning goals and develop a project. Groups have the freedom and opportunity to be creative yet purposeful to develop a plan to match personal interests and professional needs in the context of interprofessional practice.

As you delve into the course, it may be helpful to start thinking about career plans and enhancing knowledge and skills in areas you are passionate about. What are you excited to learn about and/or contribute to the field? What can you learn from working with others in an interprofessional context?

Outcomes include:

- increased effectiveness supporting individuals and communities
- personal learning need addressed
- advocacy skills strengthened
- experience of interprofessional collaboration

Assessment Components	Marks:
- team proposal: goals, rationale, target audience	5
- team project presentations	30
- Individual: questions to other teams	5
- Individual: self-reflection, including contributions to project	5

Philosophy of Practice - details in D2L Content: *Assignments* module **Value: 10%**

All written components must use APA and be submitted in Word format (OpenOffice users can “save as” Microsoft Word .doc/x before uploading).

Resources for academic writing are posted in D2L Content and available at the Camosun Writing Centre and Library. [AskAway](#) online reference service is available through the Camosun Library site.

Students are responsible for maintaining a copy of all submitted work until final grades are posted in Camlink. The D2L Locker is useful for work in progress.

All assignments must be submitted, including completion and participation in **all** Discussion postings, ~~seminar~~ and online activities, skill development, and presentations

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 participation will be discussed with the student.

Evaluation of professional participation includes:

- Pre-online preparation, including reading assignment materials
- Punctual ~~arrival for seminar~~ and posting assignments/reflections before due time
- Active participation in group work, ~~seminar~~, and online activities
- Respectful listening, constructive and appropriate comments in all learning environments

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 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 as other students. Missed content activities must be submitted for a final grade to be posted on Camlink.

Given the focus and content of the IMHA 514 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.

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 knowledge/skill at a level of “**C**” or higher and will retain their original mark.

Technology

- Cellphones and electronic devices are **not** to be used while seminar or online synchronous communication is in-session. The only exception is computers for note-taking purposes or pre-arranged Center for Accessible Learning (CAL) accommodations. We are encouraging a respectful atmosphere of “disconnect and connect”.
- Cell-phones are to be out-of-sight with alerts and ringers turned off. Some students have difficulty disengaging and the continuous checking or distraction of the sounds and screen light 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 and expect professional behavior of students as they prepare for graduate roles.

Late Policy

In fairness to all students, late assignments will be deducted 5% per 24-hour period after the first five minutes of due time. Students may arrange with the instructor for an extension of an assignment **before** the due date; verifying documentation will be required. “Documentation” may take multiple forms (e.g., communication from a counselor/professional, emergency room discharge papers, and dated subpoena).

Those with a *Letter of Accommodation* from the Centre for Accessible Learning (CAL) must have previously identified arrangements, as negotiated with the instructor at least 48 hours before due time. Typically, an extra two calendar days will be granted.

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 a student needs 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 the mark achieved is 18/20 and it was submitted up to 24 hours late (by 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%).

Late deduction marks are applied for days an assignment is late. Assignments over 20 days past due do not earn marks (20 days x 5% = 100% deduction) but must be completed and assessed at a 60% knowledge/skill level. The intention is that a student demonstrates passing level knowledge/skill but are not advantaged over other students who submitted their work on time and exceeded 60%.

All re-submissions, D2L postings, missed content activities, and other assignments must be submitted within 24 hours of the last course date for consideration toward completion of the course (unless otherwise indicated).

6. Grading System 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+	Minimum level has not been achieved	3
60-64	C		2
50-59	D		1
0-49	F		0

7. Recommended Materials and College Supports, Services, and Policies



Emergency Support If you or someone you know requires immediate, urgent, or emergency support (e.g., illness, injury, thoughts of suicide, sexual assault), **SEEK HELP**. Resource contacts: <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

Camosun offers a variety of health and academic **support services**, including counselling, dental, Center for Accessible Learning, Help Centre, learning skills, sexual violence support & education, library, and Writing Centre. For more information, visit the Student Services link <http://camosun.ca/services/>

College **policies** are available 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, Ancillary Fees, and Student Penalties and Fines. There is a Student Conduct Policy available in each School Administration Office, Registration, and on the College website.

The purpose of Academic Honesty Guidelines is to provide 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 consequences of academic dishonesty. Before you begin your assignments, review the Academic Policies on the Camosun College website.

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.