

	<p>THE UNIVERSITY OF BRITISH COLUMBIA</p> <p>School of Social Work</p> <p>Course Outline – SOWK450(99C) – Web-based</p>
---	--

School Vision: Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

BSW Mission: The BSW addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, class and culture. The educational objective of the BSW curriculum is to provide students with the knowledge, values and skills necessary for an initial level of professional practice, focusing on the interface between personal problems and public issues. Critical thinking and structural analysis are central to the learning experience offered by the School and to the promotion of social justice and human well-being.

Year/Term	2017-18, Term 2
Course Title	SOWK 450 (99C) - Social Work Practice in Community Mental Health
Course Schedule	(3 credits)
Course Location	Web-based course

Instructor	Office Location	Office Phone	e-mail address
Simon Davis		604-877-0340	simon.davis@ubc.ca or simondavis74@gmail.com
Office Hours			

COURSE DESCRIPTION:

This course offers a critical overview and analysis of the provision of services to mentally ill persons, with a focus on North American settings and British Columbia in particular. The content includes: psychiatric concepts and terminology; explanatory models in psychiatry; diagnostic classification systems, especially the DSM; stakeholder perspectives; major policy changes past and present; medical management and psychotropic medication; an introduction to cognitive-behavioural treatments; cultural competence; and, legal and ethical issues in mental health practice. This course reviews the best practices and core competencies currently emphasized in community mental health settings in Canada.

STUDENT OR AUDIENCE DESCRIPTION:

Primary audience: UBC BSW students; MSW students are eligible to apply. Apart from social work, UBC social science students may be accepted with permission of instructor.

Note regarding other courses: This online course is similar to one taught at Douglas College in New Westminster, BC: Psychology 5001. Students would not get credit for both courses.

COURSE OBJECTIVES:

At the completion of this course, students will:

- Understand the historical and political contexts of social work practice in community mental health.
- Recognize the core concepts and approaches relevant to social work practice in the field of mental health.
- Recognize current best practices in mental health and how this concept is applied.
- Understand the benefits and risks associated with pharmacological treatment.
- Recognize tensions and opportunities for collaboration between stakeholder groups in psychiatry.
- Describe legal and ethical issues in mental health practice.
- Be able to apply a critical lens to the practice of Western psychiatry.

Communicating

There are no in-class meetings or in-person discussions for SOWK 450. Please contact the instructor by e-mail or phone (see above). Course announcements and updates will be sent out by the instructor by e-mail – please check your e-mail regularly. Messages are also copied to the “announcement” link at the course website. Discussion comments are posted by students online at the course site.

Currently SOWK 450 does not include a live lecture format. (There is an audio-visual application called “Collaborate” which the instructor has used in other courses, however it is not currently used for SOWK 450.)

The Blackboard platform

This course is web-based, and is delivered on “Blackboard,” which you need to familiarize yourself with – it’s not that hard! There are some resources for this at the following UBC Okanagan link:

https://connect.ubc.ca/bbcswebdav/institution/UBC_Vancouver/Education/ConnectTemplate/StudentResources/PDCEStudentToolkit.html (Note: The Blackboard platform will be replaced by an application called Canvas by September 2018.)

Go to the UBC e-learning page at: <http://elearning.ubc.ca/> when the course opens in January (the day after New Year's Day).

- Log in (CWL) under "connect."
- Link in to SOWK 450.
- On the homepage you should see a course menu running down the left-hand side of the page. The two most important links here are "course content" and "discussions." When you click on "course content" you will get to a page with a link to the weekly learning modules.
- 55 percent of the course mark is for discussions, and these are posted online. There is an online quiz in week 9 worth 10%. The final assignment, given at the end of the course, is to be sent back to the instructor either through the Blackboard site, or alternately by e-mail attachment to simon.davis@ubc.ca.
- The learning modules section gives a brief overview of each week's topic. The main reading material is the course text; links to other reading materials and videos are contained in the learning modules. Please contact the instructor if the links don't work.
- Discussion questions are located on the menu that runs down the left-hand column of the homepage. Click on "discussions" on the tool bar, then respond only to the questions numbered for that week, e.g. **2.1** for week two, **3.4** for week three, etc. Click on the blue "discussion" link at the front of the question, then "create a thread," then when finished with a response click "submit."
- While each week gives several discussion questions (e.g. four for week 2, five for week 6) respond to just **two** questions a week. Responses are due by Sunday midnight.

HOW TO PROCEED THROUGH THIS COURSE

You are expected to proceed through the 13 lessons of this course in 13 weeks, i.e. to complete one lesson per week – week 1 through week 13. Week 1 starts on January 2d – there is some reading but no discussion posting requirement for week 1 other than a brief "bio." There is no lesson or posting requirement for the mid-term break, which is the week of Feb. 19th. The lesson-week runs from Monday to Sunday night, i.e. discussions for that week need to be posted by midnight Sunday. Each lesson consists of a chapter of the course text, in some cases other online readings and videos, and discussion questions for each major topic covered in that lesson. You are expected to think about these questions and to post a response to two of the questions in the designated discussion forum. The discussion questions have been developed to promote critical thinking, to challenge assumptions, and sometimes, established knowledge or

practices. These questions aim to challenge you to articulate your views in a concise and thoughtful manner.

Please consult the “Schedule” to see the week-by-week lessons and assignment due dates.

INSTRUCTOR:

The instructor for SOWK 450 is Simon Davis, MSW, Ph.D. Simon is an adjunct professor with the UBC School of Social Work, and an instructor with the Post-degree Program in Psychosocial Rehabilitation (PSR) at Douglas College. Previously he was a program manager with the Vancouver Coastal Health Authority (VCH), Mental Health & Addiction Services. At UBC he has taught courses in mental health practice, social work and the law, and research methods for MSW students. He is a community member of the VCH Mental Health, Addictions & Primary Care Ethics Committee.

READINGS:

- The course text is *Community Mental Health in Canada*, revised and expanded edition, by Simon Davis, published by UBC Press (2014). Please note: (a) This is the second edition, and is quite different from the first edition published in 2006, so please make sure you don't have the older text. One way to tell the difference is the older book has a yellow cover while the new one is blue. (b) The book is available as an “e-text,” online at the UBC library website, however the licensing arrangement means that only one student at a time can access it. Because of this it is advised that students purchase the hard-copy text.
- The text has been ordered for the UBC Bookstore and can also be ordered online at this site:
http://www.ubcpres.ca/search/title_book.asp?BookID=299174299
- Other readings will be online, at the Blackboard site for SOWK 450. Some of these are referred to in the discussion questions.

ASSIGNMENTS AND ASSESSMENT:

There are three assessments for the course:

- 1) Class discussion: 55 percent – this breaks down as 5 points each week from week 2 to 13 (**except week 9**) - 2.5 points per question - $11 \times 5 = 55\%$.
- 2) Online multiple-choice quiz in week 9, based on material from week 9. Value = 10%.
- 3) Final written assignment: 35 percent. This assignment will be a short essay format, and students have a choice. Option “A” is a paper or PowerPoint talking about the challenges in providing mental health services currently, written as if you were giving a paper presentation at a conference. Option “B” is based on an interview with someone with lived experience of mental illness. These are described in more detail below.

1) Class discussion: 55% - marks will be given half-term.

Each lesson has discussion questions, which students are to respond to by posting comments on the website.

- Each post will be marked out 2.5 points. With two posts per week, times 11 weeks, this makes 55 points total. Half-term marks will be given to students after week 7.
- The discussions are not designed to have “right” or “wrong” answers (how we provide mental health services is a highly contested area, with sometimes strong divisions of opinion). Full marks will be given to responses that explore the practical and ethical implications of the topic, that reflect critical thinking, that refer to course readings and videos, and that take into account what has already been posted. You may also pull in material from other courses where relevant.
- While we should apply caution in self-disclosure, you may draw from your own experience as a service-provider or family member in answering the questions, and for students with less practice-based experience you may also use personal experience.
- For each lesson posted comments are to be made from Monday to Sunday of that week, with discussion closing at midnight on the Sunday. You can post your comments at any time during that period, although students are encouraged to not wait until the last minute.
- Respond to only **two** discussion question per week (some weeks have four or five).
- To post a discussion comment, click on the blue question link under the “forum” column, and then click on “create thread.” You then type in a subject heading and below that a discussion comment, then “submit.”
- If you are not the first person posting, you have a choice. You can either create your own separate thread, OR, you can read and reply - elaborate

and expand - to an existing comment, by clicking on the link under the “thread” column, then clicking on “reply.” Either of these options are acceptable for evaluation purposes.

- If you refer to a reading or video you can do this informally (e.g. “in chapter three of the text”), i.e. you don’t need a formal citation system like APA.
- The **length** of each post would be a couple of paragraphs, about 350 words more or less. In some cases bullet-form responses would be appropriate, for example in listing the risks and benefits of a particular approach.
- One point is deducted from a posting for each day it is past the deadline.

2) Online multiple-choice quiz in week 9, based on material in the week 9 course module. Value = 10%. There will be PowerPoint audio slides in the week 9 module – a 20 item multiple choice quiz will be based on these. The quiz will be available in the week 9 module, and can be done any time on March 10 or 11, i.e. the weekend concluding the week. You only have one try to do this. Please notify the instructor if you foresee any conflicts with these dates.

3) Final written assignment, due midnight April 15th, value = 35%

This is a “take-home,” open-book assignment, short essay format. It asks you to pull together some of the themes and issues raised in the course, styled as if you were presenting a paper at a conference, although not requiring a formal citation style. The assignment will be sent out at the end of the final week (April 8th) and is due back by midnight April 16th. More details will be given closer to the time.

For this assignment you have a choice of format. You can do it as a Word document, sent to me as an e-mail attachment. Alternately, you may do it as a PowerPoint presentation with an audio component (to do this you need a microphone or headset). To do this second option, click on the “insert” tab at the top of slide, then click on “audio,” then “record audio” to speak about the topic(s) on that slide. Note that the audio PPT document created is a large file, which may not be easily uploaded – in that case you can break the PPT into two or more smaller files. (If you have access to “Prezi,” you can also use that format: <https://prezi.com/> .)

For this assignment you have a choice. Option “A” is a paper or PowerPoint talking about the challenges in providing mental health services currently. Option “B” is based on an interview with someone with lived experience of mental illness. These are described in more detail below.

Option A.

For this assignment please imagine the following: You have been asked to present a paper at a conference at UBC called “The Future of Health Care in British Columbia.” Your particular talk is titled “Current challenges in providing community mental health services.”

Beforehand you meet with the conference organizers. They are very interested in what the media have been calling a “mental health crisis” in major Canadian cities, referring to apparently untreated mentally ill persons “being homeless, using street drugs, committing crimes, and falling through the cracks – sometimes into the criminal justice system.” They ask you if you can address these issues and discuss “how we got to this point,” i.e. provide some historical context. They add that they have heard there are effective treatments and interventions for persons with mental illness, and wonder why these aren’t being utilized more – to which you reply “it’s complicated.”

For this assignment write a short essay as if you were presenting it at this conference, addressing the issues raised by the organizers. Bear in mind the theme of the conference and the title (above) of your talk. You can use your imagination with respect to how you approach this (within limits!) For example you could describe a hypothetical journey through the system, the challenges as experienced by a young adult first experiencing mental illness. The topic is “challenges” but you can speak to positive developments, and recommendations as well. You may also draw on your own experience as a service provider, service user or family member.

Concerning how detailed this should be, we’ve surveyed a lot of material in SOWK 450, so you can’t of course cover everything - I am looking for major themes, trends, or problems that have developed.

You have a choice of formats: You can do it as a Word document essay, or PowerPoint with audio.

For the essay, given the short time frame for the assignment I am not looking for a formal style, such as APA-style citations and a reference list. Rather, it can be more colloquial, that is, “characteristic of ordinary or familiar conversation.” Try to make sure there is a beginning, middle and conclusion, i.e. an introduction that sets the context and a wrapping-up part at the end.

The length of the paper would be about 1500 to 2000 words max, which is about 3 to 4 single-spaced pages, 6 to 8 double-spaced, with size 12 font. (To determine word count in MS Word, click and drag to block out the text then go to “tools” then “word count.”) You can send the Word document as an e-mail attachment to me (simondavis74@gmail.com) (keep a copy). If you go a bit over that's OK.

For the PPT option, click the "insert" tab on the top of each slide, then the "audio" icon, then "record audio." Check for each slide that the audio is working, i.e. playback . Send the PPT to me as an e-mail attachment - any problems please phone or e-mail. PPT audio files can get quite large, and may have to be sent as more than one file. Students familiar with "Prezi" may also use that format for this presentation.

Option B.

This paper will center around an interview with a person who has had a mental illness and who has navigated the 'system'.

Students will prepare a list of questions to ask the person and the focus should be on their experiences of their illness (be specific about what that is), stigma, care systems, and treatment and recovery. Students will include their interview guide in the paper. The participant should be assured that this is confidential: personal information and other possible identifiers will not be included or will be altered.

It is expected that the paper will makes some reference to the course resources (readings and other materials).

The paper should be an analysis of this interview within the context of:

- The person's diagnosis: includes the person's own understanding of the diagnosis and the student's understanding of the diagnosis (informed by the course materials) – do they differ and why?
- Their interactions with the mental health care system including how they interacted with professionals.
- Challenges and barriers to care (individual and systemic).
- What responses worked and what didn't work, and why.
- Personal strengths, what worked for them, what they learned about themselves.
- Where they are now, in terms of their recovery.
- An overview of what the student learned from this interaction and how it will inform their future practice from both a micro (individual factors) and macro (systemic/structural factors) perspective.
- Where appropriate references to marginalization, stigma, and social location.
- The length of the paper would be about about 4 to 5 single-spaced pages, 8 to 10 double-spaced, with size 12 font. (You can send the Word document as an e-mail attachment to me (simondavis74@gmail.com) (keep a copy). If you go a bit over lengthwise that's OK.

GRADING CRITERIA: The assignments will be graded by the course instructor using the standard UBC grading system as below:

Letter Grade	Percent Range	Mid-Point	
A+ A A-	90-100 85-89 80-84	95 87 82	Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.
B+ B B-	76-79 72-75 68-71	77.5 83.5 69.5	Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
C+ C C-	64-67 60-63 55-59	65.5 62.5 57	Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.
D	50-54	52	Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.
F	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.

Assessment of participation in online discussions: Participation in this assignment will be graded twice, once at mid-term and once at the end of the course. The twelve week's posts are worth 2.5 marks each (11 X 2 X 2.5 = 55%). See also grid below.

- 2.5 points
- contributes thoughtfully, analytically, and critically to discussions; shows excellent understanding of the material under discussion
 - integrates concepts from content in an accurate, relevant, and insightful manner
 - makes appropriate and illuminating connections between course topics
 - interacts very well with classmates: demonstrates careful reading of what others have written, treats others with respect, facilitates their participation, and stimulates their further thought
 - makes substantial postings to discussion, with ideas very well developed

2.0 points	<ul style="list-style-type: none"> - contributes thoughtfully and critically to discussions; shows very good understanding of the issues - contributes comments on concepts from content in an accurate and relevant manner - makes appropriate connections between course topics - interacts very well with classmates: demonstrates generally careful reading of what others have written, treats others with respect, supports their participation, and encourages their further thought - makes substantial postings to discussion, with ideas well developed
1.5 points	<ul style="list-style-type: none"> - contributes with some apparent thought to discussions; shows lapses in understanding - contributes some relevant comments on concepts from content - makes some appropriate connections between course topics - interacts well with classmates: demonstrates reading of what others have written, treats others with respect, and supports their participation - makes the required minimum postings to discussion, with ideas minimally developed
0 – 1.5 points	<ul style="list-style-type: none"> - contributes with little or no apparent thought to discussions; shows poor understanding of the issues - makes little relevant comment on concepts from content - makes superficial or tangential connections between course topics - makes insufficient postings to discussion, with ideas underdeveloped

LATE ASSIGNMENTS

It is important to contact the instructor in advance to avoid a late penalty.

COURSE POLICIES [attendance, participation, academic dishonesty]:

Excerpt from the UBC calendar:

Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.

The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

It is recommended that students retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

Academic Dishonesty:

Please review the UBC Calendar “Academic regulations” for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit www.arts.ubc.ca and go to the students’ section for useful information on avoiding plagiarism and on correct documentation.

Withdrawal Dates

Last day to withdraw without a W standing :	January 17, 2018
Last day to withdraw with a W standing (course cannot be dropped after this date) :	February 9, 2018

COURSE SCHEDULE AND TOPICS:

Week 1: Explanatory models, and determinants of health (Jan. 2 – Jan. 7)

- Defining “mental illness” and “mental health.”
- Nature and nurture: social and biological determinants of health.
- The “medical model.”
- The stress-vulnerability model.

Readings: Course text, Chapter One; Chapter Three pp. 46-50.
No discussion posts this week except for a quick “bio.”

Week 2: Stigma (Jan. 8 - Jan. 14).

- Self-Stigma and Identity
- Public Attitudes
- Structural stigma
- Violence and Mental Illness
- Stigma from Health Professionals
- Anti-Stigma Initiatives

Readings: Course text, Chapter Four.
Post discussion responses.

Week 3: The recovery vision (Jan. 15 – Jan 21)

Readings: Course text, Chapter Five.
Post discussion responses.

Week 4: Culture and mental health (Jan. 22 – Jan. 28)

- Demographics
- Culture and Mental Health
- Immigration
- Aboriginal Peoples
- Culturally Sensitive Services

Readings: Course text, Chapter Six.
Post discussion responses.

Week 5: Stakeholder perspectives (Jan. 29 – Feb. 4)

- Practitioners: duties and obligations.
- Clients.
- Family members.
- Confidentiality and information-sharing.

Readings: Course text, Chapter Seven.
Post discussion responses.

Week 6: Mental health programs (Feb. 5 – Feb. 11)

Readings: Course text, Chapter Eleven.
Post discussion responses.

Week 7: Criminal justice issues (Feb. 12 – Feb. 18)

- Criminalization of mentally disordered behaviour.
- The Role of the Police
- Diversion
- Court Programs
- The Forensic System

Readings: Course text, Chapter Thirteen.
Post discussion responses.

Feb. 19 – Feb. 25: Mid-term break

Week 8: Assessment and diagnosis (Feb. 26 – March 4th)

- Clinical Assessment
- Suicide Assessment
- A Strengths Perspective
- Assessments through a Cultural Lens
- Diagnosis and the *DSM*

Readings: Course text, Chapter Fourteen.
Post discussion responses.

Week 9: Assessment and diagnosis continued (March 5th – March 11th)

- Diagnostic criteria for psychosis, mood and personality disorders.
- No discussion posts this week.

Resources: Audio slides in the course modules

This week there will be an **online quiz**, based on material from week 9. There are 20 multiple choice questions, ½ point each = 10% of course mark. The quiz will be available in the week 9 module, and can be done any time on March 11 or 12, i.e. the weekend concluding the week. You only have one try to do this. Please notify the instructor if you foresee any conflicts with these dates.

Week 10: Medical management. (Mar. 12 – Mar. 18)

- Medication and other physical treatments.
- Treatment adherence.
- Hospitalization.

Readings: Course text, Chapter Fifteen.

Post discussion responses.

Week 11: Skills training and cognitive behavioural approaches. (Mar. 19 – Mar. 25)

- Skills training.
- Motivational interviewing.
- CBT.

Readings: Course text, Chapter Sixteen.
Post discussion responses.

Week 12: Occupation. (Mar. 26 – Apr. 1)

- Personal life.
- Employment.
- Peer initiatives.
- Mental illness in the workplace.
- Supported education.

Readings: Course text, Chapter Seventeen.
Post discussion responses.

Week 13: The legal and ethical basis of practice. (April 2 – April 8)

- The Charter of Rights
- Provincial MH Acts and involuntary hospitalization.
- Community treatment orders.
- Adult guardianship.
- The Criminal Code.

Readings: Course text, Chapter Eighteen.
Post discussion responses.

Final assignment due midnight April 15th, 2018.