

Course Number	IPHE 501 L01	Classroom	Online
Course Name	Interprofessional Practice in Mental Health		
Day(s) & Time	Wednesday Sept. 9, Oct. 14, Nov. 4, Nov. 18, Dec. 2, 2020; 6:00 – 7:00 PM MST Zoom: Join from PC, Mac, Linux, iOS or Android: https://zoom.us/j/9041767181 Optional Zoom Question Hour: Sept. 23, 2020 from 6:00 – 7:00 PM MST		
Instructor	Tara Collins		
U of C E-mail	tara.collins2@ucalgary.ca	Phone	Please contact instructor via email

SYLLABUS STATEMENT

Students from different helping professions come together to examine selected issues of interprofessional practice in the area of mental health and co-occurring addictive disorders, focusing on the experience of mental illness, treatment alternatives, practice implications, advocacy and policy issues, and future challenges and change. Incorporates in-class and field experiences with consumers and families, employers and professionals, services and organizations.

COURSE DESCRIPTION

This course will examine contemporary issues in the assessment, diagnosis and treatment of mental health and include a focus on the complexities of co-occurring disorders. It will make use of case studies to assist students in their understanding of the complexity of issues facing individuals with mental health problems and/or addictions, their family members, and mental health care providers. The case studies will also be used to demonstrate interprofessional practice and the link between research and practice. Please note that a major goal of this course is to link theory to practice so that students are prepared to fill professional roles in the community in the area of mental health and addictions. The emphasis will be on evidence-based, interprofessional practice.

This course has no prerequisites. However, students are strongly urged to have taken a preliminary course in human development/behavior in the social environment prior to taking this course.

COURSE LEARNING OUTCOMES

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

1. Understand the multiple aspects of mental health and addictions from diagnosis to treatment.
2. Develop and/or demonstrate skills in interprofessional practice that utilize best practices in interprofessional collaboration and treatment delivery, as a component of preparation for students to assume service delivery roles in mental health and addictions settings.

3. Understand and/or analyze policy and service delivery issues related to accessibility, adequacy and advocacy for persons with mental health challenges.
4. Students will also be provided with additional opportunities to develop and demonstrate the following core competencies:
 - a) Critical thinking
 - b) Analysis of problems
 - c) Understanding of best, evidence-based, practices
 - d) Effective written and verbal communication in clinical contexts
 - e) Gathering and organizing information
 - f) Interpretive and assessment skills
 - g) Understanding of different professional roles and competencies
 - h) Interprofessional collaboration. This course focuses on the biological, social, and psychological determinants of mental health problems and their treatments, thus is multidisciplinary in nature. Diversity issues will also be considered throughout the course (e.g., culture, gender, age, etc.).

Students may be exposed to presentations by individuals who are experiencing mental health problems and receiving treatment. Guest speakers may be invited to interact with students to discuss various topics including: the experiential aspects of mental illness, treatment alternatives, advocacy and policy issues, and challenges to meeting the needs of those with mental health problems. Class lectures and discussions will focus on methodological and conceptual issues in the mental health literature that showcase best practices. Students will also be expected to review the research literature for their presentations.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

- Dvir, Y., Denietolis, B., & Frazier, J. A. (2013). Childhood trauma and psychosis. *Child and Adolescent Psychiatric Clinics*, 22(4), 629-641.
- Dziegielewski, S. F. (2014). *DSM-5 in action*. John Wiley & Sons. Also available as an e-book through the U of Calgary library
- Goodwin, S., MacNaughton-Doucet, L., & Allan, J. (2016). Call to action: Interprofessional mental health collaborative practice in rural and northern Canada. *Canadian Psychology*, 57(3), 181-187.
doi:<http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1037/cap0000057>
- Levinson, Daphna, Lakoma, Matthew D, Petukhova, Maria, Schoenbaum, Michael, Zaslavsky, Alan M, Angermeyer, Matthias, . . . Kessler, Ronald C. (2018). Associations of serious mental illness with earnings: Results from the WHO World Mental Health surveys. *British Journal of Psychiatry*, 197(2), 114-121.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

This course builds upon foundational knowledge acquired in courses such as mental health nursing, human behavior and the social environment, introductory and developmental psychology, and community rehabilitation practice.

CLASS SCHEDULE

Through weekly readings, D2L content (including videos, PowerPoints and readings), and regular online zoom sessions (links can be found on D2L), the content of IPHE 501 will provide students with an understanding of addictions and co-occurring mental health challenges. A weekly learning activities checklist can be found on D2L which includes activities to be completed for the week.

Date	Topic	Readings/Assignments Due
Module 1 Sept. 8 – 22 Zoom Online Wednesday Sept. 9 6 – 7:00 PM	<ul style="list-style-type: none"> • Course overview • Interprofessional practice; a brief overview; what is IPP; IPP and teamwork • Historical perspectives and contemporary issues; lingering effects of anti-institutional perspectives • Key current issues: Stigma and recovery; controversies in etiology of mental disorders • Mental health: The system, programs and key individuals involved in providing care; levels of care and intensity of care <p>CLOs # 1,2,3,4</p>	<p>Dziegielewsk, Ch. 1</p> <p>Canadian issues: https://www.mentalhealthcommission.ca/sites/default/files/Informing%252520the%252520Future%252520-%252520Mental%252520Health%252520Indicators%252520for%252520Canada_0.pdf</p> <p>Goodwin, S., MacNaughton-Doucet, L., & Allan, J. (2016). Call to action: Interprofessional mental health collaborative practice in rural and northern Canada. <i>Canadian Psychology</i>, 57(3), 181-187. doi: http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1037/cap0000057</p>
Reflection on Stigma Assignment 1 Due September 17 by 11:30 PM		
Module 2 Sept. 23 – Oct. 6 Optional Office Hours Zoom Online	<ul style="list-style-type: none"> • Signs and Symptoms of Mental Illness • The major mental disorders – Mood disorders, Depression and Anxiety: Assessment and treatment: Perspectives of different professions <p>CLOs # 1,2,3,4.</p>	<p>Dziegielewsk, Ch. 2, 3, 6, 7</p> <p>Psychiatric interviews for teaching: Anxiety https://www.youtube.com/watch?v=li2FHbtVJzc</p>

Wednesday Sept. 23 6 – 7:00 PM		Psychiatric interviews for teaching: Depression https://www.youtube.com/watch?v=4YhpWZCdiZc
Module 3 Oct. 7 – Oct 20 Zoom Online Wednesday Oct. 14 6 – 7:00 PM	<ul style="list-style-type: none"> The major mental disorders – Psychoses: Assessment and treatment: perspectives of different professions Co-occurring addictions: the interaction of mental disorders and substance use/abuse <p>CLOs # 1,2,3,4.</p>	<p>Dziegielewsk, Ch. 5</p> <p>Dvir, Y., Denietolis, B., & Frazier, J. A. (2013). Childhood trauma and psychosis. <i>Child and Adolescent Psychiatric Clinics</i>, 22(4), 629-641.</p> <p>Psychiatric Interviews for teaching: Psychosis https://www.youtube.com/watch?v=ZB28gfSmz1Y</p> <p>SAMHSA: Treatment of co-occurring disorders https://www.youtube.com/watch?v=mPnPaWxH7vM&feature=youtu.be</p>
Mid-term Assignment 2 Due October 21 by 11:30 PM		
Module 4 Oct. 21 – Nov. 7 Zoom Online Wednesday Nov. 4 6 – 7:00 PM	<ul style="list-style-type: none"> Personality disorders, autism spectrum disorders, FASD and acquired brain injury (ABI) and other disorders of interest, disorders in the elderly. Mental disorders in cultural contexts: indigenous issues, issues with immigrant and refugee people; cultural manifestations of different disorders. <p>CLOs # 1,2,3,4</p>	<p>Dziegielewsk, Ch. 13</p> <p>Gift of wounds and personality disorders: https://www.youtube.com/watch?v=6z6M3ToTT54&feature=youtu.be</p> <p>How to spot the 9 traits of borderline personality disorder: https://www.youtube.com/watch?v=to5qRLRSS7g</p>
Term break Nov. 8 - 14		
Module 5 Nov. 1 - 21 Zoom Online Wednesday Nov. 18 6 – 7:00 PM	<ul style="list-style-type: none"> Trauma as a mental health problem: Definitions and various types of trauma Treating trauma and trauma-informed treatment Implications for assessment and intervention IPP and treatment assignments; Principles of teamwork and interprofessional practice in various settings <p>CLOs # 1,2,3,4.</p>	<p>Dziegielewsk, Ch. 4, 9</p> <p>Van der Kolk: Childhood Trauma, Affect Regulation, and Borderline Personality Disorder https://www.youtube.com/watch?v=zCwhE7m_Jd4</p> <p>Van der Kolk. The Body Keeps Score: https://www.youtube.com/watch?v=53RX2ESlqsM</p>

<p>Module 6 Nov. 22 – Dec. 5</p> <p>Zoom Online Wednesday Dec. 2 6– 7:00 PM</p>	<ul style="list-style-type: none"> • Problems ancillary to serious mental illness, Issues of disability, income, housing and supports. • Mental health and the law. • Homelessness and the mentally health • Caregiver roles, conflicts and burdens <p>CLOs # 1,2,3,4.</p>	<p>Mental Health and Criminal Justice: https://www.youtube.com/watch?v=F1LlKoxwig</p> <p>Levinson, Daphna, Lakoma, Matthew D, Petukhova, Maria, Schoenbaum, Michael, Zaslavsky, Alan M, Angermeyer, Matthias, . . . Kessler, Ronald C. (2018). Associations of serious mental illness with earnings: Results from the WHO World Mental Health surveys. <i>British Journal of Psychiatry</i>, 197(2), 114-121.</p>
<p>Final Assignment 4 Due December 10 by 11:30 PM</p>		

Please note important dates for Fall 2020:

First Day of Classes: September 8th, 2020

Term break Nov. 8 – 14, 2020

Last Day of Classes: December 9th, 2020

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during class time.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These

recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assignment 1: Reflection on stigma in mental health – Individual Assignment (10%) – Due September 17th

Aligned Course Learning Outcomes: 1,2,4

Description and grading criteria:

Each student is required to complete the AQ-27, a stigma assessment tool (posted in D2L under Module 1), and then post a reflection in the discussion section of D2L, noting both personal and common society level beliefs and attitudes. The grading criteria can be found in D2L under assignments.

Assignment 2: Midterm Exam (35%) – Due Oct. 15, 11:30 PM

Aligned Course Learning Outcomes: 1,2,3, 4

Description and criteria for assessment:

The mid-term exam is a take-home exam that will cover the material presented in the first half of the course. The mid-term exam consists of questions related to the course material that are expected to be completed in essay format. The questions will be available via the D2L course site under assignments on October 1st. Completed essays must be **submitted to the D2L course drop box** no later than 11:30 PM, October 15. Ensure to reference the literature and indicate best practices where applicable. Appropriate writing skills and citation style (APA 7th ed.) must be used. Please note: this assignment is time sensitive and late submissions will NOT be accepted.

Assignment 3: Participation (20%)

Participation in ZOOM sessions (5% total or 1% per session) and online discussions (15% total =10% for main posts and 5% for response posts)

Aligned Course Learning Outcomes: 1,2,3,4

Description:

Effective learning includes active participation in class discussions of current material. All students are expected to be present for ZOOM real-time presentations and to contribute to meaningful discussion of issues relevant to each module, as well as to questions posted by the instructor on the discussion board. In the event that a student is unable to attend and fully participate as a result of extenuating circumstances a makeup assignment would be provided upon request. In order to qualify to complete

the makeup assignment students will be responsible for approaching the instructor prior to class to explore the feasibility of completing an assignment in lieu of the zoom session.

In addition to active participation, each student will prepare and post to the discussion board, one original (initial) posting, and two discussion replies to original postings of other students. Initial postings must be 500 - 700 words and include references to the appropriate literature. References to the course text are NOT considered as part of your references, as all students are expected to be familiar with this content. Reply posts should be approximately 150 – 175 words and must be a meaningful addition to the discussion. That is, mere agreement with previous posts, while supportive, does not count for this assignment. **Summary:** three required posts (one main and two supplementary) per posting period with a total of 5 posting periods. Specifically, there will be a total of 5 main posts and 10 response posts completed by the end of the course.

Online Discussion Posts Due: You are required to provide a post on the **first Wednesday of the week** that your module is scheduled. Reply posts are due by **the final day of the respective module**, according to the timeline indicated below. Please post with information relevant to the module (see course timeline for modules and dates) in week assigned. Note: you are encouraged to read all posts and to reply to others that are not assigned as this will be reflected in your participation mark. You are required to post for this assignment according to the schedule.

Grading Criteria:

Written work for Assignment 3 should follow the following writing guidelines. All written assignments must be written in a scholarly manner with appropriate technical terminology as necessary. Standard APA 7th ed. formatting is expected.

Content • Demonstrates a thorough understanding of the topic, not merely a single facet • Clearly communicates main topic principles/issues outlined in the description of the assignment • Presents current research and best practices as relevant to the topic. • Demonstrates critical thinking/analysis of the material presented

Style • Well organized and information flows in a logical manner • Interaction with audience (posts are participatory in nature)

Referencing • Presentation is appropriately referenced • References are current and from a variety of scholarly and professionally appropriate sources. Note: websites are NOT considered to be appropriate academic sources. There are some limited exceptions that must be approved in advance by the instructor.

Assignment 4: Final Exam: (35%) – Due Dec. 10 by 11:30 PM

Aligned Course Learning Outcomes: 1,2,3,4

Description and grading criteria:

The end of term take home exam will cover the material presented in the entire course but will focus more specifically on material in the second half of the course. The final exam consists of questions related to the course material that are expected to be completed in essay format. The questions will be

available via the D2L course site under assignments on November 26th. Completed essays must be **submitted to the D2L course drop box** no later than **11:30 PM, December 10th**. Ensure to reference the literature and indicate best practices where applicable. Appropriate writing skills and citation style (APA 7th ed.) must be used. Please note: this assignment is time sensitive and late submissions will NOT be accepted.

Please note: this assignment is time sensitive and late submissions will NOT be accepted.

Each question will be assigned a point value to guide you in the length of your answers. As the final exam is a take-home assignment, you may use course texts BUT must provide page numbers and appropriate references for material used.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

There are four assignments. Each assignment is expected to reflect upper undergraduate level of grammar, critical thinking and reference to current academic literature. Late submissions of the two term exams will not be accepted unless the student has received instructor approval for late submission before the due date. All assignments must be submitted to the D2L drop box.

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted. Please submit all assignments electronically through their respective dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due before 11:30 PM on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

All assignments are to be handed in at or before the date and time as specified in the course outline. Grades are deducted for late submissions (one grade level per day will be deducted e.g. B to B-) unless otherwise specified in the course outline and without an extension being granted by the instructor. It is the student's responsibilities to request an extension from the instructor should you require more time and offer an alternate due date and time for the instructor's consideration.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA format. If you need writing support, please connect with the Student Success Centre, at:
<https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar:

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

A reading list will be posted on the D2L site.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at:

<https://acsw.ab.ca/site/practice-resources?nav=sidebar>

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is

prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**