



## **LAND ACKNOWLEDGEMENT**

Our students, faculty and staff are located across Indigenous lands. In Alberta, we are on the traditional territories of the peoples of 45 First Nations in five treaty areas: 4, 6, 7, 8 and 10. We also acknowledge the Métis Nation of Alberta Districts.

On our Calgary campus, we acknowledge and pay tribute to the traditional territories of the peoples of 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, Bears paw 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 traditionally known as Moh'kins'tsis to the Blackfoot, Wíchíspa Oyade to the Îyâxe Nakoda (Stoney Nakoda), Siksikaitsitapi to the Blackfoot Confederacy and Guts'ists'i to the Tsuut'ina.

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 peoples of the Treaty 7 and 4 regions and the home of the Métis Nation of Alberta (District 1).

## **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>	SOWK 634 S01	<b>Classroom</b>	As indicated in D2L
<b>Course Name</b>	Mental Health and Addiction Practice with Diverse Populations and Complex Contexts		
<b>Dates and Time</b>	<p>Regular (full-term) courses: January 13 to April 11, 2025.</p> <p><b>Start of Classes:</b> March 3, 2025</p> <p><b>End of Classes:</b> April 11, 2025</p> <p>Dates and Time: In-person instruction Thursdays, 9:00 am – 11:50 am, &amp; 1:00 pm- 3:50 pm MST, on the following dates: March 6, 13, 20, 27; April 3, &amp; 10, 2025</p> <p>Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a><sup>1</sup>.</p>		
<b>Instructor</b>	Jason Stein, MSW, RSW	<b>Office Hours</b>	As Requested
<b>UCalgary E-mail</b>	<a href="mailto:jason.stein@ucalgary.ca">jason.stein@ucalgary.ca</a>	<b>UCalgary Phone</b>	Please Email

**SYLLABUS STATEMENT**

A critical lens is applied to social work practice, theories, models and approaches in mental health and additions, examining historical and contemporary issues across diverse and complex contexts.

Prerequisite(s): Social Work 630 and 631.

Also known as: (formerly Social Work 614.04 Mental Health and Addiction Practice with Diverse Populations and Complex Contexts)

**COURSE DESCRIPTION**

Building on the preceding courses, SOWK 634 will provide an in-depth exploration of addiction practice as well as clinical social work practice with people living in diverse and complex contexts. Processes, principles, and practices for engagement, assessment, diagnosis, and intervention will be explored with an aim of addressing intersectionality’s relative to diverse and complex contexts and clinical circumstances. Evidence-based models of practice grounded in social work values and empirically based understandings of mental health and illness (i.e., neurobiological, and social determinants) will be explored along with trauma-informed, person & family centred, anti-oppressive, cultural/diversity-

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

informed and Indigenous approaches to mental health and mental health care. Pre-requisite classes for this course are SOWK 630 & 631.

## COURSE LEARNING OUTCOMES

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

1. Demonstrate a working knowledge of theories and frameworks that inform social work practice with transitional age youth (19-25 years) and adults (26-64 years), relevant to addiction practice, as well as practice with diverse populations and contexts, including attachment, developmental psychopathology, neurobiological-informed practice, resilience, and frameworks of mental health including biopsychosocial and social determinants.
2. Demonstrate a critical understanding of philosophies of care relevant to clinical practice as a mental health professional with transitional age youth (19-25 years) and adults (26-64 years) relevant to addiction practice, as well as practice with diverse populations and contexts, including evidence-based practice, recovery-approaches, trauma-informed, Indigenous approaches and culturally informed care.
3. Demonstrate a working knowledge to move through the various phases of evidence-based psychosocial intervention from engagement, assessment, and formulation/case conceptualization, as well as treatment planning, implementation, and evaluation as is applicable to working with transitional age youth (19-25 years) and adults (26-64 years), relevant to addiction practice, as well as to practice with diverse populations and contexts.
4. Demonstrate a working knowledge of assessment procedures including the disorders and diagnostic procedures 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 transitional age youth (19-25 years) and adults (26-64 years) relevant to addiction practice and/or practice with diverse populations and contexts.
5. Demonstrate a working knowledge to develop, implement and evaluate a range of psychosocial interventions as pertains to transitional age youth (19-25 years) and adults (26-64 years) and is relevant to addiction practice, as well as to practice with diverse populations and contexts.

## LEARNING RESOURCES

### **REQUIRED TEXTBOOKS AND/OR READINGS**

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

Corcoran, J., & Walsh, J. (2016). *Clinical assessment and diagnosis in social work practice* (3<sup>rd</sup> ed.). Oxford University Press. Available from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?pq-origsite=primo&docID=4706603>

**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.

**RELATIONSHIP TO OTHER COURSES**

This course is the fourth of four courses in the Clinical Practice with Transitional age Youth and Adult Mental Health & Addictions cluster. You will have completed your first professional social work degree or its equivalent. Accordingly, you are expected to have a solid understanding of generalist social work practice and basic social work skills required to translate social work theory into practice. More specifically, the following capabilities are expected: The successful completion of SOWK 630, SOWK 631, SOWK 635.

**CLASS SCHEDULE**

**Important Dates for Winter 2025**

- Start of Term: Monday, January 6, 2025
- First Day of Class: Monday, January 13, 2025
- End of Term: Wednesday, April 30, 2025
- Last Day of Class: Friday, April 11, 2025
- Fee Deadline: Friday, January 30, 2025
- Alberta Family Day, no classes: Monday, February 17, 2025
- Good Friday, no classes: Friday, April 18, 2025
- Easter Monday, no classes: Monday, April 21, 2025
- Term Break, no classes: Sunday-Saturday, February 16-22, 2025

**Class Schedule**

Date & Time	Topics	Readings
March 6  <b>Class 1</b> Morning 9:00am-11:50am  Course Learning	<b>Addictions: Etiology, Impacts, Clinical Contexts &amp; Your Social Work Philosophy: Part 1</b> <ul style="list-style-type: none"> <li>● Critical exploration of the complex nature of addictions: What are addictions and/or substance-related and addictive disorders?</li> <li>● Etiological Perspectives – Your beliefs and how these influence</li> </ul>	American Psychiatric Association [APA]. (2022). <i>Diagnostic and statistical manual of mental disorders</i> (5 <sup>th</sup> ed.-TR). APA. (pp. 543-547). Herie, M., & Skinner, W. J. W. (2014). Biopsychosocial plus: A practical approach to addiction and recovery. In M. Herie, & W. J. Sinner (Eds.). <i>Fundamentals of addiction: A practical guide for counsellors</i> (4 <sup>th</sup> ed.) (pp. 3-27). Centre for Addiction and Mental Health.

<p>Objectives 1, 2</p>	<p>your Social Work practice and client populations.</p> <ul style="list-style-type: none"> <li>• Critical review of models/framework of addiction.</li> </ul>	<p><a href="#">Fundamentals of Addiction: A Practical Guide for Counsellors   Canada Commons</a>  McQuaid, R. J., &amp; Dell, C. (2018). Life in recovery from addiction in Canada: Examining gender pathways with a focus on the female experience. <i>Alcoholism Treatment Quarterly</i>, 36(4), 499-516.  <a href="https://doi.org/10.1080/07347324.2018.1502642">https://doi.org/10.1080/07347324.2018.1502642</a>. <a href="#">Life in Recovery from Addiction in Canada: Examining Gender Pathways with a Focus on the Female Experience - University of Calgary (exlibrisgroup.com)</a></p>
<p>March 6  <b>Class 2</b> Afternoon 1:00-3:50pm  Course Learning Objectives 1, 2</p>	<p><b>Addictions: Etiology, Impacts, Clinical Contexts &amp; Your Social Work Philosophy: Part 2</b></p> <ul style="list-style-type: none"> <li>• Critical review of relevant policies and legislation.</li> <li>• Indigenous perspectives.</li> <li>• Critical examination and understanding of the populations affected by or at-risk for addiction: Risk and resilience.</li> </ul>	<p>American Psychiatric Association [APA]. (2022). <i>Diagnostic and statistical manual of mental disorders</i> (5<sup>th</sup> ed.-TR) (pp. 543-547). APA.  Herie, M., &amp; Skinner, W. J. W. (2014). Biopsychosocial plus: A practical approach to addiction and recovery. In M. Herie, &amp; W. J. Sinner (Eds.). <i>Fundamentals of addiction: A practical guide for counsellors</i> (4<sup>th</sup> ed.). (pp. 3-27). Centre for Addiction and Mental Health.  <a href="#">Fundamentals of Addiction: A Practical Guide for Counsellors   Canada Commons</a>  McQuaid, R. J., &amp; Dell, C. (2018). Life in recovery from addiction in Canada: Examining gender pathways with a focus on the female experience. <i>Alcoholism Treatment Quarterly</i>, 36(4), 499-516.  <a href="https://doi.org/10.1080/07347324.2018.1502642">https://doi.org/10.1080/07347324.2018.1502642</a>.</p>
<p>March 13  <b>Class 3</b> Morning 9:00-11:50am  Course Learning Objectives 1, 2</p>	<p><b>The Neuroscience of Addictions for Clinical Social Work Practice</b></p> <ul style="list-style-type: none"> <li>• Neurobiological correlates of addictions and/or substance-related and addictive disorders affecting transitional age-youth (19-25) and adult populations (26-64 years).</li> <li>• Critical examination of the science associated with adults at-risk for, or affected by, mental disorders and the implications for clinical social work practice.</li> </ul>	<p>Lovinger, D. M. (2020). Neurobiological basis of drug reward and reinforcement. In B. A. Johnson (Ed.) <i>Addiction medicine: Science and practice</i> (2<sup>nd</sup> ed.) (pp. 193-210). Elsevier.  <a href="#">Neurobiological Basis of Drug Reward and Reinforcement - ClinicalKey</a>  Seneviratne, C., &amp; Johnson, B. A. (2020). Genetic vulnerability to substance use disorders. In B. A. Johnson (Ed.) <i>Addiction medicine: Science and practice</i> (2<sup>nd</sup> ed.) (pp. 156-166). Elsevier.  <a href="https://www-clinicalkey-com.ezproxy.lib.ucalgary.ca/#!/browse/book/3-s2.0-C20180011676">https://www-clinicalkey-com.ezproxy.lib.ucalgary.ca/#!/browse/book/3-s2.0-C20180011676</a></p>

<p>March 13</p> <p><b>Class 4</b></p> <p>Afternoon 1:00- 3:50pm</p> <p>Course Learning Objectives 1, 2, 3, 4</p>	<p><b>Assessment and Diagnosis with Addictions: Part 1</b></p> <ul style="list-style-type: none"> <li>• Critical examination of disorders including diagnostic criteria and differential diagnosis for</li> <li>• Substance-Related and Addictive Disorders.</li> <li>• Disorders requiring review include: (Alcohol Use Disorder; Cannabis Use Disorder).</li> </ul>	<p>American Psychiatric Association [APA] (2022). <i>Diagnostic and statistical manual of mental disorders</i> (5<sup>th</sup> ed. TR). (pp. 543-665). APA.</p> <p>Corcoran, J., &amp; Walsh, J. (2016). Substance use disorders. In J. Corcoran &amp; J. Walsh (Eds.) <i>Clinical assessment and diagnosis in social work practice</i> (3<sup>rd</sup> ed.) (pp. 346-388). Oxford University Press. Available from <a href="https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?pq-origsite=primo&amp;docID=4706603">https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?pq-origsite=primo&amp;docID=4706603</a></p> <p>Diazgranados, N., &amp; Goldman, D. (2020). The assessment and treatment of addiction: Best practices in a direct-to-consumer age. In B. A. Johnson (Ed.) <i>Addiction medicine: Science and practice</i> (2<sup>nd</sup> ed.) (pp. 167-172). Elsevier. <a href="#">13 – The Assessment and Treatment of Addiction: Best Practices in a Direct-to-Consumer Age (ucalgary.ca)</a></p>
<p>March 20</p> <p><b>Class 5</b></p> <p>Morning 9:00- 11:50am</p> <p>Course Learning Objectives 1, 2, 3, 4</p>	<p><b>Assessment Diagnosis with Addictions: Part 2</b></p> <ul style="list-style-type: none"> <li>• Critical examination of clinical practice: Assessment and diagnosis.</li> <li>• Disorders requiring review include: (Opioid Use Disorder; Sedative, Hypnotic, or Anxiolytic Use Disorder; Stimulant Use Disorder).</li> <li>• Critical exploration of screening tools/standardized measures.</li> <li>• Practice Model(s) Critically Examined: Assessment and Diagnosis (DSM-5-TR).</li> </ul>	<p>American Psychiatric Association [APA] (2022). <i>Diagnostic and statistical manual of mental disorders</i> (5<sup>th</sup> ed. TR). (pp. 543-665). APA.</p> <p>Corcoran, J., &amp; Walsh, J. (2016). Substance use disorders. In J. Corcoran &amp; J. Walsh (Eds.) <i>Clinical assessment and diagnosis in social work practice</i> (3<sup>rd</sup> ed.) (pp. 346-388). Oxford University Press. <a href="https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?pq-origsite=primo&amp;docID=4706603">https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?pq-origsite=primo&amp;docID=4706603</a></p> <p>Diazgranados, N., &amp; Goldman, D. (2020). The assessment and treatment of addiction: Best practices in a direct-to-consumer age. In B. A. Johnson (Ed.) <i>Addiction medicine: Science and practice</i> (2<sup>nd</sup> ed.) (pp. 167-172). Elsevier. <a href="#">The Assessment and Treatment of Addiction: Best Practices in a Direct-to-Consumer Age - ClinicalKey</a></p>
<p>March 20</p> <p><b>Class 6</b></p> <p>Afternoon 1:00- 3:50pm</p>	<p><b>Assessment and Diagnosis with Addictions.</b></p> <ul style="list-style-type: none"> <li>• Experiential learning &amp; critical examination of the applications: Assessment and Diagnosis.</li> </ul>	<p><b>* No required readings</b></p>

<p>Course Learning Objectives 1, 2, 3, 4, 5</p>	<ul style="list-style-type: none"> <li>• Clinical case review, session planning, and role play practice.</li> </ul>	
<p>March 27  <b>Class 7</b> Morning 9:00-11:50am  Course Learning Objectives 1, 2, 3, 4, 5</p>	<p><b>Models &amp; Frameworks of Addiction - Motivational Interviewing: Part 1</b></p> <ul style="list-style-type: none"> <li>• <b><u>In Person Closed Book Quiz (9:00-9:45 am)</u></b></li> <li>• Examining the importance of the engagement phase and engaging with the client prior to and in relation to ‘assessment’, diagnosis, treatment planning and psychosocial intervention.</li> <li>• Developing and maintaining collaborative, empowering therapeutic relationships</li> <li>• Practice Model(s) Critically Examined: Motivational Interviewing Applied to Addictions.</li> </ul>	<p>Miller, W. R., &amp; Rollnick, S. (2013). <i>Motivational interviewing: Helping people change</i> (Chapters, 1, 2, 3). The Guilford Press. <a href="#">ProQuest Ebook Central - Reader (ucalgary.ca)</a></p>
<p>March 27  <b>Class 8</b> Afternoon 1:00-3:50pm  Course Learning Objectives 1, 2, 3, 4, 5</p>	<p><b>Models &amp; Frameworks of Addiction - Motivational Interviewing: Part 2</b></p> <ul style="list-style-type: none"> <li>• Experiential learning &amp; critical examination of the applications: Motivational Interviewing-applied to addictions.</li> <li>• Clinical case review, session planning, and role play practice.</li> </ul>	<p><b>* No required readings</b></p>
<p>April 3  <b>Class 9</b> Morning 9:00-11:50am  Course Learning Objectives 1, 2, 3, 4, 5</p>	<p><b>Addictions – Treatment Planning &amp; Interventions: Part 1</b></p> <ul style="list-style-type: none"> <li>• Critical examination of interventions for addictions, substance-related and addictive Disorders.</li> <li>• In-patient, outpatient and community-based interventions: From psychosocial to</li> <li>• Pharmacotherapy to self-help.</li> </ul>	<p>Tsanos, A. (2015). Concurrent disorders. In M. Herie, &amp; W. J. Sinner (Eds.) <i>Fundamentals of addiction: A practical guide for counsellors</i> (pp. 367-398). Centre for Addiction and Mental Health. <a href="#">Fundamentals of Addiction: A Practical Guide for Counsellors   Canada Commons (ucalgary.ca)</a></p> <p>Young, C., Hove, M. C., Fuller, S., &amp; Neighbors, C. (2020). Self-help approaches for addictions. In B. A. Johnson (Ed.) <i>Addiction medicine: Science and practice</i> (2<sup>nd</sup> ed.) (pp. 575-592).</p>

		Elsevier. <a href="#">Self-Help Approaches for Addictions - ClinicalKey</a>
<p>April 3</p> <p><b>Class 10</b></p> <p>Afternoon 1:00- 3:50pm</p> <p>Course Learning Objectives 1, 2, 3, 4, 5</p>	<p><b>Treatment Planning &amp; Implementation with Addictions: Part 2</b></p> <ul style="list-style-type: none"> <li>• Experiential learning &amp; critical examination of the applications: Treatment Planning &amp; Implementation: Part 2</li> <li>• Clinical case review, session planning, and role play practice.</li> </ul>	
<p>April 10</p> <p><b>Class 11</b></p> <p>Morning 9:00- 11:50am</p> <p>Course Learning Objectives 1, 2, 3, 4, 5</p>	<p><b>Group Presentations related to Mental Health &amp; Addictions with diverse populations and complex contexts: Part 1</b></p> <ul style="list-style-type: none"> <li>• Group presentations</li> </ul>	<i>* No required readings</i>
<p>April 10</p> <p><b>Class 12</b></p> <p>Afternoon 1:00- 3:50pm</p> <p>Course Learning Objectives 1, 2, 3, 4, 5</p>	<p><b>Group Presentations related to Mental Health &amp; Addictions with diverse populations and complex contexts: Part 2</b></p> <ul style="list-style-type: none"> <li>• Group Presentations</li> <li>• Class closure &amp; celebration</li> </ul>	<i>* No required readings</i>

#### ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

#### INSTRUCTOR EMAIL POLICY

All course communication must occur through your @ucalgary email. I will do my best to respond to emails sent via your @ucalgary emails 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.

### **MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)**

The instructor may use Zoom media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose. Students will be advised before the instructor initiates a recording of a Zoom session

### **RECORDINGS OF ONLINE CLASSES (By Students)**

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

<b>ASSESSMENT COMPONENTS</b>
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### **Assignment 1: Knowledge-based quiz regarding the DSM-5-TR (worth 5%)**

Due Date: To be completed outside of class between March 7 to March 12, 2025, by 11:59pm MST (must be completed no later than March 12<sup>th</sup> by 11:59pm MST).

Assignment Description: This online open book five (5)-question multiple choice quiz evaluates your knowledge of materials from the DSM-5-TR related to the ***Diagnostic Criteria*** for the following disorders: Alcohol Use Disorder and Cannabis Use Disorder.

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.

Course Learning Objectives: 1, 2, 3, 4

**Assignment 2: Knowledge-based quiz regarding the DSM-5-TR (worth 5%)**

Due Date: To be completed outside of class between March 13 to March 19, 2025, by 11:59pm MST (must be completed no later than March 19, 2025, by 11:59pm MST).

Assignment Description: This online open book five (5)-question multiple choice quiz evaluates your knowledge of materials from the DSM-5-TR related to the ***Diagnostic Criteria*** for the following disorders: Opioid Use Disorder; Sedative, Hypnotic, or Anxiolytic Use Disorder; Stimulant Use Disorder.

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.

Course Learning Objectives: 1, 2, 3, 4

**Assignment 3: Knowledge-based quiz regarding DSM-5-TR diagnostic criteria (worth 15%)**

Due Date: Completed in class, March 27, 2025, 9:00am-9:45am.

Assignment Description: This in-person closed book (i.e., the DSM-5 or any other reference resources are not permitted) 15-question multiple choice quiz evaluates your knowledge of materials from the DSM-5-TR related to the ***Diagnostic Criteria*** for the following disorders: (Alcohol Use Disorder; Cannabis Use Disorder, Opioid Use Disorder; Sedative, Hypnotic, or Anxiolytic Use Disorder; Stimulant Use Disorder). This quiz is completed during class time.

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.

Course Learning Objectives 1, 2, 3, 4,

**Assignment 4: Demonstration of clinical competencies: diagnosis (differential diagnosis), and treatment plan (worth 30%)**

Due Date: April 3, 2025, by 11:59pm MST

Assignment Description:

From a case scenario provided in class, in a small group, simulating a peer-consultation group (i.e., 6-8 students) you will a) discuss possible diagnoses that may apply to this case, as well as discuss possible differential diagnoses, b) document any diagnosis (diagnoses) that are applicable/substantiated by the case materials, and c) consider and outline a multimodal plan-of-care that relates the simulated case materials and accounts for clinical state, client preferences (i.e., goals, preferred methods), and circumstances/contextual variables. 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 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 diagnosis component of the assignment will be **no longer than three (3) double-spaced typed pages** excluding references using 11-point Calibri font and 1-inch margins. The treatment plan will be completed using a template provided by the instructor and are **NOT** included in the three (3) page space limit related to the diagnosis report. 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 within the paper and on the reference page in a manner conforming to APA guidelines [American Psychological Association, 2020 Publication Manual (7<sup>th</sup> ed.)]. One copy of the group assignments will be submitted via the D2L Dropbox, clearly indicating the names of all group participants.

Assessment Criteria: A grading/marking rubric will be available via D2L. All members of the group will receive the same grade for this assignment.

Course Learning Objectives: 1, 2, 3, 4, 5

### **Assignment 5: Clinical Competencies (Grade Value 30%)**

**Students must complete either option A or B.**

#### **Option A: Video Demonstration of Clinical Intervention Due April 10, 2025, by 11:59pm MST.**

Due Date: April 10, 2025, by 11:59pm MST

Assignment Description:

Using a clinical vignette provided in class each student is required to produce a concise video demonstration (25-30 minutes) of a simulated counselling session demonstrating utilizing components of Motivational Interviewing, applied to issues of addiction. The clinical session should include a discussion around the client's diagnosis, and/or any differential diagnosis, etiological factors that have influenced their addiction, behaviours of concern and assessing readiness for change. During the interview, at least two (2) phases of Motivational Interviewing should be covered (i.e., engagement and focusing; focusing and evoking; evoking and planning). It is recommended that you use a role play partner from class. The vignette will provide the context to inform the 'role play' as the 'client'. This clinical role-play demonstration should NOT be a scripted interaction. The Zoom recording or a link to this Zoom recording (video and audio) will be submitted via Dropbox. Prior to submitting your work to D2L please ensure that your video is operational.

Assessment Criteria: A grading/marking rubric will be available via D2L.

Course Learning Objectives: 1, 2, 3, 4, 5

**Option B: Understanding the Lived-Experience of Substance-related and Addictive Disorders: Due April 10, 2025, by 11:59pm MST.**

Due Date: April 10, 2025, by 11:59pm MST

Assignment Description:

In groups of 2-3 students, you will attend an **open** AA/NA meeting, or **open** Al-anon meeting. An open AA meeting is defined by AA as a group meeting that any member of the community (alcoholic or nonalcohol), may attend. As a group you will identify the meetings that are available to attend and will plan to attend this meeting in your small group. As this is a real-world situation, while in the community you will conduct yourself in a manner consistent with and reflective of social work values, including maintaining the privacy/anonymity of individuals attending/participating in the open AA meeting. As a group you will meet following this open AA meeting to reflect upon, discuss, and write an 8–10-page reflective paper that may include, but is not limited, to the following:

- What did you learn about the real-world practices and processes related to the running of a 12-step self-help group?
- How did your lived-experience with attending this meeting help inform your real-world understanding of diagnoses reviewed in the course?
- How did your engagement with this process, the people attending the meeting, and their stories (lived-experience with addiction) impact you as a person and/or as a social worker?
- How might your experience of this meeting impact your future social work practice with substance use and/or addiction?
- What might you consider important to share with other social workers about your experience?
- Remember, that **confidentiality/anonymity is essential in your reflective report!**

As the formatting for this assignment is intended to be consistent with a reflective report/journaling process, this can be written in first person, and it is **NOT** expected that students will explicitly reference materials/resources (i.e., literature) in their paper. The focus is on the quality of your reflections, both individual and as a group process. However, if sources are drawn upon, then they should be referenced within the paper and on the reference page in a manner conforming to APA guidelines [American Psychological Association, 2020 Publication Manual (7<sup>th</sup> ed.)]. One copy of the group assignments will be submitted via the D2L Dropbox, clearly indicating the names of all group participants.

Assessment Criteria: A grading/marking rubric will be available via D2L. For Option B, group members will all receive the same grade.

Course Learning Objectives: 1, 2, 3, 4, 5

**Assignment 6: Clinical Knowledge & Competencies – Group Presentations (Grade Value 15%)**

Due dates: Presentations will occur in class April 10, 2025, 9:00-11:50am; April 10 1:00- 3:50pm (Specific group presentation times to be confirmed in class)

Assignment Description: Demonstration of clinical knowledge and competencies related practice with diverse populations and complex contexts:

Students will join one of 5 groups (of approximately 7 students each), with each group responsible for engaging in research and a critical/in-depth exploration of the mental health & addiction practices with diverse populations and/or complex contexts. Please note that these presentations are **NOT limited to a focus on addictions and** can draw upon and relate to the concepts of mental health and/or mental disorders covered in previous courses. Suggested group topics\* include mental health and addiction practice with:

- Members of racialized communities
- Indigenous peoples
- Black peoples
- Persons with disabilities
- Migrant groups (including refugees and immigrants)
- 2SLGBTQ+ communities
- Linguistic minorities
- \*Other topic areas may be considered in consultation with group members and the instructor

In relation to the evaluation/grading for this project: grades will be assigned and contingent on completion of both the annotated bibliography and group presentation and will apply to all members of this group. The groups will be invited to utilize asynchronous time built into the course in order to engage with group members to collaborate on completing this project.

Exploration of the mental health & addiction practices with the selected diverse populations and/or complex contexts should include the completion of both Part A and Part B:

#### **Part A: PowerPoint Presentation (25-30 Slides)**

A.1) Each group will explore and develop an understanding of **who** your client population is (with the understanding that diversity exists in all populations, groups, and/or social locations and reductionist and/or stereotypical descriptors should be recognized as such and critically analyzed). In exploring 'who' your client is, you are also invited to identify the complex needs of a selected **population/patient (client) group and/or problem** (including contextual factors, contextualized history, needs, risk factors, and factors of resilience/strength, experiences of power and/or marginalization in a pan-Canadian context).

A.2) Each group will explore and identify the clinical social work **intervention(s)** (i.e., approaches, modalities etc.) relevant to the selected client group including honoring the preferences, clinical factors and research-based/community-knowledge supporting the use/benefit of these interventions. Importantly, each group shall examine (via research and community-wisdom) what, if any adaptations/modifications are needed or have been made to clinical interventions to optimize the effectiveness of the intervention for the selected population.

A.3) Groups will send their PowerPoint presentations to the class at least 24 hours prior to their presentation. Each group will include a search of the scholarly literature (e.g., journals, texts) and provide the class with an annotated bibliography with a minimum of 10 references.

#### **Part B: Group Presentation (30 Minutes)**

Building on and making direct linkages to the materials developed by the group in Part A, group members (i.e., the group decides as adult-learners who will facilitate which components of the project) will develop and present a 25-minute learning module to the class during their assigned

time. This in person presentation may include slide presentations (e.g., PowerPoint), videos, handouts, live demonstration of interventions, and/or experiential learning. Following the formal 25-minute learning experience (i.e., presentation) the entire group will then be available to facilitate a 5-minute discussion (question and answer: Q & A process) with the class related to the topic area/presentation.

Assessment Criteria: A grading/marking rubric will be available via D2L. Group members will all receive the same grade.

Course Learning Objectives: 1, 2, 3, 4, 5

## **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**

Please submit all assignments electronically through their respective Dropbox in D2L. 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). 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 arrangements with the instructor, may be penalized with a grade reduction (of 5% 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 skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7<sup>th</sup> edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

## **ACADEMIC MISCONDUCT**

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar:

<https://calendar.ucalgary.ca/pages/eb50d7931bba4da5942de21f51d1f514>

## **USE OF ARTIFICIAL INTELLIGENCE TOOLS**

### **Restricted use**

The use of generative AI, including the use of work created by generative AI tools and applications in course assignments and assessments is not permitted in this course.

## **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 to pass the course. The University of Calgary [Graduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

<b>Grade</b>	<b>Grade Point</b>	<b>Description</b>	<b>Percentage Range</b>
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. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> 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. <b>Note:</b> 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. 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 Experience 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>

Students are welcome to discuss the process and content of the course at any time with the instructor.

**ADDITIONAL SUGGESTED READINGS**

Please see D2L for additional readings and resources.

**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](#) (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**

"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