

COURSE NAME: MHA247 Fieldwork Integration

Credit Value: 3
Total Course Hours: 42
Prerequisite Course(s): MHA 294; MHA 223
Corequisite Course(s): MHA 246

COURSE DESCRIPTION

In this course, students will articulate an emerging philosophy of practice, including their personal and professional goals, expectations of professional practice, and an ethical understanding of relevant field placement topics and issues. The foremost focus within the course is on critical reflection, self-awareness, and collaborative practice at field placement. A guided supportive group process will provide students with the environment to discuss and reflect upon direct practice issues, and strategize approaches that yield beneficial outcomes. Extending the learning first introduced in HSP 294, an emerging understanding of placement policies and procedures will be revisited and further clarified. In addition, a competitive resume, cover letter, job search strategies, and job interview simulations will yield constructive feedback to assist students in finding meaningful employment.

PLAR INFORMATION

This course is not eligible for Prior Learning Assessment and Recognition.

COURSE LEARNING OUTCOMES

Upon completion of this course, the student will have reliably demonstrated the ability to:

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| <p>1.0 Review roles and responsibilities of mental health and addiction workers in the helping environment.</p> <ul style="list-style-type: none">1.1 Express an emerging understanding of the role of helping professionals in the workplace.1.2 Outline responsibilities of helping professionals in the workplace.1.3 Describe what is meant by the term, "scope of practice".1.4 Restate one's Learning Objectives related to field placement. <p>2.0 Evaluate professional expectations for frontline practice.</p> <ul style="list-style-type: none">2.1 Recognize effective self-care and stress management strategies.2.2 Discuss effective use of self and supervision.2.3 Evaluate one's decision-making regarding various ethical dilemmas encountered in field placements, including but not limited to: consent, boundaries, dual relationships, transference, countertransference, confidentiality, and anonymity.2.4 Create an inventory of personal attitudes and beliefs about professional and ethical | <p>issues.</p> <ul style="list-style-type: none">2.5 Examine the ethics of imposing values on clients.2.6 Demonstrate the importance of professionalism by ensuring one's punctuality, and appropriate documentation of one's attendance. <p>3.0 Analyze role of interpersonal skills for collaborative practice within interprofessional workplace.</p> <ul style="list-style-type: none">3.1 Compare various methods, procedures, and helping philosophies across field placements.3.2 Express emerging strategies related to building and maintaining therapeutic relationships.3.3 Practice examples of proficient verbal and written communication and documentation related to a variety of interdisciplinary field placement scenarios.3.4 Discuss the transfer of theory and emerging skills as it relates to strengths-based, trauma-informed, concurrent-capable, and client-centered practice. <p>4.0 Create a professional portfolio that</p> |
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facilitates vocational networking.

4.1 Evaluate how and the degree to which one's sense of professional involvement in the mental health and/or addiction field has evolved over the course of participation.

4.2 Describe future goals related to further academic training and/or professional practice.

4.3 Compare professional job-seeking

strategies, and recent trends and patterns across various workplace settings.

4.4 Compose an updated resume and cover letter that reflects the specificity of one's future goals.

4.5 Articulate an emerging understanding of one's philosophy of professional practice.

GENERAL EDUCATION

This is not a General Education course.

PROGRAM VOCATIONAL OUTCOMES

This course contributes to the following Ministry of Training, Colleges and Universities approved program vocational learning outcomes (PVLO):

Mental Health And Addiction Worker

1. Promote the optimal functioning of individuals and families in communities through the application of knowledge, skills, and attitudes relevant to mental health and addiction.
2. Advocate on behalf of individuals and families with mental health and addiction issues by using awareness of community resources.
3. Apply effective oral and written communication skills to enhance the quality of services.
4. Collaborate as a member of a multidisciplinary team in the implementation of individual-centred intervention strategies based on current mental health and addiction models of recovery and relapse prevention.
5. Establish effective relationships with individuals, families, and community services that adhere to professional, legal, and ethical standards and workplace policies and procedures.
7. Implement personal and professional strategies to improve job performance and work relationships.
8. Use appropriate evaluation- and evidence-based research methods to enhance the effectiveness and quality of mental health and addiction service delivery.

ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

This course contributes to the following Ministry of Training, Colleges and Universities approved essential employability skills (EES) outcomes:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication
4. Apply a systematic approach to solve problems
5. Use a variety of thinking skills to anticipate and solve problems
6. Locate, select, organize, and document information using appropriate technology and information systems.
7. Analyse, evaluate, and apply relevant information from a variety of sources.
8. Show respect for the diverse opinions, values, belief systems, and contributions of others
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

10. Manage the use of time and other resources to complete projects.
11. Take responsibility for one's own actions, decisions, and consequences.

EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

COURSE EVALUATION

No element of this course is optional. To receive a passing grade, all course work, tests/exams, and assignments must be completed satisfactorily.

Seminar and discussion participation 60%
 Case studies and assignments 30%
 Portfolio 10%

PROGRAM SPECIFIC GRADING

Per College Grading System

GRADING SYSTEM

A+:	90-100%	B+:	77-79%	C+:	65-69%	D:	50-54%	S - Satisfactory
A:	85-89%	B:	73-76%	C:	60-64%	F:	0-49%	I - Incomplete
A-:	80-84%	B-:	70-72%	D+:	55-59%			F - Repeat course

*For a complete detailed description please refer to the College website.

LEARNING RESOURCES

Required: Mental Health and Addiction Worker Student Handbook

Recommended: College of Registered Psychotherapists of Ontario. (2017, September). Professional practice and jurisprudence for registered psychotherapists. Registered Psychotherapists of Ontario. Retrieved from: <https://www.crpo.ca/all-resources/>

Resources listed on the course outline support the achievement of learning outcomes, and may be used throughout the course to varying degrees depending on the instructor's teaching methodology and the nature of the resource.

LEARNING ACTIVITIES

Lecture, seminar, small-group activities and discussion, case study, reflective, and professional documentation

DELIVERY MODE

3 hours x 14 weeks

ACADEMIC POLICIES

- Academic Integrity
- Academic Appeal
- Academic Attendance
- Grading and Assessment

For academic policies please see: <http://www.canadorecollege.ca/about-us/corporate-policy-manual>.

COLLEGE POLICIES

- Protecting human rights in support of a respectful college community

For college policies please see: <http://www.canadorecollege.ca/about-us/college-policies>.

STUDENT SUCCESS SERVICES - Your Success Matters!

<http://canadorecollege.ca/studentsuccessservices>

The ultimate goal of Student Success Services is to support students so they can achieve success academically, in their career aspirations, and in their personal lives. Student Success Services offers CONFIDENTIAL comprehensive, student-focused services designed to guide you to success.

Student Success Navigators provide support in the following areas:	On-Campus Support Services
<ul style="list-style-type: none"> • Peer support network • Learning strategies • Crown ward support • Mental health and wellness • Crisis and personal support • Time management • Prioritization and organization 	<ul style="list-style-type: none"> • Student triage navigator • Individualized guidance, consulting and support • Peer tutoring, academic supports and learning strategies • Media resources • Open access to computer labs • Student success resource centre • Mature student testing • Emergency food bank • Summer transition program • Co-curricular record • Workshops (coping with stress) • Health centre

FIRST PEOPLES' CENTRE:

A culturally safe environment offering CONFIDENTIAL student focused services, drop in or make an appointment to access:

- One on one counselling
- Elder in residence program
- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
- Learning Resource Centre

Drop by our offices at C254 College Drive, E101 Commerce Court or call 705 474 7600 Ext. 5961 College Drive / 5647 Commerce Court.

WAIVER OF RESPONSIBILITY

Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.

HISTORICAL COURSE OUTLINES

Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.