



The University of British
Columbia
School of Social Work
Course Outline – SOWK450(99C) – Web-
based

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.

Year/Term	2015-16, Term 2
Course Title	Social Work Practice in Community Mental Health
Course Schedule	Web-based
Course Location	

Instructor	Office Location	Office Phone	e-mail address
Simon Davis		604-877-0340	simon.davis@ubc.ca
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:

Intended for undergraduate students in social work. UBC graduate social work and other 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.
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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:

<http://ctl.ok.ubc.ca/elearning/toolkit/blackboard/help/student-resources.html>

Go to the UBC e-learning page at: <http://elearning.ubc.ca/> when the course opens in January (usually 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.
- Sixty percent of the course mark is for discussions, and these are posted online. The other 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 5th – 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. 15. 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 a lecturer with the UBC School of Social Work, and the Post-degree Program in Psychosocial Rehabilitation (PSR) at Douglas College. He is a program manager with the Vancouver Coastal Health Authority, Mental Health & Addiction Services. His portfolio includes the Grandview Woodlands Mental Health and Addiction teams, and VCHMHA Consumer Involvement and Initiatives. Simon is a member of PSR Canada and the B.C. Provincial PSR Advisory Committee. At VCH he is a member of the Mental Health, Addictions & Primary Care Ethics Committee and the Community Research Advisory 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.ubcpress.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 two major assessments for the course:

- 1) Class discussion: 60 percent – this breaks down as 5 points each week from week 2 to 13, or 2.5 points per question.
- 2) Final written assignment: 40 percent. This will be a "take home" open-book assignment, short essay format. It will be sent out electronically to students in the last week of class and is due back by midnight, April 19th.

1) Class discussion: 60% - 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 12 weeks, this makes 60 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.
- One point is deducted from a posting for each day it is past the deadline.

2) Final written assignment, due midnight April 19th

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 10th) and is due back by midnight April 19th. 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.

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+	90-100	95	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.
A	85-89	87	
A-	80-84	82	
B+	76-79	77.5	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.
B	72-75	83.5	
B-	68-71	69.5	
C+	64-67	65.5	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.
C	60-63	62.5	
C-	55-59	57	
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.
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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 (12 X 2 X 2.5 = 60%). See also grid below.

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|------------|---|
| 2.5 points | <ul style="list-style-type: none"> - 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
- 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

If an assignment will be late it is important to contact the instructor in advance to avoid a 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 18, 2016
Last day to withdraw with a W standing (course cannot be dropped after this date) :	February 12, 2016

COURSE SCHEDULE AND TOPICS:

Week 1: Explanatory models, and determinants of health (Jan. 4 – Jan. 10)

- 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.”

Continued.....

Week 2: Stigma (Jan. 11 - Jan. 17).

- Self-Stigma and Identity
- Public Attitudes
- 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. 18 – Jan 24)

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

Week 4: Culture and mental health (Jan. 25 – Jan. 31)

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

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

Week 5: Stakeholder perspectives (Feb. 1 – Feb. 7)

- 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. 8 – Feb. 14)

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

Feb. 15 – Feb. 21: Mid-term break

Week 7: Housing (Feb. 22 – Feb. 28)

- Homelessness

- “Housing first”
- Mental health housing models

Readings: Course text, Chapter Twelve
Post discussion responses.

Week 8: Criminal justice issues (Feb. 29 – Mar. 6)

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

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

Week 9: Assessment and diagnosis (Mar. 7 – Mar. 13)

- 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 10: Medical management. (Mar. 14 – Mar. 20)

- 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. 21 – Mar. 27)

- Skills training.
- Motivational interviewing.
- CBT.

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

Week 12: Occupation. (Mar. 28 – Apr. 3)

- 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 4 – April 10)

- 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: sent out April 11th, due midnight April 22^d, 2015.