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| Course Number | SOWK IPHE 501 | Classroom | Online |
| Course Name | Interprofessional Practice in Mental Health | | |
| Day(s) & Time | Zoom sessions Wednesdays 6 – 7:30 PM | | |
| Instructor | Dr. Jeannette Waegemakers Schiff | Office Hours/Location | Online by appointment |
| E-mail | schiff@ucalgary.ca | Phone | 403-220-2212 |

SYLLABUS STATEMENT

Students from different helping professions come together to examine selected issues of interprofessional practice in the area of mental health and co-occurring addictive disorders, focusing on the experience of mental illness, treatment alternatives, practice implications, advocacy and policy issues, and future challenges and change. Incorporates in-class and field experiences with consumers and families, employers and professionals, services and organizations.

COURSE DESCRIPTION

This course will bring together senior undergraduate students from various helping professions to examine aspects of mental health care and delivery in an interprofessional context. This course will look at the complex array of treatments, programs and supports available in a Canadian context. It will also critically examine the ancillary issues of community care, community treatment orders, financial and housing supports and other support services that are required for community tenure for those with severe mental illness with and without co-occurring addictive disorders. While including a brief examination of pathologies, this course will not concentrate on the assessment and diagnosis of mental and substance abuse disorders.

This course will examine contemporary issues in the assessment, diagnosis and treatment of mental health and include a focus on the complexities of co-occurring disorders. It will focus on identification, diagnosis and understanding of the complexity of issues facing individuals with mental health problems and/or addictions, their family members, and mental health care providers. Case studies will be used to demonstrate interprofessional practice and the link between research and practice. Zoom sessions will focus on providing interactive opportunities to discuss key issues raised in course readings.

A major goal of this course is to link theory to practice so that students are prepared to fill professional roles in the community in the area of mental health and addictions. The emphasis will be on evidence-based, interprofessional practice.

This course has no prerequisites. However, students are strongly urged to have taken a preliminary course in human development/behavior in the social environment prior to taking this course.

COURSE LEARNING OUTCOMES

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

1. To understand the multiple aspects of mental health and addictions from diagnosis to treatment.

2. To develop skills in interprofessional practice that utilize best practices in interprofessional collaboration and treatment delivery and to be a component of preparation for students to assume service delivery roles in mental health and addictions settings.
3. To develop skills in interprofessional practice that utilize best practices in interprofessional collaboration and treatment delivery and to be a component of preparation for students to assume service delivery roles in mental health and addictions settings.
4. Understand policy and services delivery issues that involve issues of accessibility, adequacy and advocacy for persons with mental health challenges.
5. To provide students with additional opportunities to develop the following core competencies:
 - a) Critical thinking
 - b) Analysis of problems
 - c) Understanding of best, evidence-based, practices
 - d) Effective written and verbal communication in clinical contexts
 - e) Gathering and organizing information
 - f) Interpretive and assessment skills
 - g) Understanding of different professional roles and competencies
 - h) Interprofessional collaboration

This course focuses on the biological, social, and psychological determinants of mental health problems and their treatments, thus is multidisciplinary in nature. Diversity issues will also be considered throughout the course (e.g., culture, gender, age, etc.). Students may be exposed to presentations of individuals who are experiencing mental health problems and receiving treatment. Guest speakers may be invited to interact with students to discuss various topics including: the experiential aspects of mental illness, treatment alternatives, advocacy and policy issues, and challenges to meeting the needs of those with mental health problems. Class lectures and discussions will focus on methodological and conceptual issues in the mental health literature that showcase best practices. Students will also be expected to review the research literature for their presentations.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Davis, S.(2014), *Community mental health in Canada: Theory, policy and practice*(2nd. Ed).
Vancouver, BC: University of British Columbia Press.

Dziegielewski, S. F. (2014). *DSM-5 in Action*. Hoboken, NJ.: John Wiley & Sons.

LEARNING TECHNOLOGIES AND REQUIREMENTS

- A D2L site is set up for this course which contains required readings and other relevant class resources and materials.
- Students are expected to attend ALL scheduled Zoom sessions. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for Zoom access. A camera is also expected for Zoom sessions.
- No invisible, blank screen access accepted unless by prior permission from the instructor and due to internet accessibility issues.

RELATIONSHIP TO OTHER COURSES

This course build upon foundational knowledge acquired in courses related to mental health nursing, human behavior and the social environment, introductory and developmental psychology, and community rehabilitation practice

CLASS SCHEDULE

| Dates | Topic | Readings |
|---|--|--|
| Module 1 May 6 - 12 Zoom Online Wednesday May 6 6– 7:30 PM | <ul style="list-style-type: none"> • Course overview • Interprofessional practice; a brief overview; What is IPP; IPP and team work • Historical perspectives and contemporary issues; lingering effects of anti-institutional perspectives • Key current issues: Stigma & Recovery; controversies in etiology of mental disorders • Mental health: the system, programs and key individuals involved in providing care; levels of care and intensity of care <p>LOS # 1,2,3,4.</p> | Davis, Community Mental Health in Canada, Ch.1, 2 Canadian issues: https://www.mentalhealthcommission.ca/sites/default/files/Informing%252520the%252520Future%252520-%252520Mental%252520Health%252520Indicators%252520for%252520Canada_0.pdf Interprofessional Practice Reading on D2L Determinants of mental health: Reading on D2L Recovery: https://www.youtube.com/watch?v=caO8lFXbgRc |
| Module 2 May 13 – 19 Zoom Online Wednesday May 13 6 – 7:30 PM | Signs and Symptoms of Mental Illness The major mental disorders. Mood disorders, Depression and Anxiety Assessment and treatment; perspectives of different professions LOS # 1,2,3,4. | Dziegielewsk, ch. 2,3, 6,7. Videos: Anxiety: https://www.youtube.com/watch?v=li2FHbtVJzc Depression: https://www.youtube.com/watch?v=4YhpWZCdiZc |
| May 23 | Mid-term available on- line Due 11:30 PM May 24 | |
| Module 3 May 20 – June 6 Zoom Online Wednesday May 20 6 – 7:00 PM | The major mental disorders – Psychoses: Assessment and treatment: perspectives of different professions Co-occurring addictions: the interaction of mental disorders and substance use/abuse LOS # 1,2,3,4. | Dziegielewsk, ch. 5 Davis p. 3 -35, 257-63 Psychosis https://www.youtube.com/watch?v=ZB28gfSmz1Y Davis p. 31-35, 257-63 |
| May 24 | Mid-term exam due | |

| | | |
|--|--|---|
| <p>Module 4 May 27 – June 2</p> <p>Zoom Online Wednesday May 27 6 – 7:00 PM</p> | <p>Personality disorders, autism spectrum disorders, FASD and acquired brain injury (ABI) and other disorders of interest Disorders in the elderly. Mental disorders in cultural contexts: indigenous issues, issues with immigrant and refugee people; cultural manifestations of different disorders. LOS # 1,2,3,4.</p> | <p>Dziegielewsk, ch. 13 Davis, Ch. 6, 14, 15, 16 Narcissistic personality: https://www.youtube.com/watch?v=cwmf4PSMqLE; Borderline personality: https://www.youtube.com/watch?v=jQgkVKGqBCE</p> |
| <p>Module 5 June 3 - 9</p> <p>Zoom Online Wednesday June 3 6 – 7:00 PM</p> | <p>Trauma as a mental health problem: Definitions and various types of trauma Treating trauma and trauma-informed treatment Implications for assessment and intervention IPP and treatment assignments; Principles of team work and interprofessional practice in various settings LOS # 1,2,3,4.</p> | <p>Dziegielewsk, ch. 3 PTSD https://www.youtube.com/watch?v=FGK-zisfHEE Van der Kolk: Childhood Trauma, Affect Regulation, and Borderline Personality Disorder https://www.youtube.com/watch?v=N2NTADxDuhA Van der Kolk. The Body Keeps Score: https://www.youtube.com/watch?v=53RX2ESlqsM&t=2278s IPE: https://www.youtube.com/watch?v=34ZJE_rQ4is</p> |
| <p>Module 6 June 10 – 16</p> <p>Zoom Online Wednesday June 10 6 – 7:00 PM</p> | <p>Problems ancillary to serious mental illness Issues of disability, income, housing and supports. Mental health and the law. Homelessness and the mentally ill Caregiver roles, conflicts and burdens LOS # 1,2,3,4.</p> | <p>Davis ch. 7, 12, 13, 17 Justice issues: https://www.youtube.com/watch?v=NwQa3Y2f3es</p> |
| <p>FINAL exam ONLINE June 13 Due: 11:30 PM June 14</p> | | |

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities and is expected in Zoom sessions. However, students are to refrain from

accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during class time.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. Students will be advised by the instructor that they are expected *to turn on their webcam for all Zoom sessions, as this is an important part of engagement in the class*. Students are expected to join class in a quiet space that will allow them to be fully present and engaged in the Zoom sessions, and to behave in a professional manner during the session.

CLASS RECORDINGS

Zoom recordings of online classes

Zoom classes will not be recorded.

ASSESSMENT COMPONENTS

| Assessment Method | Assessment Description & Criteria | Due Date | Weight | Aligned Course Learning Outcome |
|----------------------|--|------------------|--------|---------------------------------|
| Assignment 1 | Brief reflective essay. Reflection on stigma in mental health. Each student is required to complete the AQ-27, a stigma assessment tool and then post a reflection in the discussion section of D2L on the tool, noting personal and common society level beliefs and attitudes. | May 12, 11:30PM | 15% | 1, 3,4 |
| Assignment 2 | Mid-term Take-Home Exam | May 24 11:30 PM | 35% | 1,2, 3, 4 |
| Assignment 3 | Final Take-Home Exam | June 14 11:30 PM | 35% | 1,2, 3, 4 |
| Participation | D2L Discussions; Zoom attendance | May 12 – June 14 | 15% | 1,2,3,4,5 |

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

- Participation will include Zoom sessions, as well as reading and meaningful replies to discussion board postings in addition to those assigned as part of assignment 2.
- Students are expected to attend scheduled Zoom sessions and to be fully present and engaged in class activities and discussions, with webcams activated. This is part of the participation grade, as outlined in the assessment components section above.
- Students who miss a class will submit a 700-word essay relevant to the content discussed at that Zoom session. The focus of the essay will be determined by the instructor.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through your respective drop box in D2L. Assignments must be submitted in Word format. Assignments should have a cover pages that includes a file name as follows: “Full name and assignment number” (e.g., Jane Smith Assignment 2). **Assignments are**

due before midnight on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor and must be pre-approved unless there are mitigating circumstances. Assignments submitted after the deadline and without approval, will be penalized with a 2 point grade reduction on the assignment for each day after the submission deadline.

EXPECTATIONS FOR WRITING

Writing quality is a component of all written assignments, including exams. 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 as well as demonstration of critical thinking. Sources used must be academic, must be properly documented and referenced in APA version 7 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 specific course. Students are not allowed to collaborate with other about exam questions or answers. 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>

ASSIGNMENTS

There are three assignments. Each assignment is expected to reflect upper undergraduate level of grammar, critical thinking and reference to current academic literature. All assignments are to be submitted via the D2L dropbox. Late submissions of the two term exams will not be accepted unless the student has received **instructor approval for late submission before the due date**. All assignments must be submitted to the D2L drop box.

Assignment 1: Parts A & B.

Assignment 1 Part A: Reflection on stigma in mental health. Each student is required to complete the AQ-27, a stigma assessment tool and then, to note both personal and common society level beliefs and attitudes. Length: 750 words. Please post this in the D2L dropbox and post two or three salient paragraphs from this in the discussion section of D2L.

This assignment addresses course learning objectives 1, 3, 4

Due: May 12

Value: 15% of total grade

Assignment 2: Mid-term exam. The mid-term exam is a take-home exam that will cover the material presented in the first half of the course. Please note: this assignment is time sensitive and late submissions will NOT be accepted. This assignment addresses course learning objectives 1,2, 3, 4

Due. May 24, 11:30PM

Total value: 35% of final grade.

Assignment one is scheduled so that each student can plan to complete the required submissions well before the due date. This will allow you to plan your workload and distribute your attention to class material across the entire semester.

Assignment 1 Part B: Participation in ZOOM sessions and online discussions. Effective learning includes active participation in class discussions of current material. All students are expected to be present for ZOOM real-time presentations and to contribute to meaningful discussion of issues relevant to each module as well as to questions posted by the instructor on the discussion board.

In addition to active participation, each student will prepare and post to the discussion board, one original (initial) posting, and two discussion replies to original postings of other students. Initial postings must be 500 – 700 words and include references to the appropriate literature. References to the course text are NOT considered as part of your references, as all students are expected to be familiar with this content. Reply posts should be approximately 150 – 175 words and must be a meaningful addition to the discussion. That is, mere agreement with previous posts, while supportive, does not count for this assignment. Summary: three required posts, one main and two supplementary. Do not post a file with a document but please post directly in the discussion section relevant to your module. This assignment addresses course learning objectives 1, 3 and 4.

Due: You are required to provide a post according to the timeline indicated below. Please post with information relevant to the module (see course timeline for modules and dates) in week assigned.

Note: you are **encouraged** to read all posts and to reply to others that are not assigned as this will be reflected in your participation mark. You are **required to post** for this assignment according to the schedule.

Grade value, part 1B: 15% of final grade.

| Last Name Begins with Letter... | Main post Module | Reply posts Modules |
|---------------------------------|------------------|---------------------|
| All Students | 1 (AQ-27) | |
| A, B, C, D, | 2 | 3, 6 |
| E, F, G, H, I, J, | 3 | 4, 5 |
| K, L, M, N, | 4 | 2 ,5 |
| O, P, Q, R, , | 5 | 3, 6 |
| S, T, U, V, W, | 6 | 2 ,4 |

Assignment 3: The end of term take home exam will cover the material presented in the entire course but will focus more specifically on material in the second half of the course. Please note: this

assignment is time sensitive and late submissions will NOT be accepted. This assignment addresses course learning objectives 1,2, 3, 4.

Final exam assignment

Due June 14, 11:30 PM

Grade: 35% of total grade

Marking Guidelines

Exams: Each question will be assigned a point value to guide you in the length of your answers. As the exams are take-home assignments, you may use course texts BUT **must provide page numbers and appropriate references** for material used. The other written work, in assignment 2 should follow the following writing guidelines.

All written assignments must be written in a scholarly manner with appropriate technical terminology as necessary. Standard APA 6th ed. formatting is expected.

Content (75%)

- Demonstrates a thorough understanding of the topic, not merely a single facet
- Clearly communicates main topic principles/issues outlined in the description of the assignment
- Presents current research and best practices as relevant to the topic.
- Demonstrates critical thinking/analysis of the material presented

Presentation Style (10%)

- Well organized and information flows in a logical manner
- Interaction with audience (presentation is participatory in nature)

Referencing (15%)

- Presentation is appropriately referenced
- References are current and from a variety of scholarly and professionally appropriate sources.

Note: websites are NOT considered to be appropriate academic sources. There are some limited exceptions that must be approved *in advance* by the instructor

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

| Grade | Grade Point | Description | Percentage Range |
|-------|-------------|--|------------------|
| A+ | 4.0 | Outstanding | 95 - 100 |
| A | 4.0 | Excellent – superior performance, showing comprehensive understanding of subject matter | 95 – 100 |
| A- | 3.7 | | 90 – 94 |
| B+ | 3.3 | | 85 – 89 |
| B | 3.0 | Good – clearly above average performance with knowledge of subject matter generally complete | 80 – 84 |
| B- | 2.7 | | 75 – 79 |
| C+ | 2.3 | | 70 – 74 |
| C | 2.0 | Satisfactory – basic understanding of subject matter | 65 – 69 |
| C- | 1.7 | | 60 – 64 |
| D+ | 1.3 | | 55 – 59 |
| D | 1.0 | Minimal Pass – marginal performance | 50 – 54 |
| F | 0.0 | Fail – unsatisfactory performance or failure to meet course requirements | Below 50 |

COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are encouraged to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Additional suggested readings for the course will be provided to students as a separate document or in D2L.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at: <https://acsw.ab.ca/site/practice-resources?nav=sidebar>

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. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. 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. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

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 (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

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 are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) 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 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 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. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> 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**