



## **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 668 S01</b>   | <b>Classroom</b>      | Online   |
| <b>Course Name</b>                 | Child and Adolescent Mental Health  |                       |  |
| <b>Dates and Time</b>              | Start of Classes: the week of March 3<br>End of Classes: the week of April 11<br>Dates and Time: Tuesdays & Thursdays<br>Zoom: 6pm - 8pm (no class Mar 20)<br><b>Virtual Residency:</b><br>Friday & Saturday, March 21 & 22<br>Zoom: 9am - 4pm<br>Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> . |                       |  |
| <b>Instructor</b>                  | Priya Patel, RCSW-S   | <b>Office Hours</b>   | By appointment/ As requested   |
| <b>UCalgary E-mail</b>             | <a href="mailto:priya.patel2@ucalgary.ca">priya.patel2@ucalgary.ca</a>  | <b>UCalgary Phone</b> | <a href="mailto:priya.patel2@ucalgary.ca">priya.patel2@ucalgary.ca</a> |

**SYLLABUS STATEMENT**

An examination of child and adolescent development, childhood attachment, family development, assessment and diagnosis, therapeutic approaches and interventions and ethical professional practice.

**COURSE DESCRIPTION**

This course provides a critical examination of theories and practices related to children’s mental health within the field of social work. Students will explore essential components of assessment, common mental health diagnoses and evidence-based therapeutic approaches tailored to this population. Additionally, students will examine the practical implications of these concepts for effective mental health practice with the pediatric population.

This course will take place online via Desire2Learn (D2L) and Zoom. To be successful in this course, students are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to unforeseen circumstances, inform the instructor in advance, propose, and implement an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion). The pre-requisite for this course is SOWK 664.

<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:

1. Critically analyze of developmental theories, attachment, family development and the interplay with children's mental health.
2. Understand and critically reflect on and apply the key components of assessment, risk assessment and common diagnoses regarding specialized populations such as children and youth.
3. Engage in thinking critically about the elements of effective case conceptualization and treatment planning, within a community-informed approach to social work practice that is grounded in anti-colonial, anti-racist, and equity-seeking principles.
4. Develop an integrated therapeutic approach to community-informed social work practice with a specialized population such as children and youth, with a focus on health and wellbeing.
5. Explore, analyze, and address common ethical issues in therapeutic practice, as well as the role of personal wellness for professional social work practitioners.

## LEARNING RESOURCES

### **REQUIRED READINGS (no textbook required)**

#### **Childhood Development:**

- 1) Gómez, G., Rivas, M., Giaconi, V., Martínez, C., & Burrone, M. S. (2024). *Understanding the Influence of Children's Mental Health, Cognitive Development, and Environmental Factors on Learning Outcomes in Chile*. *Humanities and Social Sciences Communications*, 11(1).  
<https://doi.org/10.1057/s41599-024-03886-6>

#### **Attachment & Building Attachment:**

- 2) Anis, L., Letourneau, N., Ross, K. M., Hart, M., Graham, I., Lalonde, S., Varro, S., Baldwin, A., Soulsby, A., Majnemer, A., Donnelly, C., Piotrowski, C., Collier, C., Lindeman, C., Goldowitz, D., Isaac, D., Thomson, D., Serré, D., Citro, E., Zimmermann, G., West, Z. (2022). Study Protocol for Attachment & Child Health (ATTACH™) Program: Promoting Vulnerable Children's Health at Scale. *BMC Pediatrics*, 22(1), 491. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1186/s12887-022-03439-3>

#### **Family Development:**

- 3) Trent, M., Dooley, D. G., & Dougé, J. (2023). The Impact of Racism on Child and Adolescent Health. *Pediatric Collections: Adolescent Health Part 1: Promoting Wellness*, 144(2), 180–193.  
[https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=3653410&site=ehost-live&ebv=EB&ppid=pp\\_180](https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=3653410&site=ehost-live&ebv=EB&ppid=pp_180)
- 4) Luby, Joan L., et al. (2018). A Randomized Controlled Trial of Parent-Child Psychotherapy Targeting Emotion Development for Early Childhood Depression. *The American Journal of Psychiatry*, 175(11), 1102–1110. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1176/appi.ajp.2018.18030321>

**Assessment & Common Diagnoses:**

- 5) Okuzono SS, Wilson J, Slopen N. (2023). Resilience in development: Neighborhood context, experiences of discrimination, and children's mental health. *Development and Psychopathology*, 35(5), 2551-2559. doi:10.1017/S0954579423001025 <https://www-cambridge-org.ezproxy.lib.ucalgary.ca/core/journals/development-and-psychopathology/article/resilience-in-development-neighborhood-context-experiences-of-discrimination-and-childrens-mental-health/D71AC5941BF1238919EC8309F44B971A>

**Risk Assessment, Suicidal Ideation and Child Abuse:**

- 6) Reisner, Sari L., et al. (2015). Mental Health of Transgender Youth in Care at an Adolescent Urban Community Health Center: A Matched Retrospective Cohort Study. *Journal of Adolescent Health*, 56(3), 274–279. <https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S1054139X14006934>
- 7) Ayer, Lynsay, et al. (2024). Longitudinal Trajectories of Suicidal Ideation among Child Welfare-Involved 7- to 12-year-old Children. *Journal of Child Psychology and Psychiatry*, 65(11), 1453–1465,. <https://acamh-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/jcpp.13999>

**Case Conceptualization & Treatment Planning:**

- 8) Gregory, M., Kannis-dymand, L., & Sharman, R. (2020). A Review of Attachment-Based Parenting Interventions: Recent Advances and Future Considerations. *Australian Journal of Psychology*, 72(2), 109–122. <https://aps-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/ajpy.12270>

**Ethical Issues & Personal Wellness:**

- 9) Fiske, Amelia, et al. (2019). Your Robot Therapist Will See You Now: Ethical Implications of Embodied Artificial Intelligence in Psychiatry, Psychology, and Psychotherapy. *Journal of Medical Internet Research*, 21(5). <https://doi.org/10.2196/13216>
- 10) Werth, J. L., Hastings, S. L., & Riding-Malon, R. (2010). Ethical Challenges of Practicing in Rural Areas. *Journal of Clinical Psychology*, 66(5), 537–548. <https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/jclp.20681>

**Emotion Focused Therapy:**

- 11) Ansar, Nadia. (2024). Emotion-Focused Skills Training for Parents - a Narrative Review. *Person-Centered & Experiential Psychotherapies*, 23(3), 296–307. <https://doi.org/10.1080/14779757.2024.2327993>

**Integrated Therapeutic Approach:**

- 12) del Río Diéguez, M., Jiménez, C. P., Ávila, B. S.-A., & Pérez, C. B. (2024). Art Therapy as a Therapeutic Resource Integrated into Mental Health Programmes: Components, Effects and Integration Pathways. *The Arts in Psychotherapy*, 91, 102215. <https://doi.org/10.1016/j.aip.2024.102215>
- 13) Grady, M. D., Yoder, J., Jones, S. N., & Williams, A. (2023). Seeking an Integrated Approach to Trauma and Problematic Sexual Behaviors in Adolescents: Learning from Practitioners. *Journal of Child & Adolescent Trauma*, 17(2), 383–397. <https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s40653-023-00604-3>

## 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 builds on learnings from SOWK 663 and 664 in looking at practice implications within the pediatric mental health.

### 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  | Topic   | Notes/Required Readings   |
|---|---|---|
| March 4, 2024<br>(Zoom: 6:00pm – 8:00pm)  | Welcome & Introductions<br>Review of Syllabus and<br>Assignments                                  |   |
| March 6, 2024<br>(Zoom: 6:00pm – 8:00pm)  | Childhood Development   | <b>1)</b> Gómez et al., (2024)                                  |
| March 11, 2024<br>(Zoom: 6:00pm – 8:00pm)   | Attachment & Building<br>Attachment   | <b>2)</b> Anis et al., (2022)                                   |
| March 13, 2024<br>(Zoom: 6:00pm – 8:00pm)   | Family Development  | <b>3)</b> Trent et al., (2023)<br><b>4)</b> Luby et al., (2018) |
| March 18, 2024<br>(Zoom: 6:00pm – 8:00pm)   | Assessment & Common<br>Diagnoses  | <b>5)</b> Okuzono et al., (2023)                                |
| March 20, 2024<br><b>No Class</b>   |   |   |
| <b>VIRTUAL RESIDENCY</b><br><b>March 21, 2024 &amp; March 22,</b><br><b>2024, from 9:00-4:00 p.m.</b><br><b>online via Zoom</b> | <b>March 21<sup>st</sup>:</b><br>Scholars/Service<br>Providers to come in as<br>guest speakers to | <b>Assignment #1 Due</b>  |

|   |   |   |
|---|---|---|
|   | <p>discuss practical therapeutic approaches to working with children and adolescents</p> <p>Group Work in pm<br/><b>March 22<sup>nd</sup> : Group Presentations</b></p> |   |
| <p>March 25, 2024<br/>(Zoom: 6:00pm – 8:00pm)</p> | <p>Risk Assessment, Suicidal Ideation and Child Abuse</p> <p>Effective Response and Intervention</p>  | <p><b>6)</b> Reisner et al., (2015)<br/><b>7)</b> Ayer et al., (2024)</p>   |
| <p>March 27, 2024<br/>(Zoom: 6:00pm – 8:00pm)</p> | <p>Case Conceptualization and Treatment Planning</p>  | <p><b>8)</b> Gregory et al., (2020)</p>   |
| <p>April 1, 2024<br/>(Zoom: 6:00pm – 8:00pm)</p>  | <p>Ethical Issues and Personal Wellness</p>   | <p><b>9)</b> Fiske et al., (2019)<br/><b>10)</b> Werth et al., (2010)</p>   |
| <p>April 3, 2024<br/>(Zoom: 6:00pm – 8:00pm)</p>  | <p>In-class synchronous time to work on final group paper</p>   | <p><b>Assignment #2 Due</b></p>   |
| <p>April 8, 2024<br/>(Zoom: 6:00pm – 8:00pm)</p>  | <p>Emotion Focused Therapy</p>  | <p><b>11)</b> Ansar et al., (2024)</p>  |
| <p>April 10, 2024<br/>(Zoom: 6:00pm – 8:00pm)</p> | <p>Integrated Therapeutic Approach</p>  | <p><b>12)</b> del Río Diégu et al., (2024)<br/><b>13)</b> Grady et al., (2024)</p> <p><b>Assignment #3 Due</b><br/><b>Final Group Paper due</b></p> |

#### 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.

##### 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: Child Developmental Theory Presentation (Group Project); Part A**

**Weight: (40%)**

**Due: March 22; In class presentation**

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

**Assignment Description:**

Students will sign up on D2L into small groups to develop expertise one of the following child developmental theories:

- Freud – Psychosexual Development
- Erickson – Psychosocial Development
- Bandura – Social Learning
- Bowlby – Attachment Theory
- Kohlberg – Moral Development
- Vygotsky – Sociocultural Theory

Each group will develop a 20 minute presentation on:

- Core concepts of their theory
- Critiques, critical analysis and implications of the theory in our current context (cultural, spiritual, gender, etc)
- What is useful from this theory in modern day as well as what improvements or considerations would increase validity of the theory today?
- Incorporate at minimum of 4-6 peer-reviewed journal articles that help support the case and/or topic.
- Students will incorporate best practices for oral presentations (i.e.: use of visual aids, organization, and clarity). Submit the presentation (ppt, canva, etc.) to the D2L course site by 11:59 p.m. the day of your group's presentation.
- Must produce a handout or infograph for other students as a resource for understanding your chosen theory and it's implications for practice today

Regular class time as noted in the class schedule will be provided for groups to collaborate regularly on this assignment.

### **Assignment 2: Individual Reflective Paper – Self-Care**

**Weight: 25%**

**Due: April 3 2025 by 11:59pm (in D2L Drop Box)**

**Aligned Course Learning Outcomes: 4, 5**

**Assignment Description:**

Referring to self-care discussion and resources throughout the course and on D2L, students will summarize and reflect and what they have learned about themselves, and potential personal and professional impacts related to self care and collective care. This can be complete as a 4-page paper (1000 words), video (3.5-4min), infographic, or visual map. Students are encouraged to include a self-care plan or proposal for wellness in professional practice. Students can include non-traditional scholarly resources (e.g., reputable professional guidelines, peer-reviewed and gray literature) to reflect the diversity of self-care practices.

### **Assignment 3: Final Group Paper: Ethical Considerations for Practice; Part B**

**Weight: 35%**

**Due: April 10 2025 by 11:59pm (in D2L Drop Box)**

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

#### **Assignment Description:**

*Emerging subject matter experts* from groups in part A will join with others from different groups to form a new group of varied *emerging experts* for this assignment.

Through an examination of child and adolescent mental health concerns, you will look at common ethical pitfalls clinicians encounter in this field and discover ways to work through these challenges. You will write a cumulative paper not exceeding 6-8 pages (double-spaced using APA 7th edition formatting), where you will apply research to practice by integrating theory, research, and evidence-based knowledge to articulate and demonstrate how to avoid falling into common clinical practice challenges by:

1. Identifying the common ethical pitfall your group:
  - **Maintaining professional boundaries with families**
  - **Documentation**
  - **Caseload management**
  - **Consent**
  - **Practicing outside of your scope**
  - **Other pitfalls not listed**
  
2. What is the impact of this ethical issue? Describe the historical, social, and economic contexts influencing this issue. What is the role for a social work clinician in relation to this issue in the current environment?
  
3. Ground your understanding of the issues and impact on children and adolescents, as well as the broader community, via a community-informed assessment and practice lens. How does this impact children and their family's ability to access services? Consider the impact on equity-deserving groups, those racialized, and the impacts of our colonial systems.
  
4. Detail a holistic understanding of the issues and develop an approach to help circumvent the issue based on evidence-informed knowledge that articulates your understanding of the issues that applies a critical framework for practice.
  
5. Consider how you will move forward in supporting a social work practice approach that is holistic in promoting community-based health and wellbeing, identifying tensions and debates surrounding



your topic area and the impact on your own professional practice frameworks, weaving in some of your own individual and/or collective reflections in the concluding section of your paper. Integrate course readings, concepts, and additional scholarly literature to support your points throughout your paper. Include a minimum of 8-10 peer-reviewed references. Think critically, consider alternative perspectives on your issue, and be critically reflective as you map out a non-standard approach to practice for your chosen area. The maximum length of your paper should not exceed 8 pages, excluding title page and references.

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to be fully present and engaged in all class activities and discussions.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through our respective Dropbox in D2L. Assignments should be submitted in Word format. Assignments should have a file name as follows: "Last name, initial and assignment number" (e.g., Smith,J\_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**

Assignments and papers are to be submitted on time, absolutely NO extensions, unless legitimate reasons are provided. Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor and the instructor must receive 24 hours' notice.

Late assignments will be downgraded by 5% of the assignment due date and an additional 1% grade per day including weekends, holidays and study weekdays. There is a seven-day maximum limit by which to accept late assignments where students have not asked for extension. No assignments will be accepted beyond this seven-day limit.

### **EXPECTATIONS FOR WRITING**

Writing quality is a component of all written assignments and utilize APA 7th edition formatting for referencing. As such, all assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

### **ACADEMIC MISCONDUCT**

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

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

## 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 may be considered in accordance with the university's academic misconduct policy. <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Policy.pdf>

If you are in doubt as to the use of generative AI tools in this course, please discuss your situation with the course instructor.

- AI tools can be used for learning course material but not for completing assignments.
- The use of AI tools for assignments may be considered an academic offense.
- Students must not copy or paraphrase from AI applications for assignments

## 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.

| Grade | Grade Point | Description   | Percentage Range |
|-------|-------------|---|------------------|
| A+    | 4.0         | Outstanding performance   | 95-100           |
| A     | 4.0         | Excellent performance   | 95-100           |
| A-    | 3.7         | Very good performance   | 90-94            |
| B+    | 3.3         | Good performance  | 85-89            |
| B     | 3.0         | Satisfactory performance. <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>B-</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**

Baier, Allison L. (2019). The Ethical Implications of Social Media: Issues and Recommendations For Clinical Practice. *Ethics & Behavior*, 29(5), 341–351. <https://doi.org/10.1080/10508422.2018.1516148>

Brown, Catrina. (2021). Critical Clinical Social Work and the Neoliberal Constraints on Social Justice in Mental Health. *Research on Social Work Practice*, 31(6), 644–652. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1049731520984531>

Colvin, M., Reesman, J. L., & Glen, T. (2024). *Neurodevelopment in the Post-Pandemic World: The Altered Trajectory of Children’s Education, Mental Health, and Brain Development* . Oxford Academic. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/9780197762660.001.0001>

Gregory, M., Kannis-Dymand, L., & Sharman, R. (2020). A review of attachment-based parenting interventions: Recent advances and future considerations. *Australian Journal of Psychology*, 72(2), 109–122. <https://aps-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/ajpy.12270>

Montgomery, E. (2022a). Refugee Children’s Mental Health and Development - a Public Health Problem in Europe. *Torture Journal*, 32(1–2), 163–171. <https://doi.org/10.7146/torture.v32i1-2.131756>

**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