



## **LAND ACKNOWLEDGEMENT**

Our students, faculty and staff are located across Indigenous lands. On our Calgary campus, we acknowledge and pay tribute to the traditional territories of the peoples who made Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani and the Kainai First Nations), the Tsuut'ina First Nation and the Stoney Nakoda (including Chiniki, Bearspaw and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6). Our Calgary campus is situated on land northwest of where the Bow River meets the Elbow River, a site known as Moh'kins'tsis to the Blackfoot, Wîchîspa Oyade to the Îyâxe Nakoda (Stoney Nakoda), and Guts'ists'i to the Tsuut'ina and Otos-kwunee to the Metis.

At our Edmonton campus, we acknowledge the Treaty 6 region, the traditional homelands of Cree, Blackfoot, Nakota Sioux, Iroquois, Dene, Ojibway/ Saulteaux/ Anishinaabe, Inuit and Métis people (Districts 9 and 10). We recognize the rich cultural history of the place, now called the City of Edmonton, which has, for centuries, been a traditional gathering place of Indigenous peoples from across Alberta, BC, and Saskatchewan.

At our Lethbridge campus, we acknowledge the traditional territories of the Blackfoot people of the Canadian Plains and pay respect to the Blackfoot people past, present and future while recognizing and respecting their cultural heritage, beliefs and relationship to the land. We offer respect to the Metis and all who have lived on this land and made Lethbridge their home.

## **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](#).

<b>Course &amp; Session Number</b>	<b>SOWK 427 S02</b>	<b>Classroom</b>	Online Via Zoom
<b>Course Name</b>	Multiple Dimensions of Mental Health		
<b>Dates and Time</b>	Start of Classes: May 5 End of Classes: June 16 Dates and Time: Mondays and Wednesdays, from 5:30 to 8:30PM Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	Jennifer Wushke, MSW., RSW., RCSW.	<b>Office Hours</b>	As Requested
<b>UCalgary E-mail</b>	<a href="mailto:Jennifer.wushke@ucalgary.ca">Jennifer.wushke@ucalgary.ca</a>	<b>UCalgary Phone</b>	Provided in class

## SYLLABUS STATEMENT

Learners develop theoretical knowledge and practical skills to address a continuum of mental well-being to mental illness, classification of mental disorders, and addictions within diverse local and international contexts.

## COURSE DESCRIPTION

This course combines an introduction to social work practice in mental health with critical perspectives examining dominant and common approaches to practice. The focus of this course 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. You will be 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. Culturally and spiritually informed practice are discussed as core areas of ongoing learning and critical competencies for practice. Thus, you will demonstrate development of a culturally and spiritually sensitive practice approach to mental health. You will also learn about and practice the skills required for interprofessional communication and client/family centred care which is often critical in mental health treatment.

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

36 hours of instructional time will be provided through 12, 3 hour online classes. 3 hours of class time is asynchronous activities including D2L component of Assignment 2 and preparation for in class discussion groups.

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 related to 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 supports through your own networks, through the university, or from professionals in your community as required.

### **COURSE LEARNING OUTCOMES**

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

1. Identify and describe the broad historical, socioeconomic, and political impacts and nature of mental health care within various systems.
2. Develop and integrate strengths-based, trauma-informed and harm reduction approaches to mental health practice.
3. Analyze the intersections of trauma, addictions, personal agency and self-determination, human rights, prevention, recovery, stigma and advocacy, and the important role(s) of social work and ethical practice.
4. Apply an ecobiopsychosocialspiritual lens to mental health social work practice, including policies, models, assessment, diagnoses, and interventions.
5. Compare, and contrast previous and ongoing critiques of mental health theoretical perspectives, policies, systems, research, and practices.
6. Recognize and respectfully integrate, as appropriate, other cultural models of mental health, Indigenous ways of knowing, being and doing, anti-racist perspectives, and anti-oppressive practice.
7. Navigate the complexities of ethical social work practice and role clarification within interprofessional contexts.

### **LEARNING RESOURCES**

#### **REQUIRED READINGS, TEXTBOOKS AND LEARNING MATERIALS**

Required readings are listed below. In addition to these readings, students are required to choose 1 reading each week, in discussion with your group, from a list of suggestions related to that week's discussion group topic. The complete list of these suggestions can be found on D2L.

#### **Week 1**

Geoffrey Nelson. (2012). Mental Health Policy in Canada. In A. Westhues & B. Wharf (Eds.), Canadian social policy : issues and perspectives (5th ed., pp. 229–252). Wilfrid Laurier University Press.

Government of Alberta. (n.d.). *Alberta recovery-oriented system of care*. Retrieved February 13, 2025 from <https://www.alberta.ca/alberta-recovery-oriented-system-of-care>

## **Week 2**

On a Continuum. (2022). In L. Foulkes, *Losing our minds: the challenge of defining mental illness* (First U.S. Edition., pp. 31–50). St. Martin's Press.

Yanos, P. T. (2018). Why Stigma Matters. In *Written Off: Mental Health Stigma and the Loss of Human Potential* (pp. 1–15). chapter, Cambridge: Cambridge University Press.

## **Week 3**

### **Depression**

Mass General Brigham. (N.D). Depression Explained: Symptoms, History, and Treatment Advancements <https://www.youtube.com/watch?v=P7YGyuZxltY>

Mullan, J. (2023). Collective Grief and Sacred Rage as Expressions of Colonization. In J. Mullan, *Decolonizing therapy: oppression, historical trauma, and politicizing your practice* (pp. 238–282). W. W. Norton.

### **Anxiety**

Morrison, J.R., Anxiety Disorders. (2023). In J. R. Morrison, *DSM-5-TR made easy : the clinician's guide to diagnosis* (pp. 170–197). The Guilford Press.

### **OR**

CAMH Mental Health 101: Anxiety Disorders.

[https://www.camhx.ca/Education/online\\_courses/MentalHealth101Series/AnxietyDisorder/story.html](https://www.camhx.ca/Education/online_courses/MentalHealth101Series/AnxietyDisorder/story.html)

## **Week 4**

### **Psychosis**

What is Psychosis. (2021). In B. Broussard & M. T. Compton, *The First Episode of Psychosis: A Guide for Patients and Their Families* (Revised and updated edition, pp. 36–50). Oxford University Press.

What are the Symptoms of Psychosis. (2021). In B. Broussard & M. T. Compton, *The First Episode of Psychosis: A Guide for Patients and Their Families* (Revised and updated edition, pp. 51–68). Oxford University Press.

Bahji, A. (n.d.) What is Schizophrenia <https://ed.ted.com/lessons/what-is-schizophrenia-anees-bahji>

### **Personality Disorders**

CAMH Mental Health 101: Personality Disorders.

[https://www.camhx.ca/Education/online\\_courses/MentalHealth101Series/PersonalityDisorder/story.html](https://www.camhx.ca/Education/online_courses/MentalHealth101Series/PersonalityDisorder/story.html)

Masland, S.(2023) People with BPD Need Compassion, Yet Even Clinicians Stigmatize Them.

<https://psyche.co/ideas/people-with-bpd-need-compassion-yet-even-clinicians-stigmatise-them>

## **Week 5**

### **Trauma**

Classen, C., Fourt, A., & Shetty, M. (Eds.). (2015). Understanding Trauma and Trauma Informed Care: The Basics. In C. Clark, Treating the trauma survivor : an essential guide to trauma-informed care (pp. 5–10). Routledge.

Classen, C., Fourt, A., & Shetty, M. (Eds.). (2015). Understanding the Complex Nature of Complex Trauma. In C. Clark, Treating the trauma survivor: an essential guide to trauma-informed care. (pp. 23–29). Routledge.

Classen, C., Fourt, A., & Shetty, M. (Eds.). (2015). Building an Empowering and Collaborating Relationship. In C. Clark, Treating the trauma survivor: an essential guide to trauma-informed care. (pp. 30–36). Routledge.

Yellow Bird, M. (Ed.). (2021). Postcolonial trauma and memory work. In K. Clarke and M. Yellow Bird, Decolonizing pathways towards integrative healing in social work (pp. 47–52). Routledge Taylor & Francis Group.

### **Neurocognitive Disorders**

Neurocognitive Disorders. (2022). In C. Regehr & G. Glancy, Mental health social work practice in Canada (Third edition., pp. 230–254). Oxford University Press.

## **Week 6**

Csiernik, R., Rowe, W., & Novotna, G. (Eds.). (2023). Creating a Holistic Understanding of Addiction. In Responding to the oppression of addiction: Canadian social work perspectives. (Fourth edition., pp. 3–23). Canadian Scholars.

Csiernik, R., Rowe, W., & Novotna, G. (Eds.). (2023). Examining the Intersection of Addiction and Issues of Ability. In Responding to the oppression of addiction: Canadian social work perspectives. (Fourth edition., pp. 340–356). Canadian Scholars.

## **LEARNING TECHNOLOGIES AND REQUIREMENTS**

A D2L site is set up for this course, which contains required readings (Leganto) 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.

### **CONNECTION TO PRACTICE**

You will be prepared with critical knowledge and skills for mental health care in diverse contexts, including child welfare, counselling and therapy, community development, international social work, and interprofessional practice. You will consider the systemic, contextual, identity, cultural, spiritual, religious, and lifespan factors that intersect with mental health and addiction. The course will challenge you to apply theory and research to mental health practice and to develop your critical reflection and practice skills through experiential learning activities and assignments. You will apply approaches to

understanding mental health and addiction, mental health assessment, diagnosis, intervention, and recovery to interprofessional practice, advocacy, and policy analysis.

## RELATIONSHIP TO OTHER COURSES

This course will prepare you with essential knowledge, skills, and attitudes for mental health practice that can be applied to learning in other BSW courses.

**Course Hours:** 3 units; (3S-0)

**Prerequisite:** Admission to BSW Program

## CLASS SCHEDULE

<p><b>Module 1: Introduction to Mental Health, Wellness and Well-being: Concepts, History, Legal and Ethical Foundations and Frameworks</b></p> <p><b>In this module, you will:</b></p> <ol style="list-style-type: none"> <li>1. Define key terms including mental health, wellness, and wellbeing.</li> <li>2. Conceptualize 3-tiered framework of mental health service delivery.</li> <li>3. Describe where mental health services fit within Canadian healthcare system.</li> <li>4. Define the critical role and scope of practice for social workers in the mental health field and in interprofessional practice.</li> <li>5. Identify and describe theories, approaches and frameworks for mental health and service-user care.</li> <li>6. Demonstrate compassion, respect, empathy and support self-determination and personal agency.</li> <li>7. Examine various historical policies and Acts that influence society and analyze their practice implications across Canadian provinces.</li> </ol>		
Class / Date	Key Topics	Preparation, Readings and Important Dates
<b>Class 1</b> <b>May 5, 5:30 – 8:30 MST</b>	<b>Introduction to Mental Health Practice Concepts</b> <ul style="list-style-type: none"> <li>• Mental health, wellness and wellbeing</li> <li>• What is the DSM</li> <li>• Mental health at micro, mezzo and macro levels of practice</li> <li>• Scope of social work practice in mental health</li> <li>• Interprofessional practice context</li> <li>• Creation of and 1<sup>st</sup> meeting of discussion groups</li> </ul>	<p>Geoffrey Nelson. (2012). Mental Health Policy in Canada. In A. Westhues &amp; B. Wharf (Eds.), Canadian social policy : issues and perspectives (5th ed., pp. 229–252). Wilfrid Laurier University Press.</p> <p>Government of Alberta. (n.d.). <i>Alberta recovery-oriented system of care</i>. Retrieved February 13, 2025 from <a href="https://www.alberta.ca/alberta-recovery-oriented-system-of-care">https://www.alberta.ca/alberta-recovery-oriented-system-of-care</a></p>

<b>Class 2</b> <b>May 7, 5:30 – 8:30 MST</b>	<b>History, Legal and Ethical Bases of Practice</b> <ul style="list-style-type: none"> <li>• Mental Health in Canada in the context of colonization and oppression.</li> <li>• The Charter of Rights, provincial mental health acts, criminal code, PCHAD, ACSW guidelines</li> <li>• Involuntary hospitalization, mature minors, age of consent, community treatment orders, adult guardianship</li> </ul>	Discussion group - Each student to choose 1 policy document to read in preparation for group on Wednesday, either from the Complete Reading List in D2L or of your own choice.
<b>Module 2: Critical Perspectives and Intersections of Mental Health</b> <ol style="list-style-type: none"> <li>1. Describe how various identity factors, including gender, age, sexuality, race, ethnicity, culture, religion/spirituality, socioeconomics, intersect with and influence mental health.</li> <li>2. Identify and describe developmental considerations for mental health across the lifespan, including infancy, early childhood, adolescence, adulthood, and older adulthood.</li> <li>3. Critically examine mainstream mental health ideologies, the medical model and structural factors influence and implications for practice.</li> <li>4. Assess current mental health initiatives and campaigns locally, provincially, and nationally.</li> <li>5. Critically reflect on the history and use of the DSM, including pharmacology considerations.</li> </ol>		
<b>Class 3</b> <b>May 12, 5:30 – 8:30 MST</b>	<b>Mental Health Philosophies, Approaches and Frameworks</b> <ul style="list-style-type: none"> <li>• Medical model</li> <li>• Nature/nurture debate, role of genetics and epigenetics in mental health</li> <li>• Ecobiopsychosocialspiritual frameworks, differential susceptibility, strengths-based approach, recovery model, evidence-based approaches, community-based mental health, spiritually and culturally-informed and non-Western approaches, motivational interviewing</li> </ul> <b>Critical Perspectives and Intersections of Mental Health</b>	On a Continuum. (2022). In L. Foulkes, Losing our minds: the challenge of defining mental illness (First U.S. Edition., pp. 31–50). St. Martin's Press.  Yanos, P. T. (2018). Why Stigma Matters. In <i>Written Off: Mental Health Stigma and the Loss of Human Potential</i> (pp. 1–15). chapter, Cambridge: Cambridge University Press.
<b>Class 4</b> <b>May 14, 5:30 – 8:30 MST</b>	<b>Stigma, Social justice, and Self-Determination</b> <ul style="list-style-type: none"> <li>• Role of stigma - self-stigma, public attitudes, structural stigma, etc.</li> <li>• Mental health, anti-stigma, and social justice initiatives</li> <li>• Intersectionality and identity factors</li> </ul>	Discussion group - (Each student to choose 1 article / chapter / other related to intersectionality of other oppressions and mental illness of choice or from options provided in the complete reading list in D2L or of your choice)

<p><b>Module 3: Nosology, Assessment, Formulation and Diagnostics</b></p> <p>During this module, you will:</p> <ol style="list-style-type: none"> <li>Identify considerations (e.g., cultural) for conducting a Mental Health Status Exam, a Suicide Risk Assessment, spiritual assessment, and for determining when further psychiatric or psychological testing is required.</li> <li>Explain a differential diagnosis in assessment and identify appropriate interventions.</li> <li>Define scope of practice for registered social worker with a BSW related to assessment component of mental health practice (e.g.: intake and gathering assessment information versus diagnosis).</li> <li>Describe the spiritual and existential dimensions and implications for mental health assessment.</li> <li>Explain the relationship between intervention and case conceptualization.</li> <li>Identify and describe the most appropriate treatment/intervention modalities and approaches for specific disorders.</li> <li>Define scope of practice for registered social worker with a BSW related to intervention component of mental health practice and explain the role of the social worker in case management (treatment versus case management)</li> <li>Appraise current research and evidence-based practice as well as emerging practice-based evidence.</li> </ol>		
May 19	NO CLASS – Victoria Day	
<p><b>Class 5</b></p> <p>May 21, 5:30 – 8:30 MST</p>	<p><b>Mood Disorders</b></p> <ul style="list-style-type: none"> <li>Understanding diagnosis</li> <li>Context and epidemiology</li> <li>Case study</li> <li>Interventions</li> </ul>	<p>Mass General Brigham. (N.D). Depression Explained: Symptoms, History, and Treatment Advancements  <a href="https://www.youtube.com/watch?v=P7YGyuZxItY">https://www.youtube.com/watch?v=P7YGyuZxItY</a></p> <p>Mullan, J. (2023). Collective Grief and Sacred Rage as Expressions of Colonization. In J. Mullan, Decolonizing therapy: oppression, historical trauma, and politicizing your practice (pp. 238–282). W. W. Norton.</p> <p><b>Assignment 2 due May 23</b></p>
<p><b>Class 6</b></p> <p>May 26, 5:30 – 8:30 MST</p>	<p><b>Anxiety Disorders</b></p> <ul style="list-style-type: none"> <li>Understanding diagnosis</li> <li>Context and epidemiology</li> <li>Case study</li> <li>Interventions</li> </ul>	<p>Morrison, J.R., Anxiety Disorders. (2023). In J. R. Morrison, DSM-5-TR made easy : the clinician’s guide to diagnosis (pp. 170–197). The Guilford Press.</p> <p><b>OR</b></p> <p>CAMH Mental Health 101: Anxiety Disorders.  <a href="https://www.camhx.ca/Education/online_courses">https://www.camhx.ca/Education/online_courses</a></p>



		<a href="https://www.camh.ca/Education/online_courses/MentalHealth101Series/AnxietyDisorder/story.html">ses/MentalhHealth101Series/AnxietyDisorder/story.html</a>  Discussion Group - (Each student to choose 1 biographical or autobiographical reading / podcast / youtube video related to a personal story of mental illness)
<b>Class 7</b> <b>May 28,</b> <b>5:30 – 8:30</b> <b>MST</b>	<b>Psychotic Disorders</b> <ul style="list-style-type: none"> <li>• As above</li> </ul>	What is Psychosis. (2021). In B. Broussard & M. T. Compton, The First Episode of Psychosis: A Guide for Patients and Their Families (Revised and updated edition, pp. 36–50). Oxford University Press.  What are the Symptoms of Psychosis. (2021). In B. Broussard & M. T. Compton, The First Episode of Psychosis: A Guide for Patients and Their Families (Revised and updated edition, pp. 51–68). Oxford University Press.  Bahji, A. (n.d.) What is Schizophrenia <a href="https://ed.ted.com/lessons/what-is-schizophrenia-anees-bahji">https://ed.ted.com/lessons/what-is-schizophrenia-anees-bahji</a>
<b>Class 8</b> <b>June 2, 5:30</b> <b>– 8:30 MST</b>	<b>Personality Disorders</b> <ul style="list-style-type: none"> <li>• As above</li> </ul>	CAMH Mental Health 101: Personality Disorders. <a href="https://www.camh.ca/Education/online_courses/MentalhHealth101Series/PersonalityDisorder/story.html">https://www.camh.ca/Education/online_courses/MentalhHealth101Series/PersonalityDisorder/story.html</a>  Masland, S.(2023) People with BPD Need Compassion, Yet Even Clinicians Stigmatize Them. <a href="https://psyche.co/ideas/people-with-bpd-need-compassion-yet-even-clinicians-stigmatise-them">https://psyche.co/ideas/people-with-bpd-need-compassion-yet-even-clinicians-stigmatise-them</a>  Reading Circle – Interventions (Each student find an approach or intervention online or in a text to share with group, possible sources below)
<b>Class 9</b> <b>June 4, 5:30</b> <b>– 8:30 MST</b>	<b>Trauma</b> <ul style="list-style-type: none"> <li>• Understanding trauma disorders</li> </ul>	Classen, C., Fourn, A., & Shetty, M. (Eds.). (2015). Understanding Trauma and Trauma Informed Care: The Basics. In C. Clark, Treating

	<ul style="list-style-type: none"> <li>• <b>Trauma-informed practice, its principles and intergenerational aspects</b></li> <li>• <b>Neurobiology, adverse childhood events</b></li> </ul>	<p>the trauma survivor : an essential guide to trauma-informed care (pp. 5–10). Routledge.</p> <p>Classen, C., Fourt, A., &amp; Shetty, M. (Eds.). (2015). Understanding the Complex Nature of Complex Trauma. In C. Clark, Treating the trauma survivor: an essential guide to trauma-informed care. (pp. 23–29). Routledge.</p> <p>Classen, C., Fourt, A., &amp; Shetty, M. (Eds.). (2015). Building an Empowering and Collaborating Relationship. In C. Clark, Treating the trauma survivor: an essential guide to trauma-informed care. (pp. 30–36). Routledge.</p> <p>Yellow Bird, M. (Ed.). (2021). Postcolonial trauma and memory work. In K. Clarke and M. Yellow Bird, Decolonizing pathways towards integrative healing in social work (pp. 47–52). Routledge Taylor &amp; Francis Group.</p>
<b>Class 10</b> <b>June 9, 5:30 – 8:30 MST</b>	<b>Neurocognitive Disorders</b> <ul style="list-style-type: none"> <li>• <b>Understanding diagnosis</b></li> <li>• <b>Context and epidemiology</b></li> <li>• <b>Case study</b></li> <li>• <b>Interventions</b></li> </ul>	<p>Neurocognitive Disorders. (2022). In C. Regehr &amp; G. Glancy, Mental health social work practice in Canada (Third edition., pp. 230–254). Oxford University Press.</p> <p>Discussion Group – Research (Each student to share information related to the research that they have been doing for their paper or advocacy assignment for the class)</p>
<p><b>Module 4: Substance Use and Addictive Disorders</b></p> <ol style="list-style-type: none"> <li><b>1. Compare and contrast various perspectives on addictions and addictions to different substances.</b></li> <li><b>2. Articulate and evaluate definitions and language used in addictions, recovery, harm reduction.</b></li> <li><b>3. Identify and describe social justice issues related to addiction.</b></li> <li><b>4. Analyze the intersections of trauma, mental health, and addictions in the practice field.</b></li> <li><b>5. Appraise controversies in treatment approaches.</b></li> </ol>		
<b>Class 11</b> <b>June 11, 5:30 – 8:30 MST</b>	<ul style="list-style-type: none"> <li>• <b>Substance Use and Addictive Disorders</b></li> <li>• <b>Recovery</b></li> <li>• <b>Harm reduction</b></li> </ul>	<p>Csiernik, R., Rowe, W., &amp; Novotna, G. (Eds.). (2023). Creating a Holistic Understanding of Addiction. In Responding to the oppression of</p>

		<p>addiction: Canadian social work perspectives. (Fourth edition., pp. 3–23). Canadian Scholars.</p> <p>Csiernik, R., Rowe, W., &amp; Novotna, G. (Eds.). (2023). Examining the Intersection of Addiction and Issues of Ability. In Responding to the oppression of addiction: Canadian social work perspectives. (Fourth edition., pp. 340–356). Canadian Scholars.</p> <p><b>Assignment 3 due June 13</b></p>
<p><b>Class 12</b> <b>June 16,</b> <b>5:30 – 8:30</b> <b>MST</b></p>	<ul style="list-style-type: none"> <li>• <b>As above</b></li> </ul>	<p>Discussion Group - (Each student to Review a fact sheet / web info page related to a specific substance or addictive behaviour such as, alcohol, cannabis, stimulants, opioids, pornography, gambling, video games, examples provided in complete reading list in D2L)</p> <p><b>Final participation evaluation due June 18</b></p>

#### ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

#### INSTRUCTOR EMAIL POLICY

All course communication must occur through [jennifer.wushke@ucalgary.ca](mailto:jennifer.wushke@ucalgary.ca). I will respond to emails sent via email within 48 hours excluding weekends and statutory holidays.

#### 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.

## ASSESSMENT COMPONENTS

### **Assignment 1 - Engagement in Learning Community & Reflection**

**Aligned CLOs: 1, 2, 3, 4, 5, 6, 7**

**Weight: 30%**

**Due date: Throughout the term (final submission due June 18)**

#### Assignment Description:

You are invited to be part of and meaningfully engage in an online community of learning. As part of this learning community, you are expected to contribute with thoughtful comments and critical reflections on the topics and weekly assigned readings and to engage with peers in collaborative and supportive dialogue. During interactions (either on zoom or D2L), you are encouraged to focus on knowledge building, engaging with diverse perspectives, and putting new ideas and questions forward. Required readings should be completed prior to the start of each week and all asynchronous activities completed by their indicated due dates.

#### ***Part A – Discussion Groups (reading circles). (18%)***

Groups of 5-6 students will be created in the first class and meet for 1 hour of class time each week. Prior to the class, group members will each complete a reading agreed upon prior to the class. Students will then provide key points and reflections on their readings to each other, guided by discussion questions provided. Students will submit a point form summary of their participation in their group /3 points each Friday. Self-evaluation will include (with more specific criteria being in the rubric on D2L):

- Preparation for discussion / 10
- Engagement in discussion / 10 (students who do not attend class for the discussion will receive zero for this element of the assignment but can still submit reflections and learnings from the readings)
- Key Learnings from discussion /10
- Scores / 30 will be divided by 10 to obtain score / 3 for each discussion group.

#### ***Part B – General Participation (12%)***

Over the course of the term, you are asked to reflect on your learning through your interactions with peers and complete a self-evaluation of your participation in class. Criteria and format will be provided in class.

### **Assignment 2 - Taking Action: Mental Health Advocacy Tool**

**Aligned CLOs: 1,7**

**Weight: 35%**

**Due date: May 23**

In this assignment, you are asked to research and learn about an issue related to mental health and

create an advocacy tool. This issue may be dedicated to a specific diagnosis or disorder related to mental health, substance-use or addictions and may include intersectionality. Each student will create a tool that may be one of:

- A poster or infographic (1-2 pages)
- Policy brief (2-3 pages)
- An “elevator speech” (max 5 min)
- A presentation (6-8 slide presentation) (max 5 min)
- A short video or advertisement (max 5 min)
- Another tool of your choice (eg, social justice art)

#### Assignment components

1. **Research** related to your chosen issue and submission of a 1-2 page summary of the research related to your topic. **Include a minimum of 3 references in APA format. (10%)**
2. **Creation of your tool. (20%)**

Your poster or presentation should:

- Outline central tenets of the mental health issue and the social justice considerations raised.
  - Describe the change or action you seek to create.
  - Principles, values, perspective and/or approach you are advocating for (i.e. strength-based, harm reduction, recovery model, evidenced-based, policy change, funding change, culturally-informed).
  - Address, if relevant, any laws, acts or policies are relevant to this mental health issue.
3. Posting your tool in D2L.

4. **Viewing and responding to the posts of at least 2 other students. (5%)**

A grading rubric will be provided in D2L.

#### Research-Informed Social Work Mental Health Practice Inquiry Project (Group or Individual)

**Option 1: Written/scholarly paper**

**Option 2: PPT and narrated presentation**

**Aligned CLOs: 2,5,6**

**Due June 13**

**Value 35%**

This assignment gives you an opportunity to:

- explore a specific topic of interest related to mental health, substance use or addiction,
- locate and critically evaluate research informed approaches to practice related to specific disorders, diagnosis and/or populations,
- envision your scope of practice, and
- evaluate approaches or models of practice that are compatible with your professional values and the principles that define the social work profession.

Assignment 3 includes the following components:

1. Choose a specific mental health diagnosis, disorder, or substance-related or addictive disorder.

2. Identify a specific population of interest to further focus your research and critical analysis (e.g., child/youth/adult/older adult, ethnicity, income, K-12 school population, post-secondary students, youth in foster care system, unhoused etc.).
3. Reflecting on what you learned in Modules 1-4, formulate two inquiry questions to guide your search of the scholarly literature. Please note, you may need to narrow or broaden your scope depending on the amount of scholarly literature that is available.
4. Review, summarize, synthesize, and critically analyze the scholarly literature to further your understanding of the diagnosis or disorder and your population of interest. Identify and evaluate 1-2 models of practice or approaches to social work or mental health practice with this diagnosis, disorder and population of interest. (Please note: Approaches and models of practice can include, but aren't limited to, clinically oriented models of practice or approaches. For example, you can consider: peer support, cultural, spiritual, harm reduction, organizational/school-wide approaches, or residential/experiential practices, programs or models). Your reference list should include at least 5-6 references in APA format.
5. Identify relevant policy or legislation (if applicable)
6. Write/record your scholarly paper/presentation. Your paper/presentation should be a critical analysis and reflection of your inquiry. It should:
  - a) Clearly identify the specific mental health diagnosis, disorder, substance-related disorder or addictive disorder you selected.
  - b) Specify the population of interest.
  - c) State the inquiry questions that guided your literature search and review.
  - d) Briefly describe 1-2 models of practice or approaches that you evaluated as part of your analysis.
  - e) Evaluate the diagnosis/disorder and critically analyze 1-2 models of practice of approaches to elaborate on its strengths and limitations. This may include any of the following (you are not expected to address all):
    - i. Implications of the "diagnosis" for the diagnosed individual (negative and/or positive).
    - ii. The role and scope of practice for a social worker in supporting or working with a service-user with the diagnosis.
    - iii. Common interventions/treatments for the diagnosis/disorder within the selected model/approach and key information for social workers
    - iv. Social work values, principles, or standards of practice for practicing with the population/diagnosis.
    - v. Relevant legislation or policies affecting the population with this diagnosis/disorder or the model of practice/approach
    - vi. Other professional perspectives or academic disciplines informing social work practice with the population/diagnosis.
    - vii. Social justice considerations for serving and supporting the service users with the diagnosis/disorder.
  - f) Critically reflect on your inquiry and inquiry process. This may include any of the following:
    - i. Your critical lens for interpreting the diagnosis and diagnostic criteria and/or for evaluating approaches or models of practice. On what basis are you evaluating the approach or model?

- ii. Your own assumptions about the diagnosis, diagnostic criteria or models of practice/approaches.
- iii. Your own practice, professional, or lived experiences related to working with people with the diagnosis/disorder.
- iv. Considerations for practice related to identity, diversity, cultural, and spiritual factors.
- v. Exemplar programs or organizations that serve or support the population with the diagnosis within the selected model of practice/approach
- vi. Compelling questions related to future practice with the population and supporting people with the diagnosis.

**The scholarly paper should be 1200 - 1250 words, excluding reference (approximately 5 double spaced pages) or 10-12 narrated slides (reference excluded) with 10 - 12 minutes of narration. Evaluation criteria for each component will be included in the rubric in D2L.**

#### **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

#### **ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS**

Expectations regarding participation are outlined in participation assignment and will be reviewed in the first class during our exercise in “course guidelines”. Students are expected to attend all classes and advise professor of their absences. Missed classes cannot be recorded but students may connect with each other regarding missed content.

#### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: “Full name and assignment number” (e.g., Jane Smith Assignment 2). 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.

#### **MISSED OR LATE ASSIGNMENTS**

- Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.
- A request for an extension should be sent to the instructor at least 24 hours prior to the assignment due date.
- Assignments that are submitted after the deadline, without prior extension or arrangements with the instructor, may be penalized with a grade reduction (of 1% per day- including weekends and holidays).
- There is a 7-day maximum limit by which students who have not requested for an extension can submit their assignments. No assignments will be accepted after the 7-day limit.

## **EXPECTATIONS FOR WRITING**

All assignments will be assessed partly on writing or presentation skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7<sup>th</sup> edition format. If you need writing support, please connect with the Student Success Centre.

## **ACADEMIC MISCONDUCT**

Recommended: "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.

## **USE OF ARTIFICIAL INTELLIGENCE TOOLS**

In this course, you are expected to complete and draw upon the required readings, learning activities and additional research to complete the assignments. If you intend to use artificial intelligence tools as learning aids or to help produce assignments, please discuss with your instructor in advance. You are ultimately accountable for the work you submit. Your approved use of AI tools must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, how the results from the AI were incorporated into the submitted work, what you did to verify the AI generated results, what you did to extend your work beyond the AI generated contents and your critical reflection on ethical use of AI tools. Failure to cite the use of AI generated content in an assignment will be considered a breach of academic integrity and subject to Academic Misconduct procedures.

## **GRADING**

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 <a href="#">F.1.3</a> 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 EXPERIENCE FEEDBACK

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. They will receive an email from [UCalgary Course Experience Surveys](#) with direct links to their current course surveys, or they can access within the D2L course shell. Students are welcome to discuss the process and content of the course at any time with the instructor. They are expected to provide comments that are consistent with the [University of Calgary Code of Conduct](#), the [Alberta College of Social Work Standards of Practice \(2023\)](#) and the [Canadian Association of Social Workers Code of Ethics \(2024\)](#).

## 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](#). They 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 behaviours in class, including evaluations of teaching and learning, that are consistent with our professional values and ethics, as outlined in the [Canadian](#)

[Association for Social Workers, Code of Ethics](#) (2024) and the [Alberta College of Social Work Standards of Practice](#) (2023).

### **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**

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#). In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course 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