



**CAMOSUN COLLEGE**  
**School of Health & Human Services**  
**Community, Family & Child Studies**

*MHA 125*  
*Professional Practice I*  
*Fall 2015*

## **COURSE OUTLINE**

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### **Description:**

This course introduces students to the basic skills, knowledge, attitudes, and values necessary for professional practice in mental health & addition (MHA) services. Students will begin to examine the responsibilities and obligations of the MHA professional.

*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.*

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### **1. Instructor Information**

**Instructor:** Kristin Ross  
**Office Location:** WT 219  
**Office Hours:** as posted and/ or arranged  
**Phone:** 250-370-3203  
**Email:** kristin.ross11@online.camosun.ca

### **2. Intended Learning Outcomes**

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

1. Engage in self-reflection to assess and determine own abilities, values, and beliefs that may influence practice
2. Discuss the demands of the work role that may cause stress and imbalance in one's life
3. Describe personal lifestyle choices that promote health in an holistic manner including physical, social, cultural, emotional, cognitive, environmental, and spiritual elements
4. Identify strategies that contribute to self-care and stress management

### **3. Required Materials**

- Adler, R. Procter, R., Towne, N., & J. Rolls (2015). *Look: Looking Out, Looking In*. Toronto, Ont.: Nelson
- Camosun College (2015). *MHA 125 Resource Package*.
- Corey, G., & Schneider Corey, M. (2011). *Becoming a Helper* (6<sup>th</sup> ed.). Belmont, CA: Thomson Brooks/Cole.
- Morrison-Valfre, M. (2013). *Foundations of Mental Health Care* (5<sup>th</sup> ed.). St. Louis, MO: Mosby, Inc.

## 4. Course Content and Schedule

This course is delivered through a traditional face-to-face classroom setting supported with online D2L tools and supplemental resources. Learning formats in Mental Health & Addiction (MHA) Program courses will include discussions, presentations, peer interactions, student-directed research, and critical thinking activities.

It is expected that students arrive to class prepared to contribute their knowledge and insights, having completed pre-class expectations to create a positive learning environment. Because the MHA Program prepares graduates for professional roles in the community, students are expected to demonstrate positive interpersonal behavior in the classroom and online, including listening and acknowledging others, emotional maturity, respect, and effective teamwork.

### Participation

Due to the short and intense nature of the MHA program, classes are planned as a continuum for building the skill and knowledge required to meet the competencies for working in community mental health & addiction services. Repeated absence from class will be discussed with the student and may jeopardize course completion if learning outcomes are not met. Students will be expected to complete learning activities to demonstrate outcomes for missed class content.

Evaluation of participation includes:

- Pre-class preparation, including reading assignment materials before class
- Arriving to class on time and consistent attendance
- Constructive and appropriate comments in class and online
- Active participation in group work, online submissions, and classroom activities
- Active and respectful listening and online dialogue
- Considerate behaviour towards others in the classroom and online

## 5. Basis of Student Assessment (Weighting)

1. Values Reflection – submit hardcopy		32%
2. Stress & Support – submit hardcopy		20%
3. Critical Thinking Reflections - submit hardcopy	4@12%	48%

Details of assignments will be provided in class and/or online.

Students are responsible for maintaining a hard or electronic copy of all submitted work.

**All** assignments must be submitted and achieve a grade of “**C**” or higher for successful completion of the course.

### 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 will be required. Students who have a *Letter of Accommodation* from the Disability Resource Centre may have previously identified arrangements regarding assignment submissions as negotiated with the instructor.

Assignments submitted in hardcopy must be in by the start of class on the due date. In fairness to all students, late assignments will be deducted 5% per day after the first five minutes of class. **If** you anticipate a late arrival to class, ensure you have emailed the assignment to the instructor to meet the deadline and avoid a deduction for lateness (submit the hardcopy at the break).

## 6. Grading System

### 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

## 7. Recommended Materials or Services to Assist Students to Succeed Throughout 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, through Student Services or on the College website at [www.camosun.ca](http://www.camosun.ca).

### 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, Enrolment Services, and on the College website at [www.camosun.ca/about/policies/policies.html](http://www.camosun.ca/about/policies/policies.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>*