



Course & Session Number	SOWK 555.03 S01	Classroom	Online
Course Name	Children’s Mental Health		
Dates and Time	Start of Classes: May 4, 2022 (First zoom May 4 th , 2022) End of Classes: June 16, 2022 (Final Assignment due June 16 th , 2022) Dates and Times of Zoom sessions: Wednesdays 4:30-6:30 MDT May 4, 11, 18; June 1 and 8 Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre . ¹		
Instructor	Jane Matheson PhD RCSW and others from Wood’s Homes	Office Hours	Office hours to be determined by each Instructor
UCalgary E-mail	jemathes@ucalgary.ca	UCalgary Phone	Email only

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION, AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

¹ In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), [Statements on Anti-Black and Anti-Asian Racism](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the University of Calgary's [Indigenous Strategy](#).

SYLLABUS STATEMENT

Explores contexts, theories, and practice models in working with specific populations.

COURSE DESCRIPTION

SOWK 555.03 is an online undergraduate course in children's mental health that was developed as part of the Alberta Children's Mental Health University Educational Initiative - funded by the Alberta Mental Health Board. The course uses D2L (Desire to Learn) and Zoom as learning platforms.

This course is focused on the acquisition of basic practice knowledge, a beginning knowledge and ability to understand and use assessment tools, some interventions for challenging mental health problems in children, and the development of conceptual thinking. Learning about the many systems that are involved in the lives of children and adolescents as well as families and cultural environments is an integral component of this course.

As well, the course addresses the developmental issues of children and adolescents and compares "normal" with "problematic" development throughout the child to adolescent continuum. The theories available to understand child and adolescent development as well as methods of intervention will be addressed. Contexts and their importance will be emphasized. An introduction to critical thinking, the DSM, and the use of medication are also included.

We focus particularly on the knowledge required by undergraduate students who work (or plan to work) with children and adolescents. The course is designed to be practical in nature.

A group of professionals who work currently (or have worked) at Wood's Homes – a children's mental health organization located in Calgary, are the instructors of this online course. The course has been offered virtually for over 15 years. The instructors are from multiple disciplines (social work, psychology, nursing, marriage and family therapy and art therapy). They bring a wealth of practical knowledge and experience to the class, as they are working with children and youth every day.

Students will be assigned to a small group under one Instructor/Teaching Assistant and work within this group for the length of the class.

The required 39 instructional hours include 10 hours of synchronous work (Zooms) and 29 hours of Discussion Board posting, responding to others and reading or watching videos etc. before posting.

There is no prerequisite for this course.

COURSE LEARNING OUTCOMES

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

1. Identify the parameters of one's own experience and understanding of children, mental health and illness, the breadth of inter-professional practice, the multiple locations of children's mental health services, the various systems surrounding these services, and the roles of various disciplines providing mental health services to children.
2. Apply a beginning understanding of the importance of critical thinking and analysis for issues related to children's mental health.
3. Interpret the continuum of mental health services for children from ecological, medical, and multi-systemic perspectives.
4. Describe a variety of wider systems issues (e.g., culture, legal, service provisions) related to children's mental health and consider how these relate to service provision.
5. Recognize the importance of understanding the parameters of "normal development" of children and adolescents and how this understanding is important to analyzing problems along a continuum of severity.
6. Practice basic assessment development, structure, process, and some beginning interventions for common mental health problems in preschool children, school age children, and adolescents.
7. Name and examine particular issues of children's mental health such as trauma, abuse, depression, resiliency, and suicidal/self-harming behaviours.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

In all of the weekly work topics, choices of required readings are given. These are listed below. All of the choices are available online or within the required texts (below).

This course uses three texts. Two of these texts are available online or via the University of Calgary Library as an ebook. Links will be provided for the ebooks on D2L.

Kostouros, P. & Thompson, B (2018). *Child and youth mental health in Canada: Cases from front-line settings*. Canadian Scholars Press.

- This book was published in November 2018, it is Canadian and written by people we know here in Calgary. It does have a front-line, child and youth care focus and offers excellent case examples within treatment contexts.

Rey, J. M. & Martin, A. (2019). *E-textbook of child and adolescent mental health*. International Association for Child and Adolescent Psychiatry and Allied Professions. <https://iacapap.org/iacapap-textbook-of-child-and-adolescent-mental-health/>

- Some chapters from this text will be used as teaching modules. Instructors will provide links in the weekly work. The text is free and can be found at:
<https://iacapap.org/english/>

Walker, S. (2011). *A social worker's guide to child and adolescent mental health*. Jessica Kingsley.
Available at the U of C library as an ebook. This book is directly related to social work – unlike the others, even though it is British.

Use American Psychological Association (APA) Publication Manual (7th edition) (2020) for all formatting and citations (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html). We highly recommend purchase of a hard copy of the publication manual for anyone perusing further graduate or undergraduate studies.

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.

It is important to note that because the course is delivered online, access to a working computer equipped with speakers, microphone/headset and ideally a webcam (if not integrated) is necessary.

This course is divided into weeks.

The class schedule outlines how students should move through the units. The assignments follow the same schedule. There are fixed due dates for assignments and activities.

Messages will be left for students on D2L (in News Items) or via email. Therefore, checking the D2L site and one's email **daily** is an important requirement of this course. **Students should be prepared to check the D2L site every day for announcements and check their email at least once a day for messages.**

Please contact the Faculty of Social Work or University of Calgary IT Support (<https://ucalgary.service-now.com/it>) if you are not sure your computer can manage the technological expectations. Starting the course in plenty of time to prepare and get oriented is a major key to success.

ZOOM is used for synchronous sessions. There are tutorials available for those who are unfamiliar with ZOOM. Students should ensure they are familiar with ZOOM before the first session.

RELATIONSHIP TO OTHER COURSES

SOWK 555.03 is inherently connected to the BSW curriculum, particularly for a student wanting to focus on clinical or counselling work with children, youth and families. SOWK 363 – Human Development, SOWK 391 & 393 – Practice and Evaluation with Individuals and Families, SOWK 365 – Critical Approaches to Social Work Practice and the practicum would all be particularly connected to this course.

CLASS SCHEDULE

Important Dates for Spring 2022

- Start of Classes: Wednesday, May 4, 2022
- End of Term: June 24, 2022
- Fee deadline: Wednesday, May 11, 2022
- Victoria Day, no classes: Monday, May 23, 2022

The class is organized by weeks that run Wednesday - Tuesday.

In the schedule below, the red font notes assignments; green font notes Zoom sessions.

Date	Topic	Readings/Assignments Due
Week 1 – May 4 - 10	ZOOM #1 – May 4 4:30-6:30 MDT Contexts for Children’s Mental Health , Critical thinking and Interprofessional practice Legislations across the country	Review of the course outline and assignments. Introduction to the course, Critical thinking and Interprofessional Practice Readings: Rey, J. M. & Martin, A. (2019). <i>E-textbook of child and adolescent mental health</i> . International Association for Child and Adolescent Psychiatry and Allied Professions Chapter J9 <i>Mental Health, Mental Illness and Addiction: Overview of Policies and Programs in Canada</i> Interim Report of the Standing Senate Committee on Social Affairs, Science And Technology. November 2004 Chapter 4 Walker, S. (2011). <i>A social worker's guide to child and adolescent mental health</i> . Chapter 3 – Multi-disciplinary and Interprofessional Practice Kostouros, P. & Thompson, B (2018). <i>Child and youth mental health in Canada: Cases from front-line settings</i> . Chapter 1 – Practitioner Wellness Also suggested reading: Walker, S. (2011). <i>A social worker's guide to child and adolescent mental health</i> . Chapter 7 – The Organizational and Legal Framework
May 9		Last day to add or swap a course
Week 2 – May 11 – 17, 2022	Zoom #2 – May 11 4:30-6:30 MDT	Indigenous practices in Children’s Mental Health Readings:

	<p>Normal development, trauma-informed practice, family-centred care</p> <p>Culture and Indigenous perspectives</p>	<p>Walker, S. (2011). <i>A social worker's guide to child and adolescent mental health</i> Chapter 2 – Child Development and Attachment</p> <p>Rey, J. M. & Martin, A. (2019). <i>E-textbook of child and adolescent mental health</i>. Geneva, SU: International Association for Child and Adolescent Psychiatry and Allied Professions Chapters D1 & C2</p> <p>Walker, S. (2011). <i>A social worker's guide to child and adolescent mental health</i> Walker, S. (2011). <i>A social worker's guide to child and adolescent mental health</i> Chapter 6 – Family and Community Support https://www.fredrogerscenter.org/2015/11/simple-interactions-the-flu-shot-theory-of-change/ https://www.fredrogerscenter.org/2015/04/the-toothpaste-theory-of-child-development/</p> <p>Walker, S. (2011). <i>A social worker's guide to child and adolescent mental health</i> Chapter 8 & 9 – Culture, Ethnicity and Diversity; Spirituality and religion See D2L for more suggested readings</p>
May 16		Assignment #1 due Monday May 16 at 6pm MDT
Week 3 – May 18 - 24	ZOOM #3 – May 18 4:30-6:30pm MDT	<p>Topic – All about Assessment</p> <p>Rey, J. M. & Martin, A. (2019). <i>E-textbook of child and adolescent mental health</i>. International Association for Child and Adolescent Psychiatry and Allied Professions Chapters A4, A5, A7</p> <p>Walker, S. (2011). <i>A social worker's guide to child and adolescent mental health</i> Chapters 4 & 5 – Social Work Skills and Multi-disciplinary and Interprofessional Practice</p>
May 23	Holiday	
Week 4 – May 25 - 31		No Zoom or Discussion Boards this week due to the Holiday Monday and so you can work on Assignment #2.
Friday May 30th		Assignment 2 due at 6pm MDT
Week 5– June 1 - 7	ZOOM # 4– June 1 4:30-6:30pm MDT	Topic – The connections between assessment and interventions

	Interventions for different age groups	Kostouros, P. & Thompson, B (2018). <i>Child and youth mental health in Canada: Cases from front-line settings</i> . Chapters 4, 5,7, 8, 9, 10, 11 Walker, S. (2011). <i>A social worker's guide to child and adolescent mental health</i> Chapter 6
Week 6 + last two days– June 8– 16	ZOOM #5 – June 8 4:30-6:30pm MDT Specific challenges for children and youth	Topic – Mental Health Challenges for children and youth Readings can be found on the D2L site
June 16		Assignment #3 Due –Thursday June 16 at 6 pm MDT Discussion Boards close at 6 pm MDT

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If unable to attend a Zoom session, a recorded session is available. In order to count as “attendance” students will view the recording (see below) and write a short paper about their impressions/thoughts.

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. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class; students are expected to manage their microphones as required. Students are expected to behave in a professional manner during all Zoom sessions.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use Zoom 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

Unless otherwise requested, all assignments will be submitted via Dropbox.
When references are required (as noted on the rubrics), please use APA – 7th Edition.

Assignment 1 – Group (20%) – Due Monday May 16 at 6pm

Aligned Course Learning outcomes – 1, 2, 3, 4, 5

Using the Introduction and Chapter 1 in the Kostouros et al text and J6 in IACAPAP as a guide, (“Practitioner Wellness”), students will work in a group of 3 or 4 (no more) chosen by their instructor to create a 10 slide PowerPoint on the challenges and benefits for practitioners working with children, youth and/or families living with mental health concerns.

A marking rubric will be posted on D2L. All group members will receive the same grade.

Assignment 2 – Assessment (30%) – Due Monday May 30 at 6pm

Aligned Course Learning Outcomes – 2, 4, 5, 6

Students will be given a video to watch and supporting documentation that outlines a child/family referral and assessment situation. Students will complete an assessment (as if they were the social worker who received the referral) of what they observed, read, and analyzed using a provided template. The end result will be an assessment of the issues, an outline of the facts and observations, and a hypothesis with recommendations.

The video, supporting documentation, template, and a marking rubric are available on D2L.

Assignment 3 – Critical Analysis (35%) – Due Thursday June 16 at 6pm

Aligned Course Learning Outcomes – 2, 4, 5, 7

Choose ONE of the following films/TV or Netflix episode:

**Ordinary People, White Oleander, Losing Isaiah, Little Man Tate, Garden State, The Perks of Being a Wallflower, It’s Kind of a Funny Story, The Royal Tenenbaums, Room, Weirdos, Martian Child, Short Term 12, The Inevitable Defeat of Mister and Pete, The Magdalene Sisters, Atypical (Netflix Series).
A possible addition: All the Bright Places (Netflix) – check with your TA**

(If you have another film or a TV episode related to children and their mental health that you would like to use and this can be found on Netflix, please request the use of it from your instructor ASAP and receive his/her agreement before beginning your assignment. If you choose a series with several episodes, one episode can be chosen for this assignment.)

Please note that the intent of this assignment (because this is a class in Children's Mental Health) is to focus on the **child and his/her mental health showcased in the chosen film or episode**. It is not about the adults or the family per se (they may be considered as part of the context). This final assignment builds upon the Discussion Board assignments of the previous 2 weeks and asks that you assess, define a problem, create a hypothesis, consider some interventions and strategies to manage the problem or

facilitate change, and ensure you have paid attention to other issues such as safety, family involvement, case management, systems issues, culture, etc. (as they relate to the child and the scenario).

More detail and specific questions are noted on D2L under Assignments.
A marking rubric is provided as well.

Participation (15%) – Discussion Boards close on June 16th at 6pm

Aligned Learning Outcomes – 1, 2, 4, 7

Description of what is expected for participation is outlined on D2L, provided within a marking rubric, and outlined below.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to keep up with the readings, visit each topic in every week, engage in discussion board activity as required, (writing about a particular topic and answering questions, providing feedback to others, and posing questions that can be answered by other students or the instructors). Basic expectations are: the submission of one substantial, thoughtful post on EACH Discussion Board that outlines your thinking on that particular topic and a response to one other person for every discussion board thread. Please ensure that each of your own posts are in a separate thread.

When there is a choice about discussion board postings, this is clearly noted.

If a student falls behind with postings, one reminder will be given. If postings are behind more than one week after a reminder, marks will be deducted from the Participation grade.

Students are expected to attend all **ZOOM sessions** and be fully present and engaged during those times. If a student is absent a recorded ZOOM session is available to listen to. A short – no more than one-page - summary and critical reflection will be submitted to the Instructor within one week of the session in order for “attendance” to be counted.

Attendance and participation in the ZOOM sessions is part of the overall Participation Mark.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Students will submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format unless otherwise requested. Assignments will have a name(s) and assignment number on a cover page as well as page numbers. Assignments are due at the times noted.

Please note that it is each student's responsibility to keep a copy of submitted assignments 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. If exceptional circumstances arise, students should tell their Instructor as soon as possible

and have a plan for submitting that is agreeable to the instructor. The new date will be negotiated by the instructor and the student based upon the nature of the circumstances. If the instructor is not notified and the assignment is submitted after the deadline, an automatic loss of one grade point will occur.

Other late assignments may be penalized with a grade reduction.

EXPECTATIONS FOR WRITING

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 (Publication Manual of the American Psychological Association 7th edition). 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. This grading system overrides the grading system in D2L.

Instructors may use percentage conversion for some assignments. Instructors will round up when a submission is close to the grade point.

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 of Calgary 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.

There are pre and post tests that students are asked to complete. The pre test is presented in the first week. It assists the Instructors in shaping the course to student needs. The post test is helpful for suggestions for change. Completing the pretest is part of the Participation mark. The post test is voluntary although much appreciated.

ADDITIONAL SUGGESTED READINGS

Any suggested readings are noted 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's [Code of Conduct](#).

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).

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. 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. Please refer to the full policy on [Student Accommodations](#).

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](#) before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

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 who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) 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 and Gender-Based 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 and Gender-based 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.

Other Important Information

Please visit the [Registrar's website](#) 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