The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the **xʷməθkʷəy̓əm (Musqueam) people.**

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.

MSW Mission: The MSW program offers an accessible, advanced professional degree focused on social work practice in the fields of child and family welfare, health and social care, and international and social development, using a social justice lens. The purpose of this MSW program is to prepare our graduates to be competent social work professionals, equipped with state-of-the-art knowledge and skills, a critical analytic lens, and a social justice orientation.

Year/Term	Winter 2020-21 (Term 2) January 11 – April 14, 2021
Course Title	SOWK525: Advanced Social Work Practice: Mental Health
Credit Value	3
Course Schedule	Wednesdays, 9am-12pm
Course Location	Virtual (Zoom)

Instructor	Office Location	Office Hours	Email Address
Rae Morris (she/her)	Virtual	By appointment	raemor@mail.ubc.ca

PREREQUISITE and/or COREQUISITE

A version of SOWK440 with a focus on mental health, or equivalent (as specified by the School), including one year employment experience in BC mental health system.

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.

COURSE STRUCTURE AND LEARNING ACTIVITIES

This course emphasizes a collaborative learning environment. The course will use a combination of lecture, guest speakers, videos, large and small group discussions, and group work and presentations. Details on course assignments and evaluation are described in detail below.

LEARNING OUTCOMES

Upon completion of this course, students should be able to articulate and apply a social work perspective to mental health assessment, diagnosis, formulation, and intervention through the following learning objectives:

1. Interpret and critically reflect on mental health symptom manifestation, historical and contextual factors that influence diagnosis
2. Identify and discuss empirical social work intervention in relation to DSM-5 diagnostic labels
3. Articulate and critique key elements of social work mental health practice and the role and value of social workers in mental health systems of care

REQUIRED TEXTBOOK(S) AND LEARNING MATERIALS

LeCroy, C.W., & Holschuh, J. (2012). *First person accounts of mental illness and recovery.* Hoboken, NJ: John Wiley & Sons, Inc. (available free through UBC library)

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing. (available free through UBC library)

Required readings are available through UBC Library Online Course Reserves. Please see Canvas for the link to readings for this course.

ASSESSMENT OF LEARNING:

Students will be assessed through a combination of virtual presentation, and written and verbal submissions. It is anticipated that as learners in a terminal professional Master's degree program, you are interested in attending and participating actively and that you will be prepared to do so upon arrival at each class session. As such there will not be a grade assigned for attendance and participation. Details on course assignments and evaluation are described in detail below.

Advanced Social Work Practice: Mental Health

SESSION 1:   **January 13, 2021**

Introduction to the Course

Mental Illness and Mental Health

Asynchronous preparation (to be completed before meeting together)*:*

Review course syllabus

Complete session 1 activity (see Canvas)

SESSION 2:   **January 20, 2021**

Introduction to the DSM-5

DSM-5 Diagnosis and Critiques

Asynchronous preparation:

Read and Reflect (see reflection questions in Canvas module 2):

Paris, J. (2013). Chapter 2: The history of diagnosis in psychiatry. *The intelligent clinician's guide to the DSM-5* (pp 3-19)*.* New York, NY: Oxford University Press.

Kriegler, S., & Bester, S.E. (2014). A critical engagement with the DSM-5 and psychiatric diagnosis. *Journal of Psychology in Africa, 24*(4), 393-401.

SESSION 3:   **January 27, 2021**

The Canadian Context

Decolonizing Mental Health

Asynchronous Preparation:

Finalize groups for Assignment 1

Listen and Reflect:

World Teacher Podcast: Indigenous Mental Health, Resilience, and Hope with Jeffrey Ansloos (link in Module 3)

Read and Reflect:

Whitley, R., & Wang, J., (2017). Good news? A longitudinal analysis of newspaper portrayals of mental illness in Canada 2005 to 2015. *Canadian Journal of Psychiatry, 62*(4), 278-285.

SESSION 4:   **February 3, 2021**

DSM Assessment in Social Work

Asynchronous Preparation:

Review debate activity points

Read and Reflect:

> Probst, B. (2012). Diagnosing, diagnoses, and the DSM in clinical social work. *Families in Society: The Journal of Contemporary Social Services, 93*(4), 255-263. (pdf in Module 3)

SESSION 5:   February 10, 2021

Social Workers as Mental Health Educators

Asynchronous Preparation:

Reflect and Discuss (see session 5 reflection questions)

Complete Session 5 Activity

February 17, 2021   **Assignment 1 Outline due February 19 11:59pm*

READING WEEK – NO CLASS

SESSION 6:   February 24, 2021

Social Work Interventions in Mental Health

Asynchronous Preparation:

Listen and Reflect:

> Everybody Hates Me Podcast: Dr. Charmaine Williams – Racism, Mental Health Stigma, & Intersectionality (link in Canvas Module 6)

Watch and Reflect:

> Psychotherapy.net Assessment of Generalized Anxiety Disorder (Trini) (link in Canvas Module 6)

SESSION 7:   March 3, 2021

DSM Diagnosis: Student-Led Online Lessons I

Asynchronous Preparation:

Complete online modules in Canvas Module 7

Complete session 7 activity

SESSION 8:   March 10, 2021

DSM Diagnosis: Student-Led Online Lessons II

Asynchronous Preparation:

Complete online modules in Canvas Module 8

Complete session 8 activity

SESSION 9:   March 17, 2021

DSM Diagnosis: Student-Led Online Lessons III

Asynchronous Preparation:

Complete online modules in Canvas Module 9

Complete session 9 activity

SESSION 10:   March 24, 2021

Social Work Roles in Mental Health: Child and Youth

Guests: Danielle Omrin (clinician-researcher in youth bipolar, and also a private practice clinician)

Natasha Masciatonio (community and private practice – OCD and child/youth mental health)

Asynchronous Preparation:

Review guest biographies in Canvas Module 10

SESSION 11:   March 31, 2021

Social Work Roles in Mental Health: Adult

Guests: Sham Hishmeh (clinician and leadership in forensic psychiatry)

Dr. Christiana Bratiotis (educator, researcher, clinician – hoarding)

Asynchronous Preparation:

Review guest biographies in Canvas Module 11

SESSION 12:   April 7, 2021

Direct Practice Considerations in Mental Health

Asynchronous Preparation:

TBD based on focus of session as decided in collaboration between instructor and students

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SESSION 13:   April 8, 2020   ***Assignment 2 due April 23rd 11:59pm**

Professional Mental Health

Guest: Sara Fudjack (PhD candidate, founder of UBC Student Recovery Community)

Asynchronous Preparation:

Review guest biography in Canvas Module 13

Complete session 13 Activities (see Canvas Module 13)

Read and Reflect (encouraged but not mandatory):

> Beddoe, L., Davys, A.M., & Adamson, C. (2014). 'Never trust anybody who says "I don't need supervision": Practitioners' beliefs about social worker resilience. *Social Work in Action, 26*(2), 113-130.

ASSIGNMENTS:

ALL ASSIGNMENTS TO BE SUBMITTED THROUGH CANVAS BY 11:59PM ON THE POSTED DUE DATE.

All written assignments of this course must be in 12-size font with one-inch margin on all sides. APA referencing style is required. You can find a useful tutorial on APA referencing on the UBC library website. Please also see: http://wiki.ubc.ca/images/6/6f/Apastyle.pdf. It is expected that peer-reviewed academic, government and formal reports, and professional literature be cited in assignments. Generally, Wikipedia and web information without credible source are not acceptable as an academic reference.

In emergency situations, students must discuss any potential late assignments with their instructor and be prepared to have a medical certificate available. Assignments submitted after the 11:59pm deadline with no documentation will be penalized by five percentage points per day.

ASSIGNMENT ONE: Teaching DSM Diagnosis (60%)
Lesson Plan Outline Due by Feb 19th 2021 at 11:59pm

The purpose of this assignment is to provide students an opportunity to step into a professional social work educator role and create an online lesson for social work colleagues on mental health symptom manifestation, historical and contextual factors, and social work intervention in relation to a DSM-5 diagnostic label.

This assignment has two parts: *(1) lesson plan outline (due Feb 19, 2021), and (2) completed online lesson (Mar 3, Mar 10, or Mar 17)*

In groups of three, students will be responsible for planning and creating an online lesson on one DSM-5 diagnosis. Areas to be covered include a brief history of the diagnostic label, criteria for diagnosis as per DSM-5, unique demographic factors (i.e., prevalence in population, any age, sex, or gender differences, particular population differences, etc.), differential diagnosis and common co-occurring diagnoses, and at least two social work interventions (including both evidence-based and empirically supported

interventions). Lessons should take the learner approximately 45 minutes to complete, so plan for a time breakdown of approximately 10-12 minutes for each of the required elements).

Each group will submit a lesson plan outline before 11:59pm on Friday February 19, 2021. Outlines can be written in point form and should include at least 3 references. Outlines should include the material that will be covered as well as method of delivery. It should be clear to someone who was not a part of the planning how the lesson will go. Imagine you are handing off this plan to someone who will then go on to teach the lesson themselves. Feel free to get creative with method of delivery should you choose to (i.e., slides, voiceover, video, documents, reading material, webpage, podcast, etc). A list of supplementary materials and resources should be included, originating from diverse sources of knowledge and including a reading from the course text. Headings should be used and references provided in APA style.

With the permission of all group members, these lessons will be used as supplementary material for future social work students and practitioners. This will be discussed further in class.

Groups, diagnoses, and presentation dates will be decided collaboratively through Canvas by **January 27, 2021.**

Criteria for Grading (60 points total)
Lesson plan outline (15 points)
  - Outline includes all required elements (see below)
  - Method of delivery is specified
  - Supplementary materials and resources are listed (including a reading from the course text)
  - Outline is well-organized with effective use of headings
  - References are in APA style
Lesson material (45 points)
  - Lesson includes all required elements:
    o Brief history of diagnostic label
    o DSM-5 diagnostic criteria
    o Demographic factors prevalence, age, populations, etc
    o Differential diagnosis, common co-occurring diagnoses
    o At least two social work interventions (evidence-based and empirically supported)
  - Material is presented in an engaging manner (material is clear and well-formatted, some collaboration with audience occurs, material is not read from slides, language is paraphrased, clear comprehension of material is apparent, etc.)
  - Information is comprehensive and no extraneous information is included

ASSIGNMENT TWO: Infographic (40%)
Due Apr 23th 2021 by 11:59pm

The purpose of this assignment is to provide students an opportunity to refine articulation of the role and value of social work in the provision of mental health care, in a creative and accessible way.

Based on the learnings from the course and the MSW program overall, students will be responsible for articulating an argument for the role and value of social worker intervention in the provision of mental health care. This information should be translated into an infographic format and prepared with the expectation that the final product will be shared publically with social workers and social work students across the province. Content should be in accessible language to the general public, and should not be disparaging of other professions. Grading is based on what is being communicated and how clearly, rather than your abilities in 'graphic design'.

Two supplementary materials should be included with submission, which will not be shared publically. One will be at least a 2-3 page document that demonstrates the process of condensing information into infographic format (i.e., outlining points in more detail than ends up on the infographic and includes sources of information including a clear integration of course material and at least 5 academic references). You will not be graded on the length of this document as long as it is longer than 2 pages. Grading criteria includes that 'potential critiques of arguments are identified and addressed' - which means to pre-emptively consider and respond to how someone might push back against points and/or question why a social worker should be the one who takes on the role/responsibility/perspective that you are discussing. So this means going beyond just saying 'because I am a social worker I can do ____". The other supplementary material will be a personal reflection that is either one written page or about 5 mins of audio recording that demonstrates reflection on the process of articulating the role of social work in mental health. Specific questions to guide your reflection will be provided. You will be graded based on demonstration and articulation of personal/professional growth.

Students will generate two submissions *(1) a completed infographic for public presentation (2) supplementary material (which will not be shared publicly) including planning notes (at least 2-3 page document) as well as a personal reflection (1 page – or about 5 mins audio file)*

Criteria for Grading (40 points total)
Infographic (20 points)
- Includes points about various roles that social workers take on in mental health settings
- Points are clearly stated in accessible language
- Points are based in evidence, and course material is clearly integrated
- Infographic is visually appealing with no extraneous information or imagery
Planning notes (15 points)
- Points go into more detail in notes than infographic (can be point form)
- Sources of information are provided
- Potential critiques of arguments made are identified and addressed
- Course material is clearly integrated (i.e., readings, lectures, etc.)
- At least 5 academic references are included
Personal reflection (5 points)
- Written reflection is about one page or audio recording is about 5 minutes
- Reflection is on the process of articulating the role of social work in mental health

SCHOOL/COURSE POLICIES:

Attendance
The attendance policy is in the student handbook on page 11.

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. 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.

Other school policies can be accessed through the school of social work student handbook.

LEARNING RESOURCES:

UBC Learning Commons has a variety of tools and information such as; borrowing equipment, academic integrity **(APA Citation Guide),** writing support, skills for class, skills for life and academic support to assist students in their learning. https://learningcommons.ubc.ca/

UNIVERSITY POLICIES:

Support: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available at

https://senate.ubc.ca/policies-resources-support-student-success

LEARNING ANALYTICS

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technologies: Canvas, UBC Qualtrics. Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to: View overall class progress, track participation in discussion forums.

COPYRIGHT

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UBC GRADING CRITERIA:

UBC GRADING CRITERIA			
Letter Grade	Percent Range	Mid-Point	
A+ A A-	90-100 85-89 80-84	95 87 82	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.
B+ B B-	76-79 72-75 68-71	77.5 73.5 69.5	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.
C+ C C-	64-67 60-63 55-59	65.5 62.5 57	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.
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.

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0 for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: http://academic.ubc.ca/support-resources/freedom-expression