CLASS SYLLABUS

CAMOSUN COLLEGE

COURSE TITLE: MHA 126 – Professional Practice 2

CLASS SECTION: BX01

TERM: W2022

COURSE CREDITS: 2

DELIVERY METHOD(S): Blended

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https://camosun.ca/about/covid-19-updates

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: Kristin Ross

EMAIL: Ross@camosun.ca

OFFICE: CHW 312- door by north windows

HOURS: as posted and/or arranged

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

This course builds on the knowledge and skills introduced in MHA 125, with an emphasis on self-reflective and ethical evidence-based practice. Students will develop skills for working on interprofessional teams, and explore strategies for engaging in personal and professional development.

PREREQUISITE(S):   C in MHA 125
CO-REQUISITE(S):   n/a
PRE/CO-REQUISITE(S):   n/a

COURSE DELIVERY

ACTIVITY	HOURS / WEEK	# OF WEEKS	ACTIVITY HOURS
Lecture			
Seminar			
Lab / Collaborative Learning			
Supervised Field Practice			
Workplace Integrated Learning			
Online	2		30

COURSE LEARNING OUTCOMES

Upon successful completion of this course a student will be able to:
   a) articulate and model a personal philosophy for practice in mental health & addiction services.
   b) apply knowledge and skills to function as a self-reflective and ethical practitioner.
   c) apply knowledge and skills to function effectively within interprofessional teams.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Adler, R., Rolls, J., & Procter, R. (2018/20). Look: Looking Out, Looking In (3rd/4th Can. ed.). Toronto, Ont.: Nelson (MindTap not required).

Camosun College (2021). MHA 126 Coursepack

Corey, G., & Corey, M. S. (2016/21). Becoming a Helper (7th /8th ed.). Belmont, CA: Brooks/Cole. Morrison-Valfre, M. (2021). Foundations of Mental Health Care (7th ed.). St. Louis, MO: Mosby, Inc.

Technology-related: USB flashdrive, integrated computer Web-cam, headset/microphone, scan & upload software (e.g., https://support.apple.com/en-ca/HT210336)

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

Schedule provided by instructor.

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines scan be reviewed on the CAL exams page. http://camosun.ca/services/accessible-learning/exams.html

STUDENT EVALUATION

DESCRIPTION		WEIGHTING
D2L:	Reflections & Cover Letter (Dropbox); Discussion Posts (Discussion Forums)	45%
Reading Logs	4 @ 5% each	20%
Application & Reflection Activities	2 @ 15% each	30%
In Class:	Team Activity – preparation & participation	5%
Other Activities:	In-class assignment & D2L follow-up	COM
	TOTAL	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the Grade Review and Appeals policy for more information.
http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf

The following course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

This course is a blended delivery (on-campus and online); both aspects are equally valued and developed to enhance student skills and knowledge acquisition. A full-time program of study is typically 25 hours/week of instruction (D2L & campus time) plus 15 hrs/wk for reading and assignments = 40 hrs/wk total.

Learning formats in Mental Health & Addiction (MHA) Program courses include discussions, peer interactions, student-directed research, in-person and video skill development, role-play, and critical thinking activities. Performance indicators of outcomes include team/group collaboration, task-sharing, and presentations.

Expectations of Learners

Students are to arrive on-time to campus and online classes, as well as asynchronous activities with instructors and peers, ready to contribute their knowledge and insights, having completed preparation activities to create a positive and effective learning environment. Please show respect to peers by submitting assignments by due dates to contribute to activities based on assignments and readings as indicated in course Schedule.

Because the MHA Program prepares graduates for professional roles in the community, students are to demonstrate positive interpersonal behavior in campus and online environments with peers and faculty (e.g., informing others if arriving late to a meeting).

Professional behavior demonstrates readiness for practicum and graduate roles, including contributing to a respectful atmosphere in all settings. This document contains policies to facilitate professional practice, including punctuality, accountability, effectual interpersonal behaviors (e.g., listening, acknowledging others, and emotional maturity), and demonstration of knowledge, skills, congenial teamwork, and decorum.

Please review the Academic Integrity policy linked on p. 6 of this document; it includes definitions and processes for plagiarism and cheating (i.e., sharing your own work).

Technology:

- Cellphones and electronic devices are to be out-of-sight with alerts and ringers turned off while the class is in-session. The only exception is computers for purposes of notetaking, pre-arranged with the Center for Accessible Learning (CAL) accommodation.
- 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 practicum and graduate roles. We encourage and expect a respectful atmosphere for all in the learning environment.
- During online synchronous class times, cameras are to be on unless instructor indicates otherwise. Please mute microphones at start of sessions; instructors will guide the use of technology as the class progresses. Close and turn off Apps (e.g., WhatsApp, Skype), phones, and webpages other than D2L.
- Students are **not to** communicate (or start pages) on social media platforms due to their exclusionary nature, in addition to reasons covered in orientation. Demonstration of course outcomes include group work and communication in discussion forums; instructors must be able to assess participation content.

Participation:

- Due to the short and intense nature of the MHA program, classes are planned as a continuum for building skills and knowledge required to meet the competencies for working in community mental

health & addiction services. Assignments, D2L activities, and class sessions are integrated and necessary for meeting learning outcomes.

<u>Participation in campus and D2L settings includes:</u>

- Pre-class preparation completion, including reading materials as indicated in course Schedule
- Arriving to classes and activities on time with regular attendance; as professional etiquette, late arrivals and absences are to be communicated to the instructor prior to class start time.
- Effective interpersonal communication and engagement skills including active listening, respectful dialogue, attentiveness during presentations, and constructive and appropriate comments in class.

<u>Missed class time</u> (on-campus or online at scheduled times)<u>:</u>

- If a student is absent from all or part of a scheduled class, they are expected to complete learning activities to demonstrate outcomes for missed content (due **before** start of next class). Activities reflect knowledge and skills aligned with the course (e.g., viewing a video, collaborative groupwork). This ensures all learners experience the same content. Instructors must be confident that skills and knowledge meet competencies and learning outcomes for the field (every class is relevant).
- All missed content activities must be submitted for a final grade to be posted on Camlink; delay may impact a student's ability to register in post-requisite courses (e.g., MHA 140 Practicum).
- Repeated absence from class times will be discussed with the student. Successful course completion will be jeopardized if more than 15% of class time is missed (3-credit/45 hr. course = 6.75 hours).

Assignments will be used in class activities following due date; late deductions will apply if not available for use and brought as a hardcopy when indicated.

Details of assignments will be provided in class and D2L Content. Directions will include APA writing and format (e.g., headings, spacing, citations); other elements for grading include spelling, grammar, and length adherence. Resources for writing, formatting, and referencing are posted in D2L Content and are available at Camosun Writing Centre and Library.

Assignments must be submitted in hardcopy in class and/or electronically in **Word or PDF** format (see assignment details and Schedule); OpenOffice users can "save as" Microsoft Word (.doc/x) before posting electronically. Students are responsible for maintaining an electronic copy of all submitted work until completion of MHA Program (coursework from one course may be foundational to another). It is strongly encouraged that students use the D2L Locker for work in-progress until uploaded and/or printed for submission.

All assignments and learning activities, including for missed class content, must be submitted within 24 hours of the last scheduled week of classes and demonstrate knowledge and skill at a grade level of "**C**" or higher for consideration toward successful completion of the course. This includes D2L posts, in-class assignments, participation in skill development/labs, assignment follow-up activities, and presentation attendance/responses.

Due Dates

Due dates are thoughtfully determined to maximize the application of concepts to demonstrate mastery as well as to provide a foundation to build on further course content (most courses are progressive in nature). Timing of due dates is significant: we want to avoid a student getting behind on assignments and learning activities as it may hinder a strong context for subsequent course concepts. To relate this to human services, those you are supporting may find it challenging to learn new concepts unless foundational knowledge is first attained.

Assignments are to be uploaded electronically (including D2L posts and reflections) to the designated area (e.g., Dropbox or Discussion forum) by **10pm** on the due date, unless otherwise specified (some assignments will also be submitted in hardcopy at the start of class). This ensures that work is completed as a foundation for content.

<u>Late Policy</u>
We recognize that there are multiple factors that could impact a student's ability to complete assignments on time. It is assumed that students work diligently, may forego 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 decreased stress.

Students are to send a brief email to the instructor before the class for which the assignment is due, as it may impact an activity that builds on the work. There is no need to explain; instructors know there are many circumstances that effect a student's ability to complete on time.

In fairness to all students, late assignments are deducted 5% per 24-hour period after 15 minutes past due time. Students may arrange with the instructor for an extension of an assignment **before** the due date; verifying documentation is 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.

If a student needs extra time **without** documentation (e.g., *Letter of Accommodation*), the deduction is on the mark obtained, not on the value of the assignment. For example, if the mark achieved is 18/20 and work 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%).

We are supporting students to demonstrate competencies to successfully pass a course. If original submission does not achieve a mark of 60%, the student must re-submit to demonstrate knowledge/skill at "**C**" or higher. Late deduction marks are applied for days an assignment is initially late, as well as days after the instructor returns an assignment to the student for re-submission. 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 they are not advantaged over other students who submitted their work on time and exceeded 60%.

SCHOOL OR DEPARTMENTAL INFORMATION

[INSERT TEXT HERE]

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit http://camosun.ca/students/.

Support Service	Website
Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the Centre for Accessible Learning (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started: http://camosun.ca/services/accessible-learning/

Academic Integrity

Please visit http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit http://camosun.ca/learn/fees/#deadlines.

Grading Policy

Please visit http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf for further details about grading.

Grade Review and Appeals

Please visit http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (http://camosun.ca/learn/calendar/current/procedures.html) and the Grading Policy at http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-370-3841

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf to understand the College's expectations of academic integrity and student behavioural conduct.

Changes to this Syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.