

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 Statement: The Bachelor of Social Work (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	2018 - 19 Term 2
Course Title	SOWK 450 (99C): Social Work Practice in Community Mental Health
Course Schedule	Online
Course Location	Online

INSTRUCTOR	OFFICE LOCATION	OFFICE HOURS	TELEPHONE NUMBER	E-MAIL ADDRESS
Simon Davis, PhD	Contact by e-mail	By appointment	604-877-0340	simon.davis@ubc.ca

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.

LEARNING OUTCOMES

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.

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.

UNIVERSITY POLICIES

“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.” (UBC Calendar)

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.

Retaining Assignments: Students should 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.

COURSE POLICIES

Attendance

The attendance policy is in the student handbook on page 11: https://schoolsocialwork.sites.olt.ubc.ca/files/2018/06/2017-08-30_Handbook_2017-18.pdf

The School considers class attendance to be an essential component of integrated learning in professional social work education. Therefore, regular attendance is *required* in all social work courses. Instructors may count repeated late arrivals or early departures as an absence, and a meeting should be setup to discuss this with the student.

The University accommodates students with disabilities who have registered with Access and Diversity. Students, who will require accommodation for attendance due to disability, are encouraged to inform the instructor, and if necessary, to contact Access and Diversity preferably not later than the first week of class. The School will also accommodate religious observance, according to University Policy 65, and students are expected to inform the instructor. Students who wish to be accommodated for unavoidable absences due to varsity athletics, family obligations, or other similar commitments, must notify their instructors in writing at least two weeks in advance, and preferably earlier. This reflects expectations for professional social workers in their place of employment.

If students miss three or more classes, they may be considered to have not met the requirements of the course. If students have valid reasons, they could be withdrawn from the course with the approval of the instructor – otherwise, they would fail the course.

SUBMITTING ASSIGNMENTS:

Assignments are due as noted in this course outline, unless otherwise informed by the instructor.

RETURN OF MARKED STUDENT ASSIGNMENTS:

All assignments are to be submitted via the UBC Canvas course site. Assignments will be marked with track changes and comments provided in the same manner.

LATE ASSIGNMENTS:

Late assignments, referring to discussion posts and the final paper, will incur a penalty of 20% of the total potential value for each day late. In emergency situations, students must discuss any potential lateness with their instructor and be prepared to have a medical certificate available. An online quiz must be completed during the weekend of March 9-10. Please contact the instructor in advance about any concerns.

FORMAT OF THE COURSE:

This is an online course, with no lecture component. There is a course text (below) to be purchased, and other readings and resources are provided at the Canvas site. A substantial portion of the course mark comes from discussion posts, which are to be completed online at Canvas by Sunday midnight for most weeks (11/13) of the course. An online quiz must be completed during the weekend of March 9-10.

REQUIRED TEXTBOOK:

The course text is *Community Mental Health in Canada*, Revised and Expanded edition, by Simon Davis, published by UBC Press (2014). Please note this is the second edition. The text has been ordered for the UBC Bookstore and can also be ordered online through UBC Press: <https://www.ubcpres.ca/community-mental-health-in-canada-revised-and-expanded-edition>

Other readings are provided at the Canvas site.

HOW TO PROCEED THROUGH THE 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. 18th. 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.

THE CANVAS PLATFORM

Log into Canvas with your CWL at canvas.ubc.ca, when the course opens on Jan. 2d.

- Link in to SOWK 450.
- On the homepage you should see a course menu running down the left-hand side of the page with various links. The “modules” link will take you to the week-by-week modules. Each module contains an overview (please read this) and links to other resources related to that week’s topic. There is a link to grades. And, there is a link to discussions.

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

ASSIGNMENTS AND ASSESSMENT:

There are three assessments for the course:

- 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 - $11 \times 5 = 55\%$.
- Online multiple-choice quiz in week 9, based on material from week 9. Value = 10%.
- 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.

Marks for the assignments will be posted online at Canvas and should be accessible by clicking on the “grades” link. I try to mark the discussions quickly but there may be a lag of a week or so.

- **Class discussion: 55%**
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.
- 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. There is a reply box below each question – type in then “post” your response.
- 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, the pros and cons, which 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. See also the marking rubric further down the outline.

- While we **should apply caution in self-disclosure**, you may draw from your own experience as a service-provider, family member or service-user/someone with lived experience.
- I have enjoyed reading many thoughtful discussion posts in the years I have taught this course, and sometimes the discussions go on interesting tangents. That said, sometimes posts are very tangential, addressing the topic peripherally or not at all, so please be aware of this.
- 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 more).
- To post a discussion comment, click on the discussion question link, then type in the reply box, then post.
- 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 half-point is deducted from the 2.5 points available per post each week, for each day 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 9th or 10th, 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 14th, value = 35%

For this assignment you 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 making a 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.

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 (PPT) with audio, sent to me as an e-mail attachment.

For the PPT/audio option you need a microphone or headset. For this option, click on the "insert" tab at the top of the PPT slide, then click on "audio," then "record audio" to speak about the topic(s) on that slide. Check for each slide that the audio is working, i.e. playback. 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 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 4 to 5 single-spaced pages, 8 to 10 double-spaced, with size 12 font. If you go a bit over lengthwise that's OK.

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. Participants should be capable of giving informed consent and be comfortable discussing what can be sensitive and emotional material. If you have any questions about this please contact the instructor.

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

Please note that to conduct the interview there will be need to be a signed consent form. The consent form is given at the end of the outline.

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? Does the participant believe the diagnosis "captures" their reality?
- Their interactions with the mental health care system including how the 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 4 to 5 single-spaced pages, 8 to 10 double-spaced, with size 12 font. If you go a bit over lengthwise that's OK

COURSE SCHEDULE

Withdrawal Dates

Last day to withdraw without a W standing : **January 14, 2019**

Last day to withdraw with a W standing
(course cannot be dropped after this date) : **February 8, 2019**

SESSION 1:	Week of Jan. 2d
TOPIC:	Explanatory models, and determinants of health (Jan. 2 – Jan. 6) <ul style="list-style-type: none"> • Defining “mental illness” and “mental health.” • Nature and nurture: social and biological determinants of health. • The “medical model.” • The stress-vulnerability model.
Reading and discussions:	Course text, Chapter One; Chapter Three pp. 46-50. No discussion posts this week except for a quick “bio.”
SESSION 2:	Week of Jan. 7th
TOPIC:	Stigma (Jan. 7 - Jan. 13). <ul style="list-style-type: none"> • Self-Stigma and Identity • Public Attitudes • Structural stigma • Violence and Mental Illness • Stigma from Health Professionals • Anti-Stigma Initiatives
Reading and discussions:	<u>Readings:</u> Course text, Chapter Four. Post discussion responses.
SESSION 3:	Week of Jan. 14th
TOPIC:	The recovery vision (Jan. 14 – Jan 20)
Reading and discussions:	<u>Readings:</u> Course text, Chapter Five. Post discussion responses.
SESSION 4:	Week of Jan. 21
TOPIC:	Culture and mental health (Jan. 21 – Jan. 27) <ul style="list-style-type: none"> • Demographics • Culture and Mental Health • Immigration • Aboriginal Peoples • Culturally Sensitive Services
Reading and discussions:	<u>Readings:</u> Course text, Chapter Six. Post discussion responses.
SESSION 5:	Week of Jan. 28
TOPIC:	Stakeholder perspectives (Jan. 28 – Feb. 3) <ul style="list-style-type: none"> • Practitioners: duties and obligations. • Clients. • Family members. • Confidentiality and information-sharing.
Reading and discussions:	<u>Readings:</u> Course text, Chapter Seven. Post discussion responses.
SESSION 6:	Week of Feb. 4
TOPIC:	Mental health programs (Feb. 4 – Feb. 10)

Reading and discussions:	<u>Readings:</u> Course text, Chapter Eleven. Post discussion responses.
SESSION 7:	Week of Feb. 11
TOPIC:	Criminal justice issues (Feb. 11 – Feb. 17) <ul style="list-style-type: none"> • Criminalization of mentally disordered behaviour. • The Role of the Police • Diversion • Court Programs • The Forensic System.
Reading and discussions:	<u>Readings:</u> Course text, Chapter Thirteen. Post discussion responses.
Mid-term break	No classes, readings, assignments week of Feb. 18th
SESSION 8:	Week of Feb. 25th
TOPIC:	Assessment and diagnosis (Feb. 25 – March 3rd) <ul style="list-style-type: none"> • Clinical Assessment • Suicide Assessment • A Strengths Perspective • Assessments through a Cultural Lens • Diagnosis and the <i>DSM</i>
Reading and discussions:	Course text, Chapter Fourteen. Post discussion responses.
SESSION 9:	Week of March 4th
Reading and discussions:	Assessment and diagnosis continued (March 4 th – March 10 th) <ul style="list-style-type: none"> • Diagnostic criteria for psychosis, mood and personality disorders. No discussion posts this week
QUIZ THIS WEEK	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. <u>The quiz will be based on audio slides in the course modules</u>
SESSION 10:	Week of March 11th
TOPIC	Medical management. (Mar. 11 – Mar. 17) <ul style="list-style-type: none"> • Medication and other physical treatments. • Treatment adherence. • Hospitalization.
Reading and discussions:	<u>Readings:</u> Course text, Chapter Fifteen. Post discussion responses.
SESSION 11:	Week of March 18th
TOPIC:	Skills training and cognitive behavioural approaches. (Mar. 18 – Mar. 24) <ul style="list-style-type: none"> • Skills training. • Motivational interviewing. • CBT.
Reading and discussions:	<u>Readings:</u> Course text, Chapter Sixteen. Post discussion responses.
SESSION 12:	Week of March 25th
TOPIC:	Occupation. (Mar. 25 – Mar. 31) <ul style="list-style-type: none"> • Personal life. • Employment.

	<ul style="list-style-type: none"> • Peer initiatives. • Mental illness in the workplace. • Supported education.
Reading and discussions:	<p><u>Readings:</u> Course text, Chapter Seventeen. Post discussion responses.</p>
SESSION 13:	Week of April 1st
TOPIC:	<p>The legal and ethical basis of practice. (April 1 – April 7)</p> <ul style="list-style-type: none"> • The Charter of Rights • Provincial MH Acts and involuntary hospitalization. • Community treatment orders. • Adult guardianship. • The Criminal Code.
Reading and discussions:	<p>Course text, Chapter Eighteen. Post discussion responses.</p>



Interview consent form
Student assignment for SOWK 450,
UBC School of Social Work

Thank you for participating in this interview, which is an optional assignment for students in SOWK 450, at the UBC School of Social Work. This course is an introduction to the field of mental health and psychiatric rehabilitation, and in part looks at how society and formal health care systems have responded to the needs of persons who have been diagnosed with a mental disorder. Your participation will help inform this topic and provide a valuable learning experience for students conducting the interviews. The intent of the assignment is to give voice to persons with this actual lived experience. The interview may be recorded to help the interviewer with recall.

We recognize that information shared may be of a sensitive nature, and want to emphasize the responsibility of keeping this information confidential. In this assignment no identifying information of individuals will be used; names, dates and places will be modified for this purpose. Apart from the student interviewer the only person with access to the final paper, following modification, will be the course instructor Simon Davis Ph.D. Transcripts, recordings and the final paper will be destroyed following the completion of the course.

We hope that this interview will be a positive experience. It must be emphasized however that your participation is completely voluntary and you may decline to participate or withdraw at any point. It is not anticipated that the interview will be a stressful, but should you have any concerns about the project – before, during or after its completion – do not hesitate to contact the instructor Simon Davis at 604-877-0340 or simon.davis@ubc.ca. The instructor is also able to share information about mental health resources should that be warranted.

Your signature below indicates that you consent to participate in this interview. You will be given a copy of the form.

Participant signature

date

Witness/interviewer signature

date

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.

Marking rubric for 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
 - 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
 - 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

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 BSW, MSW & PhD students. He is a member of the VCH Mental Health, Addictions & Primary Care Ethics Committee.