



Course & Session Number	SOWK 656 S01	Classroom	Calgary – to be communicated
Course Name	Adolescent (13-18 years) Mental Health Across Complex Contexts		
Dates and Time	Start of Classes: February 29, 2024 End of Classes: April 4, 2024 Dates and Time: In-person Thursdays 9-11:50am & 1-3:50pm; February 29; March 7, 14, 21, 28; April 4 Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Lana Bentley, MSW, RCSW	Office Hours	As requested and by appointment.
UCalgary E-mail	lane.bentley@ucalgary.ca	UCalgary Phone	N/A (please use email)

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An 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](#).

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

SYLLABUS STATEMENT

Critical examination of policies, theories, and practice models relevant to adolescent mental health.

COURSE DESCRIPTION

In this course we will engage in an in-depth exploration of theories, policies, research, and practice models most relevant to working with adolescents and their complex contexts. We will critically re-examine theories, such as attachment, development, neurobiology, and social justice as they relate to this population, including the elements of risk and resilience in navigating societal influences (e.g., peers, social media) on diverse emerging identities. Through experiential learning that mirrors real-world clinical practice, students will learn to synthesize theories and research to inform their diagnostic and intervention frameworks for working with this diverse population. We will explore best-practice models and pay special attention to understanding, identifying and intervening with those presenting concerns and/or diagnoses typically emerging during this developmental period. Our explorations will culminate with an exploration of effective practice with youth who are at-risk and are affected by significant mental disorders, dual-diagnoses, and addictions.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will:

1. Demonstrate a working knowledge of theories and frameworks that inform social work practice with adolescents including attachment, developmental psychopathology, neurobiological-informed practice, resilience, as well as frameworks of mental health including differential stress and stress-diathesis.
2. Demonstrate an understanding of risk and protective factors that influence the mental health and cognitive, social, and emotional development of adolescents and how they influence and are influenced by interpersonal relationships, familial and contextual/environmental factors.
3. Demonstrate a working knowledge of assessment procedures including the disorders and diagnostic procedures of adolescence within mental health classification systems (i.e., DSM-5-TR), as well as a working knowledge of the use of screening tools/standardized assessment measures pertaining to adolescents and their families.
4. Demonstrate a working knowledge to develop, implement, and evaluate a range of psychosocial interventions for mental health relevant to adolescents and their families from diverse and marginalized communities.
5. Demonstrate a working knowledge to move through the various phases of evidence-based psychosocial intervention from engagement, assessment, formulation/case conceptualization, treatment planning, implementation, and evaluation relative to this population.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

American Psychiatric Association [APA]. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed. Text Revision). APA.

Dobson, D., & Dobson, K. S. (2017). *Evidence-based practice of cognitive-behavioral therapy* (2nd ed.). The Guilford Press. (Available online via the U of C, Taylor Family Digital Library) <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4717768>

Weisz, J.R., & Kazdin, A. E. (Eds.) (2017). *Evidence-based psychotherapies for children and adolescents* (3rd ed.). The Guilford Press. (Available online via the U of C, Taylor Family Digital Library) <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4844824>

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 is required for D2L.

RELATIONSHIP TO OTHER COURSES

This course is the fourth of four courses in the Infant, Child, and Adolescent Mental Health cluster. This course builds on the foundational theory and practice-based work examined in SOWK 650, 652, & 654 and extends the theoretical and practice-based work to examine in-depth clinical practice with adolescents .

CLASS SCHEDULE

Important Dates for Winter 2024

- Start of Term: Tuesday, January 2, 2024
- First Day of Class: Thursday January 11, 2024
- End of Term: Tuesday April 30, 2024
- Last Day of Class: February 15, 2024
- Fee Deadline: Friday, January 26, 2024
- Alberta Family Day: Monday, February 19, 2024
- Term Break: February 18-24, 2024
- Good Friday: Friday March 29, 2024
- Easter Monday: Monday April 1, 2024

Dates	Topic	Required Readings
February 29 th Morning 9:00-11:50am	<p>The adolescent brain: Using neuroscience to inform clinical social work with adolescents</p> <ul style="list-style-type: none"> • Applying developmental/ neurodevelopment theory to adolescents within complex contexts. • Adolescent populations: Areas of risk/vulnerability and resilience • Typical development/ developmental milestones (developmental psychopathology) • Frontal lobe development & functional integration (myelination & pruning) • Hormones and hormonal changes • Risk taking behaviours <p><i>Outcomes: 1, 2, 3, 4, 5</i></p>	<p>Casey, B. J., Jones, R. M., & Hare, T. A. (2008). The adolescent brain. <i>Annals of the New York Academy of Sciences</i>, 1124, 111-126. https://nyaspubs-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1196/annals.1440.010</p> <p>Galvan, A. (2017). Adolescence, brain maturation and mental health. <i>Nature Neuroscience</i>, 20(4), 503-504. https://www-nature-com.ezproxy.lib.ucalgary.ca/articles/nn.4530</p> <p>Lamblin, M., Murawski, C., Whittle, S., & Fornito, A. (2017). Social connectedness, mental health and the adolescent brain. <i>Neuroscience and Biobehavioral Reviews</i>, 80, 57-68. https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0149763416305814</p>
February 29 th Afternoon 1:00-3:50pm	<p>Clinical social work with adolescents: Engaging & managing complex cases</p> <ul style="list-style-type: none"> • Adolescence: Unique engagement considerations including, ethics (e.g., consent/age of consent), working with systems (e.g., patient & family centred-care) and networks/communities of support (e.g., peer groups, support and community-based services) • Stages of change <p><i>Outcomes: 1, 2, 3, 4, 5</i></p>	<p>Manion, I., & Smith, E. (2011). Good things happen: Engaging families in youth mental healthcare. <i>Vanier Institute of the Family</i>, 41, 1-5. http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=82350099&site=ehost-live</p> <p>Miller, G. (2012). Application of theory to family-centred care: A role for social workers. <i>Social Work in Health Care</i>, 51(2), 89-106. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/00981389.2011.609774</p>
March 7 Morning 9:00-11:50am	<p>Assessment, formulation, diagnosis, and treatment with adolescents at-risk for/affected by mental disorders: Part I:</p> <ul style="list-style-type: none"> • Critical examination of the applications to diverse populations/contexts: Assessment, formulation, and diagnosis – Applications to CBT 	<p>Dobson, D., & Dobson, K. S. (2017). <i>Evidence-based practice of cognitive-behavioral therapy</i> (2nd ed.). The Guilford Press. (Chapters 1, 2, 3, 5, 6, 7, 8, 9) https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4717768</p>

	<p><i>Outcomes: 1, 2, 3, 4, 5</i></p>	
<p>March 7 Afternoon 1:00-3:50pm</p>	<p>Assessment, formulation, diagnosis, and treatment with adolescents at-risk for/affected by mental disorders: Part II:</p> <ul style="list-style-type: none"> • Experiential learning & critical examination of the applications to diverse populations/contexts: CBT <p><i>Outcomes: 1, 2, 3, 4, 5</i></p>	<p>***No required readings***</p>
<p>March 14 Morning 9:00-11:50am</p>	<p>Clinical social work interventions: Evidence-based psychosocial interventions for significant mental disorders (Eating Disorders)</p> <ul style="list-style-type: none"> • Emergent, acute, chronic, and severe mental health difficulties • Clinical social work practice in hospital and in-patient settings • Exploring engagement, assessment, diagnostic and treatment practices for eating disorders (i.e., Anorexia Nervosa, Bulimia Nervosa, Binge-eating Disorders). <p><i>Outcomes: 1, 2, 3, 4, 5</i></p>	<p>Eichen, D. M., Karam, A. M., Wilfley, D. E. (2017). Eating disorders. In C. A. Flessner & J. C. Piacentini (Eds.) <i>Clinical handbook of psychological disorders in children and adolescents</i> (pp. 372-399). The Guildford Press. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4883185</p> <p>Le Grande, D., & Robin, A. L., (2017). Family-based treatment and behavioral family systems therapy for adolescent eating disorders. In J. R. Weisz and A. E. Kazdin (Eds.) <i>Evidence-based psychotherapies for children and adolescent</i> (3rd ed.) (pp. 308-324). The Guilford Press. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4844824</p> <p>Schleien, J. L., Dimitropoulos, G., Loeb, K. L., & Le Grange, D. (2017). Evidence-based treatments and the atypical/complex conundrum In L. K. Anderson, S. B. Murrari & W. H. Kaye (Eds.) <i>Clinical handbook of complex and atypical eating disorders</i> (pp. 1-18). Oxford University Press. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4980848&ppg=20</p>
<p>March 14 Afternoon 1:00-3:50pm</p>	<p>Assessment and psychosocial interventions with adolescents at-risk for/affected by mental/addictions disorders (Addictions/Substance-use Disorders)</p>	<p>Dennis, M. L., Chan, Y. F., & Funk, R. R. (2006). Development and validation of the GAIN Short Screener (GSS) for internalizing, externalizing and substance use and crime/violence problems among adolescents and adults.</p>

	<ul style="list-style-type: none"> • Understanding and supporting adolescents with escalated risk trajectories and opportunities for resilience • Evidence-based and strength-based means of supporting adolescents at risk for or affected by substance-related and addictive disorders, Personality Disorders, self-harm and/or suicidal presentations, and concurrent-disorders • Populations at increased risk • Models/frameworks of addiction • Policies and legislation (PChAD, PSECA, Cannabis Act, Mental Health Act) • Standardized Screeners <p>Outcomes: 1, 2, 3, 4, 5</p>	<p><i>American Journal on Addictions</i>, 15, 80-91. https://onlinelibrary-wiley-com.ezproxy.lib.ualgary.ca/doi/full/10.1080/10550490601006055</p> <p>Mitchell, S., Kelly, S., Gryczynski, J., Myers, P., O’Grady, K., Schwartz, R. (2014). The CRAFFT cut-points and DSM-5 criteria for alcohol and other drugs: a reevaluation and examination. <i>Substance Abuse</i>, 35, 376-380. https://doi-org.ezproxy.lib.ualgary.ca/10.1080/08897077.2014.936992</p> <p>Herie, M., & Skinner, W. J. (2015). <i>Fundamentals of addiction: A practical guide for counsellors</i>. Centre for Addiction and Mental Health. (ch. 1, 4, 16, 17, 22) https://www-deslibris-ca.ezproxy.lib.ualgary.ca/ID/467715</p> <p>Ungar, M. (2015). Practitioner review: Diagnosing childhood resilience – a systemic approach to the diagnosis of adaptation in adverse social and physical ecologies. <i>Journal of Child Psychology and Psychiatry</i>, 56(1), 4-17. https://acamh-onlinelibrary-wiley-com.ezproxy.lib.ualgary.ca/doi/full/10.1111/jcpp.12306</p>
<p>March 21 Morning 9:00-11:50am</p>	<p>Assessment with adolescents at-risk for/affected by mental/addictions disorders (Psychosis, Depressive Disorders, Personality Disorders)- Part I</p> <ul style="list-style-type: none"> • Assessments with adolescent populations • Classification tools (DSM-5-TR) applied to adolescent populations • Understanding the disorders of typical of adolescence: DSM-5 - Schizophrenia Spectrum and Other Psychotic Disorders; Bipolar and Related Disorders; Depressive Disorders; Obsessive-Compulsive and Related Disorders; and Personality Disorders • Differential assessment and differential diagnosis 	<p>APA (2022). <i>Diagnostic and statistical manual of mental disorders</i> (5th ed.). APA.</p> <p>Perlman, C., Neufeld, E., Martin, L., Goy, M., & Hirdes, J. P. (2011). <i>Suicide risk assessment inventory: a resource for Canadian health care organizations</i>. Ontario Hospital Association and Canadian Patient Safety Institute. Retrieved from https://www.patientsafetyinstitute.ca/en/toolsResources/SuicideRisk/Documents/Suicide%20Risk%20Assessment%20Guide.pdf</p> <p>Wiger, D. E. (2012). The mental status exam. In <i>The psychotherapy document primer</i> (3rd ed., pp. 81-94). John Wiley & Sons. Retrieved from https://ebookcentral-proquest-com.ezproxy.lib.ualgary.ca/lib/ualgary-ebooks/reader.action?docID=832263&ppg=95</p>

	<ul style="list-style-type: none"> • Risk assessment and Mental Health Status Exam <p><i>Outcomes: 1, 2, 3, 4, 5</i></p>	
<p>March 21 Afternoon 1:00-3:50pm</p>	<p>Assessment with adolescents at-risk for/affected by mental/addictions disorders (Psychosis, Depressive Disorders, Personality Disorders)- Part II!</p> <ul style="list-style-type: none"> • Experiential learning & critical examination of the applications to diverse populations/contexts: Risk Assessment & Mental Status Examination <p><i>Outcomes: 1, 2, 3, 4, 5</i></p>	<p>***No required readings***</p>
<p>March 28 Morning 9:00-11:50am</p>	<p>Evidence-based psychosocial interventions for significant mental disorders: DBT Assessment Part I</p> <ul style="list-style-type: none"> • Day treatment and in-patient programming • Practice model(s) critically examined: Dialectical Behavioral Therapy • Experiential learning & critical examination of the applications to diverse populations/contexts: DBT assessment, formulation, diagnosis and treatment planning <p><i>Outcomes: 1, 2, 3, 4, 5</i></p>	<p>Brodsky, B. S., & Stanley, B. (2013). The ABC's of DBT- the theoretical perspective. In B. S Brodsky & B. Stanley (Eds.), <i>The dialectical behavior therapy primer: How DBT can inform clinical practice</i> (pp. 63-74). Wiley-Blackwell. Retrieved from https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1186872&pgg=79</p> <p>Brodsky, B. S., & Stanley, B. (2013). The ABC's of DBT- overview of the treatment. In B. S. Brodsky & B. Stanley (Eds.) <i>The dialectical behavior therapy primer: How DBT can inform clinical practice</i> (pp. 75-82).Wiley-Blackwell. Retrieved from https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1186872&pgg=91</p> <p>Brodsky, B. S., & Stanley, B. (2013). Commitment and goal setting. In B. S Brodsky & B. Stanley (Eds.), <i>The dialectical behavior therapy primer: How DBT can inform clinical practice</i> (pp. 85-100). Wiley-Blackwell. Retrieved from https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1186872&pgg=91</p>

		com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1186872&ppg=79
March 28 Afternoon 1:00-3:50pm	<p>Evidence-based psychosocial interventions for significant mental disorders: DBT Assessment Part II</p> <ul style="list-style-type: none"> • Experiential learning & critical examination of the applications to diverse populations/contexts: DBT assessment, formulation, diagnosis and treatment planning <p>Outcomes: 1, 2, 3, 4, 5</p>	***No required readings***
April 4 Morning 9:00-11:50am	<p>Evidence-based psychosocial interventions for significant mental disorders: DBT Treatment Skills Part I</p> <ul style="list-style-type: none"> • Practice model(s) critically examined: DBT • Experiential learning & critical examination of the applications to diverse populations/contexts: DBT Treatment skills <p>Outcomes: 1, 2, 3, 4, 5</p>	<p>Brodsky, B.S., & Stanley, B. (2013). The DBT tool kit: The essential DBT strategies and what happens in the individual session. In <i>The dialectical behavior therapy primer: How DBT can inform clinical practice</i> (pp. 101-124). Wiley-Blackwell. Retrieved from https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1186872&ppg=117</p> <p>Brodsky, B.S., & Stanley, B. (2013). The four skill modules. In <i>The dialectical behavior therapy primer: How DBT can inform clinical practice</i> (pp. 135-152). Wiley-Blackwell. Retrieved from https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1186872&ppg=117</p>
April 4 Afternoon 1:00-3:50pm	<p>Evidence-based psychosocial interventions for significant mental disorders: DBT Treatment Skills Part II</p> <ul style="list-style-type: none"> • Experiential learning & critical examination of the applications to diverse populations/contexts: DBT Treatment skills and evaluations <p>Outcomes: 1, 2, 3, 4, 5</p>	***No required readings***

ASSESSMENT COMPONENTS

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

Due Date: To be completed outside of class between March 8 to March 13 by 11:59pm MST (must be completed no later than March 13 by 11:59pm MST).

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

Assignment Description: This online, open book five (5) question multiple choice quiz provides a mechanism for evaluating knowledge of materials related to the DSM-5-TR **Diagnostic Criteria** for disorders covered during this course including, Anorexia Nervosa; Bulimia Nervosa; Bing-Eating Disorder; Alcohol Use Disorder; Cannabis Use Disorder. This quiz is completed via D2L.

Assessment Criteria: This a multiple-choice quiz with four potential responses (A, B, C, D). Correct responses are summed to a total score and converted to a percentage of the course total. The Late Bank is **NOT** applicable for Assignment 1 (i.e., the late bank cannot be used).

Assignment 2: Demonstration of Clinical Competencies: Formulation, Diagnosis, Treatment Plan (worth 30%)

Due Date: March 17 by 11:59pm MST

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

Assignment Description:

From a case scenario provided in class, you will create and provide a) a CBT formulation that accounts for influences including familial and social cultural factors and risk and protective factors, b) discuss possible diagnoses that may apply to this case, as well as discuss possible differential diagnoses, and c) prepare a CBT treatment plan. You may consider speaking to such factors as the engagement process, stages of client change, cultural/socio-cultural factors (i.e., gender, race, socio-economic status), and factors such as risk and resilience.

You will write up your formulation, diagnosis, and treatment plan as if you were writing a professional report to be placed in the client file and will be based on, and accurately representative of the case materials (i.e., virtual case file). You will also discuss the possible diagnosis/differential diagnoses in a professional manner (i.e., you are not simply listing the diagnosis [diagnoses] that could be applicable). The formatting for this assignment is to be consistent with the template. This submitted materials will be **no longer than five (5) double-spaced typed pages** (excluding references) using 11-point Calibri font and 1-inch margins. As the formatting for this assignment is to be consistent of a clinical report/document, it is **NOT** expected that students will explicitly reference materials/resources (i.e., literature) in their paper. However, if sources are drawn upon, then they should be referenced in a manner conforming to APA guidelines [American Psychological Association, 2020 Publication Manual (7th ed.)]. Assignments are to be submitted via the D2L Dropbox.

Assessment Criteria: A grading/marking rubric will be available via D2L. The Late Bank is applicable for Assignment 2 (i.e., you may use the late bank).

Assignment 3: Knowledge-based quiz regarding the DSM-5-TR (worth 10%)

Due Date: To be completed outside of class between March 15 to March 20 by 11:59pm MST (must be completed no later than March 20 by 11:59pm MST).

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

Assignment Description: This online, open book ten (10) question multiple choice quiz provides a mechanism for evaluating knowledge of materials related to the DSM-5-TR **Diagnostic Criteria** for disorders covered during this course including, Schizophrenia; Bipolar I Disorder; Bipolar II Disorder; Major Depressive Disorder; Persistent Depressive Disorder; Generalized Anxiety Disorder; Panic Disorder; Obsessive-Compulsive Disorder; Borderline Personality Disorder. This quiz is completed via D2L.

Assessment Criteria: This a multiple-choice quiz with four potential responses (A, B, C, D). Correct responses are summed to a total score and converted to a percentage of the course total. The Late Bank is **NOT** applicable for Assignment 3 (i.e., the late bank cannot be used).

Assignment 4: Knowledge-based Quiz Regarding the DSM-5-TR Diagnostic Criteria (worth 25%).

Due Date: To be completed in-class (9:00-9:45am) April 4, 2024.

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

Assignment Description:

This in-person **closed book** (i.e., DSM-5 or any other reference resources are not permitted) 25-question multiple choice quiz evaluates your knowledge of the DSM-5-TR related to the **Diagnostic Criteria** for the following disorders, Anorexia Nervosa; Bulimia Nervosa; Binge-Eating Disorder; Alcohol Use Disorder; Cannabis Use Disorder; Schizophrenia; Generalized Anxiety Disorder; Panic Disorder; Bipolar I Disorder; Bipolar II Disorder; Major Depressive Disorder; Persistent Depressive Disorder, Obsessive-Compulsive Disorder; and Borderline Personality Disorder. This quiz is **completed within class.**

Assessment Criteria: This a multiple-choice quiz with four potential responses (A, B, C, D). Correct responses are summed to a total score and converted to a percentage of the course total. The Late Bank is **NOT** applicable for Assignment 4 (i.e., the late bank cannot be used).

Assignment 5: Demonstration of Clinical Competencies: DBT Skills (video) (worth 30%).

Due Date: April 14, 2024 by 11:59pm MST

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

This assignment will help support students moving from a theoretical knowledge/understanding of DBT skills towards synthesizing this knowledge into their skill base and clinical practice repertoire. In relation to a clinical vignette, students are required to produce a brief video (approximately 30 minutes duration) demonstrating a shortened/truncated single-session interview. For the purposes of this assignment the student will conduct a portion of a DBT session that includes the meaningful application of 1-2 DBT skills

reviewed in the course. Due to time constraints of the video demonstration assignment, it will **NOT** be possible to complete an entire DBT session (please do **NOT** try and rush to complete a full interview in 30 minutes, as this will negatively impact the quality of your demonstration). This demonstration will **NOT** include the informed consent process, as this has been demonstrated in a previous assignment.

Students are encouraged to complete this assignment with a partner from class (i.e., who plays the role of the interviewee). However, this is not a strict requirement, only a suggestion, as this allows students to gain the valuable experience of being an interviewer as well as being interviewed. Regardless, this interview skill demonstration must be completed with another person, who is able to participate fully in such an activity. It is preferred that videos be completed with the interviewer and interviewee in the same room (i.e., the in-person simulated interview is video recorded. However, if this is not possible students are permitted to conduct the interview via Zoom, with the caveat that the cameras of both participants must be turned on and both the interviewer and interviewee must be visible throughout the interview. For example, in Zoom, you are required to use the gallery view that shows both parties throughout the entire video, regardless of who is speaking. Students are responsible to ensure that video and sound quality are adequate prior to uploading their video file to D2L for evaluation. As noted above, it is recommended, although not required for you to use a partner from class to role-play a 'client'. If the student elects to use a simulated client that is not a classmate, it is **NOT permitted to use an actual client** in your video recording.

Assessment Criteria: A grading/marking rubric will be available via D2L. Only the student acting in the role of the simulated clinical social worker will be evaluated/graded for this assignment. Assignment 5 is eligible for the Late Bank (i.e., you are permitted to use the late bank days for this assignment).

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

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

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Submission instructions for each assignment are individually outlined. For assignments with a Dropbox, assignments may be submitted in Word format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 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

A 5 day 'Late Bank' will be available to all students, and they can use these days at their own discretion and without explanation. You do not need to let the instructor know ahead of time that you are using days in your Late Bank for a task. Rather, simply make a note in Dropbox when you submit the task that you are using your late bank days when you submit. **The late bank is only available for Assignments #2 and #5.** Please note that the five (5) days in your late bank is **five days total** (i.e., not 5 days per assignment). Once you have used up your 5 Late Bank days, a penalty of 10% per day will apply for assignments submitted late, without prior communication and approval from the course instructor.

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

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	95-100
A-	3.7	Very good performance	90-94
B+	3.3	Good performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass. Note: Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades of “C+” or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64

D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50
CR		Completed Requirements	

COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor. Student feedback (optional) will also be sought weekly through the student feedback form posted to D2L.

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