



## **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, 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 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>	<b>SOWK 635 S01</b>	<b>Classroom</b>	(All Classes are in person)
<b>Course Name</b>	<b>Mental Health &amp; Addiction Practice with Adult populations (26-64 years)</b>		
<b>Dates and Time</b>	Start of Classes: January 13, 2023 End of Classes: February 28, 2023 <b>Dates of classes: Thursdays, January 16, 23, 30; February 6, 13, 27</b> Time: 9am-3:50pm Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	Lateef Habib, MSSW, RCSW, Approved Clinical Supervisor (ACSW)	<b>Office Hours</b>	As requested, and by appointment
<b>UCalgary E-mail</b>	<a href="mailto:lateef.habib@ucalgary.ca">lateef.habib@ucalgary.ca</a>	<b>UCalgary Phone</b>	Email preferred

**SYLLABUS STATEMENT**

- Critical examination and application of practices relevant to clinical social work in mental health and addictions such as evidence-based, anti-oppressive, anti-racist and decolonizing modalities with adult populations (26-64 years).

**COURSE DESCRIPTION**

- Building on the preceding courses, SOWK 635 will provide comprehensive training related to clinical social work practice with adults (26-64 years) affected by, or at risk for significant mental disorders and/or addictions. We will re-examine, via a practice lens, the theories, policies, and models of practice most relevant to this population and their diverse and complex contexts. In relation to this population, students will learn, via experiential instruction that mirrors and critically reflects on various service settings, how to engage, assess, and develop foundational skills to complete accurate formulations/diagnoses. Attention will be given to understanding and identifying risk and resilience factors and intervening with those concerns and/or diagnoses most relevant to this population. Students will learn to develop, implement, and evaluate evidence-based treatment plans regarding best-practices for this population. Pre-requisite classes for this course are SOWK 630 & 631
- Teaching Modality: in person. Students will engage in interactive class discussions, presentations and critical reading, brainstorming sessions and group discussions.

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

## COURSE LEARNING OUTCOMES

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

- Demonstrate a working knowledge of theories and frameworks that inform social work practice with adult populations (26-64 years) affected by mental health disorders, including attachment, developmental psychopathology, neurobiological-informed practice, resilience, as well as frameworks of mental health including biopsychosocial, bioecological, differential stress and stress-diathesis. These theories and frameworks inform the understanding of risk and protective factors that influence mental health and how these factors influence and are influenced by interpersonal relationships, familial and contextual/environmental factors.
- Demonstrate a critical understanding of philosophies of care relevant to clinical practice as a mental health professional with adult populations (26-64 years) including evidence-based practice, patient and family-centred care, and trauma-informed practice.
- Demonstrate a working knowledge to move through the various phases of evidence-based psychosocial intervention with adult populations (26-64 years) from engagement, assessment, and formulation/case conceptualization, as well as treatment planning, implementation, and evaluation.
- Demonstrate a working knowledge of assessment procedures including the disorders and diagnostic procedures within mental health classification systems (i.e., DSM-5), as well as a working knowledge of the use of screening tools/standardized assessment measures pertaining to adult populations (26-64 years).
- Demonstrate a working knowledge to develop, implement and evaluate a range of psychosocial interventions for mental health relevant to adult populations (26-64 years) and their families from diverse and marginalized communities.
- 

## LEARNING RESOURCES

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

American Psychiatric Association [APA]. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed. Text Revision). APA. doi.org/10.1176/appi.books.9780890425787.

Corcoran, J., & Walsh, J. (2016). (3rd ed.). *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?docID=4706603>

David, D., Lynn, S. J., & Montgomery, G. H. (2018). *Evidence-based psychotherapy: The state of the science and practice*. John Wiley & Sons, Inc. Available from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=5214674>

## **LEARNING TECHNOLOGIES AND REQUIREMENT**

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 third 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:

Specific prerequisites for this course include the successful completion of SOWK 610 and 612 SOWK. 614 is a co-requisite.

### **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**

#### **Class 1 – January 16, 9:00am – 11:50am – Clinical social work and biopsychosocial approaches to mental health: From neuroscience and the brain, cognitions and the mind, to the social determinants and stigma.**

- Critical exploration of stigma and stigmatizing factors related to mental health difficulties/mental illness.
- Exploration of the continuum of care (health promotion, community-based/recovery orientations, tertiary care).
- Eating Disorders

#### **Required readings:**

Malla, A., Joobar, R., & Garcia, A. (2015). "Mental illness is like any other medical illness": A critical examination of the statement and its impact on patient care and society. *Journal of Psychiatry & Neuroscience*, 40(3), 147-150. <http://ezproxy.lib.ucalgary.ca/login?url=https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/1680766051?accountid=9838>

- Kanter, J. (2016). Colette: A clinical case management perspective. *Clinical Social Work Journal*, 44, 341-344. <https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10615-016-0593-2>
- Whitley, R., & Drake, R. E. (2010). Recovery: a dimensional approach. *Psychiatric Services*, 61(2), 1248-1250. <https://ps.psychiatryonline.org/doi/full/10.1176/ps.2010.61.12.1248>

Course Learning Objectives: 1, 2, 3

**Class 2 – January 16, 1:00pm– 3:50pm The Neuroscience in social work practice with adults affected by mental disorders.**

- The neuroscience of mental health/mental disorders associated with adult populations.
- Neurobiological correlates of mental disorders affecting adult populations (26-64 years).
- Critical examination of the science associated with adults at-risk for, or affected by, mental disorders and the implications for clinical social work practice.

**Required readings:**

- Harrison, P. J., Geddes, J. R., & Tunbridge, E. M. (2018). The emerging neurobiology of bipolar disorder. *Trends in Neuroscience*, 41(1), 18-30. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5755726/>
- Kaltenboeck, A., & Harmer, C. (2018). The neuroscience of depressive disorders: A brief review of the past and some considerations about the future. *Brain and Neuroscience Advances*, 2(1-6), 1-6. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/2398212818799269>
- Kesby, J. P., Eyles, D. W., McGrath, J. J., & Scott, J. G. (2018). Dopamine, psychosis and schizophrenia: the widening gap between basic and clinical neuroscience, *Translational Psychiatry*, 8(30), 1-12. <https://www.nature.com/articles/s41398-017-0071-9>

Course Learning Objectives: 1, 2

**Class 3 – January 23, 9:00am - 11:50am – Critical examination of mental disorders: (Schizophrenia Spectrum and Other Psychotic Disorders; Bi-Polar and Related Disorders).**

Developing and maintaining collaborative, empowering therapeutic relationships

- Critical examination of disorders including diagnostic criteria and differential diagnosis for the diagnostic categories including *Delusional Disorder, Brief Psychotic Disorders, Schizophreniform Disorder, Schizophrenia, Schizoaffective Disorder, Substance/medication-induced Psychotic Disorder; Bipolar I Disorder, Bipolar II Disorder.*
- Critical examination of psychosocial and pharmacotherapeutic interventions for these disorders including a review of the evidence-based interventions and services (i.e., medication, outpatient evidence-based psychotherapies and service delivery models/mediums, outpatient, day-treatment, in-patient, community-treatment orders, community support networks/associations, peer-to-peer).
- Critical exploration of screening tools/standardized measures.

**Required readings:**

- American Psychiatric Association [APA]. (2022). Schizophrenia spectrum and other psychotic disorders. In *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> ed. TR) (pp. 101-138). APA.
- American Psychiatric Association [APA]. (2022). Bipolar and related disorders. In *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> ed. TR) (pp. 139-175). APA.

Corcoran, J., & Walsh, J. (2016). Bipolar and related disorders. In J. Corcoran & J. Walsh (Eds.) *Clinical assessment and diagnosis in social work practice* (3<sup>rd</sup> ed.) (pp. 423-450). Oxford.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4706603>

Corcoran, J., & Walsh, J. (2016). Schizophrenia and other psychotic disorders. In J. Corcoran & J. Walsh (Eds.) *Clinical assessment and diagnosis in social work practice* (3<sup>rd</sup> ed.) (pp. 486-522).

Oxford. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4706603>

**Recommended readings:**

Ellenberg, S., Lynn, S. J., & Strauss, G. P. (2018). Psychotherapy for schizophrenia-spectrum disorders. In D. David, S. J. Lynn, & G. H. Montgomery (Eds.) *Evidence-based psychotherapy: The state of the science and practice* (pp. 363-394). John Wiley & Sons. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=5214674>

Szentagotai-Tatar, A., & David, D. (2018). Evidence-based psychological interventions for bipolar disorder. In D. David, S. J. Lynn, & G. H. Montgomery (Eds.) *Evidence-based psychotherapy: the state of the science and practice* (pp. 37-53). John Wiley & Sons. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=5214674>

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

**Class 4 – January 23, 1:00pm – 3:50pm – Clinical social work practice in the field of adult mental health:**

**Critical examination of mental disorders (Depressive Disorders)**

- Critical examination of pertinent disorders including diagnostic criteria and differential diagnosis.
- Disorders requiring review include Major Depressive Disorder, Persistent Depressive Disorder (Dysthymia), Substance/medication-induced Depressive Disorder.
- Assessment and differential diagnosis.
- Critical exploration of screening tools/standardized measures

**Required readings:**

American Psychiatric Association [APA]. (2022). Depressive Disorders. In *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> ed. TR.) (pp. 177-214). APA.

Corcoran, J., & Walsh, J. (2016). Depression. In J. Corcoran & J. Walsh (Eds.) *Clinical assessment and diagnosis in social work practice* (3<sup>rd</sup> ed.) (pp. 302-345). Oxford University Press.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4706603>

Course Learning Objectives: 1, 2, 3, 4

**Class 5 – January 30, 9:00am - 11:50am Mental Status Exam and risk assessment for suicide:**

**Applications to Schizophrenia, Bipolar Disorder and Depressive Disorders.**

- Experiential learning & critical examination of the applications: Assessment and Diagnosis.

**Required readings:**

Wiger, D. E. (2012). The mental status exam. In D. E. Wiger (Ed.) *The psychotherapy document primer* (3<sup>rd</sup> ed., pp. 81-94). John Wiley & Sons. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=832263&ppg=95>

**Recommended readings:**

Hor, K., & Taylor, M. (2010). Suicide and schizophrenia: a systematic review of rates and risk factors. *Journal of Psychopharmacology*, 24(11), 81-90. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/1359786810385490>

Levine, J., & Sher, L. (2020). How to increase the role of social workers in suicide prevention interventions. *Acta Neuropsychiatrica*, 32(10), 1-10. <https://www-cambridge-org.ezproxy.lib.ucalgary.ca/core/journals/acta-neuropsychiatrica/article/how-to-increase-the-role-of-social-workers-in-suicide-preventive-interventions/442EF9D9C447EB9B3233A0643F15504D>

Sood, A. B., & Linker, J. (2017). Proximal influences on the trajectory of suicidal behaviors and suicide during the transition from adolescent to young adulthood. *Child and Adolescent Psychiatric Clinics of North America*, 26(2), 235-251. <https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S1056499316301171>

Course Learning Objectives: 1, 2, 3, 4

**Class 6 – January 30, 1:00pm – 3:50pm – Critical examination of mental disorders (Personality Disorders)**

- Critical examination of disorders including diagnostic criteria and differential diagnosis for these diagnostic categories.
- Disorders requiring review include: Personality disorders: Paranoid, Schizoid, Schizotypal, Anti-social, Borderline, Histrionic, Narcissistic, Avoidant, Dependent and Obsessive-Compulsive Personality Disorder).
- Critical examination of psychosocial interventions for these disorders including a review of the evidence-based interventions and services (i.e., medication, out-patient evidence-based psychotherapies and service deliver modals/mediums, outpatient, day-treatment, in-patient, community-treatment orders, community support networks/associations, peer-to-peer).

**Required readings:**

American Psychiatric Association. [APA]. (2022). Personality disorders. In *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> ed. TR) (pp. 733-778). APA.

Corcoran, J., & Walsh, J. (2016). Personality disorders. In J. Corcoran & J. Walsh (Eds.) *Clinical assessment and diagnosis in social work practice* (3<sup>rd</sup> ed.) (pp. 451-485). Oxford University Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4706603>

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

**Class 7 – February 6, 9:00 - 11:50am Evidence-based interventions for Personality Disorder populations and populations at risk for self-harm, suicidality, interpersonal difficulties and emotional dysregulation- Part 1 Assessment.**

- Beyond CBT: Critical examination of the theory, principles, practices and process of DBT.



- Clinical social work and DBT: Anti-oppressive, strength-based and collaborative approaches to working with dysregulated and at-risk populations.
- Exploring anti-oppressive, strength-based & collaborative approaches to change.
- Practice Model(s) Critically Examined: Dialectical Behavioural Therapy (DBT)- Part 1-

**Required readings:**

Brodsky, B. S., & Stanley, B. (2013). The ABC's of DBT- the theoretical perspective. In B.S Brodsky & B. Stanley (Eds.), *The dialectical behavior therapy primer: How DBT can inform clinical practice* (pp. 63-74). Wiley-Blackwell. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1186872&ppg=79>

Brodsky, B. S., & Stanley, B. (2013). The ABC's of DBT- overview of the treatment. In B. S. Brodsky & B. Stanley (Eds.), *The dialectical behavior therapy primer: How DBT can inform clinical practice* (pp. 75-82). Wiley-Blackwell. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1186872&ppg=91>

Brodsky, B. S., & Stanley, B. (2013). The DBT tool kit: The essential DBT strategies and what happens in the individual session. In B. S. Brodsky & B. Stanley (Eds.), *The dialectical behavior therapy primer: How DBT can inform clinical practice* (pp. 101-124). Wiley-Blackwell. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1186872&ppg=117>

**Recommended readings:**

Dimidjian, S., Arch, J. J., Schneider, R., Desormeau, P., Felder, N., Segal, Z. (2016). Considering meta-analysis, meaning, and metaphor: A systematic review and critical examination of “Third Wave” cognitive and behavioral Therapies. *Behavior Therapy*, 47(6), 886-905. <https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S000578941630048X>

Linehan, M. M., & Wilks, C. R. (2015). The course and evolution of dialectical behavior therapy. *American Journal of Psychotherapy*, 69(2), 97-110. <https://web-s-ebsohost-com.ezproxy.lib.ucalgary.ca/ehost/pdfviewer/pdfviewer?vid=2&sid=bd0796a5-aead-47d0-9bbd-aafb83b1643e%40redis>

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

**Class 8- February 6 2025, 1:00pm – 3:50pm – Evidence-based interventions for Personality Disorder populations and populations at risk for self-harm, suicidality, interpersonal difficulties and emotional dysregulation- Part 1 Assessment.**

- Experiential learning & critical examination of: DBT Assessment

\* No required readings

**Recommended readings:**

Rizvi, S. L., & Sayrs, J. H. R. (2020). Assessment-driven case formulation and treatment planning in dialectical behavior therapy: Using principles to guide effective treatment. *Cognitive and Behavioral Practice*, 27(1), 4-17. <https://doi.org/10.1016/j.cbpra.2017.06.002>

Swales, M., & Dunkley, C. (2020). Principles of skills assessment in dialectical behavior



therapy. *Cognitive and Behavioral Practice*, 27(1), 18-29. <https://doi.org/10.1016/j.cbpra.2019.05.001>

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

**Class 9 – February 13, 9:00am - 11:50am Evidence-based interventions for Personality Disorder populations and populations at risk for self-harm, suicidality, interpersonal difficulties and emotional dysregulation- Part 2 Treatment.**

- Beyond CBT: Critical examination of the theory, principles, practices and process of DBT.
- Clinical social work and DBT: Anti-oppressive, strength-based and collaborative approaches to working with dysregulated and at-risk populations.
- Exploring anti-oppressive, strength-based & collaborative approaches to change.
- Practice Model(s) Critically Examined: Dialectical Behavioural Therapy (DBT)- Part 1- Assessment (applications to BPD).

***Required readings:***

Brodsky, B. S., & Stanley, B. (2013). The ABC's of DBT- overview of the treatment. In B. S. Brodsky & B. Stanley (Eds.), *The dialectical behavior therapy primer: How DBT can inform clinical practice* (pp. 75-82). Wiley-Blackwell. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1186872&ppg=91>

Brodsky, B. S., & Stanley, B. (2013). *The DBT tool kit: The essential DBT strategies and what happens in the individual session.* In B. S. Brodsky & B. Stanley (Eds.), *The dialectical behavior therapy primer: How DBT can inform clinical practice* (pp. 101-124). Wiley-Blackwell. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1186872&ppg=117>

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

**Class 10 – February 13 1:00pm-3:50pm Evidence-based interventions for Personality Disorder populations and populations at risk for self-harm, suicidality, interpersonal difficulties and emotional dysregulation. Part 2. Treatment.**

- Experiential learning & critical examination of: DBT Treatment

\* *No required readings*

***Recommended readings:***

Chen, C. Y., Zhao, W., & Zhang, Y. (2021). Effects of dialectical behaviour therapy on reducing self-harming behaviours and negative emotions in patients with borderline personality disorder: A meta-analysis. *Journal of Psychiatric and Mental Health Nursing*, 28(6), 1128–1139. <https://doi.org/10.1111/jpm.12797>

Peters, J. A., Baetz, M., & Balbuena, L. (2018). Examining the role of borderline personality traits in the relationship between major depression and nonsuicidal self-injury. *Comprehensive Psychiatry*, 86, 96–101. <https://doi.org/10.1016/j.comppsy.2018.07.008>

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

**Class 11 – February 27, 9:00am-11:50am Evidence-based interventions for Personality Disorder populations and populations at risk for self-harm, suicidality, interpersonal difficulties, and emotional dysregulation. Part 3.**

- Experiential learning & critical examination of: DBT Treatment

\* No required readings

**Recommended readings:**

Daros, A.R., & Williams, G. E. (2019). A meta-analysis and systematic review of emotion-regulation strategies in borderline personality disorder. *Harvard Review of Psychiatry*, 27(4), 217–232. <https://doi.org/10.1097/HRP.000000000000212>

Southward, M.W., & Cheavens, J. S. (2020). Quality or quantity? A multistudy analysis of emotion regulation skills deficits associated with borderline personality disorder. *Personality Disorders*, 11(1), 24–35. <https://doi.org/10.1037/per0000357>

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

**Class 12 – February 27, 1:00pm-3:50pm Evidence-based interventions for Personality Disorder populations and populations at risk for self-harm, suicidality, interpersonal difficulties and emotional dysregulation. Part 4 Treatment.**

- Experiential learning & critical examination of: DBT

\* No required readings

**Recommended readings:**

Carson-Wong, H. C. D., & Rizvi, S. L. (2018). The Effect of Therapist Use of Validation Strategies on Change in Client Emotion in Individual DBT Treatment Sessions. *Personality Disorders*, 9(2), 165–171. <https://doi.org/10.1037/per0000229>

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

**ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

**INSTRUCTOR EMAIL POLICY**

All course communication must occur through your @ucalgary email. I will respond to emails sent via your @ucalgary emails within 48 hours excluding weekends and statutory holidays.

**MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING**

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.

## **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**

**Due Date:** To be completed outside of class between January 12 and 18th (must be completed no later than January 18th by 11:59pm MST).

**Assignment Description:** This online open book five (5)-question multiple choice quiz provides a mechanism for evaluating knowledge of materials from class #2 – Neuroscience for clinical social work. This quiz is completed via D2L.

**Assessment Criteria:** This a multiple-choice quiz with four potential responses (A, B, C, D). Correct responses are summed to a total score and converted to a percentage of the course total.

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

**Assignment 2:** Knowledge-based quiz regarding the DSM-5-TR (worth 10%)

**Due Date:** To be completed outside of class between January 19 and January 25 (must be completed no later than January 25 by 11:59pm MST).

**Assignment Description:** This online open book ten (10)-question multiple choice quiz provides a mechanism for evaluating knowledge of materials related to the DSM-5-TR diagnostic criteria for Delusional Disorder, Brief Psychotic Disorders, Schizophreniform Disorder, Schizophrenia, Schizoaffective Disorder, Substance/medication-induced Psychotic Disorder; Bipolar I Disorder, Bipolar II Disorder; Disruptive Mood Dysregulation Disorder, Major Depressive Disorder, Persistent Depressive Disorder (Dysthymia), Substance/medication-induced Depressive Disorder). This quiz is completed via D2L.

**Assessment Criteria:** This a multiple-choice quiz with four potential responses (A, B, C, D). Correct responses are summed to a total score and converted to a percentage of the course total.

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

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

**Due Date:** To be completed outside of class between January 26 and February 1 (must be completed no later than February 1 by 11:59pm MST).

**Assignment Description:** This online open book five (5)-question multiple choice quiz provides a mechanism for evaluating knowledge of materials related to the DSM-5-TR diagnostic criteria for : Paranoid, Schizoid, Schizotypal, Anti-social, Borderline, Histrionic, Narcissistic, Avoidant, Dependent and Obsessive-Compulsive Personality Disorder. This quiz is completed via D2L.

**Assessment Criteria:** This a multiple-choice quiz with four potential responses (A, B, C, D). Correct responses are summed to a total score and converted to a percentage of the course total.

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

**Assignment 4:** Demonstration of clinical competencies: Mental Status Exam or DBT Behaviour Chain Analysis (worth 30%)

**Due Date:** February 8 by 11:59pm MST

**Assignment Description:** From a case scenario involving Schizophrenia provided in class, you will discuss possible aspects relevant to a mental status exam, or from a second case scenario addressing BPD, you may choose to complete a detailed DBT Chain Analysis of a Problem Behavior

This mental status exam will be 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). The formatting for this assignment is to be consistent with the template. This submitted formulation and 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. 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 (7th ed.)]. Assignments are to be submitted via the D2L Dropbox.

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

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

**Assignment 5:** Knowledge-based quiz regarding DSM-5-TR diagnostic criteria (worth 20%)

**Due Date:** Completed in class February 16, 2023 (9:00am-9:45am).

**Assignment Description:** This in-person closed book (i.e., the DSM-5 or any other reference resources are not permitted) 20-question multiple choice quiz evaluates your knowledge of materials from the DSM-5-TR related to the Diagnostic Criteria any of the following:

- Schizophrenia Spectrum and Other Psychotic Disorders: Delusional Disorder, Brief Psychotic Disorders, Schizophreniform Disorder, Schizophrenia, Schizoaffective Disorder, Substance/medication-induced Psychotic Disorder; Bipolar I Disorder, Bipolar II Disorder.
- Depressive Disorders: Major Depressive Disorder, Persistent Depressive Disorder, and Substance/Medication-Induced Depressive Disorder.

- Personality Disorders: Paranoid, Schizoid, Schizotypal, Anti-social, Borderline, Histrionic, Narcissistic, Avoidant, and Dependent Personality Disorders.

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.

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

Assignment 6: (Grade Value 30%) Clinical Competencies – Video Demonstration of Clinical Intervention  
Due Date: February 26 by 11:59pm MST

Using a clinical vignette (yours or a classmate(s) from assignment #1) each student is required to produce a concise video demonstration (25-30 minutes) of a simulated counselling session covering the therapeutic dialogue with respect to your case formulation, assessment and diagnosis and utilizing components of DBT skills. These DBT skills could include emotion regulation skills (e.g., ABC PLEASE), distress tolerance skills (e.g., TIPP), or interpersonal effectiveness skills (e.g., FAST, GIVE, or DEARMAN).

It is recommended that you use a role play partner from class (Pairs will be determined in the first class). The vignette (from assignment #4) will provide the context to inform the 'role play' as the 'client'. This clinical role-play demonstration should NOT be a scripted interaction. Video materials should be upload to YouTube (a de-listed page is highly recommended) and the link included in the accompanying document related to Part B and uploaded via D2L Dropbox. Prior to submitting your work to D2L please ensure that your video is operational.

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

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

#### **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."

## **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 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>

## **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

## 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