

Fall 2019

Course Number: SOWK 610.02 S02	Classroom: EDC 384
Course Name: Advanced Topics in Infant, Child & Adolescent Mental Health	
Day & Time: Face to face: August 26-30, 2019, 9:00am-12:00pm and 1:00-4:00pm daily	
	Two asynchronous sessions to be completed in D2L

Instructor: Alan McLuckie, MSW, PhD, RCSW with Patrick Griffin, MS, RCSW & Peter Baylis, MSW, PhD, RCSW	Office Hours: By Appointment
Telephone: TBD	Email: amclucki@ucalgary.ca

COURSE OUTLINE

Syllabus Statement

Critical examination of policies, theories and models relevant to infant, child and adolescent mental health.

Course Description

In this practice-based course you will explore the clinical social work identity and philosophies of care, such as family-centred, trauma-informed, and culturally-informed approaches to mental health. We will conduct an in-depth examination of relevant theories, approaches and models of mental health, such as biopsychosocial and recovery models that integrate neurobiology with social determinants. We will also critically examine the practice implications of regional, provincial and national legislation, policies, and strategies within historical, economic, social and cultural contexts. Through practice-based learning, you will synthesize theory, research and policy to inform your developing clinical framework for the delivery of evidence-based anti-oppressive mental health services for infants, children, adolescents and their families.

Course Learning Objectives

Upon completion of this course, you will be able to:

1. Demonstrate a working knowledge of theories and frameworks that inform social work practice with infants, children and adolescents, including attachment, developmental psychopathology, neurobiological-informed practice, resilience, as well as frameworks of mental health including biopsychosocial and social determinants.

2. Demonstrate an understanding of risk and protective factors that influence children's mental health and their cognitive, social and emotional development and how they influence and are influenced by interpersonal relationships, familial and contextual/environmental factors including but not limit to.
3. Demonstrate a working knowledge of assessment procedures including the disorders and diagnostic procedures of childhood within mental health classification systems (i.e., DSM-5), as well as a working knowledge of the use of screening tools/standardized assessment measures pertaining to infants, children, youth and their families.
4. Demonstrate a working knowledge to develop, implement and evaluate a range of psychosocial interventions for mental health relevant to infants, children, youths and their families from diverse and marginalized communities.
5. Demonstrate a working knowledge to move through the various phases of evidence-based psychosocial intervention from engagement, assessment, formulation/case conceptualization, treatment planning, implementation and evaluation.

Relationship to Other Courses

You will have completed your first professional social work degree or its equivalent. Accordingly, you are expected to have a solid understanding of generalist social work practice and basic social work skills required to translate social work theory into practice. More specifically, the following capabilities are expected:

1. The knowledge and understanding of a person-in-environment social work framework that provides a base for applying and evaluating professional practice;
2. The ability to delineate your personal values and relate them to professional values; and
3. The competency to conduct appropriate assessments and interventions in an ethical, effective manner; and select models of intervention after a critical analysis of multiple models of intervention, understanding their empirical evidence.

Specific prerequisites for this course include the successful completion of SOWK 600, 602, 604, and 606.

This course is the first of four courses in the Infant, Child and Adolescent Mental Health cluster. This course provides a foundation related to theory, frameworks, policies and practice-based clinical processes that will be explored in greater depth in the other three courses. These principles and practices will be applied to the respective populations covered in that particular course (i.e., Infant/early childhood, school-age children, and adolescence).

Course Texts

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: APA. (Available at the bookstore for purchase)

Weisz, J.R., & Kazdin, A. E. (Eds.) (2017). *Evidence-based psychotherapies for children and adolescent* (3rd ed.). New York, NY: The Guilford Press. (Available online via the U of C, Taylor Family Digital Library)

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4844824> (Students can download 65 pages per day)

Class Schedule & Assigned Readings

* Please note that there are two online lectures delivered in an asynchronous format via D2L completed on your own including: a) Neuroscience Primer to be completed prior to August 27th and b) Overview on Policy to be completed prior to August 30th, 2019. See details below.

Class 1 (August 26th, 9:00am-12:00pm) – Clinical social work: Who are we?

- Our identity ('*who we are*') as helping professionals: History, values and identity of clinical social work
- Our way of being ('*how we be*') clinical social workers: Philosophies of care (e.g., patient & family-centred care, trauma-informed care, and culturally-informed practice)
- Thinking ('*the what*') in clinical social work: Epistemology/ontology, frameworks and theories
- Doing ('*the how*') in clinical social work: Paradigms of practice, approaches, models and techniques

Required readings:

- Drisko, J. W., & Grady, M. D. (2015). Evidence-based practice in social work: A contemporary perspective. *Clinical Social Work Journal* 43(3), 274-282. <https://link-springer-com.ezproxy.lib.ualgary.ca/article/10.1007/s10615-015-0548-z>
- Gonzales, M. J., & Gelman, C. R. (2015). Clinical social work practice in the twenty-first century: a changing landscape. *Clinical Social Work Journal* 43(3), 257-262. <https://link-springer-com.ezproxy.lib.ualgary.ca/article/10.1007%2Fs10615-015-0550-5>
- Knight, C. (2015). Trauma-informed social work practice: Practice considerations and challenges. *Clinical Social Work Journal*, 43(1), 25-37. <https://link-springer-com.ezproxy.lib.ualgary.ca/article/10.1007/s10615-014-0481-6>
- Lavallee, L. F., & Poole, J. M. (2010). Beyond recovery: Colonization, health and healing for indigenous people in Canada. *International Journal of Mental Health and Addiction*, 8(2), 271-281. <https://link-springer-com.ezproxy.lib.ualgary.ca/article/10.1007/s11469-009-9239-8>
- Mental Health Commission of Canada (2015). *Guidelines for recovery-oriented practice: Hope. Dignity. Inclusion*. Retrieved from https://www.mentalhealthcommission.ca/sites/default/files/2016-07/MHCC_Recovery_Guidelines_2016_ENG.PDF
- Miller, G. (2012). Application of theory to family-centred care: A role for social workers. *Social Work in Health Care*, 51(2), 89-106. <https://doi-org.ezproxy.lib.ualgary.ca/10.1080/00981389.2011.609774>
- Thyer, B. A., & Pignotti, M. G. (2015). Characteristics of science and pseudoscience in social work practice. In B. A. Thyer & M. G. Pignotti *Science and pseudoscience in social work practice* (pp.1-33). New York, NY: Springer Publishing Company. <https://ebookcentral-proquest-com.ezproxy.lib.ualgary.ca/lib/ualgary-ebooks/detail.action?docID=2166663>

Recommended readings:

- Alberta College of Social Workers [ACSW] (2019). *Standards of practice*. Edmonton, AB: ACSW. Retrieved from <https://acsw.in1touch.org/document/2487/FINAL%20ACSW%20Standards%20of%20Practice%2003282019.pdf>
- Alberta College of Social Workers [ACSW] (2015). *Guidelines on the management of consent and confidentiality when working with minors*. Edmonton, AB: ACSW. Retrieved from http://acsw.in1touch.org/uploaded/web/NEWS_GUIDELINES_ConsentwithMinors.pdf
- Canadian Association of Social Workers (2008). *Social work scope of practice*. Retrieved from www.casw-acts.ca/sites/default/files/attachements/scope_of_practice_august_08_e_final_17.pdf

- Haynes, D. T., & White, B. W. (1999). Will the “Real” social work please stand up? A call to stand for professional unity. *Social Work, 44*(4), 385-391. <http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=107146860&site=ehost-live>
- Goldstein, E. G. (1996). What is clinical social work? Looking back to move ahead? *Clinical Social Work Journal, 24*(1), 89-104. <https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/BF02189944>
- Lee, J. A., Neimeyer, G. J., & Rice, K. G. (2013). The relationship between therapist epistemology, therapy style, working alliance and interventions use. *American Journal of Psychotherapy, 67*(4), 323-345. <http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=93456319&site=ehost-live>
- Poulter, J. (2005). Integrating theory and practice: A new heuristic paradigm for social work practice. *Australian Social Work, 58*(2), 199-212. <https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1111/j.1447-0748.2005.00204.x>
- Taylor, K. P., & Thompson, S. C. (2011). Closing the (service) gap: Exploring partnerships between aboriginal and mainstream health services. *Health Review, 35*(3), 297-308. <http://ezproxy.lib.ucalgary.ca/login?url=https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/910806256?accountid=9838>
- Thyer, B. A., & Pignotti, M. G. (2015). Promoting science and discouraging pseudoscience: the way forward. In B. A. Thyer & M. G. Pignotti, *Science and pseudoscience in social work practice* (pp.261-290). New York, NY: Springer Publishing Company. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=2166663>
- SAMHSA (2014). *Trauma-informed care in behavioral health services. Quick guide for clinicians*. Washington, DC: SAMHSA. Retrieved from <https://store.samhsa.gov/system/files/sma15-4912.pdf>

Course Objectives: 1, 2

Program Learning Outcomes: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 5.3, 6.2, 6.3, 7.1, 7.2, 7.3, 8.1, 8.2, 8.3

Class 2 (August 26th 1:00-4:00pm) – Understanding mental health & disorders within a complex and diverse developmental contexts: Moving beyond single-factor explanations of mental disorders.

- Exploring frameworks to understand developmental trajectories and disruptions to these trajectories and outcomes (i.e., developmental psychopathology) including stress-diathesis and differential susceptibility frameworks; gene X environment influences; attachment; and approaches to resilience.
- Critical examination of approaches, frameworks, models of mental illness/health (biopsychosocial, social deterministic, recovery model, attachment etc.)
- Stigma: Origins, influences and means to address.

Required readings:

- Belsky, J., & Pluess, M. (2009). Beyond diathesis stress: Differential susceptibility to environmental influences. *Psychological Bulletin, 135*(6), 885–908. <https://ovidsp-com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00006823-200911000-00007&LSLINK=80&D=ovft>
- Malla, A., Joober, R., & Garcia, A. (2015). “Mental illness is like any other medical illness”: A critical examination of the statement and its impact on patient care and society. *Journal of Psychiatry & Neuroscience, 40*(3), 147-150. <http://ezproxy.lib.ucalgary.ca/login?url=https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/1680766051?accountid=9838>
- Tudge, J. R. H., Mokrova, I., Hatfield, B. E., & Karnik, R. B. (2009). Uses and misuses of Bronfenbrenner’s bioecological theory of human development. *Journal of Family*

Theory & Review, 1(4), 198-210. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1111/j.1756-2589.2009.00026.x>

Recommended readings:

- Best, J. R., & Miller, P. H. (2010). A developmental perspective on executive function. *Child Development*, 81(6), 1641-1660. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1111/j.1467-8624.2010.01499.x>
- Bonny, S. (2008). Recovery and mental health: a review of the British literature. *Journal of Psychiatric and Mental Health Nursing*, 15, 140-153. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1111/j.1365-2850.2007.01185.x>
- Cicchetti, D., & Toth, S. L. (2017). Using the science of developmental psychopathology to inform child and adolescent psychotherapy. In J. R. Weisz & A. E. Kazdin (Eds.), *Evidence-based psychotherapies for children and adolescent* (3rd ed.) (pp. 484-500). New York, NY: The Guilford Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4844824>
- Flexhaug, M., Noyes, S., & Phillips, R. (2012). *Integrated models of primary care and mental health & substance use care in the community*. Victoria, BC: Ministry of Health, British Columbia. Retrieved from <http://www.health.gov.bc.ca/library/publications/year/2012/integrated-models-lit-review.pdf>
- Kaushik, A., Kostaki, E., & Kyrikopoulos, M. (2016). The stigma of mental illness in children and adolescents: a systematic review. *Psychiatry Research*, 243, 469-494. <https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0165178116306400>
- Lyngzeidseton, A. E., (2014). *Psychology: Abnormal*, Place of Publication not identified: BarCharts Retrieved from Ebook Central, <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4876968>
- Mantoura, P. (2014). *Defining a population mental health framework for public health*. Montréal, Québec: National Collaborating Centre for Healthy Public Policy. https://www.nchpp.ca/553/Publications.ccnpps?id_article=1268
- Ramon, S., Healy, B., & Renouf, N. (2007). Recovery from mental illness as an emergent concept and practice in Australia and the UK. *International Journal of Social Psychiatry*, 53(2), 108-122. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0020764006075018>
- Rutter, M. (2007). Gene-environment interdependence. *Developmental Science*, 10(1), 12-18. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1111/j.1467-7687.2007.00557.x>
- Shonkoff, J. P. (2016). Capitalizing on advances in science to reduce the health consequences of early childhood adversity. *JAMA: Pediatrics*, 170(10), 1003-1007. <https://jamanetwork-com.ezproxy.lib.ucalgary.ca/journals/jamapediatrics/fullarticle/2546141>
- Wjitley, R., & Drake, R. (2010). Recovery: a dimensional approach. *Psychiatric Services*, 61, 1248-1250. <https://ps.psychiatryonline.org/doi/full/10.1176/ps.2010.61.12.1248>

Course Objectives: 1, 2

Program Learning Outcomes: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2, 6.3, 7.1, 7.2, 7.3, 8.1, 8.2, 8.3, 8.4

Online Class (asynchronous class to be complete prior to August 27th)- Introduction to neuroscience in social work practice

- Introduction to function of basic brain structures
- Neuroscience of memory
- Genetics, epigenetics, gene-environment interactions (G X E), Gene-environment correlations (rGE)

Required readings:

- Dismukes, A. R., Shirtcliff, E. A., & Drury, S. S. (2019). Genetic and epigenetic processes in infant mental health. In C. H. Zeanah (Ed.). *Handbook of infant mental health* (pp. 63-80). New York, NY: The Guilford Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=5500255>
- Nadel, L., Hupbach, A., Gomez, R., & Newman-Smith, K. (2012). Memory formation, consolidation and transformation. *Neuroscience and Biobehavioral Reviews*, 36(7), 1640-1645. <https://www.sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0149763412000437>
- Schwabe, L., Nader, K., & Pruessner, J. C. (2014). Reconsolidation of human memory: Brain mechanisms and clinical relevance. *Biological Psychiatry*, 76(4), 274–280. <https://www.sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0006322314001619>
- Shapiro, J., & Applegate, J. (2000). Cognitive neuroscience, neurobiology and affect regulation: Implications for clinical social work practice. *Clinical Social Work Journal*, 28(1), 9-21. <https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1023/A%3A1005139123963>

Recommended readings:

- Jaffee, G. (2011). Genotype-environment correlations: definitions, methods of measurement and implications for research on adolescent, psychopathology. In K. S. Kendler, S. Jaffee & D. Romer (Eds.), *The dynamic genome and mental health: the role of genes and environments in youth development* (79-102). New York, NY: Oxford University Press.
- Kendler, K. S. (2001). Twin studies and psychiatric illness. *Archives of General Psychiatry*, 58, 1005-1013. <https://jamanetwork-com.ezproxy.lib.ucalgary.ca/journals/jamapsychiatry/fullarticle/481844>
- Kendler, K. S. (2011). A conceptual overview of gene-environment interaction and correlation in a developmental context. In K. S. Kendler, S. Jaffee & D. Romer (Eds.), *The dynamic genome and mental health: the role of genes and environments in youth development* (pp. 5-28). New York, NY: Oxford University Press.
- LaBar, K. S., & Cabeza, R. (2006). Cognitive neuroscience of emotional memory. *Nature Reviews Neuroscience*, 7(1), 54–64. <http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=19236926&site=ehost-live>

Course Objectives: 1, 2

Program Learning Outcomes: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2, 6.3, 7.1, 7.2, 7.3, 8.1, 8.2, 8.3, 8.4

Class 3 (August 27th 9:00am-12:00pm) – Critically examining neuroscience in social work practice

- Integrating neuroscience and social work practice
- Clinical and research tools

Required readings:

- Egan, M., Neely-Barnes, S. L., & Combs-Orme, T. (2011). Integrating neuroscience knowledge into social work education: A case-based approach. *Journal of Social Work Education, 47*(2), 269-282. <http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=62990930&site=ehost-live>
- Fisher, P. A., Beauchamp, K. G., Roos, L. E., Noll, L. K., Flannery, J., & Delker, B. C. (2016). The neurobiology of intervention and prevention in early adversity, *Annual Review of Clinical Psychology, 12*, 331-357. <https://www-annualreviews-org.ezproxy.lib.ucalgary.ca/doi/10.1146/annurev-clinpsy-032814-112855>
- Gordon, J. A., & Redish, A., D. (2016). On the cusp: current challenges and promises in psychiatry. In D. Redish, J. A. Gordon & J. Lupp (Eds.), *Computational psychiatry: new perspectives on mental illness* (pp. 3-14). Cambridge, MA: MIT Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4770665>
- Johnson, H. C. (2001). Neuroscience in social work practice and education. *Journal of Social Work Practice in the Addictions, 1*(3), 81–102. https://doi-org.ezproxy.lib.ucalgary.ca/10.1300/J160v01n03_06
- Redish, A., D., & Gordon, J. A. (2016). From psychiatry to computation and back again. In D. Redish, J. A. Gordon & J. Lupp (Eds.). *Computational psychiatry: new perspectives on mental illness* (pp. 319-329). Cambridge, MA: MIT Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4770665>

Recommended Readings:

- Baylis, P. (2006). The neurobiology of affective interventions: A cross-theoretical model. *Clinical Social Work Journal, 34*(1), 61-81. <https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10615-005-0002-8>
- Kendler, K. S. (2006). Reflections on the relationship between psychiatric genetics and psychiatric nosology. *American Journal of Psychiatry, 163*, 1138-1146. <https://ajp-psychiatryonline-org.ezproxy.lib.ucalgary.ca/doi/full/10.1176/ajp.2006.163.7.1138>
- Kilpatrick, D. G., Koenen, K. C., Ruggiero, K. J., Acierno, R. Galea, S.,...Gelernter, J. (2007). The serotonin transporter genotype and social support and moderation of posttraumatic stress disorder and depression in hurricane-exposed adults. *American Journal of Psychiatry, 164*(11), 11693-1699. <https://ajp-psychiatryonline-org.ezproxy.lib.ucalgary.ca/doi/full/10.1176/appi.ajp.2007.06122007>
- Montgomery, A. (2013). Toward the integration of neuroscience and clinical social work. *Journal of Social Work Practice, 27*(3), 333-339. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/02650533.2013.818947>
- Peeverill, M., & McLaughlin, K. A. (2017). Harnessing the neuroscience revolution to enhance child and adolescent psychotherapy. In J. R. Weisz & A. E. Kazdin (Eds.), *Evidence-based psychotherapies for children and adolescent* (3rd ed.) (pp. 520-536). New York, NY: The Guilford Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4844824>

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Class 4 (August 27th 1:00-4:00pm) – Clinical Social Work: Principles, practices & processes

- An overview of the principles, practices and processes associated with a clinical scope of practice related to infant, child, and adolescent mental health.
- Understanding the change process within complex and diverse contexts and considering factors such as power and social justice.
- *The medium is the message!*: Methods of service delivery (e.g., individual, family, group)

Required readings:

- Prout, H. T. & Fedewa, A. L. (2014). Counseling and psychotherapy with children and adolescents: historical, developmental, integrative and effectiveness perspectives. In H. T. Prout & A. L. Fedewa (Eds.). *Counseling and psychotherapy with children and adolescents: Theory and practice for school and clinical settings* (pp. 1-24). Hoboken, NJ: John Wiley & Sons, Inc. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1889212>
- Shapiro, J. P. (2015). Therapy fundamentals. In J. P. Shapiro (Eds.). *Child and adolescent therapy: science and art* (2nd ed.) (pp. 3-42). Hoboken, NJ: John Wiley & Sons, Inc. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4180265>

Recommended readings:

- Fonagy, P. (2010). Psychotherapy research: Do we know what works for whom? *The British Journal of Psychiatry*, 197, 83-85. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1192/bjp.bp.110.079657>
- Fried, A., & Fisher, C. B. (2017). Implementing evidence-based psychotherapies for children and adolescents within complex mental health systems. In J. R. Weisz & A. E. Kazdin (Eds.) *Evidence-based psychotherapies for children and adolescent* (3rd ed.) (pp. 466-483). New York, NY: The Guilford Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4844824>
- Huey, S. J., & Polo A. J. (2017). Evidence-based psychotherapies with ethnic minority children and adolescents. In J. R. Weisz & A. E. Kazdin (Eds.) *Evidence-based psychotherapies for children and adolescent* (3rd ed.) (pp. 361-3378). New York, NY: The Guilford Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4844824>
- Jones, J. (2014). Culturally responsive interpersonal psychotherapy with children and adolescents. In H. T. Prout & A. L. Fedewa (Eds.). *Counseling and psychotherapy with children and adolescents: Theory and practice for school and clinical settings* (pp. 61-90). Hoboken, NJ: John Wiley & Sons, Inc. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1889212>
- Kazdin, A. E. (2009). Understanding how and why psychotherapy leads to change. *Psychotherapy Research*, 19(4-5), 418-428. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10503300802448899>
- Orlinsky, D. E. (2017). Unity and diversity among psychotherapies. In A.J. Consoli, L. E. Beutler & B. Bongar (Eds.) *Comprehensive textbook of psychotherapy: Theory and practice* (2nd ed.). New York, NY: Oxford University Press. <http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1339535&site=ehost-live>
- Ungar, M. (2015). Practitioner review: Diagnosing childhood resilience: A systemic approach to the diagnosis of adaptation in adverse social ecologies. *Journal of Child Psychology and Psychiatry*, 56(1), 4-17. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1111/jcpp.12306>

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Program Learning Outcomes: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2, 6.3, 7.1, 7.2, 7.3, 8.1, 8.2, 8.3, 8.4, 9.1, 9.2, 9.3, 9.4, 9.5

Class 5 (August 28th 9:00am-12:00pm) Engagement and planning in clinical social work practice: Part I

- Developing and maintaining collaborative, empowering therapeutic relationships
- Ethics of Practice: Informed consent processes/consent to service, record keeping, confidentiality, ethics in practice, standards of practice including confidentiality, age of consent to service/legally dependent persons
- Patient and family-centred care in practice.
- Practice Model(s) Critically Examined: Motivational Interviewing.

Required readings:

- Chovil, N. (2009). *Engaging families in child and youth mental health: a review of best, emerging, and promising practices*. Vancouver: The F.O.R.C.E. Society for Kids' Mental Health. Retrieved from <http://www.forcesociety.com/sites/default/files/Engaging%20Families%20in%20Child%20%26%20Youth%20Mental%20Health.pdf>
- Miller, W. R., & Rollnick, S. (2009). Ten things that motivational interviewing is not. *Behavioral and Cognitive Psychotherapy*, 37(2), 129-140. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1017/S1352465809005128>
- Rollnick, S., Butler, C. C., Kinnersley, P., Gregory, J., & Mash, B. (2010). Motivational interviewing. *British Medical Journal*, 340, 1242-1245. <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/40701844>

Recommended readings:

- Centre for Addiction & Mental Health (CAMH). (2004). *Putting family-centred care philosophy into practice*. Report by the Community Research, Planning, & Evaluation Team.
- Hoagwood, K. E. (2005). Family-based services in children's mental health: a research review and synthesis. *Journal of Child Psychology and Psychiatry*, 46, 690-713. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1111/j.1469-7610.2005.01451.x>
- King, G., Currie, M., & Peterson, P. (2012). Child and parent engagement in the mental health intervention process: a motivational framework. *Child and Adolescent Mental Health*, 19(1), 2-8. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1111/camh.12015>
- Person, S., Nielsen, K., & Baylis, P. (2015). *Consent of minors in social work practice*. Edmonton, AB: Alberta Collage of Social Workers. Retrieved from https://acsw.in1touch.org/document/2024/SUM_MinorsAndConsentIssues_20150326.pdf

Course Objectives: 1, 2, 3, 4, 5

Program Learning Outcomes: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2, 6.3, 7.1, 7.2, 7.3, 8.1, 8.2, 8.3, 8.4, 9.1, 9.2, 9.3, 9.4, 9.5

Class 6 (August 28th 1:00-3:50pm) – Engagement and planning in clinical social work practice: Part II

- Experiential learning & critical examination of the applications: Motivational Interviewing

* No required readings

Course Objectives: 1, 2, 3, 4, 5

Program Learning Outcomes: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2, 6.3, 7.1, 7.2, 7.3, 8.1, 8.2, 8.3, 8.4, 9.1, 9.2, 9.3, 9.4, 9.5

Class 7 (August 29th 9:00am-12:00pm) – Assessment and formulation: Part I

- Critical exploration of assessment, formulation, treatment planning and evaluation
- In-depth examination of biopsychosocial assessment
- In-depth examination of case formulation
- Developing effective treatment plans matching the client's needs & evaluating change
- Practice Model(s) Critically Examined: Biopsychosocial assessment framework

Required readings:

- De Los Reyes, A. Augenstein, T. M., & Aldao, A. (2017). Assessment issues in child and adolescent psychotherapy. In J. R. Weisz & A. E. Kazdin (Eds.) *Evidence-based psychotherapies for children and adolescent* (3rd ed.) (pp. 537-554). New York, NY: The Guilford Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4844824>
- Manassis, K. (2014). Biological aspects of the formulation. In K. Manassis (Ed.) *Case formulation with children and adolescents* (pp. 48-67). New York, NY: The Guilford Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1683361&ppg=62>
- Manassis, K. (2014). Psychological aspects of the formulation. In K. Manassis (Ed.) *Case formulation with children and adolescents* (pp. 68-91). New York, NY: The Guilford Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1683361&ppg=62>
- Manassis, K. (2014). Social aspects of the formulation. In K. Manassis (Ed.) *Case formulation with children and adolescents* (pp. 92-111). New York, NY: The Guilford Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1683361&ppg=62>
- Manassis, K. (2014). Spiritual and cultural aspects of the formulation. In K. Manassis (Ed.) *Case formulation with children and adolescents* (pp. 112-131). New York, NY: The Guilford Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1683361&ppg=62>
- Manassis, K. (2014). Using the formulation to inform the treatment plan. In K. Manassis (Ed.) *Case formulation with children and adolescents* (pp. 198-214). New York, NY: The Guilford Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1683361&ppg=62>

Recommended readings:

- Graybeal, C. (2001). Strengths-based social work assessment: Transforming the dominant paradigm. *Families in Society*, 82(3), 233-242. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1606/1044-3894.236>
- Henderson, S. W., & Martin, A. (2014). Case formulation and integration of information in child and adolescent mental health. In J.M. Rey (Ed.), *IACAPAP e-textbook of child and adolescent mental health*. Geneva, Switzerland: International Association for Child and Adolescent Psychiatry and Allied Professions. Retrieved from <https://iacapap.org/content/uploads/A.10-CASE-FORMULATION-2014.pdf>
- Petrovich, A., & Garcia, B. (2015). Adding diversity and resiliency to the diagnostic process: A formulation. In *Strengthening the DSM: incorporating resilience and cultural competence* (2nd ed.) (pp. 29-64) New York, NY: Springer Publishing Company. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=2166683>
- Rashid, T., & Osterman, R. F. (2009). Strength-based assessment in clinical practice. *Journal of Clinical Psychology*, 65(5), 488-498. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1002/jclp.20595>
- Saleebey, D. (2000). Power in the people: Strengths and hope. *Advances in Social Work*, 1(2), 127-136. <https://journals.iupui.edu/index.php/advancesinsocialwork/article/view/18/14>
- Thyer, B. A., & Pignotti, M. G. (2015). Pseudoscience in clinical assessment. In B. A. Thyer & M. G. Pignotti, *Science and pseudoscience in social work practice* (pp.33-74). New York, NY: Springer Publishing Company. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=2166663>
- Weerasekera, P. (1993). Formulation: A multiperspective model. *Canadian Journal of Psychiatry*, 38, 351-358.
- Wiger, D. E. (2012). The biopsychosocial assessment. In *The Psychotherapy document primer* (3rd ed., pp. 47-80). Hoboken, NJ: John Wiley & Sons. Retrieved from

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=832263&ppg=61>

Wiger, D. E. (2012). Formulating a treatment plan. In *The psychotherapy document primer* (3rd ed., pp. 117-144). Hoboken, NJ: John Wiley & Sons. Retrieved from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=832263&ppg=131>

Woolley, M. E. (2013). Assessment of children. In M. J. Holosko, C. N. Dulmus & K. M. Sowers (Eds.), *Social work practice with individuals and families* (pp. 1-39). Hoboken, NJ: John Wiley & Sons. Retrieved from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1106529&ppg=21>

Course Objectives: 1, 2, 3, 4, 5

Program Learning Outcomes: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2, 6.3, 7.1, 7.2, 7.3, 8.1, 8.2, 8.3, 8.4, 9.1, 9.2, 9.3, 9.4, 9.5

Class 8 (August 29th 1:00-3:50pm) – Assessment and formulation: Part II

- Experiential learning & critical examination of the applications: Assessment and formulation

* No required readings

Course Objectives: 1, 2, 3, 4, 5

Program Learning Outcomes: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2, 6.3, 7.1, 7.2, 7.3, 8.1, 8.2, 8.3, 8.4, 9.1, 9.2, 9.3, 9.4, 9.5

Online Class (asynchronous class to be completed prior to August 30th) – Policy to practice: Informing clinical social work

- Critical examination of local/regional, provincial/territorial, national and international policies relevant to infant, child and adolescent mental health.

Required readings:

First Nations Child & Family Caring Society [FNCFCFS] (2017). *Jordan's principle*. Ottawa, ON: FNCFCFS. Retrieved from https://fncaringsociety.com/sites/default/files/jordans_principle_information_sheet_november_2018.pdf

Government of Alberta (2016). *Mental health act*, R.S.A. 2000. M-13. Edmonton, AB: Alberta Queen's Printer. Retrieved from <http://www.qp.alberta.ca/documents/Acts/M13.pdf>

Kutcher, S., & McLuckie, A. for the Child and Youth Advisory Committee, Mental Health Commission of Canada [MHCC]. (2010). *Evergreen: a child and youth mental health framework for Canada*. Ottawa, ON: MHCC. Retrieved from https://www.mentalhealthcommission.ca/sites/default/files/Diversity_Evergreen_Framework_Summary_ENG_0_1.pdf

Mental Health Commission of Canada [MHCC] (2013). *The mental health strategy for Canada: a youth perspective*. Ottawa, ON: MHCC. Retrieved from https://www.mentalhealthcommission.ca/sites/default/files/2016-07/Youth_Strategy_Eng_2016.pdf

Recommended readings:

Government of Alberta (2011). *Creating connections: Alberta's addiction and mental health strategy* (2011). Retrieved from <https://open.alberta.ca/dataset/9ab4e813-6731-4f6c-b517-57637ad440c3/resource/bebad5b6-5e87-4627-bef4-9589790a0aad/download/54546662011creatingconnectionsalbertasaddictionmentalhealthstrategy.pdf>

Government of Alberta (2017). *Valuing mental health: next steps*. Retrieved from <https://open.alberta.ca/dataset/25812976-049c-43c9-9494->

[77526c6f6ddd/resource/684600a3-a0ea-440c-a053-38a4cef83de9/download/alberta-mental-health-review-next-steps-2017.pdf](https://www.mentalhealthcommission.ca/sites/default/files/MHStrategy_Strategy_ENG.pdf)

Mental Health Commission of Canada [MHCC] (2012). *Changing directions, changing lives: The mental health strategy for Canada*. Retrieved from https://www.mentalhealthcommission.ca/sites/default/files/MHStrategy_Strategy_ENG.pdf

National Collaborating Centre for Health Public Policy [NCCHPP] (2018). *Scan of mental health strategies in Canada*. Retrieved from http://www.ncchpp.ca/553/publications.ccnpps?id_article=1905

United Nations (1990). *Convention of the rights of the child*. Geneva, Switzerland: World Health Organization. Retrieved from <https://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>

Course Objectives: 2, 3, 4, 5

Program Learning Outcomes: 1.1, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.3, 6.2, 6.3, 7.1, 7.2, 7.3, 8.1, 8.2, 8.3

Class 9 (August 30th 9:00am-12:00pm) – The use of classification tools, the DSM and diagnosis in clinical social work: Part I

- Classification frameworks, taxonomy, nosology and diagnosis
- ICD-10, DSM-5, DC:0-5
- Diagnosis as a scope of clinical social work practice.
- Assessment tools (DSM and Standardized measures)
- Review of risk assessment & the Mental Health Status Exam

Required readings:

American Psychiatric Association [APA] (2013). Introduction. In *Diagnostic and statistical manual of mental disorders* (5th ed.) (pp. 5- 17). Arlington, VA: APA.

American Psychiatric Association [APA] (2013). Use of the manual. In *Diagnostic and statistical manual of mental disorders* (5th ed.) (pp. 19- 24). Arlington, VA: APA.

Harkness, D. (2011). The diagnosis of mental disorders in clinical social work: A review of standards of care. *Clinical Social Work Journal*, 39(3), 223-231. <https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10615-010-0263-8>

Wiger, D. E. (2012). The mental status exam. In *The psychotherapy document primer* (3rd ed., pp. 81-94). Hoboken, NJ: John Wiley & Sons. Retrieved from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=832263&ppg=95>

Recommended readings:

Centre for Addictions and Mental Health. (2015). *Suicide prevention and assessment handbook*. Toronto, ON: Author.

Congress, E. (2013). Assessment of adults. In M. J Holosko, C. N. Dulmus & K. M. Sowers (Eds.), *Social work practice with individuals and families* (pp. 125-145). Hoboken, NJ: John Wiley & Sons. Retrieved from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1106529&ppg=145>

Lacasse, J. R. (2014). After DSM-5: A critical mental health research agenda for the 21st century. *Research on Social Work Practice*, 24(1), 5-10. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/1049731513510048>

Lyngzeitson, A. E., (2014). *Psychology: Abnormal*, Place of Publication not identified: BarCharts Retrieved from Ebook Central, <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4876968>

Walsh, J. (2016). The utility of the DSM-5 Z-codes for clinical social work diagnosis. *Journal of Human Behavior in the Social Environment*, 26(2), 149-153. <http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=111658062&site=ehost-live>

Course Objectives: 1, 2, 3, 4, 5

Program Learning Outcomes: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 5.1, 5.2, 5.3, 6.2, 6.3, 8.1, 8.3, 8.4, 9.1, 9.3, 9.4, 9.5

Class 10 (August 30th 1:00-4:00pm) – The use of classification tools, the DSM and diagnosis in clinical social work: Part II

- Experiential learning & critical examination of the applications: Formulation and diagnosis

*** No required readings**

Course Objectives: 1, 2, 3, 4, 5

Program Learning Outcomes: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2, 6.3, 7.1, 7.2, 7.3, 8.1, 8.2, 8.3, 8.4, 9.1, 9.2, 9.3, 9.4, 9.5

Assignments

Please Note: The mark for this course will be based on two open book quizzes (2), three (3) assignments, and a participation grade described below. Letter grades will be used to mark each assignment. Final grades will be computed based on weighted values of letter grades for each assignment. There is no final examination for this course.

Quizzes

Quiz #1: Open book (online) quiz completed outside of class on August 27, 2019 regarding neurobiology/brain development. **Value (5%).**

Quiz #2: Open book (online) quiz completed outside of class August 30, 2019 regarding DSM-5. **Value (5%).**

Course Objectives: 1, 2, 3

Program Learning Outcomes: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2, 7.2, 8.1, 9.2, 9.3, 9.4, 9.5

Assignment 1: (Grade value 25%, **Due September 6th, 9:00am MST**)

Submissions will **only** be accepted via the D2L Dropbox.

To support your intentional clinical social work practice in the field of infant, child and adolescent mental health, it is important to understand the nature of the policies and strategies that may inform your practice with clients. In this assignment you will critically review three (3) policies or strategies relevant to clinical social work practice with infant, child and adolescent populations, from which you will create three separate summary sheets, that are each 1 page in length that will be shared with your colleagues in class via D2L (which can be used as a future resource). Each member of the class will be assigned one (1) policy/strategy during class AND students will be able to select two (2) additional policies/strategies (i.e., relevant to infant, child & adolescent mental health) of their choosing. Each summary page will provide a) a link with full APA reference to the document, b) a summary of the key aspects of the document including values, strategies, principles, recommendations etc., c) a description of the population/group that is the focus, and d) a distinct section critically examining the document through the lens of social work values

Examples of these policy and/or strategy documents include, but are not limited to the following:

- Alberta Health Services (2018). *Indigenous health transformational roadmap (2018-2020)*. Edmonton: Population, Public & Indigenous Health, Strategic Clinical Networks. Retrieved from <https://www.albertahealthservices.ca/assets/about/scn/ahs-scn-ppih-ih-roadmap.pdf>
- Blackstock, C., Bruyere, D., & Moreau, E. (2006). *Many hands, one dream: principles for a new perspective on the health of First Nations, Inuit and Métis children and youth*. Retrieved from <https://fncaringociety.com/sites/default/files/manyhands-principles.pdf>
- Government of Alberta (2016). *Mental Health Act*, R.S.A. 2000. M-13. Edmonton, AB: Alberta Queen's Printer. Retrieved from <http://www.gp.alberta.ca/documents/Acts/M13.pdf>
- Government of Alberta Queen's Printer (2017). *Child, Youth and Family Enhancement Act*, R.S.A. 2000. C-12. Edmonton, AB: Alberta Queen's Printer. Retrieved from <http://www.gp.alberta.ca/documents/Acts/c12.pdf>
- Government of Alberta (2011). *Creating Connections: Alberta's Addiction and Mental Health Strategy (2011)*. Alberta Retrieved from <https://open.alberta.ca/dataset/9ab4e813-6731-4f6c-b517-57637ad440c3/resource/bebad5b6-5e87-4627-bef4-9589790a0aad/download/54546662011creatingconnectionsalbertasaddictionmentalhealthstrategy.pdf>
- Kutcher, S., & McLuckie, A. for the Child and Youth Advisory Committee, Mental Health Commission of Canada [MHCC]. (2010). *Evergreen: A child and youth mental health framework for Canada*. Ottawa, ON: MHCC. Retrieved from https://www.mentalhealthcommission.ca/sites/default/files/Diversity_Evergreen_Framework_Summary_ENG_0_1.pdf
- Mental Health Commission of Canada [MHCC] (2012). *Changing directions, changing lives: The mental health strategy for Canada*. Retrieved from https://www.mentalhealthcommission.ca/sites/default/files/MHStrategy_Strategy_ENG.pdf
- National Collaborating Centre for Aboriginal Health (2017). *Considerations for Indigenous child and youth population mental health promotion in Canada*. Ottawa: National Collaborating Centres for Public Health. Retrieved Feb 1, 2017 from https://nccph.ca/images/uploads/general/07_Indigenous_MentalHealth_NCCPH_2017_EN.pdf
- United Nations (1990). *Convention of the rights of the child*. Geneva, Switzerland: World Health Organization. Retrieved from <https://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>

Course Objectives: 1, 2

Program Learning Outcomes: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2, 7.2, 8.1,

Assignment 2: Video and Process Recording (30%, Due September 13th by 9:00am MST)
Submissions will **only** be accepted via the D2L Dropbox.

Part A: Using a clinical scenario (created by the student) where a 'client' demonstrates ambivalence to change, each student is required to produce a video (between 25-30 minutes in length) demonstrating the application of **Motivational Interviewing**. It is recommended that you use a partner from class to role-play the 'client' due to their familiarity with the clinical vignette. This clinical role-play demonstration should **NOT** be a scripted interaction.

Video materials should be upload to YouTube (a de-listed page is highly recommended) and the link to this YouTube video should be submitted on a MS Word Document or PDF document via

to D2L drop box (a template will be provided). Please review the YouTube link prior to submitting to ensure that this video is operational and can be viewed without difficulty.

Part B: To accompany the video from Part A, students are required to review their video and create a 'process recording' of their session (a template will be provided). Specifically, students are required to select **two (2)** sub-sections from their video (each approximately 5 minutes in length) in order to analyze/critique key aspects of their interaction with the simulated client and/or application of Motivational Interviewing.

- **Sub-section #1** will reflect an aspect of your MI technique and/or interaction with the simulated client that you are pleased/satisfied with and/or accurately demonstrates the intended technique.
- **Sub-section #2** will reflect an aspect of your MI technique and/or interaction that you are displeased/dissatisfied with and/or you believe to be a less than full demonstration of the intended technique.

Consistent with 'process recording' formats (template provided in class) students will create a verbatim transcript of two selected sub-sections of their video (including non-verbals/para-verbals) being sure to reference the specific time on your video that these interactions start/stop. In a separate column of the process recording students will provide a critical analysis of their selected interactions that details why you were either pleased/satisfied or displeased/dissatisfied with the interaction or application of the intended technique. Regarding your analysis of sub-section #2, where you were dissatisfied, you may also consider discussing alternative ways of interacting with the simulated client and/or alternative applications of MI. Although reflective in nature, this analysis should draw upon and, where applicable, make explicit reference to course materials, including readings, class discourse and in-class experiential activities. References throughout the process recording and in the reference page are required to conform to APA format [American Psychological Association, 2010 Publication Manual (6th ed.)].

Course Objectives: 1, 2, 3, 4, 5

Program Learning Outcomes: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2, 6.3, 7.1, 7.2, 7.3, 8.1, 8.2, 8.3, 8.4, 9.1, 9.2, 9.3, 9.4, 9.5

Assignment 3: (Grade value 30%, **Due September 20th, 9am MST**).

Submissions will **only** be accepted via the D2L Dropbox.

In this assignment you will critically apply theoretical frameworks and philosophies/approaches to a clinical social work practice scenario. You must complete both Part A and Part B.

Part A: In relation to a clinical vignette/case scenario provided, students will act in the role of a mental health practitioner who is developing a formulation/case conceptualization informed by the Eco-bio-developmental or Bioecological frameworks of mental health. Specifically, in relation to the case vignette you will complete a "4 P Formulation Grid" explored in the course that identifies possible predisposing, precipitating, perpetuating factors and protective factors, in relation to biological, psychology, socio-structural contexts relevant to the case.

Using a template provide this assignment will be a maximum of one (1) page in length using point form sentences and 8 point Arial Narrow font. In addition to this template you will provide a written summary of this formulation/case conceptualization suitable to be included in a client/patient file. This written summary should be no longer than one (1) page, double spaced, including references in 11-point font and 1 inch margins.

References throughout the paper and in the reference page are required to conform to APA format [American Psychological Association, 2010 Publication Manual (6th ed.)].

Part B: You will critically examine how philosophies of care examined in this course may apply to the clinical case vignette/scenario provided. You may examine such factors as how key concepts from the selected care philosophies may apply to this case; how these philosophies may inform social worker's thinking about and/or behaviours in relation to the client, and how issues such as power/oppression and diversity may be considered. You may also consider any limitations that this care philosophy may have in relation to this specific case, including your reflections on ways to address such limitations.

Specifically, you are required to critically apply the patient care philosophy of **Evidence-based practice** and **AND** your choice of **one** of the following;

- 1) Patient & Family Centred Care,
- 2) Trauma-informed Care,
- 3) Recovery-based approaches to mental health,
- 4) Indigenous approaches to mental health, or
- 5) Culturally-informed approaches to mental health.

Maximum three 3 pages in length. Consistent with the template please use single space and 11 Font. References throughout the paper and in the reference page are required to conform to APA format [APA, 2010 Publication Manual (6th ed.)].

Course Objectives: 1, 2, 3, 4, 5

Program Learning Outcomes: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2, 6.3, 7.1, 7.2, 7.3, 8.1, 8.2, 8.3, 8.4, 9.1, 9.2, 9.3, 9.4, 9.5

Participation (5%)

You are expected to actively participate in all classroom activities (lectures, discussions, and experiential exercises). The classroom is an opportunity to practice the same standards of behavior, communication, and courtesy about punctuality, attendance, and readiness for work that would apply to a professional social worker meeting with clients, supervisors, or in attending agency meetings. Your participation grade is based on asking questions, sharing experiences, actively participating in class discussions or small group exercises, interacting in the course Desire2Learn (D2L) discussion page, and giving respectful feedback to others during class. It also includes using office hours as needed to ask for help, problem solve, and/or to clarify the assignments, or to identify individual learning needs. Above all, participation means demonstrating personal and professional engagement in the learning process. If a situation arises that precludes class participation, you should notify the instructor. It is neither the instructor's responsibility to determine why you were not in class nor to advise the student of what was missed. Your absence deprives the class of your participation that day so if you must be absent, there is an expectation that you will find a way to add something extra to the class.

Additional Recommended Readings

Almeida, R., Woods, R., Messineo, T., & Font, R. (1998). The Cultural Context Model: An overview. In M. McGoldrick (Ed.), *Re-visioning family therapy: Race, culture, and gender in clinical practice* (pp. 414-431). New York, NY: Guilford.

- Anastas, J. W. (2015). Clinical social work, science, and doctoral education: Schisms or synergy. *Clinical Social Work Journal*, 43(3), 304-312. <https://link-springer-com.ezproxy.lib.ualgary.ca/article/10.1007/s10615-015-0534-5>
- Applegate, J. S., & Shapiro, J.R. (2005). *Neurobiology for clinical social work: Theory and practice*. New York, NY: W. W. Norton.
- Baskin, C. (2005). Storytelling circles: Reflections of Aboriginal protocols in research. *Canadian Social Work Review*, 22(2), 171-187. <https://www-jstor-org.ezproxy.lib.ualgary.ca/stable/41669834>
- Belar C. D., & Deardorff, W. W. (2015). Fundamentals of assessment in clinical health psychology. (pp. 8- 20). In F. Andrasik & J. L. Goodie (Eds.), *Biopsychosocial assessment in clinical health psychology*. New York, NY: The Guilford Press. Retrieved from <https://ebookcentral-proquest-com.ezproxy.lib.ualgary.ca/lib/ualgary-ebooks/reader.action?docID=1760722&ppg=26>
- Benning, T. B. (2015). Limitations of the biopsychosocial model in psychiatry, *Advances in Medical Education and Practice*, 6, 347-352. <https://doi.org/10.2147/AMEP.S82937>
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