Course Number	SOWK 614.04 S06	Classroom	Online
Course Name	Mental Health & Addiction Practice with Diverse Populations and Complex Contexts		
Day(s) & Time	Synchronous Zoom Sessions: **Tuesdays 6:00pm-8:30pm** (March 2, 9, 16, 23, 30; April 6) Synchronous Zoom Sessions: **March 27**, 9:00-11:00am and 1:00-3:00pm and **March 28** 9:00-11:00am and 1:00-4:00pm Additional asynchronous course materials (1-1.5 hours per week) will be assigned.		
Instructor	**Mary Cripton, MSW, RSW** with Peter Baylis, MSW, PhD, RCSW		
U of C E-mail	mary.cripton@ucalgary.ca pbaylis@ucalgary.ca	Phone	Mary Cripton: 902-412-2233

SYLLABUS STATEMENT

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

COURSE DESCRIPTION

Building on the preceding courses, SOWK 614 will provide an in-depth exploration of addiction practice as well as clinical social work practice with people living in diverse and complex contexts. Processes, principles and practices for engagement, assessment, diagnosis and intervention will be explored with an aim of addressing intersectionalities relative to diverse and complex contexts and clinical circumstances. Evidence-based models of practice grounded in social work values and empirically-based understandings of mental health and illness (i.e., neurobiological and social determinants) will be explored along with trauma-informed, person & family centred, anti-oppressive, cultural/diversity-informed and Indigenous approaches to mental health and mental health care.

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 (18-25 years) and adults (26-64 years), relevant to addiction practice as well as practice with diverse populations and contexts, including attachment, developmental

psychopathology, neurobiological-informed practice, resilience, as well as frameworks of mental health including biopsychosocial and social determinants.

2. Demonstrate a critical understanding of philosophies of care relevant to clinical practice as a mental health professional with transitional age youth (18-25 years) and adults (26-64 years) relevant to addiction practice as well as practice with diverse populations and contexts, including evidence-based practice, recovery-approaches, trauma-informed, indigenous approaches and culturally-informed care.

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 as is applicable to working with transitional age youth (18-25 years) and adults (26-64 years) relevant to addiction practice as well as to practice with diverse populations and contexts.

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 transitional age youth (18-25 years) and adults (26-64 years) relevant to addiction practice as well as to practice with diverse populations and contexts.

5. Demonstrate a working knowledge to develop, implement and evaluate a range of psychosocial interventions as pertains to transitional age youth (18-25 years) and adults (26-64 years) and is relevant to addiction practice as well as to practice with diverse populations and contexts.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

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

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

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 is the fourth of four courses in the Clinical Practice with Adult Mental Health & Addictions cluster. 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, 606, 610 and 612. SOWK 616 is a co-requisite.

CLASS SCHEDULE

Class 1 Synchronous Zoom Module (March 2, 6:00-8:30pm with additional asynchronous materials posted to D2L) – The context of clinical social work with addictions: Part 1
- Critical exploration of the complex nature of addictions: What are addictions and/or substance-related and addictive disorders?
- Critical review of models/framework of addiction.
- Critical review of relevant policies and legislation.

Required readings:
American Psychiatric Association [APA] (2013). Substance-related and addictive disorders. In *Diagnostic and statistical manual of mental disorders* (5th ed.) (pp. 481-484).
Kushner, H. I. (2020). Historical perspective of addiction. In B. A. Johnson (Ed.) *Addiction medicine: Science and practice* (2nd ed.) (pp. 56-66). Elsevier. https://www-clinicalkey-com.ezproxy.lib.ucalgary.ca/#!/browse/book/3-s2.0-C20180011676
Herie, M., & Skinner, W. J. (2015). Biopsychosocial plus: A practical approach to addiction and recovery. In M. Herie, & W. J. Sinner (Eds.) *Fundamentals of addiction: A practical guide for counsellors*. (pp. 3-28). Centre for Addiction and Mental Health. https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/467715

Recommended readings:
Canadian Centre on Substance Use and Addiction (2017). *Moving toward a recovery-oriented system of care: A resource for service providers and decision makers*. https://www.ccsa.ca/sites/default/files/2019-04/CCSA-Recovery-Oriented-System-of-Care-Resource-2017-en.pdf
Health Canada (2018). *Background document: Public consultation on strengthening Canada's approach to substance use issues*. https://www.canada.ca/en/health-canada/services/substance-use/canadian-drugs-substances-strategy/strengthening-canada-approach-substance-use-issue.html
Health Canada (2019). What we heard: S*trengthening Canada's approach to substance use issues*. https://www.canada.ca/en/health-canada/services/publications/healthy-living/what-we-heard-strengthening-approach-substance-use-issues.html

Course Objectives: 1, 2

Week 1 <u>Asynchronous</u> module to be completed between March 1 and (prior to) March 9: Neuroscience in social work practice with addictions.
- The neuroscience of addictions.
- Neurobiological correlates of addictions and/or substance-related and addictive disorders affecting transitional age-youth (18-25) and adult populations (26-64 years).
- Critical examination of the science associated with adults at-risk for, or affected by, mental disorders and the implications for clinical social work practice.

Required readings:

Lovinger, D. M. (2020). Neurobiological basis of drug reward and reinforcement. In B. A. Johnson (Ed.) *Addiction medicine: Science and practice* (2nd ed.) (pp. 193-210). Elsevier. https://www-clinicalkey-com.ezproxy.lib.ucalgary.ca/#!/browse/book/3-s2.0-C20180011676

Seneviratne, C., & Johnson, B. A. (2020). Genetic vulnerability to substance use disorders. In B. A. Johnson (Ed.) *Addiction medicine: Science and practice* (2nd ed.) (pp. 156-166). Elsevier. https://www-clinicalkey-com.ezproxy.lib.ucalgary.ca/#!/browse/book/3-s2.0-C20180011676

Recommended readings:

Casey B. J., & Jones R. M. (2010). Neurobiology of the adolescent brain and behavior: Implications for substance use disorders. *Journal of the American Academy of Child and Adolescent Psychiatry, 49*(12), 1189-1201. https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0890856710006702

Littrell, J. (2010). Perspectives emerging from neuroscience on how people become addicted and what to do about it. *Journal of Social Work Practice in the Addictions, 10*(3), 229–256. https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/1533256X.2010.498741

Lovinger, D. M. (2020). Neurobiological basis of drug reward and reinforcement. In B. A. Johnson (Ed.) *Addiction medicine: Science and practice* (2nd ed.) (pp. 193-210). Elsevier. https://www-clinicalkey-com.ezproxy.lib.ucalgary.ca/#!/content/book/3-s2.0-B978032375440800043X

Course Objectives: 1, 2

Class 2 Synchronous Zoom Module (March 9, 6:00-8:30pm with additional asynchronous materials posted to D2L)– The context of clinical social work with addictions: Part 2
- Critical examination and understanding of the populations affected by or at-risk for addiction: risk and resilience.

Required readings:

Andrews, J. A., & Westling, E. (2015). Substance use in emerging adulthood. In J. J. Arnett (Ed.) The *Oxford handbook of emerging adulthood* (pp. 521-542). Oxford University Press. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4083549&ppg=145

McQuaid, R. J., Malik, A., Moussouni, K., Baydack, N., Stargardter, M., & Morrisey, M. (2017). *Life in recovery from addiction in Canada*. Canadian Centre on Substance Use and Addiction. http://albertaaddictionserviceproviders.org/CCSA-Life-in-Recovery-from-Addiction-Report-2017-en.pdf

Stone, A. L., Becker, L. G., Huber, A. M., & Catalano, R. F. (2012). Review of risk and protective factors of substance use and problem use in emerging adulthood. *Addictive Behaviors, 37*(7), 747-775. https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0306460312000810

Recommended readings:

Adlaf, E. M., Begin, P., & Sawka, E. (Eds.) *Canadian addiction survey (CAS): A national survey of Canadian's use of alcohol and other drugs: Prevalence of use and related harms. Detailed report*. Canadian Centre on Substance Abuse. https://www.ccsa.ca/sites/default/files/2019-05/ccsa-004028-2005.pdf

Belzak, L., & Halverson, J. (2018). Evidence synthesis - The opioid crisis in Canada: A national perspective. *Health Promotion and Chronic Disease Prevention in Canada: Research Policy and Practice, 38*(6), 224-233. https://www.canada.ca/en/public-health/services/reports-publications/health-promotion-chronic-disease-prevention-canada-research-policy-practice/vol-38-no-6-2018/evidence-synthesis-opioid-crisis-canada-national-perspective.html

Dao, G. J., Brunelle, C., & Speed, D. (2018). Impact of substance use and mental health comorbidity on health care access in Canada. *Journal of Dual Diagnosis, 15*(4), 260-269. https://www.tandfonline.com/doi/full/10.1080/15504263.2019.1634856?casa_token=tUjsik7hhxUAAAAA%3A8Wq0Uer2E6_6Ic77CTg04_q-O1_q_D1QuNfOXPtQE62Q3RpIHQZszQafBM0T0L3EftIQ2DVNCBA1Bg

Course Objectives: 1, 2, 3

Class 3 Synchronous Zoom Module (March 16, 6:00-8:30pm with additional asynchronous materials posted to D2L) - The Engagement Phase: Theories, principles, practices and process. Part 1:
- Overview of Substance-related and addictive disorders
- Critical examination of the change process related to addictions including ambivalence and stages of change.
- Examining the importance of the engagement phase and engaging with the client prior to and in relation to 'assessment', diagnosis, treatment planning and psychosocial intervention.
- Developing and maintaining collaborative, empowering therapeutic relationships
- Ethics of Practice: Informed consent processes/consent to service, record keeping, confidentiality, ethics in practice, standards of practice including confidentiality, age of consent to service/legally dependent persons.
- Practice Model(s) Critically Examined: Motivational Interviewing

Required readings:

Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Helping people change* (Chapters, 1, 2, 3, pp. 1-36). Guilford Publications. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1034770&ppg=17

Recommended readings:

Hohman, M. (2011). Why social work and motivational interviewing. In *Motivational interviewing in social work practice* (pp. 1-14). The Guilford Press. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=793714&ppg=13

Diclemente, C. C., Holmgren, M. A., Rounsaville, D., Corno, C., Graydon, M., Knoblach, D., & Wiprovnick, A. (2020). Relapse prevention and recycling in addiction. In B. A. Johnson (Ed.)

Addiction medicine: Science and practice (2nd ed.) (pp. 553-565). Elsevier. https://www-clinicalkey-com.ezproxy.lib.ucalgary.ca/#!/browse/book/3-s2.0-C20180011676

Ingersoll, K. S., & Wagner, C. C. (2020). Motivational interviewing: Emerging theory, research and practice. In B. A. Johnson (Ed.) *Addiction medicine: Science and practice* (2nd ed.) (pp. 513-527). Elsevier. https://www-clinicalkey-com.ezproxy.lib.ucalgary.ca/#!/browse/book/3-s2.0-C20180011676

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

Class 4 Synchronous Zoom Module (March 23, 6:00-8:30pm with additional asynchronous materials posted to D2L): The Engagement Phase: Theories, principles, practices and process. Part 2:
- Practice Model(s) Critically Examined: Motivational Interviewing

* No readings for this Module*

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

Class 5 Synchronous Zoom Module (March 27, 9:00-11:00am with additional asynchronous materials posted to D2L): Assessment, Diagnosis, Treatment Planning: Part 1
- Critical examination of disorders including diagnostic criteria and differential diagnosis for Substance-Related and Addictive Disorders.
- Disorders requiring review include: (Substance Use Disorders; Substance-Induced Disorders) Alcohol Use Disorder; Cannabis-Related Disorder; Phencyclidine Use Disorder; Inhalant Use Disorder; Opioid Use Disorder; Sedative, Hypnotic, or Anxiolytic Use Disorder; Stimulant Use Disorder; Tobacco Use Disorder).
- 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). Substance-Related and addictive disorders. In *Diagnostic and statistical manual of mental disorders* (5th ed.) (pp. 481-590).

Diazgranados, N., & Goldman, D. (2020). The assessment and treatment of addiction: best practices in a direct-to-consumer age. In B. A. Johnson (Ed.) *Addiction medicine: Science and practice* (2nd ed.) (pp. 167-172). Elsevier. https://www-clinicalkey-com.ezproxy.lib.ucalgary.ca/#!/browse/book/3-s2.0-C20180011676

Recommended readings:

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. 346-388). Oxford University Press. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4706603

First, M. B. (2014). Substance-related and addictive disorders. In *DSM-5: Handbook of differential diagnosis* (pp. 268-270). American Psychiatric Association.

Saunders, J. B., & Latt, N. C. (2020). Diagnosis and classification of substance use disorders. In B. A. Johnson (Ed.) *Addiction medicine: Science and practice* (2nd ed.) (pp. 67-87). Elsevier. https://www-clinicalkey-com.ezproxy.lib.ucalgary.ca/#!/browse/book/3-s2.0-C20180011676

Course Objectives: 1, 2, 3, 4

Class 6 Synchronous Zoom Module (March 27, 1:00-3:00pm with additional asynchronous materials posted to D2L): Assessment, Diagnosis, Treatment Planning: Part 2
  - Practice Model(s) Critically Examined: Assessment and Diagnosis (DSM-5)

  * No readings for this module*

Course Objectives: 1, 2, 3, 4

Class 7 Synchronous Zoom Module (March 28, 9:00-11:00am with additional asynchronous materials posted to D2L): Treatment interventions for addictions: Part 1
  - Critical examination of interventions for addictions, substance-related and addictive Disorders.
  - In-patient, outpatient and community-based interventions: From psychosocial to pharmacotherapy to self-help.
  - Practice Model(s) Critically Examined: Community Reinforcement and Family Training (CRAFT)

Required readings:
  Petry, N. M., & Barry, D. (2020). Community reinforcement approach and contingency management therapies. In B. A. Johnson (Ed.) *Addiction medicine: Science and practice* (2nd ed.) (pp. 543-552). Elsevier. https://www-clinicalkey-com.ezproxy.lib.ucalgary.ca/#!/content/book/3-s2.0-B9780323754408000416
  Vaughan, M., Khanna, S., Buelt, E., Pachano, G., Penberthy, J. M., & Penberthy, J. (2020). Cognitive behavioural therapy for addiction. In B. A. Johnson (Ed.) *Addiction medicine: Science and practice* (2nd ed.) (pp. 528-542). Elsevier. https://www-clinicalkey-com.ezproxy.lib.ucalgary.ca/#!/content/book/3-s2.0-B9780323754408000404
  Young, C., Hove, M. C., Fuller, S., & Neighbors, C. (2020). Self-help approaches for addictions. In B. A. Johnson (Ed.) *Addiction medicine: Science and practice* (2nd ed.) (pp. 575-592). Elsevier. https://www-clinicalkey-com.ezproxy.lib.ucalgary.ca/#!/content/book/3-s2.0-B978032375440800043X

Recommended readings:
  El-Guebaly, N. (2014). A Canadian perspective on addiction treatment. *Journal of Substance Abuse, 35*(3), 298-303. https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/08897077.2014.923362
  Tait, R., & Hulse, G. K. (2020). Brief and e-health interventions for the treatment of alcohol or other drug addiction. In B. A. Johnson (Ed.) *Addiction medicine: Science and practice* (2nd ed.) (pp. 566-574). Elsevier https://www-clinicalkey-com.ezproxy.lib.ucalgary.ca/#!/content/book/3-s2.0-B978032375440800043X
  Tsanos, A. (2015). Concurrent disorders. In M. Herie, & W. J. Sinner (Eds.) *Fundamentals of addiction: A practical guide for counsellors* (pp. 367-398). Centre for Addiction and Mental Health. https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/467715

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

Class 8 Synchronous Zoom Module (March 28, 1:00-4:00pm with additional asynchronous materials posted to D2L): Treatment interventions for addictions: Part 2
  - Practice Model(s) Critically Examined: Community Reinforcement and Family Training (CRAFT)

* No readings for this Module*

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

Class 9 Synchronous Zoom Module (March 30, 6:00-8:30pm with additional asynchronous materials posted to D2L): Group Presentations related to mental health and addictions with diverse populations and complex contexts)
- **Group #1 Presentation**
- **Group #2 Presentation**
- **Group #3 Presentation**

Required readings:

Readings will be assigned by the group presenters.

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

Class 10 Synchronous Zoom Module (April 6, 6:00-8:30pm with additional asynchronous materials posted to D2L): Group Presentations related to mental health and addictions with diverse populations and complex contexts)
- **Group #4 Presentation**
- **Group #5 Presentation**
- **Group #6 Presentation.**

Required readings:

Readings will be assigned by the group presenters.

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

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY AND INCLUSION

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

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

Quiz 1 (Grade value 5%) Due Dates: **To be completed outside of class between March 18-23 via D2L.**

Open book (online) quiz regarding concepts pertaining to neuroscience/neurobiology, as well as to the DSM-5 covered up to this date 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 March 28, 1:00-2:00pm MST via D2L.**

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 or 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 30%) **Due April 6th, 11:59pm MST via D2L Dropbox**.

Demonstration of **clinical competencies: Interventions related to Motivational Interviewing** (MI).

Part A: Using a clinical vignette (provided) related to an adult population (26-64 years), each student is required to produce a concise video demonstration (30 minutes) of a simulated counselling session covering two (2) phases of MI (i.e., engagement and focusing; focusing and evoking; evoking and planning).

It is recommended that you use a role play partner, with whom you have social contact (i.e., family member, partner etc.). The vignette will provide the materials to inform their 'role play' as the 'client'. Due to recent concerns related to COVID19, we encourage you to use your judgement and engage in this role play in a manner that conforms to social distancing guidelines.

This clinical role-play demonstration should <u>NOT</u> be a scripted interaction.

Video materials should be upload to Youtube (a de-listed page is highly recommended) and the link included in the accompanying document related to Part B and uploaded via D2L Dropbox. Prior to submitting your work to D2L please ensure that your video is operational.

<u>Part B</u>: To accompany the video from Part A, students are required to review their video and create a 'process recording' of their session (a template will be provided). Specifically, students are required to select a 10 minute section of the video. Consistent with the 'process recording' format (template provided) students will create a verbatim transcript of the 10 minute section of their video (including non-verbals/para-verbals) (i.e., column B of the template) being sure to reference the specific time on your video that these interactions occur (i.e., column A of the template). In column C (of the template) students will analyze/critique key aspects of their interaction with the simulated client and/or application of aspects of the simulated therapy session. In this critique students will *reflect on i) aspects of the simulated intervention that you are pleased/satisfied with and/or accurately demonstrates the intended technique and ii) aspects of the simulated intervention that you are displeased/dissatisfied with and/or you believe to be a less than full demonstration of the intended technique*

<u>why</u> you were either pleased/satisfied or displeased/dissatisfied with the interaction or application of the intended technique (you may consider may also describe alternative ways of interacting with the simulated client and/or alternative applications of your selected model).

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

Assignment 2: (Grade value 20%) **Due Dates:** Presentations will occur during class time (via Zoom) March 30 and April 6.

Demonstration of **clinical knowledge and competencies related practice with diverse populations and complex contexts:**

Students will join one of 6 groups (of 5-6 students each), with each group responsible for engaging in a critical/in-depth exploration of the Mental Health & Addiction practices with diverse populations and/or complex contexts. Suggested group topics* include mental health and addiction practice with:
- Indigenous clients;
- LGBTQ/Sexual & Gender Diverse clients;
- Racialized clients;
- Newcomer clients;
- Clients experiencing intellectual/developmental (dis)abilities
- Clients from rural/geographical remote communities.
- *other topic areas may be considered in consultation between the group members and the course instructor

Group members are invited to participate in this assignment in a manner most congruent with their optimal learning and the success of the group project. In relation to the evaluation/grading for this project: one grade will be provided to the group and will apply to all members of this group. The

groups will be invited to utilize asynchronous time built into the course in order to engage with group members to collaborate on completing this project.

Exploration of the mental health & addiction practices with the selected diverse populations and/or complex contexts should include the completion of both Part A and Part B:

Part A:
- A.1) Each group will explore and develop an understanding of **who** your client population is (with the understanding that there exists diversity in all populations, groups, and/or social locations and reductionist and/or stereotypical descriptors should be recognized as such and critically analyzed). In exploring 'who' your client is, you are also invited to identify the complex needs of a selected **population/patient (client) group and/or problem** (including contextual factors, contextualized history, needs, risk factors, and factors of resilience/strength, experiences of power and/or marginalization in a pan-Canadian context).
- A.2) Each group will explore and identify the clinical social work **intervention(s)** (i.e., approaches, models etc.) relevant to the selected client group including honoring the preferences, clinical factors and research-based/community-knowledge supporting the use/benefit of these interventions. Importantly, each group shall examine (via research and community-wisdom) what, if any adaptations/modifications are needed or have been made to clinical interventions to optimize the effectiveness of the intervention for the selected population .

In relation to A.1 and A.2, each group is required to complete the following:
- Conduct a search of the scholarly literature (e.g., journals, texts) and provide the class with an annotated bibliography of 10-15 scholarly works. This will be disseminated to the group ahead of the group presentation (Part B) .
- Groups are encouraged to engage directly with community-members and clinicians practicing in this area to identify community knowledge-wisdom. With the permission of the community-member/clinician (i.e., in a manner that does allows the individual to retain their privacy), create a deliverable for the class that honors/reflects the knowledge/wisdom shared with your group. For example, if given explicit permission, you may consider sharing excerpts from your interview/personal communication with the class. This could include a video presented to the class and/or a guest presentation. Please limit this sharing to 15 of the total 30-minute presentation.
- Additional video materials and/or learning materials can be posted to the D2L webpage ahead of the class and considered 'asynchronous' learning materials related to your chosen topic area.

Part B:
- Building on and making direct linkages to the materials developed by the group in Part A, group members (i.e., the group decides as adult-learners who will facilitate this component of the project) group presenters are to determine who from the group will present) will develop and present a 30 minute learning module to the class during their assigned time. This online (via zoom and D2L) may include slide presentations (e.g., PowerPoint), videos, guest presenters from the community, demonstration of interventions, and/or experiential learning. Following the formal 30-minute learning experience (i.e., presentation) the entire

group (i.e., all group members) will then be available to facilitate a 5-10 minute discussion (Question and answer: Q & A process) with the class related to the topic area/presentation.

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

Assignment 3: (Grade value 25%) **Due Date: April 16, by 11:59 MST via D2l Dropbox.**

Demonstration of **clinical competencies: Case formulation, diagnosis** and treatment plan related the Community Reinforcement and Family Training (CRAFT) covered in the course.

From a clinical vignette provided you will create and provide **a)** a formulation 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 multi-faceted treatment plan consistent with the CRAFT approach. 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 six (6) 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, *Publication Manual* (7th ed.)]. The reference page will not be counted towards the six pages.

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

Participation (5%)

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

ADDITIONAL 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 or 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	**Outstanding**	98-100
A	4.0	**Excellent** – superior performance, showing comprehensive understanding of subject matter	95-97
A-	3.7	**Very Good Performance**	90-94
B+	3.3	**Good Performance**	85-89
B	3.0	**Satisfactory performance**. **Note**: The grade point value (3.0) associated with this grade is the minimum acceptable **average** that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
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

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.

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**