



**SPRING 2020**

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|----------------------|--|------------------------------|---|
| <b>Course Number</b> | <b>SOWK 553.32 S03</b>   | <b>Classroom</b>             | <b>Online Delivery</b>  |
| <b>Course Name</b>   | <b>Mental Health and Addictions</b>                            |                              |   |
| <b>Day(s)</b>        | <b>May 7- June 17 2020</b>                                     |                              |   |
| <b>Instructor</b>    | <b>Janki Shankar PhD. RSW</b>                                  | <b>Office Hours/Location</b> | <b>As arranged by ZOOM:</b><br>Monday May 11, 3:30 -5 pm<br>Monday May 25, 3:30 -5 pm<br>Monday June 8, 3:30-5pm. |
| <b>E-mail</b>        | <a href="mailto:jshankar@ucalgary.ca">jshankar@ucalgary.ca</a> | <b>Phone:</b>                | <b>By prior appointment</b>   |

**SYLLABUS STATEMENT**

This course examines contexts, theories, practice models and skill development in mental health and is open to all undergraduate students of social work who have an interest in working with people who experience mental health and substance use disorders.

**COURSE DESCRIPTION**

This course will introduce students to social work practice in mental health. Students will develop an understanding of conceptual and contextual issues in mental health and approaches to assessment and diagnosis of mental illness. Recovery, a philosophy as well as a practice, will be explored and specific issues will be examined including the Diagnostic and Statistical Manual (DSM 5), evidence-based practices and psychosocial approaches to treatment. The relationship between mental disorders and substance use disorders will be explored and integrated approaches for working with individuals who experience both will be discussed. The role of families and community caregivers in supporting individuals with these disorders and environmental factors that can reduce relapse and prolong recovery will be discussed. Students will be introduced to the mental health needs and challenges faced by culturally diverse groups including indigenous Canadians and how culturally sensitive services can be achieved.

**COURSE LEARNING OUTCOMES**

Upon completion of this course, students will have

1. Developed an understanding of the role of social workers in the mental health system.
2. Gained a critical understanding of clinical and structural aspects of mental health practice in Canada.
3. Acquired foundational knowledge about mental health assessment, recovery vision and psychosocial interventions that are needed to promote recovery for people who experience mental disorders.
4. Acquired an understanding of the interaction between mental health and substance use disorders and the rationale for integrating mental health and substance use disorders services and systems.
5. Gained knowledge of the impact of mental illness on families and the role of family in treatment and recovery.

6. Achieved an understanding of the role of practitioners and support systems for treatment and recovery.
7. Understood the influence of culture on mental health and the mental health needs of indigenous Canadians and culturally diverse groups.

**LEARNING RESOURCES**

**REQUIRED TEXTBOOKS AND/OR READINGS**

Davis, S. (2013). *Community mental health in Canada. Revised and expanded edition. Theory, Policy, Practice.* UBC Press

Recommended Readings for each module and a reference list will be put up on D2L  
Use APA formatting for citations.

**LEARNING TECHNOLOGIES AND REQUIREMENTS**

The learning technologies that will be used for this course include D2L and Zoom. The D2L site that has been set up for this course will contain the recommended readings and relevant course materials.

You will need a laptop, internet access, microphone and speaker as a requirement for Zoom access.

**RELATIONSHIP TO OTHER COURSES**

This course is offered as an elective in the Bachelor of Social Work program at the University of Calgary. This course is related to courses on the family, human development, mental health, psychosocial problems, counseling and community health.

**CLASS SCHEDULE**

| <b>Date</b>                                     | <b>Topic</b>   | <b>Readings/Assignments Due</b>                               |
|---|--|---|
| Module 1 Open May 6<br>Module 1 Closes May 20   | Conceptual and Contextual Issues in Mental Health and recovery Vision  | Chapters 1,2,3,4,5 from prescribed text.                      |
| Module 2 Open May 21<br>Module 2 Closes June 4  | Assessment, diagnosis and the DSM; Mental Health Services Continuum; Role of families and other stakeholders; Approaches to treatment  | Chapters 14, 11, 7, 16 and Selected readings for this module. |
| Module 3 Open June 5<br>Module 3 Closes June 17 | Mental illness, substance abuse and need for integrated care; Legal and Ethical Context of practice; The interface with criminal justice; Mental health of indigenous and diverse populations. | Chapters: 6, 18, 13, and Selected readings for this module    |

**Assumptions Underlying this Course: the instructor’s philosophy**

The classroom is an inclusive space and should be free from prejudice and discrimination based on gender, race, ethnicity, class, age, ability, religion, sexual orientation, and gender identity. • the instructor and students are responsible to ensure full inclusion and will commit to this through self-reflection, peer support and constructive dialogue. • ideas, rather than individuals, are open to challenge. Students will engage with respect to familiarity with the topics we will discuss in this course; all questions contribute to learning and all voices should be heard. • everyone in the classroom is a potential teacher and learner. Everyone brings valuable life experiences from which we can all learn. Some students may contribute prior learning and experience; others’ contributions may be less direct and include, for example, skills in asking questions or knowledge of other cultures and contexts. All contributions will be honored and appreciated. • students are responsible for their own learning and commit to reading and viewing assigned materials, contributing to ongoing group discussions in an ongoing and timely fashion, and supporting one another to achieve learning objectives. • the instructor will monitor all online activities, be responsive to students’ questions and ensure that learning objectives and course requirements are clearly stated and understood.

**GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES**

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

**Zoom recordings of online classes**

All students are encouraged to participate actively in all the three Zoom sessions that are part of this course. The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

**ASSESSMENT COMPONENTS**

Evaluation of student performance in this course will be based on three components: 1. participation in group discussions for each module, 2. one group assignment and 3. one written assignment. Discussion times have been designated for each module as indicated above and the written assignments will be submitted by each student/group in specified drop boxes in D2L. Students are expected to do the readings, reflect, and to share your thoughts, experiences and questions as they apply to your developing knowledge of mental health and illness.

Assessment rubrics for each assignment will be provided on D2L

|  |  |  |  |         |
|--|--|--|--|---------|
|  |  |  |  | Aligned |
|--|--|--|--|---------|

| Assessment Method                            | Assessment Description & Criteria  | Due Date   | Weight | Course Learning Outcome |
|--|--|--|--------|-------------------------|
| 1. Postings in D2L group discussion forum    | <p>Students are expected to do the readings, reflect, and to share your thoughts, experiences and questions as they apply to your developing knowledge of community mental health practice. These online discussions are intended to replicate study or seminar groups offered in face-to-face instruction, to provide the opportunity to share individual perspectives, and to foster collaborative learning.</p> <p>D2L postings will comprise one posting (350 words) per module and an answer (about 200 words) to one of the questions posed by your peers or the instructor. Your postings and answers will be evaluated in terms of thoughtful, scholarly, and timely participation in D2L discussions.</p> <p>Work on each module should conclude prior to the opening of the next module. You can include references for the postings if you are making statements based on your readings.</p>  | On the day the module closes   | 30%    | 2, 5                    |
| 2. Movie/ documentary review (Group project) | <p>For the purpose of this assignment students have been divided into groups of 3/4. Each group will select and review a movie/documentary exploring the experiences of a person coping with mental health issues. They are then asked to write an assessment, diagnosis and treatment plan for the identified client presented in the movie. Group members should agree on how to carry out an assessment in terms of what they would like to know and what questions to ask, engage in a discussion to determine a provisional diagnosis (and the appropriateness of it) and rationale, and a possible treatment plan. In addition, students should offer a critique (limitations, possible alternative) from a social work and social justice perspective.</p> <p>The product for submission will be a Poster that summarizes the salient issues like client history, (case summary), diagnosis (provisional), potential treatment plan and critique. Include references based on your readings (at least 3-5). Submit to</p> | <p>June 8 midnight</p> <p>Email to instructor name of Selected movie by May 20</p> | 25%    | 1, 3, 5, 6              |

|         |  |                     |     |                        |
|---------|--|---------------------|-----|------------------------|
|         | <p>drop box through D2L by prescribed submission date.</p> <p>Students should meet virtually to discuss the assignment and share impressions of the chosen movie/documentary, how it related to the literature reviewed to date, assign tasks and review progress. <b>Group members should have selected a movie to review by May 20, 2020 midnight and email this to the instructor.</b></p>  |                     |     |                        |
| 3.Essay | <p>“A person can recover their life without recovering from their illness and a mental health system must incorporate programs and support systems that are not only geared to reducing symptoms of mental illness but also promote the ability of people living with a mental illness”.</p> <p>Discuss this in the context of a person experiencing mental illness and substance use disorders.</p> <p>Your essay must reflect your understanding of mental illness and substance use disorders, associated vulnerabilities, assessment and diagnostic issues, DSM 5 classification, what recovery means for the person and the role of families, practitioners and support systems in facilitating recovery. Include about 8-10 references.</p> <p>Length: 12 pages (excluding title page and references page), 12-point Times New Roman font, double-spaced, 1” margins</p> | June 15<br>midnight | 45% | 1, 2, 3, 4, 5,<br>6, 7 |

### **GUIDELINES FOR SUBMITTING ASSIGNMENT**

Please submit assignments 2 and 3 electronically through their respective drop-box in D2L. Assignments must be submitted in Word. Assignments should have 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.

If any student is unable to complete any part of the assignment/course they can contact the instructor.

### **LATE ASSIGNMENTS**

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.

### **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 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:

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

## **GRADING**

**University of Calgary**  
Faculty of Social Work, Central and Northern Alberta Region  
BSW Grading System  
2019-2020

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

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.

**WITHDRAWAL**

No refunds for withdrawal from six-week **spring session half-courses** after May 12, 2020. The last day for registration and changes of registration for six-week spring session half-courses is May 12, 2020. The last day to withdraw with permission from six-week **spring session half-courses** is 4:00 p.m. on June 17, 2020. The deadline to withdraw with permission from spring session block courses is 4:00 p.m. on the last business day prior to the end of the block course. The Undergraduate Academic Schedule for 2020-2021 can be viewed at <http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html> . The online version of the academic schedule supersedes the information on this course outline.

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

**ADDITIONAL SUGGESTED READINGS**

These are available on D2L as reference list

## 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/](http://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](http://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>

### **SAFEWALK**

Safewalk provides a safe and reliable alternative to walking alone at nights around and on the U of A Campus located at 0-22 SUB, phone (780) 492 5563 or 4-WALK-ME. In addition to the UofA's Safewalk Program, security personnel at Enterprise Square will provide an escort from the main lobby between 6:00 pm and 11:00 pm any day that the building is open. Arrangements to be accompanied can be made at the security desk opposite to the elevators on the main floor at the time the escort is required; reservation ahead of time is not possible. Security will escort you within a two- block radius of Enterprise Square.

### **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**