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 program 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
Course Title
Course Schedule
Course Location

<table>
<thead>
<tr>
<th>Year/Term</th>
<th>Winter 2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>SOWK 525 (001) - Advanced Social Work Practice: Mental Health (3 credits)</td>
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<tr>
<td>Course Schedule</td>
<td>Wednesdays, 10:00 am - 1:00 pm (Term 2)</td>
</tr>
<tr>
<td>Course Location</td>
<td>Room 124, Jack Bell Building</td>
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</tbody>
</table>

INSTRUCTOR | OFFICE LOCATION | TELEPHONE NUMBER | E-MAIL ADDRESS |
-------------|-----------------|------------------|----------------|
Mok Escueta, PhD RCSW | SOWK 335 | Office 604.822.3520 | mok.escueta@ubc.ca |
| Home Office 604.652.4189 |

Office Hours
Fridays, 12:00-1:00pm or by appointment

NOTE: THIS COURSE OUTLINE IS SUBJECT TO CHANGE

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. Critically explain their social location and matters relevant to mental health work and service delivery.
2. Articulate key elements of social work mental health practice.
3. 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.
5. Explain some major diagnostic categories in DSM5 and critically explain issues attendant to this diagnostic tool and its use.
6. Critically discuss 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. Needed resources will be made available.

ASSIGNMENT 1:  Reflection Paper on Trauma-Informed Clinical Social Work Practice: A Reflexivity Exercise
(To be written in lieu of class on Jan. 3rd)

Due: Friday, January 5, 2018, at 12 midnight
Value: 10%

Description:
Please write a 4-page reflection paper in response to the following:

1. Reflect on your own social location and 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?
ASSIGNMENT 2:  Issues in Advanced Social Work Practice in Mental Health: 
Engagement, Assessment, and Diagnosis

Due:  Wednesday, February 7, 2018, at 10am 
Value:  25%

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: Wednesday, February 28, 2018, at 10am
Value: 25%

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-safe 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 Presentations in Groups of 2

Due: Thursdays, March 21, 28, & April 4, 2018
Value: 40%

Description: In groups of 2, students will prepare a creative case presentation on an individual, couple, family or group case.

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 at 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.

40% Knowledge of Topic: This is reflected in the content of your presentation and is demonstrated by the extent of your research/understanding/and discussion, your ability to adequately respond to the questions provided, and meet the required elements of your presentation.

40% Critical Analysis/Reflexivity: Your ability to identify critically present your case including diagnosis, differentials, issues (engagement, diagnosis, treatment), treatment trajectory, attendant systemic and structural issues, and some of the other matters enumerated above.

10% Presentation Style: Your ability to present and discuss your case, be clear and concise, and use creative methods of presenting.

ATTENDANCE AND QUALITY OF PARTICIPATION:

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: 1 point 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.
COURSE DESIGN/OUTLINE (Subject to Change):

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<tr>
<th>Class/Date</th>
<th>Content</th>
<th>Methodology</th>
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<tr>
<td>Due Friday, January 5th at 12 midnight</td>
<td>Assignment #1: Reflection Paper on Trauma-Informed Clinical Social Work Practice: A Reflexivity Exercise</td>
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### Reflexivity Exercise: Reflection Paper on Trauma-Informed Clinical Social Work Practice: A Reflexivity Exercise

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?

Due: Friday, January 5, 2018, at 12 midnight
Value: 10%

Also, please review the following for class discussion:

  (a groundbreaking article in the recovery literature)
  (this publication is about 10 years old but the law has not changed in this time).
| Class 2: January 10th | I. Welcome  
Course Context-Setting  
   A. Group Agreements  
   B. Group Mapping  
   C. A review of the mental health in current Students’ realities and experiences, issues/concerns, and Needs Assessment  
   Course Orientation and Finalization with Students  
   Discussion: Highlights of Readings  
   Social Work Practice in Mental Health (1): Reflexivity Exercise | Readings; Video; Slide Presentation; Case Presentation |
|---|---|
| Class 3: January 17th | A Recovery Orientation:  
   Pat Deegan Videos and Small Group Discussions  
   Powerpoint Presentation and Discussion: Conceptual Issues: Mental Health, Mental Illness, the Medical and Recovery Models  
   Indigenous Peoples and Social Work Practice in Mental Health  
   Engagement and Assessment  
   Engagement and Relationship-Building Issues, Concerns and Strategies  
   Readings and resources: Available on the course Blackboard site | Video; Slide Show; Reflexivity Exercise; Discussions; Video |
| Classes 4, 5 & 6: January 24<sup>th</sup>, 31<sup>st</sup>, & February 7<sup>th</sup> | Assessment  
A. The Mini-Mental State Exam (MMSE)  
B. Suicide Risk Assessment  
C. The PTSD Checklist for DSM V  
D. Mental Health Assessment: Examples of Individual and Family  

Social Work in Mental Health Practice (2): Reflexivity Exercise  

The DSM V  
A. Matters for Consideration  
B. Discussion of Various Diagnoses  
C. Case Discussions  

Prescription and Recreational Drugs  
Guest Speaker: Piotr Majkowski, RN, MPH  

Readings and resources: Available on the course Blackboard site |
| --- | --- |
| Class 6: February 7<sup>th</sup>, due at 10am | **Assignment #2: Issues in Advanced Social Work Practice in Mental Health: Engagement, Assessment, and Diagnosis**  

| Class 7 & 8: February 14<sup>th</sup>, 28<sup>th</sup> | Advanced Treatment Strategies/Interventions: Cognitive-Behavioural Therapy: General Approaches  


- Prolonged Exposure (PE)  
- Cognitive Processing Therapy (CPT)  
- Emotionally-Focused Therapy (EFT)  
- Emotionally-Focused Family Therapy (EFFT)  

Hearing Voices Network,  
Guest Speaker: Renea Mohammed, BA MLIS, Coordinator  

Case Discussions and Group Sharing |
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<tr>
<td>Discussion of Assessment Instruments; Case Presentations</td>
<td>Readings; Video; Small Group Discussions and Presentations</td>
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| Class 8:  
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<tr>
<th>Due February 28th at 10am</th>
<th><strong>Assignment #3: Issues in Advanced Social Work Practice in Mental Health: Treatment and Related Systems Issues</strong></th>
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<tr>
<td><strong>February 21st</strong></td>
<td><strong>Mid-Term Break, No Class</strong></td>
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| Classes 9, & 10:  
| | Seeking Safety  
| | Acceptance and Commitment Therapy (ACT)  
| | Narrative Therapy  
| Mindfulness: Guest Speaker: Tom Heah, O.T., VCH Community Mental Health and Addiction Services | Readings; Individual or Group Presentations; Videos; Speakers; Case Presentations  |
| | Psychoeducation: Methodologies in the Context of Popular Education  |
| | Some Considerations for Treatment: Personality Disorders  |
| | Case Discussions and Group Sharing  |
| | Review for class discussion:  
| Classes 11, 12, & 13:  
| March 21st, March 28th, & April 4th | Individual, Couple, Family or Group Case Review Presentation | Case Presentations based on cases from DSM5 Casebook or cases chosen by the Student; Big Group Discussions  |
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.

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<th>Letter Grade</th>
<th>Percent Range</th>
<th>Mid-Point</th>
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<tr>
<td>A+</td>
<td>90-100</td>
<td>95</td>
<td>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.</td>
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<tr>
<td>A</td>
<td>85-89</td>
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<tr>
<td>A-</td>
<td>80-84</td>
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<td>B+</td>
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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.

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.

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.

Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.