



<b>Course &amp; Session Number</b>	<b>IPHE 501 L01 &amp; L02</b>	<b>Classroom</b>	Online
<b>Course Name</b>	Interprofessional Practice in Mental Health		
<b>Dates and Time</b>	<p><b>Start of Classes:</b> Monday May 1<sup>st</sup>, 2023</p> <p><b>End of Classes:</b> Friday June 23<sup>rd</sup>, 2023</p> <p><b>Dates and Time:</b></p> <p>Zoom's: May 2<sup>nd</sup>, May 9<sup>th</sup>, May 16<sup>th</sup>, May 30<sup>th</sup>, June 6<sup>th</sup>, &amp; June 13<sup>th</sup> from 5:00 pm – 8:00 pm MST.</p> <p>May 23<sup>rd</sup> – no class (time provided to work on assignments)</p> <p>June 20<sup>th</sup> – no class (time provided to work on final assignment)</p> <p>Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a><sup>1</sup>.</p>		
<b>Instructor</b>	Dr. Chloe Westelmajer Dr. Tara Collins	<b>Office Hours</b>	As requested
<b>UCalgary E-mail</b>	<a href="mailto:chloe.westelmajer@ucalgary.ca">chloe.westelmajer@ucalgary.ca</a> <a href="mailto:tara.collins2@ucalgary">tara.collins2@ucalgary</a>	<b>UCalgary Phone</b>	Please 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,

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

political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist, and decolonizing frameworks will inform our work.

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

## SYLLABUS STATEMENT

Students from different helping professions come together to examine selected issues of interprofessional practice in the area of mental health and co-occurring addictive disorders, focusing on the experience of mental illness, treatment alternatives, practice implications, advocacy and policy issues, and future challenges and change. Incorporates in-class and field experiences with consumers and families, employers and professionals, services and organizations.

## COURSE DESCRIPTION

This course will bring together senior undergraduate students from various helping professions to examine aspects of mental health care and delivery in an interprofessional context. This course will look at the complex array of treatments, programs, and supports available in a Canadian context. It will also critically examine the ancillary issues of community care, community treatment orders, financial, and housing supports as well as other support services that are required for community tenure for those with severe mental illness with and without co-occurring addictive disorders. While including a brief examination of pathologies, this course will not concentrate on the assessment and diagnosis of mental and substance abuse disorders.

This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement an alternative participation activity (i.e., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

This course will examine contemporary issues in the inter-professional practice and the assessment, diagnosis, and treatment of mental health disorders. It will also include a focus on the complexities of co-occurring disorders. This class focuses on the identification, diagnosis, and understanding of the complexity of issues facing individuals with mental health problems, their family members, and mental health care providers. Case studies will be used to demonstrate interprofessional practice and the link between research and practice. Zoom sessions will focus on providing interactive opportunities to discuss key issues raised in course readings.

A major goal of this course is to link theory to practice so that students are prepared to fill professional roles in the community, in the area of mental health. The emphasis will be on evidence-based, interprofessional practice.

This course has no prerequisites. However, students are strongly urged to have taken a preliminary course in human development/behavior in the social environment prior to taking this course.

## COURSE LEARNING OUTCOMES

This course focuses on the biological, social, and psychological determinants of mental health problems and their treatments; thus, it is multidisciplinary in nature. Diversity issues will also be considered throughout the course (e.g., culture, gender, race, age, etc.). Guest speakers may be invited to interact with students to discuss various topics including: the experiential aspects of mental illness, cultural implications, treatment alternatives, advocacy and policy issues, and challenges to meeting the needs of those with mental health problems. Class lectures and discussions will focus on methodological and conceptual issues in the mental health and interprofessional literature that showcase best practices. Students will also be expected to incorporate relevant research literature into their assignments.

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

1. Outline and describe the multiple aspects of mental health from diagnosis to treatment.
2. Develop skills in interprofessional practice that utilize best practices in interprofessional collaboration and treatment delivery. These skills will be a component of preparation for students to assume service delivery roles in mental health settings.
3. Understand policy and services delivery issues that involve issues of accessibility, adequacy, and advocacy for persons with mental health challenges.
4. Develop the following core competencies:
  - a) Critical thinking.
  - b) Analysis of problems.
  - c) Understanding of best, evidence-based, practices.
  - d) Effective written and verbal communication in clinical contexts.
  - e) Gathering and organizing information.
  - f) Interpretive and assessment skills.
  - g) Understanding of different professional roles and competencies.
  - h) Interprofessional collaboration.

## LEARNING RESOURCES

### REQUIRED TEXTBOOKS AND/OR READINGS

#### **Required text:**

Deering, K. & Williams, J. (2022). *Interprofessional perspectives of mental health crisis*. Open University Press.

#### **Required Chapter (available on D2L):**

Vyt, A. (2015). Interprofessional education and collaborative practice in health and social care: The need for transdisciplinary mindsets, instruments, and mechanisms. In P. Gibbs (Ed.) *Transdisciplinary professional learning and practice* (pp. 69 – 88). Springer.

### **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. Students are expected to be visible in the virtual classroom. No invisible, blank screen access accepted unless by prior permission from the instructor and due to internet accessibility issues.

Hours for the course include structured and mandatory D2L asynchronous time. Students are expected to engage in viewing course videos and engaging with all other asynchronous materials. These do not include times that students would normally spend outside of regular class hours on additional or assigned readings, essays, or exam prep, etc.

### **RELATIONSHIP TO OTHER COURSES**

This course builds upon foundational knowledge acquired in courses related to mental health nursing, human behavior and the social environment, introductory and developmental psychology, and community rehabilitation practice.

### **CLASS SCHEDULE**

#### **Important Dates for Spring 2023**

- Start of Term: Monday, May 1, 2023
- End of Term: Friday, June 23, 2023
- Fee Deadline: Friday, May 12, 2023
- Victoria Day, no classes: Monday, May 22, 2023

Dates	Topic	Readings
<p>Module 1</p> <p>Week of: May 1<sup>st</sup> – May 5<sup>th</sup></p> <p>Zoom Online</p> <p>Tue. May 2<sup>nd</sup> 5:00 – 8:00 PM</p>	<ul style="list-style-type: none"> <li>• Course overview</li> <li>• Interprofessional practice (IPP); a brief overview; What is IPP; IPP and teamwork.</li> </ul> <p>CLOS # 1,2,3,4.</p>	<p>Interprofessional Collaboration Practice: <a href="https://www.youtube.com/watch?v=34ZJE_rQ4is">https://www.youtube.com/watch?v=34ZJE_rQ4is</a></p> <p>Vyt, A. (2015). Interprofessional education and collaborative practice in health and social care: The need for transdisciplinary mindsets, instruments, and mechanisms. In P. Gibbs (Ed.) <i>Transdisciplinary professional learning and practice</i> (pp. 69 – 88). Springer.</p> <p>Deering, K. &amp; Williams, J. (2022). Collaboration and whole system working. In K. Deering and J. Williams (Eds.) <i>Interprofessional perspectives of mental health crisis: For nursing, health, and the helping professions</i> (pp. 81-87). Open University Press.</p>
<p>Module 2</p> <p>Week May 8<sup>th</sup> – May 12<sup>th</sup></p> <p>Zoom Online</p> <p>Tue. May 9<sup>th</sup> 5:00 – 8:00 PM</p>	<ul style="list-style-type: none"> <li>• Historical perspectives and contemporary issues; lingering effects of anti-institutional perspectives</li> <li>• Key current issues: Stigma &amp; recovery; controversies in etiology of mental disorders</li> <li>• Mental health: the system, programs and key individuals involved in providing care; levels of care and intensity of care</li> </ul> <p>CLOS # 1,2,3,4.</p>	<p>Recovery: <a href="https://www.youtube.com/watch?v=caO8lFXbgRc">https://www.youtube.com/watch?v=caO8lFXbgRc</a></p> <p>Vaillancourt, T., Szatmari, P., Georgiades, K., &amp; Krygsman, A. (2021). The impact of COVID-19 on the mental health of Canadian children and youth. <i>Facets</i>, 6(1), 1628-1648. <a href="http://dx.doi.org/10.1139/facets-2021-0078">http://dx.doi.org/10.1139/facets-2021-0078</a></p> <p>Canadian issues: <a href="https://www.mentalhealthcommission.ca/sites/default/files/Informing%252520the%252520Future%252520-%252520Mental%252520Health%252520Indicators%252520for%252520Canada_0.pdf">https://www.mentalhealthcommission.ca/sites/default/files/Informing%252520the%252520Future%252520-%252520Mental%252520Health%252520Indicators%252520for%252520Canada_0.pdf</a></p> <p>Morris, S., Williams, J., Deering, K (2022). Laying the foundations of crisis interprofessionalism and recovery. In K. Deering and J. Williams (Eds.) <i>Interprofessional perspectives of mental health crisis: For nursing, health, and</i></p>

		<i>the helping professions</i> (pp. 16-24). Open University Press.
<b>Assignment 1: Reflective Discussion of Stigma Questionnaire</b> <b>Due: Friday, May 12, 11:30 PM</b>		
Module 3  Week of May 15 <sup>th</sup> – May 19 <sup>th</sup>  Zoom Online  Tue. May 16 <sup>th</sup> 5:00 – 8:00 PM	<ul style="list-style-type: none"> <li>• Signs and Symptoms of Mental Illness.</li> <li>• Mood disorders, Depression and Anxiety: Assessment and treatment.</li> <li>• Perspectives of different professions.</li> </ul> CLOS # 1,2,3,4.	Videos: Anxiety: <a href="https://www.youtube.com/watch?v=li2FHbtVJzc">https://www.youtube.com/watch?v=li2FHbtVJzc</a>  Depression: <a href="https://www.youtube.com/watch?v=4YhpWZCdiZc">https://www.youtube.com/watch?v=4YhpWZCdiZc</a>  Sirotich, F., Adair, C. E., Durbin, J., Lin, E., & Canning, C. (2019). Key steps for a mental health and addictions performance measurement framework for Canada. In <i>Healthcare Management Forum</i> (pp. 97-104). SAGE Publications.  Hill, A. & Manley, A. (2022). Mental health crises in emergency departments. In K. Deering and J. Williams (Eds.) <i>Interprofessional perspectives of mental health crisis: For nursing, health, and the helping professions</i> (pp. 25-37). Open University Press.
<b>Week of May 22<sup>nd</sup> – May 26<sup>th</sup>: No class May 23<sup>rd</sup> to work on mid-term assignment</b>		
<b>MIDTERM: Creative Group Project</b> <b>Due: Tuesday May 23<sup>rd</sup>, 11:30 PM</b>		
Module 4  Week of May 29 <sup>th</sup> – June 2 <sup>nd</sup>  Zoom online  Tue. May 30 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Psychoses: Assessment and treatment.</li> <li>• Perspectives of different professions.</li> <li>• Co-occurring addictions: the interaction of mental disorders and substance use/abuse.</li> </ul>	Psychosis <a href="https://www.youtube.com/watch?v=ZB28gfSmz1Y">https://www.youtube.com/watch?v=ZB28gfSmz1Y</a>  Deering, K. & Williams, J. (2022). The role of mental health services in crisis management. In K. Deering and J. Williams (Eds.) <i>Interprofessional</i>

<p>5:00 – 8:00 PM</p>	<p>CLOS # 1,2,3,4.</p>	<p><i>perspectives of mental health crisis: For nursing, health, and the helping professions</i> (pp. 38-48). Open University Press.</p>
<p>Module 5 Week of June 5<sup>th</sup> – June 9<sup>th</sup> –  Zoom online  Tue. June 6<sup>th</sup> 5:00 – 8:00 PM</p>	<ul style="list-style-type: none"> <li>• Personality disorders, autism spectrum disorders, FASD and acquired brain injury (ABI) and other disorders of interest.</li> <li>• Mental health disorders from an Indigenous context.</li> </ul> <p>CLOS # 1,2,3,4.</p>	<p>Reichl, C., &amp; Kaess, M. (2021). Self-harm in the context of borderline personality disorder. <i>Current Opinion in Psychology</i>, 37, 139-144. <a href="https://doi.org/10.1016/j.copsyc.2020.12.007">https://doi.org/10.1016/j.copsyc.2020.12.007</a></p> <p>Narcissistic personality: <a href="https://www.youtube.com/watch?v=cwfm4PSMqLE">https://www.youtube.com/watch?v=cwfm4PSMqLE</a>;</p> <p>Borderline personality: <a href="https://www.youtube.com/watch?v=iQgkVKGqBCE">https://www.youtube.com/watch?v=iQgkVKGqBCE</a></p> <p>Eason, A., Starr, R. &amp; Gaunt, M. (2022). Policing the mental health crisis. In K. Deering and J. Williams (Eds.). <i>Interprofessional perspectives of mental health crisis: For nursing, health, and the helping professions</i> (pp. 49-58). Open University Press.</p> <p>Williams, D. (2022). The role of the paramedic in mental health crisis care. In K. Deering and J. Williams (Eds.). <i>Interprofessional perspectives of mental health crisis: For nursing, health, and the helping professions</i> (pp. 59-68). Open University Press.</p>
<p>Module 6  Week of June 12<sup>th</sup> – June 16<sup>th</sup>  Zoom online  Tue. June 13<sup>th</sup> 5:00 – 8:00 PM</p>	<ul style="list-style-type: none"> <li>• Trauma as a mental health problem. Definitions and various types of trauma.</li> <li>• Treating trauma and trauma-informed treatment.</li> <li>• Implications for assessment and intervention.</li> </ul>	<p>Van der Kolk: Childhood Trauma, Affect Regulation, and Borderline Personality Disorder <a href="https://www.youtube.com/watch?v=N2NTADxDuhA">https://www.youtube.com/watch?v=N2NTADxDuhA</a></p> <p>Van der Kolk. The Body Keeps Score: <a href="https://www.youtube.com/watch?v=53RX2ESlqsM&amp;t=2278s">https://www.youtube.com/watch?v=53RX2ESlqsM&amp;t=2278s</a></p>

	CLOS # 1,2,3,4.	<p>Norrholm, S. D., Zalta, A., Zoellner, L., Powers, A., Tull, M. T., Reist, C., Schnurr, P. Weathers, F. &amp; Friedman, M. J. (2021). Does COVID-19 count?: Defining Criterion A trauma for diagnosing PTSD during a global crisis. <i>Depression and Anxiety</i>, 38(9), 882-885. doi: 10.1002/da.23209PTSD</p> <p>Guhn, M., Emerson, S. D., Mahdavian, D., &amp; Gadermann, A. M. (2020). Associations of birth factors and socio-economic status with indicators of early emotional development and mental health in childhood: a population-based linkage study. <i>Child Psychiatry &amp; Human Development</i>, 51(1), 80-93. <a href="https://doi.org/10.1007/s10578-019-00912-6">https://doi.org/10.1007/s10578-019-00912-6</a></p> <p>Lomax, R. &amp; Stone, K. (2022). The role of mental health social workers in crisis work. In K. Deering and J. Williams (Eds.) <i>Interprofessional perspectives of mental health crisis: For nursing, health, and the helping professions</i> (pp. 69-80). Open University Press.</p>
<b>Week of June 19<sup>th</sup> – June 23<sup>rd</sup>: Last Week of Classes - No class June 20<sup>th</sup> to work on final assignment</b>		
<b>FINAL: Interprofessional Mental Health Care Plan</b> <b>Due: Tuesday, June 20<sup>th</sup>, 11:30 PM</b>		

<b>ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION</b>
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**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, students will be asked to watch a recording of the session and submit a written reflection within 7 days of the missed zoom. 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 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: Reflective discussion of Stigma (AQ27) and Team Decision Making Questionnaire (TDMQ)**

**Due: May 12<sup>th</sup>, 11:30 PM**

**Grade value: 20% of final grade**

Reflection on stigma and team decision making in mental health. Each student is required to complete an assigned stigma assessment tool (AQ27) and a Team Decision Making Questionnaire (TDMQ) based on a recent team/professional experience. Each student will then write a summary of the personal experiences and professional and/or academic reflections that arise through the completion of the questionnaires. The summary should include both personal and common society-level beliefs and attitudes regarding mental health and team decision making. Length of entire reflection should be 800 words maximum. Please post this in the D2L dropbox saved with your last name in title. At least one in class or external academic references are required for this assignment, using APA 7<sup>th</sup> edition. Rubric for reflection assignment is available on D2L and should be followed closely.

This assignment addresses Course Learning Outcomes: 1, 3, 4.

#### **Assignment 2: Midterm: Creative Group Project**

**Due: May 23<sup>rd</sup>, 11:30 PM**

**Grade value: 30% of final grade.**

The mid-term is a group assignment focusing on the inter-professional competencies and intricacies involved in mental health treatment. Students will be assigned into groups; these groups will be consistent for this assignment and the D2L discussion posts.

Students will create a presentation that highlights the main components of inter-professional practice, along with the core competencies, tools, and stumbling blocks that may arise during mental health treatment. Students will use ideas from class and from the Deering and Williams (2022) text regarding

the concept of collaboration and *whole system working*. Examples of creative presentations could include a video (approximate time/length suggestion would be 45 minutes), a voice over PowerPoint (approximate time length suggestion would be 45 minutes), or a Photovoice project. Other creative group project ideas will need approval from the instructor(s). For this project, it is critical for team members to demonstrate a strong understanding of interprofessional practice as well as mental health treatment considerations. At least 4 course sources and non-course references should be included. A rubric is available on D2L and should be followed closely.

Please note: this assignment is time sensitive and late submissions will NOT be accepted.

This assignment addresses Course Learning Outcome: 1, 2, 3, 4

### **Assignment 3: Final: Interprofessional Mental Health Care Plan**

**Due: June 20<sup>th</sup>, 2023**

**Grade Value: 30% of final grade**

Students will be given a choice of 4 mental health treatment cases based upon the mental health problems/diagnoses explored in class. Each student will choose one case and creatively build an interprofessional care plan (template provided on D2L). The student will carefully choose the disciplines/professionals who will be included in providing care to the client and outlining the work that will be done by each discipline/professional, as well as how the coordination and oversight will be provided. Students will showcase the interprofessional elements (i.e., competencies and techniques) and mental health considerations learned in class within the care plan. Course text and at least two **outside** references are required, with careful attention to APA 7<sup>th</sup> Edition. A rubric is available on D2L and should be followed closely.

Please note: this assignment is time sensitive and late submissions will NOT be accepted.

This assignment addresses Course Learning Outcomes: 1, 2, 3, 4

### **Participation in Zoom and discussion board**

**Due: weekly by 11:30 PM each Friday. All discussion board submissions to be completed by Friday June 23<sup>rd</sup>, 2023, at 11:30pm.**

**Grade value: 20% of final grade.**

Participation in Zoom sessions and online discussions are an important part of your learning. Effective learning includes active participation in class discussions of current material. All students are expected to be present for all Zoom presentations, actively contribute during zoom presentation, and to contribute to meaningful discussion through posts on the discussion board.

1. Each student will be assigned to a study group.
2. Bi-weekly meetings during class time to discuss assigned topics.
3. Topics for the semester will be posted on D2L.
4. Each week one person will take responsibility to summarize group discussion and place this summary in the discussion section of the D2L. Each summary should be approximately 500 words. If using sources, APA 7<sup>th</sup> Edition should be utilized.

Grades for participation include Zoom attendance, discussion group posting, and participation in the zoom sessions. A rubric is available on D2L and should be followed closely.

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Attendance and participation will include Zoom sessions, as well as readings and meaningful replies to discussion board postings.

Students are expected to attend each scheduled Zoom session and to be fully present and engaged in class activities and discussions, with webcams activated. This is part of the participation grade, as outlined in the assessment components section above.

Zoom sessions will be recorded. Students who miss a class will submit a 500-word essay relevant to the content discussed at that Zoom session. Students will be asked to watch a recording of the session and submit the written reflection within 7 days of the missed zoom. The focus of the essay will be determined by the instructor.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through your respective drop box in D2L. Assignments must be submitted in Word format. Assignments should have a cover page that includes a file name as follows: "Full name, date, and assignment title" (e.g., Jane Smith, March 2, 2023, Assignment 2).

**Assignments are due before 11:30 p.m. 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 instructors and **must be pre-approved** unless there are mitigating circumstances. Assignments submitted after the deadline and without approval, will be penalized with a 3-point grade reduction on whatever scale the assignment is marked out of for each day after the submission deadline.

### **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 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 [Undergraduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95 – 100
A	4.0	Excellent performance	95 – 100
A-	3.7	Approaching excellent performance	90 – 94
B+	3.3	Exceeding good performance	85 – 89
B	3.0	Good performance	80 – 84
B-	2.7	Approaching good performance	75 – 79
C+	2.3	Exceeding satisfactory performance	70 – 74
C	2.0	Satisfactory performance	65 – 69
C-	1.7	Approaching satisfactory performance	60 – 64
D+	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject	55 – 59
D	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject	50 – 54
F	0.0	Failure. Did not meet course requirements	Below 50
CG		<a href="#">Credit Granted</a>	
CR		Completed Requirements	

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

Suggested readings are also available on D2L.

Bigelow, L. B. (2023). Mindfulness meditation programs informed by transgender youth. *Mindfulness*, 14(1), 128-140. <https://doi.org/10.1007/s12671-022-02048-6>

- Campeau, A., Champagne, A. S., & McFaul, S. R. (2022). Sentinel surveillance of substance-related self-harm in Canadian emergency departments, 2011– 19. *BMC Public Health*, *22*(1), 1-12. <https://doi.org/10.1186/s12889-022-13287-6>
- Cui, J., Newman, C. E., Lancaster, K., & Mao, L. (2022). Interprofessional dynamics that promote client empowerment in mental health practice: A social work perspective. *Journal of Social Work*, *22*(2), 364-383. <https://doi.org/10.1177/14680173211009714>
- Cyr, G., Godbout, N., Cloitre, M., & Bélanger, C. (2022). Distinguishing among symptoms of posttraumatic stress disorder, complex posttraumatic stress disorder, and borderline personality disorder in a community sample of women. *Journal of Traumatic Stress*, *35*(1), 186-196. <https://doi.org/10.1002/jts.22719>
- Farchi, T., Dopson, S., & Ferlie, E. (2023). Do we still need professional boundaries? The multiple influences of boundaries on interprofessional collaboration. *Organization Studies*, *44*(2), 277-298. <https://doi.org/10.1177/01708406221074146>
- Flint, A. J., Bingham, K. S., & Iaboni, A. (2020). Effect of COVID-19 on the mental health care of older people in Canada. *International Psychogeriatrics*, *32*(10), 1113-1116. <https://doi.org/10.1017/S1041610220000708>
- Gabriel, M. D., Mirza, S., & Stewart, S. L. (2022). Exploring mental health and holistic healing through the life stories of Indigenous youth who have experienced homelessness. *International Journal of Environmental Research and Public Health*, *19*(20), 13402. <https://doi.org/10.3390/ijerph192013402>
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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'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
- Emergency Evacuation/ Assembly Points
- Safewalk