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| Course Number | SOWK 555.03 S01 | Classroom | Online |
| Course Name | Children's Mental Health | | |
| Day(s) & Time | Wednesday May 6 – Wednesday June 17, 2020 | | |
| Instructor | Jane Matheson and others from Wood's Homes | Office Hours/Location | See schedule |
| E-mail | jemathes@ucalgary.ca | Phone | 4032701704 |

SYLLABUS STATEMENT

Explores contexts, theories and practice models in working with specific populations.

COURSE DESCRIPTION

SOWK 555.03 is an undergraduate course in children's mental health that was developed as part of the Alberta Children's Mental Health University Educational Initiative - funded by the Alberta Mental Health Board.

This course is focused on the acquisition of basic practice knowledge, a beginning knowledge and ability to understand and use assessment tools, some interventions for challenging mental health problems in children, and the development of conceptual thinking. Learning about the many systems that are involved in the lives of children and adolescents as well as families and cultural environments is an integral component of this course.

As well, the course addresses the developmental issues of children and adolescents and compares "normal" with "problematic" development throughout the child to adolescent continuum. The theories available to understand child and adolescent development as well as methods of intervention will be addressed. Contexts and their importance will be emphasized. The use of medication, and an introduction to the DSM and critical thinking are also included.

We focus particularly on the knowledge required by undergraduate students who work (or plan to work) with children and adolescents. It is designed to be practical in nature.

A group of professionals who work at Wood's Homes – a children's mental health organization located in Calgary, are the instructors of this course. It is a totally online course. The course has been offered this way for over 15 years. The instructors are from multiple disciplines (social work, psychology, nursing, marriage and family therapy and art therapy). They bring a wealth of practical knowledge and experience to the class, as they are working with children and youth every day. Students will be assigned to a small group under one Instructor/Teaching Assistant and work within this group for the length of the class.

There is no prerequisite.

COURSE LEARNING OUTCOMES

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

1. Identify the parameters of one's own experience and understanding of children, mental health and illness, the breadth of inter-professional practice, the multiple locations of children's mental health services, the various systems surrounding these services and the roles of various disciplines providing mental health services to children.
2. Apply a beginning understanding of the importance of critical thinking and analysis for issues related to children's mental health.
3. Interpret the continuum of mental health services for children from ecological, medical and multi-systemic perspectives.
4. Describe a variety of wider systems issues (e.g., culture, legal, service provisions) related to children's mental health and consider how these relate to mental health service provision.
5. Recognize the importance of understanding the parameters of "normal development" of children and adolescents and how this understanding is important to analyzing problems along a continuum of severity.
6. Practice basic assessment development, structure, process and some beginning interventions for common mental health problems in preschool children, school age children and adolescents.
7. Name and examine particular issues of children's mental health such as trauma, abuse, depression, resiliency and suicidal/self-harming behaviours.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

In all of the weekly work topics, choices of required readings will be given. These can be seen on the schedule below. All of the choices are available online or within the required texts (below).

This course uses three texts. Two of these texts are available online or via the University of Calgary Library as an ebook. Links will be provided for the ebooks on D2L.

Kostouros, P. & Thompson, B (2018). *Child and youth mental health in Canada: Cases from front-line settings*. Toronto, ON: Canadian Scholars Press.

- This book was published in November 2018, it is Canadian and written by people we know here in Calgary. It does have a front-line, child and youth care focus and offers excellent case examples within treatment contexts.

Rey, J. M. & Martin, A. (2015). *E-textbook of child and adolescent mental health*. Geneva, SUI: International Association for Child and Adolescent Psychiatry and Allied Professions.

- Some chapters from this text will be used as teaching modules. Instructors will provide links in the weekly work. The text is free and can be found at:
<http://iacapap.org/iacapap-textbook-of-child-and-adolescent-mental-health>

Walker, S. (2011). *A social worker's guide to child and adolescent mental health*. London, UK: Jessica Kingsley.

- Available at the U of C library as an ebook. This book is directly related to social work – unlike the others, even though it is British.

LEARNING TECHNOLOGIES AND REQUIREMENTS

It is important to note that because the course is delivered online, access to a working computer equipped with speakers, microphone/headset and ideally a webcam is absolutely necessary.

This course is entirely online and is divided into weeks.

The class schedule outlines how students should move through the units. The assignments follow the same schedule. There are fixed due dates for assignments and activities.

Messages will be left for students on D2L or via email. Therefore, checking the D2L site and one's email **daily** is an important requirement of this course. **Students should be prepared to check the D2L site every day for announcements and check their email at least once a day for messages. Please make sure that the University (and therefore the Instructors) has the correct email address that you will be accessing each day.**

Please contact the Faculty of Social Work or University of Calgary IT Support (<https://ucalgary.service-now.com/it>) if you are not sure your computer can manage the technological expectations. Starting the course in plenty of time to prepare and get oriented is a major key to success.

ZOOM is used for synchronous sessions. There are tutorials available for those who are unfamiliar with ZOOM. Students should ensure they are familiar with ZOOM before the first session. There are 5 ZOOM sessions for this course - all of them are held from 5:30 - 7:30 pm Calgary time (MST) All are on Mondays except for the first one (Wednesday May 6). May 11, , June 1, 8, 15

Topics for all ZOOM sessions are noted on D2L and may be subject to change.

RELATIONSHIP TO OTHER COURSES

SOWK 555.03 is inherently connected to the BSW curriculum, particularly for a student wanting to focus on clinical or counselling work with children, youth and families. SOWK 363 – Human Development, SOWK 391 & 393 – Practice and Evaluation with Individuals and Families, SOWK 395 – A Critical Approach to practice and the practicum would all be particularly connected to this course.

CLASS SCHEDULE

The class is organized by weeks that run Monday – Sunday (except for Week One which runs Wednesday – Sunday (5 days) and Week Seven which runs Monday – Wednesday (3 days). Red font notes assignments; green font notes Zoom sessions.

| Date | Topic | Readings/Assignments Due |
|---------------------|---|--|
| Week 1 – May 6 - 10 | ZOOM #1 – May 6 (note – this is a Wednesday) Contexts for Children’s Mental Health , Critical thinking and | Introduction to the course, Critical thinking and Interprofessional Practice Readings: Rey, J. M. & Martin, A. (2015). <i>E-textbook of child and adolescent mental health</i> . Geneva, SUI: International Association for Child and Adolescent Psychiatry and Allied Professions Chapter J9 |

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| | Interprofessional practice | <p><i>Mental Health, Mental Illness and Addiction:</i> Overview of Policies and Programs in Canada Interim Report of the Standing Senate Committee on Social Affairs, Science And Technology. November 2004 Chapter 4</p> <p>Kostouros, P. & Thompson, B (2018). <i>Child and youth mental health in Canada: Cases from front-line settings</i> Chapter 1</p> <p>Walker, S. (2011). <i>A social worker's guide to child and adolescent mental health</i> Chapter 5</p> |
| Week 2 – May 11- 17 | <p>ZOOM #2 – May 11</p> <p>Normal development, trauma-informed practice, family-centred care, culture and legislations across the country</p> | <p>Topic – All about Assessment</p> <p>https://www.fredrogerscenter.org/2015/11/simple-interactions-the-flu-shot-theory-of-change/</p> <p>https://www.fredrogerscenter.org/2015/04/the-toothpaste-theory-of-child-development/</p> <p>Walker, S. (2011). <i>A social worker's guide to child and adolescent mental health</i> Chapter 8</p> |
| Victoria Day Holiday – May 18 | | Assignment #1 due May 18 |
| Week 3 – May 18 - 24 | Assessment | <p>This week and next there is no ZOOM session - students will watch a video especially created for the assessment assignment.</p> <p>Rey, J. M. & Martin, A. (2015). <i>E-textbook of child and adolescent mental health</i>. Geneva, SUI: International Association for Child and Adolescent Psychiatry and Allied Professions Chapters A4, A5, A7</p> |
| Week 4 – May 25 - 31 | Assessment | <p>Walker, S. (2011). <i>A social worker's guide to child and adolescent mental health</i> Chapters 4 & 5</p> <p>Other readings will be offered on D2L</p> <p>Assignment #2 Due – May 31</p> |
| Week 5 – June 1 – 7 | ZOOM #3 – June 1 | Topic – The connections between assessment and interventions - adolescents |

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| | Interventions for different age groups | |
| Week 6 – June 8 - 14 | ZOOM #4 – June 8 Interventions for different age groups | Topic – The connections between Indigenous cultures and mental health Walker, S. (2011). <i>A social worker's guide to child and adolescent mental health</i> Chapter 2 Rey, J. M. & Martin, A. (2015). <i>E-textbook of child and adolescent mental health</i> . Geneva, SUI: International Association for Child and Adolescent Psychiatry and Allied Professions Chapters D1 & C2 Walker, S. (2011). <i>A social worker's guide to child and adolescent mental health</i> Chapter 3 & 4 (pp 116-118) |
| Week 7 – June 15-17 | ZOOM #5 – June 15 Specific challenges for children and youth | Topic – Mental Health Challenges for children and youth Kostouros, P. & Thompson, B (2018). <i>Child and youth mental health in Canada: Cases from front-line settings</i> Chapters 7, 8, 9, 10, 11 Assignment #3 Due – June 17 |

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS

Students are expected to participate actively in all ZOOM sessions. 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.

Attendance will be counted as part of the Participation Mark (further details are included on page 8).

CLASS RECORDINGS

Media recording for assessment of student learning

The instructor may use 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.

Zoom recordings of online classes

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

| Assessment Method | Assessment Description & Criteria | Due Date | Weight | Aligned Course Learning Outcome |
|---------------------------------------|--|----------------------|------------|---------------------------------|
| <p>Assignment (Group)</p> | <p>Using the Introduction and Chapter 1 in the Kostouros et al text and J6 in IACAPAP as a guide, (“Practitioner Wellness”), students will work in a group of 3 or 4 (no more) to create a 10 slide powerpoint on the challenges and benefits for practitioners working with children, youth and/or families living with mental health concerns.</p> <p>A marking rubric will be posted on D2L. All group members will receive the same grade.</p> | <p>May 18 at 5pm</p> | <p>20%</p> | <p>2, 3, 4, 5</p> |
| <p>Assignment 2 Assessment</p> | <p>Students will be given a video to watch that shows a child/family situation. Students will then complete an assessment of what they observed and analyzed using a template that will be provided. The end result will be an assessment of the issues, an outline of the facts and observations and a hypothesis with recommendations.</p> | <p>May 31 at 5pm</p> | <p>30%</p> | <p>2, 4, 5, 6</p> |

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| | The template and a marking rubric will be available on D2L. | | | |
| Assignment 3 Critical Analysis | <p>Choose ONE of the following films/TV/Netflix episodes: Ordinary People, White Oleander, Losing Isaiah, Little Man Tate, Garden State, The Perks of Being a Wallflower, It's Kind of a Funny Story, The Royal Tenenbaums, Room, Weirdos, Martian Child, Short Term 12, The Inevitable Defeat of Mister and Pete, The Magdalene Sisters, Atypical (Netflix Series).</p> <p>Students will choose a section of the film or episode that outlines an issue related to children's mental health. This final assignment builds upon the topics of the previous 2 weeks and asks that you define a problem, assess it, create a hypothesis, consider some interventions and strategies to manage the problem or facilitate change and ensure you have paid attention to other issues such as safety, family involvement, case management, systems issues, culture, etc. (as they relate to the child and the scenario). More detail and specific questions are noted on D2L under Assignments.</p> | June 17 at 5pm | 35% | 2, 4, 5, 7 |

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| | A marking rubric will be posted as well. | | | |
| Participation | Description of what is expected for participation is outlined on D2L and below. | Discussion Boards close on June 17 at midnight | 15% | 1, 2, 4, 7. |
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ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to keep up with the readings, visit each unit, engage in discussion board activity as required, write about a particular topic and answer questions, provide feedback to others and pose questions that they would like answered by other students or the instructors. A general rule of thumb is to submit one substantial, thoughtful post on EACH Discussion Board that outlines your thinking on that particular topic and give a response to one other person for every discussion board thread. Please ensure that each of your own posts is in a separate thread.

Students will be informed where there is choice given about discussion board postings.

Students are expected to keep up with readings and postings. If a student falls behind, one reminder will be given and if postings are later than one week, marks will be deducted from the Participation grade.

Ideally, students should attend ***all ZOOM sessions***. If a student is absent the expectation is to review a recorded ZOOM session and submit a short – no more than one-page - summary and critical reflection to the Instructor within one week of the session. Participation in the ZOOM sessions is part of the overall Participation Mark.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Students will submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format unless requested otherwise. Assignments should have a names and assignment number on a cover page as well as page numbers. Assignments are due at the times noted. Please note that it is each student's responsibility to keep a copy of submitted assignments 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. If exceptional circumstances arise, students should tell their Instructor as soon as possible and have a plan for submitting that is agreeable to the Instructor. The new date will be negotiated by the Instructor and the student based upon the nature of the circumstances. If the instructor is not notified and the assignment is submitted after the deadline, an automatic loss of one grade point will occur.

Other late assignments may be penalized with a grade reduction.

EXPECTATIONS FOR WRITING

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 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>

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 welcome to discuss the process and content of the course at any time with the instructor of Record or the TA.

ADDITIONAL SUGGESTED READINGS

Any readings suggested for students will be clearly noted on the D2L site.

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**