



Course & Session Number	IPHE 501 L01 (Faculty of Social Work Students) & L02 (Students from other faculties)	Classroom	Online
Course Name	Interprofessional Practice in Mental Health		
Dates and Time	<p>Start of Classes: Monday January 8th, 2024</p> <p>End of Classes: Tuesday April 9th, 2024</p> <p>Dates and Time: Zoom's (Tuesdays): January 9th, January 16th, January 23rd, January 30th, February 6th, February 13th, February 27th, March 5th, March 12th, March 19th, March 26th, April 2nd, & April 9th.</p> <p>Zooms occur from 6:00pm – 8:00pm MST</p> <p>February 20th – no class (reading week)</p> <p>Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre¹.</p>		
Instructor	Dr. Chloe Westelmajer Dr. Tara Collins	Office Hours	As requested
UCalgary E-mail	chloe.westelmajer@ucalgary.ca tara.collins2@ucalgary	UCalgary Phone	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,

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

persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

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. This class focuses on the experience of mental illness, treatment alternatives, practice implications, advocacy, policy issues, future challenges, and change. Incorporates in-class and field experiences with consumers and families, employers, professionals, services, and organizations.

COURSE DESCRIPTION

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. There will be 13 Zoom sessions throughout the term (dates are as indicated in the course schedule), and each will be recorded. When unable to participate live due to the time difference or unforeseen circumstances, it is the responsibility of the student to inform the instructor in advance and propose and implement an alternative participation activity (i.e., watch the recordings, submit a brief 500-word reflection, etc.).

This course will examine contemporary issues in 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, within mental health settings. The emphasis will be on utilizing 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 showcases best practices. Students will also be expected to incorporate relevant research literature into their assignments.

Upon completion of this course, you 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. Analyze policy and service delivery issues that involve issues of accessibility, adequacy, and advocacy for persons with mental health challenges.
4. Develop and demonstrate 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.

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 (responding to discussion posts and interacting with digital content). 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 Winter 2024

- Start of Term: Tuesday, January 2, 2024
- First Day of Class: Monday, January 8, 2024
- End of Term: Tuesday, April 30, 2024
- Last Day of Class: Tuesday, April 9, 2024
- Term Break: Sunday to Saturday, February 18 - 24, 2024
- Fee Deadline: Friday, January 26, 2024
- Alberta Family Day, no classes: Monday, February 19, 2024
- Good Friday, no classes: Friday, March 29, 2024
- Easter Monday, no classes: Monday, April 1, 2024

Dates	Topic	Readings
<p>Module 1: Introduction and Interprofessional Practice</p> <p>Week of: Monday January 8th to Monday January 15th, 2024</p> <p>Zoom Online <i>Tues. January 9th 6:00 – 8:00 PM</i></p> <p>Participation in D2L on-line discussion and</p>	<ul style="list-style-type: none"> ● Course overview. ● Interprofessional practice (IPP); a brief overview; What is IPP; IPP and teamwork. <p>CLOS # 1,2,3,4.</p>	<p>University of California (2015, June 5) <i>What is interprofessional collaborative practice?</i> [video]. YouTube. https://www.youtube.com/watch?v=34ZJE_rQ4is</p>

<p>engagement with module content throughout the week.</p>		
<p>Module 1: Introduction and Interprofessional Practice</p> <p>Week of Monday January 15th to Monday January 22nd, 2024</p> <p>Zoom Online Tues. January 16th 6:00 – 8:00pm</p> <p>Participation in D2L on-line discussion and engagement with module content throughout the week.</p>	<ul style="list-style-type: none"> Indigenous perspectives on interprofessional practice in mental health. Interprofessional practice tools, core competencies, challenges, and stumbling blocks. <p>CLOS # 1,2,3,4.</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. & 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: Historical Perspectives, Stigma, and Mental Disorders</p> <p>Week Monday January 22nd to Monday January 29th, 2024</p> <p>Zoom Online Tues. January 23rd 6:00 – 8:00pm</p> <p>Participation in D2L on-line discussion and engagement with module content throughout the week.</p>	<ul style="list-style-type: none"> Historical perspectives and contemporary issues; lingering effects of anti-institutional perspectives. <p>CLOS # 1,2,3,4.</p>	<p>Recovery: BC PSR Advanced Practice (2015, November 27). <i>Mental Health Commission of Canada’s recovery guidelines</i> [video]. YouTube. https://www.youtube.com/watch?v=caO8lFXbgRc</p> <p>Vaillancourt, T., Szatmari, P., Georgiades, K., & Krygsman, A. (2021). The impact of COVID-19 on the mental health of Canadian children and youth. <i>Facets</i>, 6(1), 1628-1648. http://dx.doi.org/10.1139/facets-2021-0078</p>

<p>Module 2: Historical Perspectives, Stigma, and Mental Disorders</p> <p>Week Monday January 29th to Monday February 5th, 2024</p> <p>Zoom Online <i>Tues. January 30th 6:00 – 8:00pm</i></p> <p>Participation in D2L on-line discussion and engagement with module content throughout the week.</p>	<ul style="list-style-type: none"> • Key current issues: Stigma & recovery; controversies in etiology of mental disorders. • Mental health: the system, programs and key individuals involved in providing care; levels of care and intensity of care. <p>CLOS # 1,2,3,4.</p>	<p>Canadian issues in Mental Health: https://www.mentalhealthcommission.ca/sites/default/files/Informing%252520the%252520Future%252520-%252520Mental%252520Health%252520Indicators%252520for%252520Canada_0.pdf</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 the helping professions</i> (pp. 16-24). Open University Press.</p>
<p>Assignment 1: Reflective Discussion of Stigma or Team Decision Making Questionnaire Due: Tuesday February 6th, 11:59 PM</p>		
<p>Module 3: Signs, Symptoms, Mood Disorders, Different Perspectives</p> <p>Week of Monday February 5th to Monday February 12th, 2024</p> <p>Zoom Online <i>Tues. February 6th 6:00 – 8:00 PM</i></p> <p>Participation in D2L on-line discussion and engagement with module content throughout the week.</p>	<ul style="list-style-type: none"> • The DSM: Signs and symptoms of mental illness. • Mood disorders: Depressive and bi-polar disorders - etiology, assessment, and treatment. <p>CLOS # 1,2,3,4.</p>	<p>Depression: University of Nottingham (2012, January 31). <i>Psychiatric interview for teaching: Depression</i> [video]. YouTube. https://www.youtube.com/watch?v=4YhpWZCdiZc</p> <p>Sirotych, 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.</p>
<p>Module 3: Signs, Symptoms, Mood Disorders, Different Perspectives</p>	<ul style="list-style-type: none"> • Anxiety disorders: Etiology, assessment, and treatment. 	<p>Anxiety: University of Nottingham (2012, January 31). <i>Psychiatric interviews for teaching: Anxiety</i> [video]. YouTube.</p>

<p>Week of Monday February 12th to Monday February 19th, 2024</p> <p>Zoom Online Tues. February 13th 6:00 – 8:00 PM</p> <p>Participation in D2L on-line discussion and engagement with module content throughout the week.</p>	<ul style="list-style-type: none"> Perspectives of different professions working together. <p>CLOS # 1,2,3,4.</p>	<p>https://www.youtube.com/watch?v=li2FHbtVJzc</p> <p>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.</p>
<p>Term Break – February 18th – 24th, 2024</p> <p>No Zoom Class</p>		
<p>Module 4: Psychosis and Co-Occurring Disorders</p> <p>Week of Monday February 26th to Tuesday March 4th, 2024</p> <p>Zoom Online Tues. February 27th 6:00 – 8:00 PM</p> <p>Participation in D2L on-line discussion and engagement with module content throughout the week.</p>	<ul style="list-style-type: none"> Psychoses: Assessment and treatment. Perspectives of different professions. <p>CLOS # 1,2,3,4.</p>	<p>Psychosis: University of Nottingham (2012, January 31). <i>Psychiatric interviews for teaching: Psychosis</i> [video]. YouTube. https://www.youtube.com/watch?v=ZB28gfSmz1Y</p>
<p>Module 4: Psychosis and Co-Occurring Disorders</p>	<ul style="list-style-type: none"> Co-occurring addictions: the interaction of mental disorders and substance use/abuse. 	<p>Deering, K. & Williams, J. (2022). The role of mental health services in crisis management. In K. Deering and J. Williams (Eds.) <i>Interprofessional perspectives of mental health crisis: For nursing, health, and the helping</i></p>

<p>Week of Monday March 4th to Monday March 11th, 2024</p> <p>Zoom Online <i>Tues. March 5th</i> <i>6:00 – 8:00 PM</i></p> <p>Participation in D2L on-line discussion and engagement with module content throughout the week.</p>	<p>CLOS # 1,2,3,4.</p>	<p><i>professions</i> (pp. 38-48). Open University Press.</p>
<p>MIDTERM: Creative Group Project Due: Tuesday March 5th, 11:59 PM</p>		
<p>Module 5: Personality Disorders, Neurodevelopmental Disorders, FASD, ABI, & Other</p> <p>Week of Monday March 11th to Monday March 18th, 2024</p> <p>Zoom Online <i>Tues. March 12th</i> <i>6:00 – 8:00 PM</i></p> <p>Participation in D2L on-line discussion and engagement with module content throughout the week.</p>	<ul style="list-style-type: none"> • Personality Disorders: policy issues, ethics, and stigma. • Personality Disorders: assessment, and therapeutic interventions <p>CLOS # 1,2,3,4.</p>	<p>Reichl, C., & Kaess, M. (2021). Self-harm in the context of borderline personality disorder. <i>Current Opinion in Psychology</i>, 37, 139-144. https://doi.org/10.1016/j.copsyc.2020.12.007</p> <p>Narcissistic personality: Grande, T. (2015, November 17). <i>Counseling assessment vignette: Client with features of narcissistic personality disorder</i> [video]. YouTube. https://www.youtube.com/watch?v=cwmf4PSMqLE;</p> <p>Borderline personality: Grande, T. (2017, August 12). <i>CBT Counseling role-play: Clients with symptoms of borderline personality disorder</i> [video]. YouTube. https://www.youtube.com/watch?v=jQgkVKGqBCE</p>
<p>Module 5: Personality Disorders, Neurodevelopmental Disorders, FASD, ABI, & Others</p>	<ul style="list-style-type: none"> • Neurodevelopmental disorders, neurocognitive disorders, FASD/ND- PAE, ABI, and & others 	<p>Eason, A., Starr, R. & 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</i></p>

<p>Week of Monday March 18th to Monday March 25th, 2024</p> <p>Zoom Online <i>Tues. March 19th</i> <i>6:00 – 8:00 PM</i></p> <p>Participation in D2L on-line discussion and engagement with module content throughout the week.</p>	<ul style="list-style-type: none"> Care planning & the interprofessional shared care planning matrix <p>CLOS # 1,2,3,4.</p>	<p><i>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: Trauma</p> <p>Week of Monday March 25th to Monday April 1st, 2024</p> <p>Zoom Online <i>Tues. March 26th</i> <i>6:00 – 8:00 PM</i></p> <p>Participation in D2L on-line discussion and engagement with module content throughout the week.</p>	<ul style="list-style-type: none"> Trauma as a mental health problem. Definitions and various types of trauma. <p>CLOS # 1,2,3,4.</p>	<p>Van der Kolk: Childhood Trauma, Affect Regulation, and Borderline Personality Disorder. Yale University (2013, July 8). <i>Childhood trauma, affect regulation, and borderline personality disorder</i> [video]. YouTube. https://www.youtube.com/watch?v=N2 NTADxDuhA</p> <p>Van der Kolk. The Body Keeps Score: CentreScene (2015, May 22). <i>The body keeps the score: Brain, mind, and body in the healing of trauma</i> [video]. YouTube. https://www.youtube.com/watch?v=53 RX2ESlqsM&t=2278s</p> <p>Norrholm, S. D., Zalta, A., Zoellner, L., Powers, A., Tull, M. T., Reist, C., Schnurr, P. Weathers, F. & 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>Module 6: Trauma</p> <p>Week of Monday April 1st to Tuesday April 9th, 2023</p> <p>Zoom Online <i>Tues. April 2nd</i></p>	<ul style="list-style-type: none"> Treating trauma and trauma-informed treatment. Implications for inter- professional assessment and intervention. 	<p>Guhn, M., Emerson, S. D., Mahdavian, D., & 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 & Human Development</i>, 51(1), 80-93.</p>

<p>6:00 – 8:00 PM & Tues. April 9th 6:00 – 8:00 PM</p> <p>Participation in D2L on-line discussion and engagement with module content throughout the week.</p>	<p>CLOS # 1,2,3,4.</p>	<p>https://doi.org/10.1007/s10578-019-00912-6</p> <p>Lomax, R. & 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>
<p>FINAL: Interprofessional Mental Health Care Plan</p> <p>Due: Tuesday April 9th, 11:59 PM</p>		

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

You are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required.** Please reach out to your instructor if you experience challenges that prevent you from having your camera turned on. You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)

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. Students will be advised before the instructor initiates a recording of a Zoom session

RECORDINGS OF ONLINE CLASSES (By Students)

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS. Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for the additional information.

ASSESSMENT COMPONENTS

Assignment 1: Reflective discussion of Stigma (AQ27) OR Team Decision Making Questionnaire (TDMQ)

Aligned Course Learning Outcomes: 1, 3, 4.

Due: Tuesday February 6th, 2024, 11:59 PM

Grade value: 20% of final grade

A critical reflection of stigma or team decision making in mental health. Each student is required to complete an assigned stigma assessment tool (AQ27) **OR** a Team Decision Making Questionnaire (TDMQ) based on a recent team/professional experience. Each student will then write a summary of their personal, professional, and academic reflections that arise through the completion of the questionnaire they choose. The critical reflection of the AQ-27 should include both personal and common society-level beliefs and attitudes regarding mental health. If the student chooses to complete the critical reflection of team decision-making they should reflect upon the parts of team decision making that are most critical for inter-professional practice with personal and/or professional examples. Length of the 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 7th edition. A rubric for the reflection assignment is available on D2L and should be followed closely.

Assignment 2: Creative Interprofessional Practice Group Project

Aligned Course Learning Outcomes: 1, 2, 3, 4.

Due: Tuesday March 5th, 2024, 11:59 PM

Grade value: 30% of final grade.

The mid-term is a group assignment focusing on the interprofessional 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 interprofessional practice, along with the core competencies, tools, challenges, and stumbling blocks that may arise during mental health treatment. Students will choose a mental health treatment approach or mental health treatment service that can be used in interprofessional settings and explore both the approach and population served, as well as the interprofessional components. Students will provide concrete suggestions for how to address mental health concerns within an inter-professional context. 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 references (both course 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.

Assignment 3: Final: Interprofessional Mental Health Care Plan

Aligned Course Learning Outcomes: 1, 2, 3, 4.

Due: Tuesday April 9th, 2024, 11:59 PM

Grade Value: 30% of final grade

Students will be given a choice of four 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, challenges, tools, and techniques explored in class and in the course reading material) 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 7th 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.

Participation in Zoom and Discussion Board

Discussion post due dates:

- Introductory post due: January 16th by 11:59 pm MST.
- Main Module 1 post due: Tues. Jan. 23rd by 11:59 pm MST; Response Post to Module 1 due: Tues., Jan. 30th by 11:59 pm
- Main Module 2 post due: Tues., Feb. 6th by 11:59 pm MST.
- Main Module 3 post due: Tues, Feb. 20th by 11:59 pm MST; Response Post to Module 3 due: Tues., Feb. 27th by 11:59 pm
- Main Module 4 post due: Tues., Mar. 12th by 11:59 pm MST.
- Main Module 5 post due: Tues., Mar. 26th by 11:59 pm MST; Response Post to Module 5 due: Tues., Apr. 2nd by 11:59 pm
- Main Module 6 post due: Tues., April 9th by 11:59pm MST.

All discussion board submissions to be completed by Tuesday April 9th, 2024, at 11:59pm.

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. Meetings during class time and outside of 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. Discussion posts are due seven days after the module's zoom presentation. If using sources, APA 7th Edition should be utilized.

Grades for participation include Zoom attendance, discussion group posting, and participation in the zoom sessions. The student may only miss 2 Zoom sessions during the semester (and complete an alternative participation activity) without losing marks for participation. A rubric is available on D2L and should be followed closely.

Please note that the instructors can view your participation in the course (including information on logins and information accessed). The instructors will be able to determine whether you accessed all module materials, and how many posts you have authored/read.

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 can submit a 500-word essay relevant to the content discussed at that Zoom session in order to obtain the participation mark for that Zoom. 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 11:59 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 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. Rounding up will occur to the next whole number if there is a decimal point above .5 so that a 19.6 would be rounded up to 20, for example, but a 19.5 would not.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	85-94
A-	3.7	Approaching excellent performance	80-84
B+	3.3	Exceeding good performance	77-79
B	3.0	Good performance	73-76
B-	2.7	Approaching good performance	70-72
C+	2.3	Exceeding satisfactory performance	67-69
C	2.00	Satisfactory performance	63-66
C-	1.70	Approaching satisfactory performance	60-62
D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	57-59
D	1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject.	50-56

F	0.00	Failure. Did not meet course requirements.	Below 50
CG		Credit Granted. Not included in the GPA calculation. See section F.1.3 for additional detail.	
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as “Not Included in GPA” where applicable.	

COURSE EVALUATION

At the close of each term, students can provide feedback on their academic learning experience in their courses, including their instructors, through university-wide online surveys. Student feedback contributes to ensuring academic excellence in the university’s curriculum by bringing direct feedback to instructors.

Students will receive an email from **UCalgary Course Surveys** with direct links to their current course surveys, or they can access within the D2L course shell. For more information, visit: <https://www.ucalgary.ca/provost/teaching-learning/student-surveys/usri>

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., & McFaull, 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>
- Gadermann, A. M., Petteni, M. G., Janus, M., Puyat, J. H., Guhn, M., & Georgiades, K. (2022). Prevalence of mental health disorders among immigrant, refugee, and non-immigrant children and youth in British Columbia, Canada. *JAMA Network Open*, 5(2), e2144934-e2144934.
- Klein, J. L., & Beeson, E. T. (2022). An exploration of clinical mental health counselors' attitudes toward professional identity and interprofessionalism. *Journal of Mental Health Counseling*, 44(1), 68-81. <https://doi.org/10.17744/mehc.44.1.06>
- Liu, L., Pollock, N. J., Contreras, G., Tonmyr, L., & Thompson, W. (2022). Prevalence of suicidal ideation among adults in Canada: results of the second Survey on COVID-19 and mental health. *Health Rep*, 33(5), 13-21. <https://www.doi.org/10.25318/82-003-x202200500002-eng>
- Moran, P., Coates, R., Ayers, S., Olander, E. K., & Bateson, K. J. (2022). Exploring interprofessional collaboration during the implementation of a parent-infant mental health service: A qualitative study. *Journal of Interprofessional Care*, 1-9. <https://doi.org/10.1080/13561820.2022.2145274>
- Moroz, N., Moroz, I., & D'Angelo, M. S. (2020, November). Mental health services in Canada: barriers and cost-effective solutions to increase access. In *Healthcare Management Forum* (Vol. 33, No. 6, pp. 282-287). SAGE Publications.
- Vyver, E., Han, A. X., Dimitropoulos, G., Patten, S. B., Devoe, D. J., Marcoux-Louie, G., & Katzman, D. K. (2023). The COVID-19 pandemic and Canadian pediatric tertiary care hospitalizations for anorexia nervosa. *Journal of Adolescent Health*, 72(3), 344-351. <https://doi.org/10.1016/j.jadohealth.2022.07.003>

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