



Course & Session Number	SOWK 553 S02	Classroom	Online
Course Name	Mental Health		
Dates and Time	Start of Classes: January 8 th 2024 End of Classes: April 9 th 2024 Dates and Time: Mandatory Zoom Sessions January 9 th and February 13 th , 6-8pm, and assignment 1 Interprofessional activity January 20 th 8:30am - 12:00pm Add/Drop/Withdrawal Dates: Drop without financial penalty January 18 th , add or swap January 19 th , withdraw April 9 th 2024		
Instructor	Dr. Heather M Boynton HBPE, MSW, RSW, PhD	Office Hours	As requested via email
UCalgary E-mail	hboynto@ucalgary.ca	UCalgary Phone	n/a

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 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

Examines contexts, theories, practice models and skill development in specialized fields of practice.

COURSE DESCRIPTION

This primarily asynchronous online course offers 39 hours of formal instruction which will be provided through ongoing review of D2L module discussion posts (8 hours); review and comments regarding thematic summaries, additional resources, current events and media, and review of weekly assignments (8 hours); pre-recorded lectures and the 3 zoom sessions (23 hours).

The course combines an introduction to social work practice in mental health with critical perspectives examining dominant and common approaches to practice. There is an interprofessional aspect as social workers typically work closely with other professions in mental health. The focus will be on developing foundational knowledge, or building on existing knowledge and experience, for generalist social work practice in mental health. Historical, contextual, and professional factors influencing social work practice in mental health will be considered and current assessment, diagnostic and treatment approaches will be examined. Equal emphasis will be placed on the significant and growing body of literature that seeks to understand the social, cultural, and historical factors that have shaped our understanding of mental health and current diagnostic and treatment practices. Students are required to demonstrate an understanding of the historical and contemporary issues of mental health for racialized, Indigenous, 2SLGBTQIA+, people with disabilities, women, and Francophone community members in Canada. Cultural and spiritual awareness, humility, appropriateness, and attunement are discussed as core areas of ongoing learning and competencies as critical components of practice. Thus, students will demonstrate development of a culturally and spiritually sensitive practice approach. Students will also learn about the skills required for interprofessional communication and client/family centred care which is often critical in mental health treatment.

Important Note: This course covers content with topics and issues that can be difficult and may evoke strong emotions for some students. You may find yourself engaging in reflection on your own experiences or those of others you know. You also may find that you are taking an honest look at your feelings and beliefs and own cultural and spiritual worldview when engaging with the content in the course. For some students, this may be emotionally challenging because it may bring up unresolved grief from the past or it may relate to current life issues that are emotionally difficult. Please ensure you access support through your own networks, through the university, or from professionals in your community as required.

This course will take place primarily asynchronously **online** via Desire2Learn (D2L) with some **face to face** learning opportunities. To best succeed in the course, students are encouraged to first read the texts for the module, read the module instructions and listen to the pre-recorded module lectures, prior to participating in the other asynchronous learning tasks outlined in the D2L learning environment.

The synchronous Zoom sessions (links found in D2L) throughout the term include January 9th 6:00-8:00 p.m. to get to know the instructor and to review of syllabus and an opportunity to ask questions or clarify items, Jan 23rd, March 12th 6-8pm for experiential learning/group work. On February 13th 6:00-

8:00 p.m. students will prepare for assignment 2 through an orientation for the session with nursing students.

For students choosing Option 1 for Assignment 1 you will have a zoom session on January 20th 8:30am – 12:00pm where you will engage with students from various professions from the University of Alberta in a case scenario experiential learning event, and on Feb 6th from 6-8pm there will be a debrief session. Groups can also use weekly zoom sessions for their small group work together.

COURSE LEARNING OUTCOMES

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

- 1) Through a recovery model lens examine and articulate the complexity of issues and the important role(s) of social work,
- 2) Understand and value the components and importance of an ecobiopsychosocialspiritual assessment which includes intersecting contextual, racial, cultural, spiritual, religious, gender, and identity factors,
- 3) Compare, and contrast previous and ongoing critiques of mental health systems and mental health practices including but not limited to:
 - a) current models of treatment, including pharmacology, and evidence-based approaches: modular, group, individual, family, integrative, holistic, cultural, spiritual etc.
 - b) professional, political, economic, corporate, and commercial influences in the provision of mental health services,
 - c) research and the emerging literature evaluating social work practice in mental health,
 - d) the Calls to Action for Truth and Reconciliation that pertain to mental health
- 4) Evaluate the benefits and challenges of a diagnosis for an individual; examine the history, validity, and reliability of the DSM and classifications and its utility, and apply critical thinking and evaluative skills to diagnostic areas of mental health and the use of the medical model for social work practice,
- 5) Develop expertise in group work contracts/charters and refine, and enhance collaborative teamwork and communication skills necessary in mental health care through examining Tuckman’s model of group dynamics (forming, storming, norming, performing and adjourning),
- 6) Examine social work’s role in interprofessional collaborative practice, and assess your own attitudes, knowledge, and skills through interprofessional education activities, and in relation to the Canadian Interprofessional Health Collaborative Interprofessional Competency Framework which includes:
 - a) interprofessional communication
 - b) patient/client/family /community-centred care
 - c) role clarification
 - d) team functioning
 - e) collaborative leadership
 - f) interprofessional conflict resolution

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

REQUIRED TEXTBOOKS AND/OR READINGS

Regehr, C. & Glancy, G. (2022). *Mental health social work practice in Canada*, (3rd edition). Oxford University Press.

The required and recommended reading lists can be found in D2L. Students will be required to access these required and additional readings using their UC IT accounts and are listed here:

Module 1 Readings:

Regehr Chapters 1, 4, 5

Module 2 Readings:

Regehr Chapters 8, 9

Module 3 Readings:

Regehr Chapters 6, 11, 12 &

Bernard, D.L., Calhoun, C.D., Banks, D.E. *et al.* (2020). Making the “C-ACE” for a Culturally-Informed Adverse Childhood Experiences Framework to Understand the Pervasive Mental Health Impact of Racism on Black Youth. *Journal of Child and Adolescent Trauma* **14**, 233–247.

<https://doi.org/10.1007/s40653-020-00319-9>

Module 4 Readings:

Regehr Chapters 2, 3, 7, 10

Module 5 Readings:

Boynton, H. M., & Vis, J. (2017). Spirituality: The missing component in trauma therapy across the lifespan. In B. Crisp (Ed.), *Routledge handbook of religion, spirituality and social work*, pp. 193-201. Routledge.

Cheung, M., & Leung, C.A. (2020). Social-cultural ecological perspective. In R. Ow & A.W. C. Poon (eds.), *Mental Health and Social Work* (pp. 87-107). Springer. https://doi.org/10.1007/978-981-13-6975-9_25

Hodge, D.R. (2005). Developing a spiritual assessment toolbox: A discussion of the strengths and limitations of five different assessment methods. *Health Social Work*, *30*(4), 314-323. Doi: 10.1093/hsw/30.4.314.

Vis, J., & Boynton, H. M. (2008). Spirituality and transcendent meaning making: Possibilities for enhancing posttraumatic growth. *Journal of Religion and Spirituality in Social Work: Social Thought*, *27*(1-2), 69-86.

Module 6 Readings:

Figley, C.R., & Burnette, C.E. (2016). Building bridges: Connecting systemic trauma and family resilience in the study and treatment of diverse traumatized families. *Traumatology*, *23*(1), 95-101.

<http://dx.doi.org/10.1037?trm0000089>.

Middleton, J., Cunsolo, A., Jones-Bitton, A., Wright, C.J., Harper, S.L., (2020). Indigenous mental health in a changing climate: A systematic scoping review of the global literature. *Environmental Research Letters*, 15, 053001.. doi:10.1088/1748-9326/ab68a9

Schmitz, R. M., & Charak, R. (2022). "I Went into this as This One Person, and Then Came Out a Totally Different Person": Native LGBTQ2S+ young adults' conceptions of trauma. *Journal of Interpersonal Violence*, 37(5–6), NP3293–NP3319. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0886260520948523>

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. Preparation for Assignment 2 is required for effective learning and a resource package will be provided, along with a preparatory session on February 13 in the mandatory zoom class.

RELATIONSHIP TO OTHER COURSES

This course is offered as an elective in the Bachelor of Social Work program at the University of Calgary. It complements other electives and required social work courses intended to provide foundational knowledge for generalist social work practice at the undergraduate level and critical approaches that emphasize social justice and inclusion.

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 ([For courses with residencies in February, please change to February 25 – March 3](#))
- 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

Class Schedule

Each Module is two weeks in duration.

Module 1: Mental Health and the Context of Social Work Practice and Interprofessional Collaboration, Assessment and Risk, & SMARTER GOALS
January 8th – 21st

Biomedical notions of mental health and illness have dominated mental health services, and social workers rank among the professionals most often providing services in the mental health field, often practicing on interprofessional teams with psychiatrists, psychologists, and registered nurses, and other allied health professionals. Assessment, diagnosis, and treatment decisions are typically framed by the Diagnostic and Statistical Manual of Mental Disorders (DSM) published by the American Psychiatric Association. The DSM will also be considered as a social and political document that has shaped current and professional understandings of mental health and illness, and you will examine the history of the DSM, along with current critiques of the use of the DSM in social work practice. Although social work seeks to understand the multiple contexts that influence individual, family, and community experience, assessment in mental health typically focuses on individual level factors and diagnoses are typically made using the DSM and social workers are often tasked with conducting a mental status exam, suicide risk assessment, and determining differential diagnoses or query a diagnosis, as such social workers should conduct an ecobiopsychosocialspiritual assessment that is holistic in nature. Cultural and spiritual aspects of mental health will be highlighted as critical components, and the recovery approach to mental health and promoting hope and optimism will be examined. Goal setting is an important component of mental health treatment planning, and students will set a personal goal of their own for the duration of the class to gain insights. **Chapters 1,4,5** focus on these aspects.

Module 2: Depression and Mania, Anxiety:

January 22nd to February 4th

This module looks at the various types of mood and anxiety disorders, including the factors that contribute to mood. Symptoms and challenges of anxiety and mood disorders are discussed. Biomedical approaches to diagnosis and treatment are commonly considered to dominate mental health practice today, particularly as the use of psychotropic medications has increased across disorders and across the lifespan, and their effectiveness is often proclaimed without question or critique. The recovery approach and psychosocial treatment options are examined. The unified protocol intervention has emerged as an evidenced based modality that can target both mood and anxiety which can be implemented individually or in groups, and will be highlighted. **Chapters 8, 9** will be the focus of this module.

Module 3: Adverse Childhood Events, Grief and Loss, Personality Disturbance and Substance-Related Concerns

February 5th to 18th

This module addresses how adverse events in early childhood can have long lasting impacts on mental health, physical health and development, overall wellbeing, and even lead to early death. It offers insight into the experiences of trauma, grief, and loss at various developmental stages across the lifespan. Various terms and types of grief and loss are examined along with stigmatized and disenfranchised loss which is often pertinent in mental health. Students will develop an awareness and appreciation of life cycle issues, the client's spiritual worldview, and spirituality as a source of strength and/or struggle in relation to trauma, grief, and loss. Posttraumatic growth is often experienced by individuals who encounter trauma, grief and loss, and there is potential for it to be facilitated through awareness and a focus on spirituality and strengths and resources and holding potential for hope for both clinician and client.

The nature and contributing factors of substance use and their overlap with mental health are examined. Individuals often use substances as a means of self-medicating for various symptoms and struggles which makes treatment more complex. Many complex factors can contribute to substance use. There are many substances of abuse which are accessed legally and illegally and have varying levels of harm. You will examine current treatment approaches alongside evidence for, or statements about,

their effectiveness for anxiety, mood disorders and substance use. Non-pharmacological treatments and the use of psychedelics have also proliferated in recent years, and you will be invited to examine evidence for their effectiveness and factors contributing to their use and popularity, as well as contraindications and other approaches including meditation. Evidenced based practice will be examined and critiqued from individual, contextual, and cultural lenses. Harm reduction, holistic, and recovery approaches will be emphasized. **Chapters 6, 11, 12** will be the focus. **February 13th is a mandatory zoom session** for assignment 2.

Term Break Feb 19th to 23rd

Module 4: Mental Health Policy, The Law, Schizophrenia and Psychosis, Neurocognitive Concerns Feb 26th to March 10th

The history of mental health in Canada is reviewed in this module. Various policy frameworks over the past several decades have shaped mental health services and will be examined. Stepped care approaches are being implemented with the aim of streamlining access to care, and as cost savings measures which will be highlighted. Legal aspects including consent (which differs regarding age across Canada), hospitalization, substitute decision making and advanced care directives are covered.

The multiple factors contributing to schizophrenia and recent findings of neurobiology are reviewed. The symptoms and challenges of schizophrenia, other psychosis, neurocognitive disorders, as well as personality disturbance are conveyed. Assessment, intervention, and recovery approaches are focused on. Additionally, neurocognitive factors are examined including delirium, traumatic brain injury, and progressive neurocognitive disorders. Family considerations are also explored. **Chapters 2, 3, 7, 10** will be the focus.

Module 5: Culture, Spirituality and Mental Health March 12th to 24th

Culture and spirituality are critical aspects of mental health and wellbeing and are often either ignored or minimally mentioned in assessment and intervention approaches. This module reviews the spiritual dimension of being human and how culture and spirituality and religion are significant factors for individuals experiencing mental health challenges. In some cultures, mental health is a taboo topic, and some experiences may be viewed as negative spiritual experiences or events, or the individual is deemed to be under the influence of spirits or demonic beings or curses. Spiritual experiences historically have been deemed as mental health psychoses, although in some cultures spiritual experiences are revered. The importance of culturally and spiritually informed practice or a culturally and spiritually sensitive social work framework for practice are emphasized. **Assigned readings in D2L** will be the focus

Module 6: Critical Perspectives for Social Work Practice in Mental Health March 25th to April 9th

Despite the profession's commitment to social justice, social workers are often unfamiliar with the growing and substantial body of literature that is critical of the DSM and current practice approaches. Diverse perspectives are being recognized as necessary in mental health. This module will provide an opportunity to consider critical perspectives introduced in the other modules in greater detail, including Indigenous considerations, development factors and culture, gender and LGBTQ, historical, social, political factors, social and cultural determinants of health and mental health. Students will be required to evaluate current mental health practice considering the growing and sustained critique of that

practice and consider strategies for reshaping social work practice in mental health. Students will co-create learning in this module through providing chosen critical perspective topics in mental health. **Assigned readings, resources on D2L and student resources** will be the focus.

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.

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.

The instructor will record the face to face zoom sessions in the event of special circumstances related to student concerns (i.e. students away due to medical concerns who require to watch the session at a later date).

ASSESSMENT COMPONENTS

Assignment 1: Interprofessional Teamwork in Mental Health 45%

Assignment Description:

Option 1 (preferred): Interprofessional Treatment Planning for a Stem Cell Transplant Patient (with students from the University of Alberta in pharmacy, nursing, and dietetics) **45%**

You will have an opportunity to learn and practice competencies of teamwork and communication through an interprofessional care team in a case-based scenario in the context of a blood and marrow transplant clinic. Post stem cell transplant patients have complex health care needs which benefit from a team-based approach. Social workers bring expertise related to mental health. In this assignment you will engage in an interprofessional collaboration experience with students from Pharmacy, Nursing, and Dietetic students at the University of Alberta. You will consider Tuckman's model of group dynamics for

interprofessional collaboration and team effectiveness. Together you will develop patient/family centred goals.

In **Part 1** (5%) You will access a case scenario on the University of Alberta course site. You will be provided with a selection of readings, podcasts and videos offering background content. This will take approximately 4 hours and must be done **prior to January 20th**.

In **Part 2** (20%) you will be a member of an interprofessional care team in a transplant follow up clinic where you will work together to provide patient care. **On January 20th from 8:30am-12:00pm** there will be a synchronous session where each team will be introduced to the patient and will work through various activities identifying the key issues for the individual and develop a plan together addressing the goals. You will negotiate responsibilities and tasks, explore your own role and the role of others and be mindful of the patient. Your team will develop a documentation note communicating your assessment and plan.

Afterwards you will collaborate in writing a 1000-1500 word reflective paper. The essay should align with the interprofessional reflection guide (accessible at: https://sites.ualberta.ca/~hsercweb/viper/Reflection_Guide_Practitioner.pdf) and critically reflect on a specific experience (discussion, event, or task etc) from the synchronous session. Possible themes to explore may include establishing trust, mutual respect, negotiation of responsibilities and/or actions, patient centered care, communication, team dynamics, group processes, and conflict management.

- The reflection is **due on Jan 28**. A rubric will be provided in eClass.
- A selection of optional resources will be provided to students to assist in reflective writing.

In **Part 3** (20%) a second part of the patient case will be made available. You will collaborate asynchronously in providing patient care. After reviewing the case materials, you will provide your assessment and plan, in the style of patient record documentation through a team-specific online forum. In other words, the forum will represent additions to the patient's permanent record (chart). Contributions are expected to communicate (with professionalism and respect) the next steps your role will provide in a collaborative approach to meeting the patient's needs and/or goals. Notes authored by classmates will only be visible once you have posted your note. Once all team members have documented in the patient record students will be asked to provide feedback to one or more team members. The peer feedback criterion will focus on skills of effective communication, patient centeredness, role clarity, and team functioning & collaboration. A feedback guide will be made available on eClass (and in appendix 4). Students that complete all components with good effort will receive full marks. You will then participate in a debrief session on zoom with other social workers on **Feb 6th 6:00pm-8:00pm**.

Assessment Criteria: 5% preparatory work accessing materials, 20% synchronous session and teamwork on care provision and contribution to paper, 20% your role as social worker and offering feedback to team members and debrief

Option 2 (if can't do option 1 component on January 22nd): Interprofessional Mental health Interviews and Reflection, and Formal Paper – 45% - interview and reflection paper 15% formal paper 30%

Part 1: You will interview 2 people from different professions (i.e., nursing, occupational therapy, psychology, medicine, psychiatry) to ask about their work in mental health. You might ask questions such as: What does a day/week in your life look like? Who do you most often collaborate with? What are some of the strengths, and challenges of interprofessional collaboration? How do you negotiate tasks and roles? What model(s) of practice do you use? How do you coordinate care and treatment plans? You will then write a 3-5 page reflection paper on your experience and findings.

Part 2: You will write a 15-18 page paper on interprofessional collaboration (or teamwork) and mental health. You will find at least 10 articles to discuss in the paper. You will write about the various aspect discussed in the literature and any interesting research findings. You might find articles related to: communication, conflict resolution, role clarity, patient outcomes, mental health, decision making, crisis response. You will also discuss the role of social work in interprofessional mental health care. The paper is to be in Times New Roman 12 pt font double spaced and adhere to APA format. When submitting to the drop box please save your paper as **LAST NAME_FIRST NAME_ASSIGNMENT 1_SOWK 553**

Assessment Criteria: Total of 20 pages of submitted material: 15% interview and reflection paper, 30% Formal Paper on Interprofessional aspects and mental health.

Assignment 2: Interprofessional Mental Health Virtual Simulation: Understanding Client Experiences-Experiential Case Scenario and Reflection (3-5 page paper or 7-10 minute recording) 20%

Aligned Course Learning Outcomes: 1, 2, 3, 4, 6

Assignment Description:

You will have an opportunity to participate in an interprofessional mental health virtual simulation. You can refine your therapeutic communication skills to further your assessment and intervention capacity in a different context as you role play an adult individual with several stressors with mental health impacts. This role will highlight mental health care from the perspective and experience of an individual. You will interact with nursing students who will role play the nurse engaging in assessing and goal setting with the client. The case information and guidance on how to play this role in the virtual simulation platform will be provided prior to the simulation. The simulation will occur either on Tuesday March 4th or Thursday March 7th (sign up required) and there is a preparatory meeting first thing in the morning to provide students with instructions. An interprofessional debriefing exercise with nursing students will be facilitated for students right after the simulation. There will be a mandatory zoom session on February 13th 6:00pm to 8:00pm which will provide an overview. Following the simulation experience, you will write a 3-5-page theoretical and reflective paper (or record a 7-10-minute talk – suggest you write out key points to discuss) linking your learning experience to course materials, and personal insights particularly on the experience of the individual receiving services, the clinician-client relationship, assessment of mental health, communication and goal setting and client-centred care. You will consider the experience in relation to the recovery approach, therapeutic alliance, and consider the ecobiopsychosocialspiritual model, and SMARTER goals. The paper or recording link will be uploaded to the associated D2L Dropbox on or before March 15th. A rubric for the paper/recording will be available on D2L. Please use the following naming convention when saving and submitting your paper **LAST NAME_FIRST NAME_ASSIGNMENT 2_SOWK 553**

Assessment Criteria: 5 page theoretical and critical reflection paper or recording on the virtual simulation and debrief 20% due March 16th 11:59pm.

**Assignment 3: Community of Practice Discussions and Critical Perspective Topic Due March 24th 35%:
Discussion posts 25% Critical Perspective Topic 10%**

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6

Assignment Description:

You will be randomly placed in small groups of 4-7 students. You are required to post your reflections on the readings and resources and questions posed in D2L by the instructor. Individual posts do not need to be APA formatted unless you are citing directly from a source, or the material is from an source outside of the course material. Students should consider how to advance the group conversation. This discussion forum is similar to in class discussions or seminar groups that offer the opportunity to share individual perspectives and to learn with, from and about one another. You should respond to at least one other person's post in your group each module. This offers an opportunity for students to develop effective communication skills that are critical in mental health practice.

You will be introduced to Tuckman's model of group development to enhance and support the collaborative discussions and class work together. Tuckman's model is also important for the interprofessional work in assignment one. Each small group will develop a group charter (samples forms provided) with guidelines for participation and timelines for individual posts to be completed (ie. 3 days before end of module to allow for responses), and how you will engage in problem solving and conflict resolution. This experiential learning is intended to simulate collaborative work, foster engaging dialogue around course content, and offer practical tools that are important and useful for use in the practice realm.

As a group you will choose a critical perspective topic to present to/teach the class for Module 6. Email the topic to the instructor by January 31st (email asap to ensure your topic, and the instructor may provide feedback or information via email regarding your topic). You may choose to present your information as a presentation, podcast, digital story, debate session, interview, a portfolio, or another creative means. You will upload the topic to the designated discussion area for the class. The critical perspective topic should demonstrate a progression of ideas that clearly articulate the topic and the perspectives, or frameworks, and/or critiques and arguments, and these are presented with a logical flow. The topic should offer an introduction, possible definitions or concepts, the key points related to the mental health topic, implications for policy, practice and research, and a conclusion. The presentation might include critical discussion questions, or other interactive activities. Key references used are to be done in APA format and can be placed at the end of the presentation or uploaded as a word document. A presentation rubric will be provided in D2L. Ensure that all those who contributed to the presentation are listed at the beginning of the presentation. Please use the following naming convention when uploading GROUP #, NAME OF TOPIC, NAME of PRESENTATION.

Assessment Criteria: Critical thinking and analysis evident in discussion posts and responses 25%, Critical perspective topic presentation 10%

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to fully engage in the community of practice group discussions and attend mandatory zoom classes. These are part of the participation grade, as outlined in the assessment components section above.

Students who know they will miss a mandatory class due to exceptional circumstances need to inform the instructor prior to the class.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format, or presentation format. Assignments should have a file name as follows: LAST NAME, FIRST NAME, ASSIGNMENT #, or GROUP # NAME OF TOPIC PRESENTATION. Assignments are due by 11:59pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor and 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. This website has excellent information on APA 7 guidelines:

(https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

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. Percentages with .5 and over will be rounded up.

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.

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

