

Course Number	SOWK 612.04 S07	Classroom	Students will be assigned a specific classroom for the on-campus learning modules.
Course Name	Mental Health and Addiction Practice with Transitional Age Populations (18-25 years)		
Day(s) & Time	Synchronous Zoom Sessions: Thursdays 9:00am-12:00 noon and 1:00-5:00pm (October 22, 29; November 19; December 3) and 1:00-5:00pm (October 22; November 5, 19) On-campus Experiential Instruction: November 5 and 26 9:00am-4:00pm.		
Instructor	Patrick Griffin, MS, RCSW Lana Bentley, MSW, RCSW Peter Baylis, MSW, PhD, RCSW		
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SYLLABUS STATEMENT

Examines multiple social work theories, models, and approaches to clinical practice relevant to mental health. Clinical social work practice is situated within in historical, economic, political, social and cultural contexts. Critical perspectives, contemporary issues and research debates are discussed.

COURSE DESCRIPTION

This course provides comprehensive training related to clinical social work practice with transitional age youth/emerging adults (18-25 years) affected by, or at risk for significant mental disorders and/or addictions. We will re-examine, via a practice lens, the theories, policies and practice models most relevant to this population and their diverse and complex developmental contexts. In relation to this population, students will learn, via experiential instruction that mirrors and critically reflects on various service settings, how to engage, assess, develop foundational skills to complete accurate formulations/diagnoses. Attention will be given to understanding and identifying risk and resilience and intervening with those concerns and/or diagnoses typically emerging during this developmental period, including transition to adult-based health and social resources. Students will also learn to develop, implement and evaluate evidence-based treatment plans regarding best-practices for this population.

COURSE LEARNING OUTCOMES

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

1. Demonstrate a working knowledge of theories and frameworks that inform social work practice with transitional age youth/emerging adults, including attachment, developmental psychopathology, neurobiological-informed practice, resilience, as well as frameworks of mental health including biopsychosocial, bioecological, differential stress and stress-diathesis. These theories and frameworks inform the understanding of risk and protective factors that influence

mental health and how these factors influence and are influenced by interpersonal relationships, familial and contextual/environmental factors.

2. Demonstrate a critical understanding of philosophies of care relevant to clinical practice as a mental health professional with transitional age youth/emerging adults including evidence-based practice, patient and family-centred care, and trauma-informed practice.
3. Demonstrate a working knowledge to move through the various phases of evidence-based psychosocial intervention from engagement, assessment and formulation/case conceptualization, as well as treatment planning, implementation and evaluation.
4. Demonstrate a working knowledge of assessment procedures including the disorders and diagnostic procedures 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 transitional age youth/emerging adults and their families.
5. Demonstrate a working knowledge to develop, implement and evaluate a range of psychosocial interventions for mental health relevant to transitional age youth/emerging adults (18-25 years) and their families from diverse and marginalized communities.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

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

Corcoran, J., & Walsh, J. (2016). (3rd ed.). *Clinical assessment and diagnosis in social work practice*. New York, NY: Oxford. Available from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4706603>

David, D., Lynn, S. J., & Montgomery, G. H. (2018). *Evidence-based psychotherapy: the state of the science and practice*. Hoboken, N.J.: John Wiley & Sons, Inc. Available from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=5214674>

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, camera, microphone and speaker is required for D2L and Zoom access.

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. SOWK 610 is a co-requisite.

*****Note: Due to COVID-19, on-campus instruction for this course will be limited in scope and provided in a highly controlled environment by highly trained health professionals in relation to social work competencies deemed important to include in-person experiential learning experiences. For those students who, due to COVID-19 related factors are unable to attend scheduled on-campus instruction, alternative learning opportunities have been created to approximate these on-campus experiential learning modules. If you are unable to attend the scheduled on-campus modules, please contact via email your instructor of record to arrange for this alternate educational programming.*****

CLASS SCHEDULE

Class 1 Synchronous Zoom Module (October 22, 9:00-12:00noon) – Clinical social work with transitional-aged youth/emerging adults and their families.

- Defining the population: Who are transitional-aged youth/emerging adults?
- Exploring the unique and diverse nature of transitional-aged youth/emerging adult populations including risk and resilience.
- Critical examination of the health system practices and policies regarding this population.

Required readings:

- Bakker, J. H., Hauser, S. T., Billings, R. L., & Allen, J. P. (2005). Risks along the road to adulthood: challenges faced by youth with serious mental disorders. In D. W. Osgood, E. M. Foster, C. Flanagan, & G. R. Rut (Eds.) *On your own without a net: the transition to adulthood for vulnerable populations* (pp. 272-303). Chicago, IL: University of Chicago Press. Available from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=408395&ppg=287>
- Tanner, J. L. (2015). Mental health in emerging adulthood? In J. J. Arnett (Ed.) *The Oxford handbook of emerging adulthood* (pp. 499-520). New York, NY: Oxford University Press. Available from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4083549&ppg=145>
- Wilens T. E., & Rosenbaum J. F. (2013). Transitional aged youth: a new frontier in child and adolescent psychiatry. *Journal of the American Academy of Child & Adolescent Psychiatry*, 52(9), 887-890. Available from <https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0890856713003316>

Recommended readings:

- Leebans, P. K., & Williamson, E. D. (2017). Developmental psychopathology: risk and resilience in the transition to young adulthood. *Child and Adolescent Psychiatric Clinics of North America*, 26(2),

143-156. Available from <https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S1056499316301146>

Schulenberg, J. E., Sameroff A. J., & Cicchetti, D. (2004). The transition to adulthood as a critical juncture in the course of psychopathology and mental health. *Development and Psychopathology*, 16(4), 799-806. Available from https://www-cambridge-org.ezproxy.lib.ucalgary.ca/core/services/aop-cambridge-core/content/view/7507EC4C4B3C742D7AC234AD0292F6A7/S0954579404040015a.pdf/transition_to_adulthood_as_a_critical_juncture_in_the_course_of_psychopathology_and_mental_health.pdf

Syed, M. (2015). Emerging adulthood: developmental stage, theory, or nonsense? In J. J. Arnett (Ed.) *The Oxford handbook of emerging adulthood* (pp. 11-25). New York, NY: Oxford University Press. Available from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4083549&ppg=145>

Course Objectives: 1, 2

Week 1 Asynchronous course materials to be completed between October 23rd and (prior to) October 29th: Neuroscience in social work practice with transitional-aged youth/emerging adults.

- Cognitive and brain development: Developmental considerations in late adolescence and early adulthood.
- Neurobiological correlates that typically onset during adolescence and early adulthood.
- Critical examination of the science associated with emerging adults at-risk for mental disorders and the implications for clinical social work practice.

Required readings:

Arnett, J. J. (2015). Emerging adulthood brain development. In J. J. Arnett (Ed.) *The Oxford handbook of emerging adulthood* (pp. 126-141). New York, NY: Oxford University Press. Available from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4083549&ppg=145>

Blakemore, S. (2015). Development of the social brain in adolescence. In G. Oettingen & P. M. Gollwitzer (Eds.), *Self-regulation in adolescence* (pp. 193-211). New York, NY: Cambridge University Press. Available from https://www-cambridge-org.ezproxy.lib.ucalgary.ca/core/services/aop-cambridge-core/content/view/485FFCECFFA876B0D144992C48F1C80C/9781139565790pre_pi-vi_CBO.pdf/selfregulation_in_adolescence.pdf

Chung, W. W., & Hudziak, J. J. (2017). The transitional age brain. *Child and Adolescent Psychiatric Clinics of North America*, 26(2), 157-175. Available from <https://www-clinicalkey-com.ezproxy.lib.ucalgary.ca/#!/content/journal/1-s2.0-S1056499316301304>

Recommended Readings:

Harrison, P. J., Geddes, J. R., & Tunbridge, E. M. (2018). The emerging neurobiology of bipolar disorder. *Trends in Neuroscience*, 41(1), 18-30. Available from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5755726/>

Kesby, J. P., Eyles, D. W., McGrath, J. J., & Scott, J. G. (2018). Dopamine, psychosis and schizophrenia: the widening gap between basic and clinical neuroscience, *Translational Psychiatry*, 8(30), 1-12. Available from <https://www.nature.com/articles/s41398-017-0071-9>

Lowery-Gionta, E. G., May, M. D., Taylor, R. M., Bergman, E. M., Etuma, M. T., Jeong, I. H., ... Moore, N. L. T. (2019). Modeling trauma to develop treatments for posttraumatic stress. *Translational Issues in Psychological Science*, 5(3), 243–275. Available from <https://ovidsp-ovid-com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=01857017-201909000-00003&LSLINK=80&D=ovft>

Course Objectives: 1, 2

Class 2 Synchronous Zoom Module (October 22, 1:00-5:00pm) – Clinical practice with transitional-aged youth/emerging adults.

- Critical examination of clinical practice with this population: Engagement, assessment and treatment planning.
- Recognizing and addressing services barriers.
- Critical examination of philosophies of care (e.g., patient & family-centred care; recovery-based models) and anti-stigma programming associated with transitional-age youth and their families.

Required readings:

Fuchs, D. C., & Martel, A. (2017). Successful transition to young adulthood with mental illness. *Child and Adolescent Psychiatric Clinics of North America*, 26(2), 395-396. Available from <https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S1056499316301286>

Mulvale, G. M. (2016). Lost in transition or translation? Care philosophies and transitions between child and youth and adult mental health services. *Journal of Mental Health*, 28(4), 379-388. Available from <https://doi-org.ezproxy.lib.ucalgary.ca/10.3109/09638237.2015.1124389>

Skehan, B., & Davis, M. (2017). Aligning mental health treatments with the developmental stage and needs of late adolescent and young adults. *Child and Adolescent Psychiatric Clinics of North America*, 26(2), 177-190. Available from <https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S105649931630116X>

Recommended readings:

Fegran L., Hall E. O. C., Uhrenfeldt, L., Aagaard, H., & Ludvigsen, M. S. (2014). Adolescent and young adults' transition experiences when transferring from paediatric to adult care: a qualitative meta synthesis. *International Journal of Nursing Studies*, 51(1), 123-135. Available from <https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0020748913000382>

Fingerman, K. L., & Yahirun, J. J. (2015). Emerging adulthood in the context of family? In J. J. Arnett (Ed.) *The Oxford handbook of emerging adulthood* (pp. 163-176). New York, NY: Oxford University Press. Available from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4083549&ppg=145>

Livesey, C. M. W., & Rostain, A. L. (2017). Involving parents/family in treatment during the transition from late adolescence to young adulthood: rationale, strategies, ethics, and legal issues. *Child and Adolescent Psychiatric Clinics of North America*, 26(2), 199-216. Available from <https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S1056499316301195>

Course Objectives: 1, 3, 4

Week 2 Asynchronous course materials to be completed between October 28th (and prior) to October 29th – Critical examination of mental disorders: (*Schizophrenia Spectrum and Other Psychotic Disorders; Bi-Polar and Related Disorders*).

- Critical examination of disorders including diagnostic criteria and differential diagnosis for the diagnostic categories including *Delusional Disorder, Brief Psychotic Disorders, Schizophreniform Disorder, Schizophrenia, Schizoaffective Disorder, Substance/medication-induced Psychotic Disorder; Bipolar I Disorder, Bipolar II Disorder*.
- Critical examination of psychosocial and pharmacotherapeutic interventions for these disorders including a review of the evidence-based interventions and services (i.e., medication, outpatient evidence-based psychotherapies and service delivery models/mediums, outpatient, day-treatment, in-patient, community-treatment orders, community support networks/associations, peer-to-peer).
- Critical exploration of screening tools/standardized measures.

Required readings:

American Psychiatric Association [APA] (2013). Schizophrenia spectrum and other psychotic disorders. In *Diagnostic and statistical manual of mental disorders* (5th ed.) (pp. 87-122). Arlington, VA: APA.

American Psychiatric Association [APA] (2013). Bipolar and related disorders. In *Diagnostic and statistical manual of mental disorders* (5th ed.) (pp. 123-154). Arlington, VA: APA.

Corcoran, J., & Walsh, J. (2016). Bipolar and related disorders. In J. Corcoran & J. Walsh (Eds.) *Clinical assessment and diagnosis in social work practice* (3rd ed.) (pp. 423-450). New York, NY: Oxford. Available from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4706603>

Corcoran, J., & Walsh, J. (2016). Schizophrenia and other psychotic disorders. In J. Corcoran & J. Walsh (Eds.) *Clinical assessment and diagnosis in social work practice* (3rd ed.) (pp. 486-522). New York, NY: Oxford. Available from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4706603>

Recommended readings:

Ellenberg, S., Lynn, S. J., & Strauss, G. P. (2018). Psychotherapy for schizophrenia-spectrum disorders. In D. David, S. J. Lynn, & G. H. Montgomery (Eds.) *Evidence-based psychotherapy: the state of the science and practice* (pp. 363-394). Hoboken, NJ: John Wiley & Sons, Inc. Available from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=5214674>

First, M. B. (2014). Schizophrenia spectrum and other psychotic disorders. In *DSM-5: Handbook of differential diagnosis* (pp. 175-181). Washington, DC: American Psychiatric Association.

First, M. B. (2014). Bipolar and related disorders. In *DSM-5: Handbook of differential diagnosis* (pp. 182-188). Washington, DC: American Psychiatric Association.

Szentagotai-Tatar, A., & David, D. (2018). Evidence-based psychological interventions for bipolar disorder. In D. David, S. J. Lynn, & G. H. Montgomery (Eds.) *Evidence-based psychotherapy: the state of the science and practice* (pp. 37-53). Hoboken, NJ: John Wiley & Sons, Inc. Available from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=5214674>

Course Objectives: 1, 3, 4

Class 3 Synchronous Zoom Module (October 29, 9:00am-12:00pm) - Clinical practice with PTSD, trauma and stressors: Assessment, formulation, diagnosis and treatment planning: (Trauma and Stressor-Related Disorders).

- Critical examination of disorders including diagnostic criteria and differential diagnosis for Trauma and Stressor Related Disorders.
- Disorders requiring review include: (Posttraumatic Stress Disorder, Acute Stress Disorder, Adjustment Disorders).
- Diagnosis vs: formulation-Trauma and Stressor-Related Disorders vs: complex trauma and toxic stress.
- Trauma-informed care and trauma-focused care: Generalist through specialist practice.
- Critical examination of clinical practice with this population: Assessment and diagnosis.
- Critical exploration of screening tools/standardized measures.

Required readings:

- American Psychiatric Association [APA] (2013). Trauma and stressor related disorders. In *Diagnostic and statistical manual of mental disorders* (5th ed.) (pp. 265-290). Arlington, VA: APA.
- Corcoran, J., & Walsh, J. (2016). Substance use disorders. In J. Corcoran & J. Walsh (Eds.) *Clinical assessment and diagnosis in social work practice* (3rd ed.) (pp. 220-246). New York, NY: Oxford. Available from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4706603>
- Knight, C. (2015). Trauma-informed social work practice: practice considerations and challenges. *Clinical Social Work Journal*, 43(1), 25-37. Available from <https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10615-014-0481-6>

Recommended readings:

- First, M. B. (2014). Trauma and stressor-related disorders. In *DSM-5: handbook of differential diagnosis* (pp. 225-227). Washington, DC: American Psychiatric Association.
- Frueh, B. C., Grubaugh, A. L., Maden, A., Neer, S. M., Elhai, J. D., & Beidel, D. (2018). In D. David, S. J. Lynn, & G. H. Montgomery (Eds.) *Evidence-based psychotherapy: the state of the science and practice* (pp. 157-188). Hoboken, NJ: John Wiley & Sons, Inc. Available from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=5214674>
- SAMHSA (2014). *Trauma-informed care in behavioral health services. Quick guide for clinicians*. Washington, DC: SAMHSA. Available from <https://store.samhsa.gov/product/Trauma-Informed-Care-in-Behavioral-Health-Services-Quick-Guide-for-Clinicians-Based-on-TIP-57/SMA15-4912>

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

Class 4 Synchronous Zoom Module (October 29th, 1:00pm-5:00pm) – Mental Status Exam and risk assessment.

- Critical examination of the Mental Status Exam and risk assessment.
- Integration of MSE and risk assessment with biopsychosocial assessment, formulation, diagnosis and treatment planning.
- Assessment tools (screening tools and standardized measures).

Required readings:

- Centre for Addictions and Mental Health [CAMH]. (2015). *Suicide prevention and assessment handbook*. Toronto, ON: CAMH. Available from <https://www.camh.ca/en/health-info/mental-illness-and-addiction-index>

- Sood, A. B., & Linker, J. (2017). Proximal influences on the trajectory of suicidal behaviors and suicide during the transition from adolescent to young adulthood. *Child and Adolescent Psychiatric Clinics of North America*, 26(2), 235-251. Available from <https://www.sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S1056499316301171>
- Wiger, D. E. (2012). The mental status exam. In D. E. Wiger (Ed.) *The psychotherapy document primer* (3rd ed., pp. 81-94). Hoboken, NJ: John Wiley & Sons. Available from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=832263&ppg=95>

Recommended readings:

- Goldston, D. B., Daniel S., Erkanli, A., Heilbron, N., Doyle, O., Weller, B., ... Faulkner, M. (2015). Suicide attempts in a longitudinal sample of adolescents followed through adulthood: evidence of escalation. *Journal of Consulting and Clinical Psychology*, 83(2), 253-264. Available from <https://ovidsp-ovid-com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00004730-201504000-00002&LSLINK=80&D=ovft>
- Hor, K., & Taylor, M. (2010). Suicide and schizophrenia: a systematic review of rates and risk factors. *Journal of Psychopharmacology*, 24(11), 81-90. Available from <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/1359786810385490>
- Levine, J., & Sher, L. (2020). How to increase the role of social workers in suicide prevention interventions. *Acta Neuropsychiatrica*, 32(10), 1-10. Available from <https://www-cambridge-org.ezproxy.lib.ucalgary.ca/core/journals/acta-neuropsychiatrica/article/how-to-increase-the-role-of-social-workers-in-suicide-preventive-interventions/442EF9D9C447EB9B3233A0643F15504D>

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

Class 5 On-Campus Experiential Learning Module (November 5, 9:00am-12:00pm) – Mental Status Exam and risk assessment.

- Experiential learning & critical examination of: MSE and Risk Assessment.
- On-campus.

* No required readings

Class 6 On-Campus Experiential Learning Module (November 5, 1:00pm-4:00pm) – Assessment and interventions for complex trauma.

- Experiential learning & critical examination of psychosocial interventions for complex trauma.
- Critical examination of trauma-informed interventions (vs: trauma-focus interventions): Assessment, formulation, developing of treatment planning, system navigation & referral, and generalist trauma-informed counselling.
- On-Campus.

* No required readings

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

*** Please Note that there is No Class November 12th (Fall-break)***

Class 7 Synchronous Zoom Module (November 19, 9:00pm-12:00pm) – Critical examination of the theory, principles, practices and process of cognitive behavioural therapy (CBT) and assessment/diagnosis for anxiety disorders.

- In-depth examination of client engagement, assessment, formulation and treatment planning specific to CBT.
- Critical examination of the assessment and diagnosis of anxiety disorders (Specific Phobia, Social Anxiety Disorder, Panic Disorder, Generalized Disorder) via CBT.
- Practice model(s) critically examined: cognitive-behavioural therapy (CBT).

Required readings:

- American Psychiatric Association [APA] (2013). Anxiety disorders. In *Diagnostic and statistical manual of mental disorders* (5th ed.) (pp. 189-233). Arlington, VA: APA.
- Dobson, D., & Dobson, K. S. (2017). *Evidence-based practice of cognitive-behavioral therapy* (2nd ed.). New York, NY: The Guilford Press. (Chapters 1, 2, 3; pp. 1-64). Available from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4717768>
- Corcoran, J., & Walsh, J. (2016). Anxiety disorders. In J. Corcoran & J. Walsh (Eds.) *Clinical assessment and diagnosis in social work practice* (3rd ed.) (pp. 164-200). New York, NY: Oxford. Available from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4706603>

Recommended readings:

- Bruch, M. (2015). The UCL case formulation model: clinical process and procedures. In M. Bruch (Ed.) *Beyond diagnosis: case formulation in cognitive behavioral therapy* (2nd ed., pp. 24-52). Oxford, England: Wiley Blackwell. Available from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1913532&ppg=21>
- First, M. B. (2014). Anxiety disorders. In *DSM-5: handbook of differential diagnosis* (pp. 198-212). Washington, DC: American Psychiatric Association.
- O'Connor, K., Drolet-Marcoux, A., Larocque G., & Gervais, K. (2015). Generalized anxiety disorder: personalized case formulation and treatment. In M. Bruch (Ed.), *Beyond diagnosis: case formulation in cognitive behavioural therapy* (2nd ed., pp. 133-164). Oxford, England: Wiley Blackwell. Available from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1913532&ppg=21>

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

Class 8 Synchronous Zoom Module (November 19, 1:00pm-5:00pm) – In-depth exploration of behavioural & cognitive change processes/therapeutic techniques in CBT.

- In-depth exploration of the change processes associated with CBT.

Required readings:

- Dobson, D., & Dobson, K. S. (2017). *Evidence-based practice of cognitive-behavioral therapy* (2nd ed.). New York, NY: The Guilford Press. (Chapters 6, 7, 8, 9, pp. 109-199). Available from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4717768>

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

Class 9 On-campus Experiential Learning Module (November 26, 9:00am-12:00noon) – Evidence-based psychosocial interventions.

- Experiential learning & critical examination of Cognitive-behavioural therapy Part 1.
- **On-campus.**

Required readings:

Dobson, D., & Dobson, K. S. (2017). *Evidence-based practice of cognitive-behavioral therapy* (2nd ed.). New York, NY: The Guilford Press. (Chapters 4, 5; pp. 66-108). Available from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4717768>

Class 10 On-campus Experiential Learning Module (November 26, 1:00-4:00pm) – Evidence-based psychosocial interventions.

- Experiential learning & critical examination of CBT Part 2.
- **On-campus.**

* No required readings

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

Class 11 Synchronous Zoom Module (December 3, 9:00am-12:00pm) – CBT approaches to diverse populations.

- Examining transition, termination and relapse prevention: CBT.
- Clinical social work and CBT: Applications to diverse populations; anti-oppressive, strength-based & collaborative approaches to CBT.

Required readings:

Dobson, D., & Dobson, K. S. (2017). Completion of treatment and prevention relapse. In D. Dobson & K. S. Dobson (Eds). *Evidence-based practice of cognitive-behavioral therapy* (2nd ed.). New York, NY: The Guilford Press. (Chapter 11, pp. 232-255). Available from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4717768>

Recommended readings:

Gonzalez-Prendes, A. A., & Brisebois, K. (2012). Cognitive-behavioral therapy and social work values: a critical analysis. *Journal of Social Work Values & Ethics*, 9(2), 21-33.

<http://jswve.org/download/2012-2/pp%2021-33%20Cognitive%20behavioral%20therapy%20JSWVE%20vol%209%20no%202%20Fall%202012.pdf>

O'Neil, L. (2017). Cognitive-behavioural therapy and anti-oppressive practice: compatible or irreconcilable differences. In D. Baines (Ed.). *Doing anti-oppressive practice: social justice social work* (pp. 252-265). Winnipeg, MB: Fernwood Publishing.

Rasussen, B. (2018). A critical examination of CBT in clinical social work practice. *Clinical Social Work Journal*, 46(3), 165-173. <https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10615-017-0632-7>

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

Class 12 Synchronous Zoom Module (December 3, 1:00pm-5:00pm) – Class wrap-up.

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

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(s).

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

Quiz 1: (Grade value 5%) Due Dates: **To be completed outside of class between November 16th-20th.**

Open book (online) quiz regarding concepts pertaining to neuroscience/brain development and the DSM-5 covered in the course materials.

Course Objectives: 1, 4

Quiz 2: (Grade value 15%) Due Dates: **To be completed during the online zoom-based synchronous class December 3, 1:00-2:00pm.**

Closed-book (online) quiz regarding DSM-5 concepts cover in the course materials. Student cameras are required to be activated throughout the completion of the quiz. Students are NOT permitted to consult/access reference/ resource materials (e.g., online resources, or DSM-5 textbook) during the completion of the closed-book quiz.

Course Objectives: 1, 4

Assignment 1: (Grade value 25%, **Due November 15, 2020 by 11:59pm MST**).

Demonstration of **clinical competencies: MSE and Suicide Risk Assessment**.

Drawing upon a clinical vignette and employing simulation materials (provided), you will use resources covered in the course to accurately identify the aspects of the MSE, including risk assessment, that are pertinent to the clinical materials provided.

Specifically, students will demonstrate their ability to identify and describe a) the specific components of the mental status exam that are applicable to the clinical materials provided and b) suicide risk. Students will create a brief report constructed in a manner that is consistent with a professional report and the materials reviewed in the course. This report will make explicit and clear connection between the specific aspects of the clinical materials and the MSE components and/or risk assessment. A template will be provided. References are required to conform to APA format [American Psychological Association, 2010 Publication Manual (6th ed.)].

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

Assignment 2: (Grade value 25%, **Due November 26th by 9:00am MST**).

Demonstration of **clinical competencies: Case formulation, diagnosis and treatment plan** related to an evidence-based model of practice (CBT).

From a case scenario provided in class, you will create and provide a) a formulation consistent with **CBT** that accounts for influences including familial and social cultural factors and risk and protective factors, b) discuss possible diagnoses that may apply to this case, as well as discuss possible differential diagnoses, and c) design an treatment plan pertaining to CBT. You may consider speaking to such factors as the engagement process, stages of client change, cultural/socio-cultural factors (i.e., gender, race, socio-economic status), and factors such as risk and resilience.

You will write up your formulation/diagnoses, and treatment plan as if you were writing a professional report to be placed in the client file and will be based on, and accurately representative of the case materials (i.e., virtual case file).

You should draw directly from course materials including explicitly referencing theories, frameworks and/or research in your works making direct reference/citation to academic sources (e.g., journals, texts, community-based policy documents) and scholarly texts including required and/or recommended readings to support your work.

This submitted paper will be **no longer than four (4) double-spaced typed pages** excluding references using 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.)]. The reference page will not be counted towards the four pages.

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

Assignment 3: (Grade value 25%, **Completed during class time November 26th, 1:00-4:00pm**).

Demonstration of **clinical competencies: Interventions related to cognitive-behavioural therapy (CBT)**.

Drawing upon a clinical vignette and employing simulation materials (provided), students will demonstrate one of the treatment techniques specific to CBT (e.g., behavioural activation activity; creation of a thought record). Specifically, students will use resources reviewed in the course (i.e., CBT tools) during a real-time simulated clinical scenario. Students will be assigned a 15-minute block of time in which they will demonstrate their ability to implement their selected CBT technique within a simulated clinical scenario.

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

Participation (Grade Value 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.

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

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

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 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). 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

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. Assignments submitted after the deadline may be penalized with a grade reduction.

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 **Graduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage
A+	4.0	<u>Outstanding</u>	98-100
A	4.0	<u>Excellent</u> – superior performance, showing comprehensive understanding of subject matter	95-97
A-	3.7	<u>Very Good Performance</u>	90-94
B+	3.3	<u>Good Performance</u>	85-89
B	3.0	<u>Satisfactory performance.</u> Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the	80-84

		programme as computed at the end of each year of their program.	
B-	2.7	Minimum pass for students in Graduate Studies. Note: Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below “B-” are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

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. **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**