



Winter 2023

Course & Session Number	SOWK 614.04 S02	Classroom	HNSC 336
Course Name	Mental Health & Addiction Practice with Diverse Populations and Complex Contexts		
Dates and Time	Start of Classes: March 2, 2023 End of Classes: April 6, 2023 Dates and Time: March 2, 9, 16, 23, 30, April 6 9:00am-11:50am and 1:00pm-3:50pm. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Jason Stein, MSW, RSW	Office Hours	Appointments arranged by email
UCalgary E-mail	jason.stein@ucalgary.ca	UCalgary Phone	Appointments arranged by email

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

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

anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

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

SYLLABUS STATEMENT

Examines issues and skill development in clinical practice relevant to mental health and addictions with diverse populations, including Indigenous, Francophone and newcomer populations. Specific treatment modalities and techniques are critiqued and examined in depth.

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. Pre-requisite classes for this course are SOWK 610 & 612.

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 (19-25 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, and 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 (19-25 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 (19-25 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 (19-25 years) and adults (26-64 years) relevant to addiction practice and/or 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 (19-25 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]. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed. Text Revision). APA. doi.org/10.1176/appi.books.9780890425787.

Corcoran, J., & Walsh, J. (2016). *Clinical assessment and diagnosis in social work practice* (3rd ed.). Oxford University Press. 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 Transitional age Youth and 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:

Specific prerequisites for this course include the successful completion of SOWK 610 and 612. SOWK 616 is a co-requisite.

CLASS SCHEDULE

Important Dates for Winter 2023

- Start of Term: Tuesday, January 3, 2023
- End of Term: Friday, April 28, 2023
- Fee Deadline: Friday, January 27, 2023

- Alberta Family Day, no classes: Monday, February 20, 2023
- Good Friday, no classes: Friday, April 7, 2023
- Easter Monday, no classes: Monday, April 10, 2023
- Term Break: Sunday, February 19 – Saturday, February 25, 2023

Class Schedule

Class 1 - March 2, 2023, 9:00 am – 11:50am - Addictions: Etiology, Impacts, Clinical Contexts & Your Social Work Philosophy: Part 1

- Critical exploration of the complex nature of addictions: What are addictions and/or substance-related and addictive disorders?
- Etiological Perspectives – Your beliefs and how these influence your Social Work practice and client populations.
- Critical review of models/framework of addiction.

Required readings:

- American Psychiatric Association [APA]. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed.-TR). APA. (pp. 543-547).
- Herie, M., & Skinner, W. J. W. (2014). Biopsychosocial plus: A practical approach to addiction and recovery. In M. Herie, & W. J. Sinner (Eds.). *Fundamentals of addiction: A practical guide for counsellors* (4th ed.) (pp. 3-27). Centre for Addiction and Mental Health. [Fundamentals of Addiction : A Practical Guide for Counsellors | Canada Commons](#)
- McQuaid, R. J., & Dell, C. (2018). Life in recovery from addiction in Canada: Examining gender pathways with a focus on the female experience. *Alcoholism Treatment Quarterly*, 36(4), 499-516. <https://doi.org/10.1080/07347324.2018.1502642>. [Life in Recovery from Addiction in Canada: Examining Gender Pathways with a Focus on the Female Experience - University of Calgary \(exlibrisgroup.com\)](#)

Course Learning Objectives: 1, 2

Class 2 - March 2, 2023, 1:00pm – 3:50pm - Addictions: Etiology, Impacts, Clinical Contexts & Your Social Work Philosophy: Part 2

- Critical review of relevant policies and legislation.
- Indigenous perspectives.
- Critical examination and understanding of the populations affected by or at-risk for addiction: Risk and resilience.

Required readings:

- American Psychiatric Association [APA]. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed.-TR) (pp. 543-547). APA.
- Herie, M., & Skinner, W. J. W. (2014). Biopsychosocial plus: A practical approach to addiction and recovery. In M. Herie, & W. J. Sinner (Eds.). *Fundamentals of addiction: A practical guide for counsellors* (4th ed.) (pp. 3-27). Centre for Addiction and Mental Health. [Fundamentals of Addiction : A Practical Guide for Counsellors | Canada Commons](#)
- McQuaid, R. J., & Dell, C. (2018). Life in recovery from addiction in Canada: Examining gender pathways with a focus on the female experience. *Alcoholism Treatment Quarterly*, 36(4), 499-

516. <https://doi.org/10.1080/07347324.2018.1502642>. *Life in Recovery from Addiction in Canada: Examining Gender Pathways with a Focus on the Female Experience* - University of Calgary (exlibrisgroup.com)

Course Learning Objectives: 1, 2

Class 3 - March 9, 2023, 9:00am – 11:50am - The Neuroscience of Addictions for Clinical Social Work Practice

- Neurobiological correlates of addictions and/or substance-related and addictive disorders affecting transitional age-youth (19-25) 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://wwwclinicalkey-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>

Course Learning Objectives: 1, 2

Class 4 - March 9, 2023, 1:00pm - 3:50pm - Assessment and Diagnosis with Addictions: Part 1

- Critical examination of disorders including diagnostic criteria and differential diagnosis for
- Substance-Related and Addictive Disorders.
- Disorders requiring review include: (Alcohol Use Disorder; Cannabis Use Disorder, Phencyclidine Use Disorder; Inhalant Use Disorder; Opioid Use Disorder; Sedative, Hypnotic, or Anxiolytic Use Disorder; Stimulant Use Disorder).

Required readings:

American Psychiatric Association [APA] (2022). *Diagnostic and statistical manual of mental disorders (5th ed. TR)*. (pp. 543-665). APA.

Corcoran, J., & Walsh, J. (2016). Substance use disorders. In J. Corcoran & J. Walsh (Eds.) *Clinical assessment and diagnosis in social work practice (3rd ed.)* (pp. 346-388). Oxford University Press. Available from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4706603>

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. [13 – The Assessment and Treatment of Addiction: Best Practices in a Direct-to-Consumer Age \(ucalgary.ca\)](#)

Course Learning Objectives: 1, 2, 3, 4

Class 5 - March 16, 2023, 9:00am – 11:50am - Assessment Diagnosis with Addictions: Part 2

- Critical examination of clinical practice: Assessment and diagnosis.
- 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 exploration of screening tools/standardized measures.
- Practice Model(s) Critically Examined: Assessment and Diagnosis (DSM-5).

Required readings:

American Psychiatric Association [APA] (2022). *Diagnostic and statistical manual of mental disorders* (5th ed. TR). (pp. 543-665). APA.

Corcoran, J., & Walsh, J. (2016). Substance use disorders. In J. Corcoran & J. Walsh (Eds.) *Clinical assessment and diagnosis in social work practice* (3rd ed.) (pp. 346-388). Oxford University Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4706603>

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. [13 – The Assessment and Treatment of Addiction: Best Practices in a Direct-to-Consumer Age \(ucalgary.ca\)](#)

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

Class 6 - March 16, 2023, 1:00pm – 3:50pm – Assessment and Diagnosis with Addictions.

- Experiential learning & critical examination of the applications: Assessment and Diagnosis.
- Clinical case review, session planning, and role play practice.

*** No required readings**

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

Class 7 - March 23, 2023, 9:00am - 11:50am – Models & Frameworks of Addiction - Motivational Interviewing: Part 1

- 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
- Practice Model(s) Critically Examined: Motivational Interviewing.

Required readings:

Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Helping people change* (Chapters, 1, 2, 3). The Guilford Press. [ProQuest Ebook Central - Reader \(ucalgary.ca\)](#)

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

Class 8 - March 23, 2023, 1:00pm – 3:50pm - Models & Frameworks of Addiction - Motivational Interviewing: Part 2

- Experiential learning & critical examination of the applications: Motivational Interviewing.
- Clinical case review, session planning, and role play practice.

*** No required readings**

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

Class 9 - March 30, 2023, 9:00am - 11:50am - Addictions – Treatment Planning & Interventions: 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)
- Review: (Motivationandchange.com)

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. [41 – Community Reinforcement Approach and Contingency Management Therapies \(ucalgary.ca\)](#)
- 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. [Fundamentals of Addiction : A Practical Guide for Counsellors | Canada Commons \(ucalgary.ca\)](#)
- 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. [43 – Brief and e-Health Interventions for the Treatment of Alcohol or Other Drug Addiction \(ucalgary.ca\)](#)

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

Class 10 - March 30, 2023, 1:00pm – 3:50pm – Treatment Planning & Implementation with Addictions: Part 2

- Experiential learning & critical examination of the applications: Treatment Planning & Implementation: Part 2
- Clinical case review, session planning, and role play practice.

*** No required readings**

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

Class 11 - April 6, 2023, 9:00am - 11:50am - Group Presentations related to Mental Health & Addictions with diverse populations and complex contexts: Part 1

- In class exam
- Group presentations

*** No required readings**

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

Class 12 – April 6, 2023, 1:00pm - 3:50pm - Group Presentations related to Mental Health & Addictions with diverse populations and complex contexts: Part 2

- Group presentations

*** No required readings**

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

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

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. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required. All 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

Assignment 1: Knowledge-based quiz regarding the DSM-5-TR (worth 5%)

Due Date: To be completed outside of class between March 2 to March 8 by 11:59pm MST (must be completed no later than March 8 by 11:59pm MST).

Assignment Description: This online open book five (5)-question multiple choice quiz provides a mechanism for evaluating knowledge of materials related to the DSM-5-TR diagnostic criteria for Disorders requiring review include: (Alcohol Use Disorder; Cannabis Use Disorder, Phencyclidine Use Disorder; Inhalant Use Disorder; Opioid Use Disorder; Sedative, Hypnotic, or Anxiolytic Use Disorder; Stimulant Use Disorder). This quiz is completed via D2L.

Assessment Criteria: This a multiple-choice quiz with four potential responses (A, B, C, D). Correct responses are summed to a total score and converted to a percentage of the course total.

Course Learning Objectives: 1, 2, 3, 4

Assignment 2: Demonstration of clinical competencies: formulation, diagnosis, and treatment plan and differential diagnosis (worth 30%)

Due Date: March 22nd by 11:59pm MST

Assignment Description:

From a case scenario provided in class, 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) prepare a multi-model treatment plan. 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, diagnosis, 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 will also discuss the possible diagnosis/differential diagnoses in a professional manner (i.e., you are not simply listing the diagnosis (diagnoses) that could be applicable). The formatting for this assignment is to be consistent with the template. This submitted formulation and diagnosis component of the assignment will be **no longer than three (3) double-spaced typed pages** excluding references using 11-point Calibri font and 1-inch margins. The treatment plan will be completed using a template provided by the instructor and are **NOT** included in the three (3) page space limit related to the formulation/diagnosis report. As the formatting for this assignment is to be consistent of a clinical report/document, it is **NOT** expected that students will explicitly reference materials/resources (i.e., literature) in their paper. However, if sources are drawn upon, then they should be referenced within the paper and on the reference page in a manner conforming to APA guidelines [American Psychological Association, 2020 Publication Manual (7th ed.)]. Assignments are to be submitted via the D2L Dropbox.

Assessment Criteria: A grading/marking rubric will be available via D2L.

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

Assignment 3: (Grade Value 30%) Clinical Competencies – Video Demonstration of Clinical Intervention Due March 29th by 11:59pm MST.

Due Date: March 29th by 11:59pm MST

Assignment Description:

Using a clinical vignette provided in class each student is required to produce a concise video demonstration (25-30 minutes) of a simulated counselling session demonstrating utilizing

components of Motivational Interviewing in your treatment intervention. The clinical session should include a discussion around the client's diagnosis, and/or any differential diagnosis, etiological factors that have influenced their addiction, behaviours of concern and assessing readiness for change. During the interview, at least two (2) phases of Motivational Interviewing should be covered (i.e., engagement and focusing; focusing and evoking; evoking and planning). It is recommended that you use a role play partner from class (Pairs will be determined in the first class). The vignette will provide the context to inform the 'role play' as the 'client'. This clinical role-play demonstration should NOT be a scripted interaction. The Zoom recording or a link to this Zoom recording (video and audio) should be submitted via Dropbox. Prior to submitting your work to D2L please ensure that your video is operational.

Assessment Criteria: A grading/marking rubric will be available via D2L.

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

Assignment 4: (Grade Value 15%) Clinical Knowledge & Competencies – Group Presentations

Due dates: Presentations will occur in class April 6th 10:00am-11:50pm; April 6th 1:00pm - 3:50pm (Specific group presentation times to be confirmed in class)

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

Students will join one of 5 groups (of 5-6 students each), with each group responsible for engaging in research and a critical/in-depth exploration of the Mental Health & Addiction practices with diverse populations and/or complex contexts. Please note that these presentations are **NOT limited to a focus on addictions**, and can draw upon and relate to the concepts of mental health and/or mental disorders covered in previous courses (i.e., SOWK, 610, 612, 616). Suggested group topics* include mental health and addiction practice with:

- Members of racialized communities
- Indigenous peoples
- Black peoples
- Persons with disabilities
- Migrant groups (including refugees and immigrants)
- 2SLGBTQ+ communities
- Linguistic minorities
- *Other topic areas may be considered in consultation with group members and the instructor

In relation to the evaluation/grading for this project: grades will be assigned and contingent on completion of both the annotated bibliography and group presentation 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: PowerPoint Presentation (25-30 Slides)

A.1) Each group will explore and develop an understanding of **who** your client population is (with the understanding that diversity exists 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, modalities 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.

A.3) Groups will send their PowerPoint presentations to the class at least 24 hours prior to their presentation. Each group will include a search of the scholarly literature (e.g., journals, texts) and provide the class with an annotated bibliography with a minimum of 10 references.

Part B: Group Presentation (30 Minutes)

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 which components of the project) will develop and present a 25-minute learning module to the class during their assigned time. This in person presentation may include slide presentations (e.g., PowerPoint), videos, handouts, live demonstration of interventions, and/or experiential learning. Following the formal 25-minute learning experience (i.e., presentation) the entire group will then be available to facilitate a 5-minute discussion (Question and answer: Q & A process) with the class related to the topic area/presentation.

Assessment Criteria: A grading/marking rubric will be available via D2L.

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

Assignment 5: Knowledge-based quiz regarding DSM-5-TR diagnostic criteria (worth 20%)

Due Date: Completed in class April 6, 2022 (9:00am-9:45am).

Assignment Description: This in-person closed book (i.e., the DSM-5 or any other reference resources are not permitted) 20-question multiple choice quiz evaluates your knowledge of materials from the DSM-5-TR related to the **Diagnostic Criteria** for the following disorders: (Alcohol Use Disorder; Cannabis Use Disorder, Phencyclidine Use Disorder; Inhalant Use Disorder; Opioid Use Disorder; Sedative, Hypnotic, or Anxiolytic Use Disorder; Stimulant Use Disorder). This quiz is completed during class time.

Assessment Criteria: This a multiple-choice quiz with four potential responses (A, B, C, D). Correct responses are summed to a total score and converted to a percentage of the course total.

Course Learning Objectives 1, 2, 3, 4,

ATTENDANCE AND PARTICIPATION EXPECTATIONS

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

GUIDELINES FOR SUBMITTING ASSIGNMENTS

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

LATE ASSIGNMENTS

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

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th 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 [Undergraduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

The University of Calgary [Graduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
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A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	95-100
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. 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 of “C+” or lower are indicative of failure at the graduate level and cannot be counted toward 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
CR		Completed Requirements	

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

Please refer to D2L for additional readings and resources relevant to this course.

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