



<b>Course &amp; Session Number</b>	<b>SOWK 612.05 S03</b>	<b>Classroom</b>	Online
<b>Course Name</b>	<b>Practice and Assessment Models for Community-informed Mental Health and Wellbeing</b>		
<b>Day(s) &amp; Time</b>	<b>Feb 28-April 8, 2022.</b> Zoom sessions: Mondays 6:30-8:30p.m. Residency dates: March 3-5, 2022. Please refer to the class schedule for an exact listing of synchronous and asynchronous class sessions.		
<b>Instructor</b>	Patricia Samson, PhD	<b>Office Hours</b>	Scheduled by appointment
<b>UCalgary E-mail</b>	<a href="mailto:patricia.samson@ucalgary.ca">patricia.samson@ucalgary.ca</a>	<b>UCalgary Phone</b>	780-492-0108

#### **SYLLABUS STATEMENT**

An examination of community-based health and wellness approaches including peer-support and recovery approaches, community-development approaches, social determinants of health and well-being, and social policy frameworks.

#### **COURSE DESCRIPTION**

This course examines concepts of social justice, social action and social policy related to mental health practice in social work. Students will engage in critical analyses of community practice and assessment models, particularly those related to community-informed social work practice, including peer-support and recovery approaches, community-development approaches, social determinants of mental health, and social policy frameworks. As issues related to workplace health and mental health, concurrent disorders, safe injection sites, Community Treatment Orders, and new legislative realities such as MAID move to the forefront of current/contentious issues in society and social work practice, students will gain knowledge and skills needed to be leaders in these fields. Students will learn to apply, analyze, synthesize and evaluate theoretical underpinnings, practice models, and alternative perspectives to advocate and promote social justice in mental health practice and policy that influences the micro, mezzo and macro levels.

Course content will be delivered in a blended format, combining in-person residency periods with online learning activities. The co-requisite for this course is SOWK 610.

#### **COURSE LEARNING OUTCOMES**

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

1. Engage in a critical analysis of community-informed social work practice theories and assessment models in the areas of health and wellness
2. Demonstrate a thorough understanding of a variety of approaches to treatment for those people who may be experiencing challenges with mental health and/or addictions issues that are grounded in a community-based approach to wellness, including peer-based recovery models and approaches, community development initiatives, and the influence of the social determinants of health on the concept of wellbeing
3. Analyze, synthesize and evaluate the theoretical underpinnings of a variety of assessment, practice models and alternative perspectives related to the health and well-being of diverse populations
4. Apply research to practice by using theory, research, and evidence-based knowledge to articulate, demonstrate and develop non-standard assessments that are considered anti-oppressive and anti-racist and by extension develop a framework of practice that can be applied to the Canadian social welfare system and be utilized in other diverse multicultural settings
5. Through an examination of the historical context of colonization and relations with social work practice, you will develop an understanding of your social location and professional social work role in identifying and addressing issues related to diversity, oppression, and social justice in the context of a holistic approach to health and well-being. You will be able to identify alternate assessments and apply community informed approaches to assessment, recovery, health, and wellness.

## LEARNING RESOURCES

### **REQUIRED TEXTBOOKS AND/OR READINGS**

\*Nelson, G., Kloos, B., & Ornelas, J. (2014). *Community psychology and community mental health*. Oxford Press. (\*Consistent with prior course, SOWK 610)

Sinclair, R., Hart, M., & Bruyere, G. (2009). *Wicihitowin: Aboriginal social work in Canada*. Fernwood Publishing.

#### **Required Readings:**

Bone, T. A. (2018). Art and mental health recovery: Evaluating the impact of a community-based participatory arts program through artist voices. *Community Mental Health Journal*, 54, 1180-1188. <https://doi.org/10.1007/s10597-018-0332-y>

Csiernik, R., & Rowe, W.S. (2017). *Responding to the oppression of addiction: Canadian social work perspectives* (3<sup>rd</sup> Ed). Toronto: Canadian Scholars.

Fernando, S. (2014). *Mental health worldwide: Culture, globalization and development*. Palgrave Macmillan.

Fink-Samnick, E. (2021). The social determinants of mental health: Definitions, Distinctions, and dimensions for professional case management: Part 1. *Professional Case Management*, 26(3), 121-137. <https://doi.org/10.1097/NCM.0000000000000497>

Fink-Samnick, E. (2021). The social determinants of mental health: Assessment, intervention, and wholistic health equity: Part 2. *Professional Case Management*, 26(5), 224-241. <https://doi.org/10.1097/NCM.0000000000000518>

- Howarth, M., & Burns, L. (2019). Social prescribing in practice: community-centred approaches. *Practice Nursing*, 30(7), 338-341. <https://doi.org/10.12968/pnur.2019.30.7.338>
- Marsh, T. N., Coholic, D., Cote-Meek, S., & Najavits, L. M. (2015). Blending Aboriginal and western healing methods to treat intergenerational trauma with substance use disorder in Aboriginal peoples who live in Northeastern Ontario, Canada. *Harm Reduction Journal*, 1-12. doi:10.1186/s12954-015-0046-1
- Nelson, G., Kloos, B., & Ornelas, J. (2014). *Community psychology and community mental health*. Oxford Press.
- Rollins, A. L., McGrew, J. H., Kukla, M., McGuire, A. B., Flanagan, M. E., Hunt, M. G., . . . Salyers, M. P. (2016). Comparison of assertive community treatment fidelity assessment methods: Reliability and validity. *Adm Policy Mental Health*, 43(2),157-167. doi:10.1007/s10488-015-0641-1
- Salloum, M., & Warburton, D. (2019). Importance of spiritual wellbeing in community-based health interventions in Indigenous peoples in BC. *Health & Fitness Journal*, 12(1),117-123. <https://doi.org/10.14288/hfjc.v12i1.264>
- Sheldon, M. (2001). Psychiatric assessment in remote Aboriginal communities. *Australian and New Zealand Journal of Psychiatry*, 35(4), 435-442. <https://doi.org/10.1046%2Fj.1440-1614.2001.00920.x>
- Sheppard, G. (2009, April). Models of community care. *Journal of Mental Health*, 7(2), 165-177. doi:10.1080/096382398210
- Sinclair, R., Hart, M., & Bruyere, G. (2009). *Wicahitowin: Aboriginal social work in Canada*. Fernwood Publishing.
- Stewart, S. (2009). One Indigenous academic's evolution: A personal narrative of native health research and competing ways of knowing. *First Peoples Child & Family Review*, 4(1), 57-65. <https://doi.org/10.7202/1069350ar>
- Truth and Reconciliation Commission of Canada: Calls to Action (2015). [https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls\\_to\\_action\\_english2.pdf](https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls_to_action_english2.pdf)
- Wang, X., Zhang, D., & Wang, J. (2011). Dual-factor model of mental health: Surpass the traditional mental health model. *Psychology*, 2(8), 767-772. doi:10.4236/psych.2011.28117

- Use APA (7<sup>th</sup> edition) formatting for citations ([https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html))
- Links or pdfs to any required textbooks and/or readings will be provided in the course D2L site.

### **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.

<b>RELATIONSHIP TO OTHER COURSES</b>
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The Community Informed Practice curriculum consists of 4 theme courses, SOWK 610, 612, 614, and 616, which will explore core elements of social work knowledge and practice within the specializations. This curriculum will examine theoretical and philosophical perspectives for community-informed mental health practice, practice models and clinical assessment approaches, and application of community-informed mental health approaches to specialized populations.

CLASS SCHEDULE		
Date	Topic	Notes/Required Readings
Feb 28, 2022 (Zoom 6:30-8:30 p.m.)	Welcome & Introductions Review of Syllabus and assignments  <b>Community Based Approaches to Health and Wellness</b>	<b>Required Reading</b> 1. Nelson, Kloos, & Ornelas (2014) Chapters 10 and 11 2. Sinclair, Hart & Bruyere. (2009). Chapter 1 & 2  <b>Recommended Reading:</b> 1. Salloum, M., & Warburton, D. (2019). Importance of spiritual wellbeing in community-based health interventions in Indigenous peoples .BC. <i>Health &amp; Fitness Journal</i> , 12(1),117-123. <a href="https://doi.org/10.14288/hfjc.v12i1.264">https://doi.org/10.14288/hfjc.v12i1.264</a>
<b>March 3-5: RESIDENCY</b> (9:00 a.m.-3:00 p.m.)  <b>March 3<sup>rd</sup>:</b> Scholars/Service Providers to come in as guest speakers to support holistic assessment and healing practices and conceptions for newcomers, supporting community-informed participation  <b>March 4<sup>th</sup>:</b> Bent Arrow Traditional Healing Society <a href="https://bentarrow.ca/">(https://bentarrow.ca/)</a> on-site visit to learn about <i>Practice as Ceremony</i> and holistic healing. (11666 95 St., Edmonton, AB)	<b>Inclusive Approaches to Health, Recovery &amp; Wellness</b>  • Creating change through community-informed participation	<b>Required Reading</b> 1. Nelson, Kloos, & Ornelas (2014) Chapters 5, 6 and 7 2. Sheppard, G. (2009, April). Models of community care. <i>Journal of Mental Health</i> , 7(2), 165-177. doi:10.1080/096382398210 3. Fink-Samnack, E. (2021). The Social Determinants of Mental Health: Definitions, Distinctions, and Dimensions for Professional Case Management: Part 1. <i>Professional Case Management</i> 4. Fink-Samnack, E. (2021). The Social Determinants of Mental Health: Assessment, Intervention, and Wholistic Health Equity: Part 2. <i>Professional Case Management</i>  <b>Recommended Reading:</b> 1. Bone, T. A. (2018). Art and Mental Health Recovery: Evaluating the Impact of a Community-Based Participatory Arts Program through artist Voices. <i>Community Mental Health Journal</i> , 54, 1180-1188. 2. Kidd, S. A., George, L., O’Connell, M., Sylvestre, J., Kirkpatrick, H., Browne, G., & Thaban, L. (2010). Fidelity and Recovery-Orientation in Assertive Community

		Treatment. <i>Community Mental Health</i> , 46, 342–350. doi:10.1007/s10597-009-9275-7
March 7, 2022 (Zoom 6:30-8:30 p.m.)	<b>The importance of culture and diversity in Health and Wellbeing</b>	<p><b>Required Reading</b></p> <ol style="list-style-type: none"> <li>1. Nelson, Kloos, &amp; Ornelas (2014) Chapter 9 (pp. 177-204)</li> <li>2. Csiernik &amp; Rowe (2017). Chapters 19 (Kwok &amp; Tam, pp. 281-294) &amp; 20 (Brownbill &amp; Etienne, pp.295-315)</li> <li>3. Fernando (2014). Chapter 10 (pp. 149-169)</li> </ol> <p><b>Recommended Reading:</b></p> <ol style="list-style-type: none"> <li>1. Stewart, S. (2009). One Indigenous academic’s evolution: A personal narrative of native health research and competing ways of knowing. <i>First Peoples Child &amp; Family Review</i>, 4(1), 57-65. <a href="https://doi.org/10.7202/1069350ar">https://doi.org/10.7202/1069350ar</a></li> </ol>
March 14, 2022 (Zoom 6:30-8:30 p.m.)	<p><b>Non-standardized Health and Wellness Assessments</b></p> <ul style="list-style-type: none"> <li>• Examining/ deconstructing assessment models</li> <li>• Students to bring in samples and examples of current assessment tools</li> <li>• Concepts of health and wellness/wellbeing</li> <li>• Social Determinants of Health and Mental Health</li> </ul>	<p><b>Required Reading</b></p> <ol style="list-style-type: none"> <li>1. Sheldon, M. (2001). Psychiatric assessment in remote Aboriginal communities. <i>Australian and New Zealand Journal of Psychiatry</i>, 35, 435-442.</li> <li>2. Wang, X., Zhang, D., &amp; Wang, J. (2011). Dual-Factor Model of Mental Health: Surpass the Traditional Mental Health Model. <i>Psychology</i>, 2(8), 767-772. doi:10.4236/psych.2011.28117</li> <li>3. Rollins, A. L., McGrew, J. H., Kukla, M., McGuire, A. B., Flanagan, M. E., Hunt, M. G., . . . Salyers, M. P. (2016). Comparison of Assertive Community Treatment Fidelity Assessment Methods: Reliability and Validity. <i>Adm Policy Mental Health</i>, 157-167. doi:10.1007/s10488-015-0641-1</li> <li>4. Marsh, T. N., Coholic, D., Cote-Meek, S., &amp; Najavits, L. M. (2015). Blending Aboriginal and Western healing methods to treat intergenerational trauma with substance use disorder in Aboriginal peoples who live in Northeastern Ontario, Canada. <i>Harm Reduction Journal</i>, 1-12. doi:10.1186/s12954-015-0046-1</li> </ol>
March 21, 2022 (Zoom 6:30-8:30 p.m.)	<b>Recovery, Healing and Holistic Approaches</b>	<p><b>Required Reading</b></p> <ol style="list-style-type: none"> <li>1. Nelson, Kloos, &amp; Ornelas (2014) Chapters 10 &amp; 11</li> <li>2. Howarth, M., &amp; Burns, L. (2019). Social prescribing in practice: community-centred</li> </ol>

		<p>approaches. <i>Practice Nursing</i>, 30(7), 338-341.</p> <p>3. Sinclair, Hart &amp; Bruyere. (2009). Chapter 7 (Baskin, pp. 133-152)</p>
<p>March 28, 2022 (Zoom 6:30-8:30 p.m.)</p>	<p><b>From Policy to Practice</b></p> <ul style="list-style-type: none"> <li>• Social policies and Implications for wellbeing</li> </ul>	<p><b>Required Reading</b></p> <ol style="list-style-type: none"> <li>1. Nelson, Kloos, &amp; Ornelas (2014) Chapter 16</li> <li>2. Sinclair, Hart &amp; Bruyere. (2009). Chapters 3 and 4 (Bruyere, pp. 172-199)</li> <li>3. TRC Calls to Action: <a href="https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls_to_action_english2.pdf">https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls_to_action_english2.pdf</a></li> </ol> <p>1. Nelson, Kloos, &amp; Ornelas (2014). Chapter 15</p>
<p>April 4, 2022 (Zoom 6:30-8:30 p.m.)</p>	<p><b>Pulling it all together...</b></p> <ul style="list-style-type: none"> <li>• Toward transformative change and new ways of knowing and understanding</li> <li>• Course wrap-up</li> </ul>	<p><b>Required Reading</b></p> <ol style="list-style-type: none"> <li>1. Nelson, Kloos, &amp; Ornelas (2014) Chapter 18</li> <li>2. Sinclair, Hart &amp; Bruyere. (2009). Chapters 9, 11 &amp; 12</li> <li>3. Csiernik &amp; Rowe (2017). Chapter 9 (Beres, pp. 134-151)</li> </ol>

**ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

**EQUITY, DIVERSITY, INCLUSION AND RECONCILIATION**

The Faculty of Social Work (FSW) is committed to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge systemic inequities and compounded disadvantages due to intersectionality of social locations particularly for those who are members of the racialized, Indigenous peoples, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, and cultural barriers to their education. We recognize, honour and integrate into our work diverse perspectives, experiences, and strengths. <https://socialwork.ucalgary.ca/about/about-faculty/equity-diversity-and-inclusion>

**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) for your best learning experiences. 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.

### **ASSESSMENT COMPONENTS**

#### **Assignment 1: Annotated Bibliographies**

**Weight: 40%** (5% each)

**Due: March 7<sup>th</sup>, March 14<sup>th</sup>, March 21<sup>st</sup>, March 28<sup>th</sup>, 2022** (in D2L by 11:59pm)

**Aligned Course Learning Outcomes:** 1, 2, 3, 5

#### **Assignment Description:**

You will choose **two (2) of the assigned readings for each week** of this course and complete an annotated bibliography for each reading. There will be a **total of eight (8)** annotated bibliographies required to be completed. To complete an **Annotated Selected Bibliography:** You can consult the Online Writing Laboratory of Purdue University at <http://owl.english.purdue.edu/owl/resource/614/01/> for information and suggestions for completing an annotated bibliography. The link specifically for annotated bibliographies is:

[https://owl.purdue.edu/owl/general\\_writing/common\\_writing\\_assignments/annotated\\_bibliographies/index.html](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html) . You can also access writing supports that include literature reviews and annotated bibliographies at: The University of Toronto at <http://www.writing.utoronto.ca/advice/specific-types-of-writing/literature-review>

In your bibliographies, provide a succinct summary of each reading, highlight any key themes or concepts that stand out for you, and critically assess the reading in relation to strengths and challenges presented. Conclude with a section on how this material impacts or influences you personally and professionally as an emerging social work leader in your field; provide specific personal/professional examples to illustrate some of your points. Each annotated bibliography should not exceed a maximum of 2 pages (excluding title page), should be double-spaced, and cited per APA (7<sup>th</sup> Edition).

#### **Assignment 2:**

**Weight: 25%**

**Due: March 19<sup>th</sup>, 2021** by 11:59pm

**Aligned Course Learning Outcomes:** 1, 2, 3, 5

#### **Assignment Description:**

Building on the work you have completed in SOWK 610 where you have interrogated critical theoretical perspectives for social work practice in mental health that confront current and dominant models of practice through an examination of the historical roots of psychiatry and questioning mental health services as an extension of Eurocentrism and colonial technologies, you will create a non-standardized assessment 'tool' that integrates more holistic conceptions of health and wellness for a population you choose. Your assessment process will be highlighted in a visual representation of key areas and ways to gain an understanding of the service user's context. Examples might include utilizing the *Medicine Wheel*

or creating an *Eco Map* or *Concept Map* to start to conceptualize and contextualize the influencing factors impacting your identified vulnerable population. Create an emerging case scenario to provide some brief highlights of issues the person is presenting. This case scenario and draft visual representation of an emerging non-standardized assessment tool will be something you will build upon for your final paper in Assignment #3.

You will write a brief narrative paper not exceeding 3-4 pages (double-spaced using APA 7<sup>th</sup> edition formatting, excluding title page and references), that highlights the theoretical underpinnings of your model of social work practice that grounds your holistic assessment process. Position your understanding of the issues and impact on your vulnerable population in a theoretical context that addresses issues of diversity, oppression, and social justice. Start to develop a holistic understanding of the issues facing your service user and create an approach to health and wellbeing that encapsulates a non-standard assessment of the influencing factors involved in your case scenario, starting to apply a critical and anti-racist framework for practice. Integrate the Social Determinates of Health (SDH) and Social Determinants of Mental Health (SDoMH) in your work here.

As a guide, the case scenario should not exceed three-quarters of a page; the theoretical framework should be approx. 1 page; and your assessment process and emerging visual tool should be 1-2 pages. This assignment will serve as a starting point that you will build upon for your final assignment.

**Assignment 3: Final Paper: Community Informed Health and Wellness Non-Standard Assessment Plan  
Weight: 35%**

**Due: April 14, 2022** by 11:59pm (in D2L Drop Box)

**Aligned Course Learning Outcomes:** 1, 2, 3, 4, 5

**Assignment Description:**

Through an examination of the historical context of colonization and relations with social work practice, you will develop an understanding of your social location and professional social work role in identifying and addressing issues related to diversity, oppression, and social justice in the context of a holistic approach to health and well-being on an area of social work practice supporting those identified as at-risk or vulnerable, that you have chosen. You will write a cumulative paper not exceeding 8-10 pages (double-spaced using APA 7<sup>th</sup> edition formatting), where you will apply research to practice by integrating theory, research, and evidence-based knowledge to articulate, demonstrate and develop a non-standard assessment that is considered anti-oppressive and anti-racist, and by extension, develop a framework of practice that can be applied to the Canadian health system and be utilized in other diverse multicultural settings.

In your paper, you will engage in an analysis and critique of the following:

1. Identify the vulnerable population you are focusing on for this assignment. Detail the service context and provide a brief case scenario, not exceeding half to three quarters of one page
2. What is the impact of colonization on this setting and your chosen population? Describe the historical, social, and economic contexts influencing this issue. What has the role for social work been in relation to this issue...historically? and in the current environment?
3. Ground your understanding of the issues and impact on your vulnerable population in a theoretical context that addresses issues of diversity, oppression, and social justice.
4. Detail a holistic understanding of the issues and develop an approach to health and wellbeing that encapsulates a non-standard assessment of the influencing factors involved in your case scenario that is based on evidence-informed knowledge that articulates your understanding of



the issues that applies a critical and anti-racist framework for practice that can be applied to your case scenario

5. How do these factors influence your professional social work practice framework? Be reflective of your own social location in relation to your identified issue and vulnerable population. Consider how you will move forward in supporting a social work practice approach that is holistic in promoting community-based health and wellbeing, identifying tensions and debates surrounding your topic area

Integrate course readings, concepts, and additional scholarly literature to support your points throughout your paper. Include a minimum of 8 peer-reviewed references. Your annotated bibliographies should be relevant here and support this process. Think critically, consider alternative perspectives on your issue, and be critically reflective as you map out a non-standard approach to practice for your chosen area. The maximum length of your paper should not exceed 10 pages, excluding title page and references.

### **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

#### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to be fully present and engaged in all class activities and discussions.

#### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through our respective Dropbox in D2L. Assignments should be submitted in Word format. Assignments should have a file name as follows: "Last name, initial and assignment number" (e.g., Smith,J\_Assignment\_2)." Assignments are due by 11:59pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted."

#### **LATE ASSIGNMENTS**

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 of 3% for each day late.

#### **EXPECTATIONS FOR WRITING**

Writing quality is a component of all written assignments and utilize APA 7<sup>th</sup> edition formatting for referencing. As such, 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 7<sup>th</sup> edition 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 Range
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> 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. <b>Note:</b> 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.

## ADDITIONAL SUGGESTED READINGS

- Campbell, C., & Burgess, R. (2012). The role of communities in advancing the goals of the Movement for Global Mental Health. *Transcultural Psychiatry*, 49(3-4), 375-39.
- Cosgrove, L., & Karter, J. M. (2018). The poison in the cure: Neoliberalism and contemporary movements in mental health. *Theory and Psychology*, 28(5), 669-683. doi:10.1177/0959354318796307
- Francis, A. (2014). Strengths-based assessments and recovery in mental health: reflections from practice. *International Journal of Social Work and Human Services Practice*, 2, 264-271. doi: 10.13189/ijrh.2014.020610
- Jacobson, N., & Greenley, D. (2001, April). What is recovery? A conceptual model and explication. *Psychiatric Services*, 52(4), 482-485.
- Kidd, S. A., George, L., O'Connell, M., Sylvestre, J., Kirkpatrick, H., Browne, G., & Thaban, L. (2010). Fidelity and recovery-orientation in Assertive Community Treatment. *Community Mental Health*, 46, 342-350. doi:10.1007/s10597-009-9275-7
- Lavallee, L. F., & Poole, J. M. (2010). Beyond recovery: Colonization, health, and healing for Indigenous people in Canada. *International Journal of Mental Health and Addiction*, 8(2), 271-281. doi:10.1007/s11469-009-9239-8
- Lewis, M. E., Hartwell, E. E., & Myhra, L. L. (2018). Decolonizing mental health services for Indigenous clients: A training program for mental health professionals. *American Journal of Community Psychology*, 62, 330-339. doi:10.1002/ajcp.12288
- Pincus, H. A., Spaeth Rublee, B., Grant, S., Goldner, E., Prince, P. N., Ramanuj, P., . . . Patt. (2016). A review of mental health recovery programs in selected industrialized countries. *International Journal of Mental Health Systems*, 10(73), 1-9. doi:10.1186/s13033-016-0104-4
- Sundararajan, L., Misra, G., & Marsella, A. J. (2013). Indigenous Approaches to Assessment, Diagnosis and Treatment of Mental Disorders. In F. A. Paniagua, & A.-M. Yamada, *Handbook of Multicultural Mental Health* (pp. 69-88). Oxford: Academic Press
- Swarbrick, M. (2009). A wellness recovery model for state psychiatric hospitals. *Occupational Therapy in Mental Health*, 25, 343-351.
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## 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/](http://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 <https://ucalgary.ca/legal-services/sites/default/files/teams/1/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 who use materials protected by copyright are expected to comply with the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/sites/default/files/teams/1/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 <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

### **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 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/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

### **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