



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	2015W
Course Title	SOWK 525 - Advanced Social Work Practice: Mental Health (3 credits)
Course Schedule	Wednesdays, 5:30-8:30 p.m. (Term 2)
Course Location	Room 224, Jack Bell Building (School of Social Work)

INSTRUCTOR	OFFICE LOCATION	TELEPHONE NUMBER	E-MAIL ADDRESS
Simon Davis, MSW, PhD	Sessional Office SOWK104	604-877-0340	simon.davis@ubc.ca
Office Hours	By appointment		

COURSE DESCRIPTION:

This course builds on students' foundational social work knowledge and skills and seeks to develop advanced competencies in the provision of mental health services. Course content includes discussions on biomedical and recovery models; engagement and relationship-building; assessment and diagnosis; and treatment related strategies. This course seeks to enhance students' knowledge and skills in clinical social work through extensive case discussions, exploration of selected best practices, and critical analysis of issues which students face.

LEARNING OUTCOMES:

At the completion of this course, students will be able to:

1. Articulate key elements of social work mental health practice in North America.
2. Explain implications of biomedical vs recovery models of mental health for a) service system sufficiency and b) quality of life for individuals with mental illness.
3. Locate and critically analyze the intersection of the biomedical and recovery models

with social work practice.

4. Articulate the role of social workers in engagement, relationship-building, assessment, diagnosis, treatment and follow-up.
5. Explain major diagnostic categories in DSM IV-TR and DSM V, with a focus on differential diagnosis and changes from one DSM version to the next.
6. Practice selected elements of evidence-based/best practices with individuals, couples, families, and groups.

COURSE STRUCTURE:

This course will include a combination of lecture, guest speakers, seminar, skill-building activities and case discussions. Class members are expected to attend every class, to complete required readings prior to class, and to arrive in class prepared to participate. Student participation in class discussions will be evaluated in part on the alacrity with which comments and reflections are offered. Evaluative tools are described below.

REQUIRED READING:

There is no required text for the course. Required readings may be found online or through the UBC library website. Guest speakers may recommend readings for their topics. A list of readings will be made available before each class.

ASSESSMENT, GRADING, EVALUATION

ASSIGNMENT 1: Personal and Professional Statement about Engagement

Due January 13, 2015

Value: 10%

In no more than one page (preferably less), describe your personal and professional values with regard to mental health and recovery, with a focus on engagement of service users/clients/patients. Clarity, brevity, and depth will be rewarded.

ASSIGNMENT 2: Assessment and Diagnosis

Held online in week 6. Value: 20%

Open-book quiz on assessment & diagnosis.

ASSIGNMENT 3: Treatment and/or System Issues

Due: March 9, 2015

Value: 30%

Please select an issue relevant to advanced social work practice in mental health. Please describe the scope of this issue, e.g.: How is the issue defined by service providers, family members and by people with mental illnesses themselves? Who is most affected? In what ways? In your paper, please critically examine: How is the issue being addressed currently? What are the legislative, policy and service design dimensions of the response? What are the potential implications for social work practice? If you wish to use the paper to explore the benefits of a particular type of treatment for particular mental health issues, you may do this. The paper will be **8 pages** in length, typed and double-spaced, APA formatting. Please contact the instructor to discuss ideas for topics and resources. Topics may include, but are not limited to:

- Whether there is an over-reliance on pharmaceutical treatments in mental health programs;
- How stigma may be created within the health-care system, and possible solutions;

- The question of service eligibility and whether some kinds of mental health and/or addictions problems are less likely to get a response from the treatment system;
- Culturally sensitive MH services;
- The relatives of mentally ill persons and tensions/opportunities re the practitioner-family relationship;
- Peer-led services: challenges, risks & benefits;
- Housing/homelessness issues in mental health & addiction services;
- The recovery orientation, and how it is received by different stakeholder groups;
- The challenge in making evidence-based interventions more widely available;
- The metrics used to determine benefit/cost/failure in MH services;
- Police interactions/interventions with the mentally ill;
- Alternative approaches such as the Hearing Voices Network.

ASSIGNMENT 4: Paper + Presentation

Due: March 23rd, 30th and April 6th. Value: 30%

Students will be provided with individual case vignettes and will prepare a short paper (4-5 pages) addressing the questions below. Additionally, students will give a 20 minute presentation of the case, scheduled in the last 3 weeks of classes. For the paper/presentation please address the following:

- What are the person's (or family's) primary mental health issue(s)?
- What is/are your DSM 5 diagnoses? What are the differential diagnoses/rule outs?
- How did you arrive at this conclusion? Consider the DSM criteria, symptoms and also the trajectory of the condition.
- What other information may be needed to make an accurate diagnosis?
- Speculate on the likely emotional and relationship experiences of the person described in the case.
- What specific skills and knowledge are required for the social worker to intervene effectively in this scenario?
- What other persons or services should be involved to support your interventions and those of the team?
- Are there any legal/ethical considerations?
- Does cultural or familial context play a role?
- What are the treatment options? Which would you recommend and why?
- As part of your presentation, please discuss any consultations you undertook with working professionals or colleagues and any advice you used and/or rejected.

In addition to the above, consider the relevance of the following questions:

- Apart from DSM criteria, do you consider the case to represent a "serious psychiatric condition," or perhaps something else? For example could it be considered within the "normal" range of human experience? You may use your own value and ethical perspectives to inform this answer.
- Would there be any merit in not pursuing further assessment and/or psychiatric treatment in this case? In considering this point bear in mind that interventions should be:

- Effective
- Not create other and greater harm than it seeks to prevent
- Least intrusive
- Non-discriminatory
- If at all possible, thought reasonable by the person upon whom it is imposed.

To help you in this assignment, students are encouraged to consult with other professionals & colleagues. Another resource, concerning decision trees and the DSM diagnosis, is the *DSM-5 Handbook of Differential Diagnoses* (2014) by Michael First. This book, and the DSM itself, are available online at the UBC library website.

Assignments and Exams Late Policy:

Assignments must be handed in to the instructor on the due date. Please make sure that you submit your assignment at the appropriate time. Students who fail to submit assignments on the dates indicated may be allowed a make-up at the instructor’s discretion and only for an approved reason.

Assignments that are handed in late will be docked 5% for each day they are late and instructors may refuse to read assignments that are more than 5 days late.

Assignments and Extensions:

Assignments that are given extensions are treated like late assignments: 5% will be deducted for each day they are late. The instructor may exercise discretion in the percentage deducted if there are extenuating circumstances (e.g., documented medical reasons, death in the family). Students who ask for an extension will be required to submit the work they have done thus far.

GRADE PERCENTAGE DISTRIBUTION:

Assignment 1: January 14, 2015

Personal Statement on Mental Health

Value: 10%

Assignment 2: Will be held in week 6, further details TBA.

Open-book online quiz on assessment & diagnosis

Value: 20%

Assignment 3: Due March 9, 2015

Paper on treatment and/or systems issues.

Value: 30%

Assignment 4: Due March 23, 30 or April 6

Case Review Paper and Presentation

Value: 30%

Quality of Participation in Class Discussions and Activities:

Critical engagement with course and related material; attention and participation in class discussions.

Value: 10%

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.

Students wishing to use any electronic devices including computers and recorders must have the permission of the instructor and must have the wireless capacity of the device turned off

Course schedule

Week 1: Jan. 6th.

- Course introduction & overview.
- Lecture: Mental health, mental illness, the medical model and a recovery orientation.
- Patricia Deegan video.

Readings and resources (available at the course Blackboard site):

- Slade, M. (2009). 100 ways to support recovery.
<http://toronto.cmha.ca/files/2012/11/100-ways-to-support-recovery-Rethink.pdf>
- Anthony, W. (1993). Recovery from mental illness: the guiding vision of the mental health service system in the 1990s. <http://cpr.bu.edu/wp-content/uploads/2011/11/anthony1993c.pdf> (a "seminal" article in the recovery literature).
- The PROM – Personal Recovery Outcome Measure.

Week 2: Jan. 13th.

- Mental health law in BC.
- Lecture: The BC *Mental Health Act*.
- Adult guardianship. Guest speaker: Adena MacLean, MSW, RSW, Adult Guardianship & Domestic Violence Social Worker.

Readings and resources (available at the course Blackboard site):

- Guide to the *Mental Health Act*.
<http://www.health.gov.bc.ca/library/publications/year/2005/MentalHealthGuide.pdf>
(this publication is about 10 years old but the law has not changed in this time).
- Mental health law in Canada. From: Davis, S. (2014). *Community Mental Health in Canada: Theory, Policy & Practice*. Vancouver: UBC Press.

Week 3: Jan. 20th

- Assessment, part 1.
- Lecture: The Mental Status Exam (MSE); rating scales; the DSM.
- Functional & rehabilitation readiness assessments. Guest speaker: Stephen Epp, VCH Regional Practice Coordinator.

Readings and resources (available at the course Blackboard site):

- Video and short article on changes made with the DSM-5.
- Rating scales: The PHQ-9, the GAD-7, the MMSE, and the Montreal Cognitive Assessment (MoCA).

Week 4: Jan. 27th

- Assessment, part 2.
- Suicide risk assessment. Guest speaker: Jerry Stochansky, VCH Suicide Intervention Counsellor.

- Readings and resources (available at the course Blackboard site):

- Working with the client who is suicidal: A BC Ministry of Health Manual.

Week 5: Feb 3rd.

- Psychotic disorders.
- Lecture: The DSM categories
- Guest speakers: Renea Mohammed & Amanda Berg, Voices & Visions groups.

- Readings and resources (available at the course Blackboard site):

- Video and article on coping with disturbing voices.

Week 6: Feb. 10th

- Mood disorders.
- Personality disorders.
 - Readings and resources TBA (available at the course Blackboard site):

Mid-term break: No class Feb 17th

Week 7: Feb 24th

- Interventions – Mindfulness. Guest speaker: Tom Heah, Occupational Therapist, Northeast MH Team, VCH.
 - Readings and resources TBA (available at the course Blackboard site):

Week 8: March 2d

- Interventions – psychotropic medication
 - Readings and resources (available at the course Blackboard site):
- Short articles on off-label prescribing and ethical prescribing.
- “TED” talk on problem of publication bias in drug trials.

Week 9: March 9th

- Interventions – Narrative Therapy. Guest speaker: Matty Devenish, Youth Addictions Counsellor, VCH.
 - Readings and resources TBA (available at the course Blackboard site):

Week 10: March 16

- Interventions – Cognitive Behavioural Therapy. Guest speaker: Theo De Gagne, PhD, Psychology Clinical Practice Leader, VCH.
 - Readings and resources TBA (available at the course Blackboard site):

Week 11: March 23

- Student presentations

Week12: March 30

- Student presentations

Week 13: April 6th

- Student presentations

