



THE UNIVERSITY OF BRITISH COLUMBIA

School of Social Work

Course Outline – SOWK 525

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	2016-17W, Term 2		
Course Title	SOWK 525 - Advanced Social Work Practice: Mental Health (3 credits)		
Course Schedule	Thursdays, 2:00-5:00pm		
Course Location	Room 028, Jack Bell Building		
INSTRUCTOR	OFFICE LOCATION	TELEPHONE NUMBER	E-MAIL ADDRESS
Mok Escueta, PhD RCSW	SOWK 335	Office 604.822.3520 Home Office 604.652.4189	mok.escueta@ubc.ca
Office Hours	Thursdays, 5:00-6:00pm or 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. The emphasis of this course is the enhancement of students’ perceptions, experiences, attitudes, knowledge and skills in clinical social work through extensive case discussions, exploration of some current best practices, and critical analysis of actual issues and concerns that the students face. As such, this course uses participatory, dialogic, and transformative processes to ensure the relevance of content and process to students’ realities and replicates the philosophy and approaches to the provision of mental health services advanced by this course.

LEARNING OUTCOMES:

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

1. Articulate key elements of social work mental health practice.
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 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 some major diagnostic categories in DSM5 with a focus on differential diagnosis; explain some changes from DSM –IV TR to DSM V.
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.

**ASSIGNMENT 1: Issues in Advanced Social Work Practice in Mental Health:
Engagement, Assessment, and Diagnosis**

Due: Thursday, January 26th

Value: 20%

Description:

Please select an issue relevant to advanced social practice in mental health with respect to engagement, assessment and/or diagnosis. Please describe the scope of this issue; i.e. who does it affect and how does it affect them? How is the issue defined by service providers, family members and by people with mental illnesses themselves?

Please discuss the differences as well as the common ground between these different views.

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? Are the responses effective and if not how can the issue be addressed more effectively?

What are the potential implications for social work practice?

The paper will be 8 pages in length (no more, no less), with at least two (one academic) references, typed and double-spaced, and is worth 20% of your final grade. Paper to be submitted on Connect.

Assignment 1 Grading Criteria:

Evaluation criteria for this assignment include the depth, your ability to link to social work practice, and your critical thinking and writing skills.

50% Knowledge of Topic: This is reflected in the content of your paper and is demonstrated by the extent of your research/understanding, your ability to articulate the impact on and perspectives of different stakeholders, the commonalities between these different perspectives, various responses to the Issue and their impact/outcomes, and your examination of the potential implications for social work practice.

40% Critical Analysis/Reflexivity: Your ability to identify the strengths and limitations of the various responses, the role of a social work professionals and the fit with our social work value system, and your critical reflection on your own values and the various potential responses to the mental health issue you have decided to explore.

10% Writing Style: Your ability to write a concise paper using proper style, grammar, spelling, punctuation, referencing, etc.

**ASSIGNMENT 2: Issues in Advanced Social Work Practice in Mental Health:
Treatment and Related Systems Issues**

Due: Thursday, February 16th

Value: 20%

Description:

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 (re)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 regarding 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 mental health services;
- Police interactions/interventions with the mentally ill;
- Alternative approaches such as the Hearing Voices Network.

Please discuss the differences as well as the common ground between varying views on these issues.

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? Are the responses effective and if not how can the issue be addressed more effectively?

What are the potential implications for social work practice?

The paper will be 8 pages in length (no more, no less), with at least two (one academic) references, typed and double-spaced, and is worth 20% of your final grade. Paper to be submitted on Connect.

Assignment 2 Grading Criteria:

Evaluation criteria for this assignment include the depth, your ability to link to social work practice, and your critical thinking and writing skills.

50% Knowledge of Topic: This is reflected in the content of your paper and is demonstrated by the extent of your research/understanding, your ability to articulate the impact on and perspectives of different stakeholders, the commonalities between these different perspectives, various responses to the Issue and their impact/outcomes, and your examination of the potential implications for social work practice.

40% Critical Analysis/Reflexivity: Your ability to identify the strengths and limitations of the various responses, the role of a social work professionals and the fit with our social work value system, and your critical reflection on your own values and the various potential responses to the mental health issue you have decided to explore.

10% Writing Style: Your ability to write a concise paper using proper style, grammar, spelling, punctuation, referencing, etc.

ASSIGNMENT 3: Individual, Couple, Family or Group Case Review
Presentation

Due: Thursdays, March 23rd, 30th, & April 6th

Value: 30%

Students may be provided with individual case reviews or choose their own individual, couple, family, or group case. Please choose one and prepare a 20-minute presentation in response to the following questions:

- What is/are the person's/persons' primary mental health issue(s)?
- What is/are your DSM5 diagnosis(es)? What are your differential diagnosis(es)/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, cognitive, behavioural, and relationship experiences of the person described in the case.
- Speculate on the likely systemic and structural contexts, issues, and interventions of/with the person(s) in this case.
- What are various treatment options? Which would you recommend?
and at least 4 of the following:

- What are the person's/persons' strengths that you would look for as part of your assessment?
- What would be the various responses to the person's(s') issues by the individual members of the mental health team?

- What elements of the response can best be provided by the social worker?
- What specific skills and knowledge are required of the social worker to intervene effectively in this case?
- What other persons or services should be involved to support your interventions and those of the team?
- Are there any legal/ethical considerations?
- How does culture/diversity play a role in interventions/services?
- What would the process of recovery look like for this person in the context of the Recovery model?
- What issues in advanced social work practice in mental health does this case bring forward?
- What are appropriate responses to these?

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 DSM5 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:
 - 1) Effective
 - 2) Not create other and greater harm than it seeks to prevent
 - 3) Least intrusive
 - 4) Non-discriminatory
 - 5) If at all possible, thought reasonable by the person upon whom it is undertaken with

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.

ATTENDANCE AND QUALITY OF PARTICIPATION:

Value: 10%

Regular attendance will be checked and critical engagement with course and related material is expected and will be monitored; attention and participation in class discussions will be monitored and deductions given as is appropriate. Work to make-up for excused absences will be required: a 2-3 page summary of the class that was missed describing what was conducted and discussed and an analysis of its relevance to the student, particularly with respect to the students' area of interest/social work practice. This is designed to ensure that the student is not left behind in consequent discussion.

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.

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.

GRADE PERCENTAGE DISTRIBUTION:

- Assignment 1: Due Thursday, January 26th
Issues in Advanced Social Work Practice in Mental Health:
Engagement, Assessment and Diagnosis
Value: 20%
- Assignment 2: Due Thursday, February 16th
Issues in Advanced Social Work Practice in Mental Health:
Treatment
Value: 20%
- Assignment 3: Thursdays, March 23rd, 30th & April 6th
Case Review Presentation
Value: 30%
- Attendance and Quality of Participation in Class Discussions and Activities:
Critical engagement with course and related material.
Critical engagement in class discussions.
Value: 10%

COURSE DESIGN/OUTLINE (Subject to Change):

Class/Date	Content	Methodology
<p>Class 1: January 6th</p>	<p><i>*Please note that we will not have a class on this day. You are, however, required to do the following:</i></p> <p>Reflection Paper on Trauma-Informed Clinical Social Work Practice: A Reflexivity Exercise</p> <ol style="list-style-type: none"> 1. Reflect on your own experiences that you consider traumatic/distressing. 2. What maladaptive cognitive, emotional, behavioural systems have resulted from this that prevail today? 3. What barriers do these present in your ability to provide clinical social work services, particularly to service-users who themselves have experienced traumatic distress? 4. What strategies/interventions may be useful in addressing these barriers in the context of self-care? <p>Review for class discussion:</p> <p>Health Canada: Mental Health http://www.hc-sc.gc.ca/hl-vs/mental/index-eng.php</p> <p>Anthony, W. (1993). Toward a vision of recovery for mental health and psychiatric rehabilitation services. https://cpr.bu.edu/wp-content/uploads/2011/11/Preview-Toward-a-Vision-of-Recovery-2nd-edition.pdf (a groundbreaking article in the recovery literature)</p> <p>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).</p> <p>Mental health law in Canada. From: Davis, S. (2014). Community Mental Health in Canada: Theory, Policy & Practice. Vancouver: UBC Press.</p>	<p>Reflexivity Exercise; Readings</p>

<p>Class 2: January 13th</p>	<p>Course Orientation, Context-Setting, and Course Design Finalization A review of the mental health in current Canadian context: Students' realities and experiences Issues and concerns in advanced social work practice: Individual and collective appraisal Course Orientation and Finalization with Students</p> <p>Trauma-Informed Social Work Practice (1)</p> <p>Powerpoint Presentation and Discussion: Conceptual Issues: Mental health, mental illness, the medical model, and a recovery orientation</p> <p>The Medical and Recovery Models: Role of social work in these two complementary/competing models</p> <p>Discussion: Interventions/Treatment approaches using these models</p> <p>Readings and resources: Available on the course Blackboard site</p>	<p>Readings; Video; Slide Presentation; Case Presentation</p>
<p>Class 3: January 20th</p>	<p>Engagement, Relationship-Building, and Mental Health and the Brain</p> <p>Engagement and Relationship-Building Issues, Concerns and Strategies</p> <p>Powerpoint presentation and discussion: Mental Health and the Brain</p> <p>Trauma-Informed Social Work Practice (2)</p> <p>Readings and resources: Available on the course Blackboard site</p>	<p>Video; Slide Show; Case Discussions</p>

<p>Classes 4 & 5: January 27th & February 2nd</p>	<p>Mental Health Assessment and Diagnosis 1</p> <p>The Mini-Mental Status Exam – MMSE Suicide Risk Assessment Mental Health Assessment: Individual, Couple, Family Assessments The DSM-V</p> <p>Case Discussions: Individuals and Couple/ Family Assessments</p> <p>Readings and resources: Available on the course Blackboard site</p> <p>American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders: Fifth Edition. Washington, DC: American Psychiatric Publishing.</p>	<p>Discussion of Assessment Instruments; Case Presentations</p>
<p><i>Class 4: January 27th</i></p>	<p><i>Assignment 1: Issues in Advanced Social Work Practice in Mental Health: Engagement, Assessment and Diagnosis</i></p>	
<p>Classes 6 & 7: February 9th & February 16th</p>	<p>Mental Health Assessment and Diagnosis 2</p> <p>Continuation: The DSM-V</p> <p>Various Clinical Diagnoses Post-Traumatic Stress Disorder Major Depressive Disorder Substance Abuse Others as determined by the students</p> <p>Readings and resources: Available on the course Blackboard site</p>	<p>Readings; Video; Small Group Discussions and Presentations</p>
<p><i>Class 7: February 16th</i></p>	<p><i>Assignment 2: Issues in Advanced Social Work Practice in Mental Health: Treatment and Related Systems Issues</i></p>	

February 23rd	Mid-Term Break, No Class	
<p>Classes 8, 9, & 10: March 2nd, March 9th, & March 16th</p>	<p>Advanced Treatment Strategies/Interventions:</p> <p>Cognitive-Behavioural Therapy: General Approaches</p> <p>Some Current Evidenced-Based/Best Practices: Individual, Couple, Family, and Group:</p> <ul style="list-style-type: none"> Prolonged Exposure (PE) Cognitive Processing Therapy (CPT) Emotionally-Focused Therapy (EFT) Emotionally-Focused Family Therapy (EFFT) Seeking Safety Acceptance and Commitment Therapy (ACT) Narrative Therapy <p>Mindfulness</p> <p>Psychoeducation</p> <p>Medications</p> <p>Others</p> <p>Sleep</p> <p>Exercise</p> <p>Nutrition/Diet</p> <p>Support Systems</p> <p>Contextualizing Mental Health Issues and Approaches in Systems and Structures</p> <p>Readings and resources: Available on the course Blackboard site</p> <p>Review for class discussion:</p> <p>Slade, M. (2009). 100 ways to support recovery. http://toronto.cmha.ca/files/2012/11/100-ways-to-support-recovery-Rethink.pdf</p>	<p>Readings; Individual or Group Presentations; Videos; Speakers; Case Presentations</p>

<p>Classes 11, 12, & 13: March 23rd, March 30th, & April 6th</p>	<p>Individual, Couple, Family or Group Case Review Presentation</p>	<p>Case Presentations based on cases from DSM5 Casebook or cases chosen by the Student; Big Group Discussions</p>
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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.

GRADING CRITERIA

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.