**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.

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<tr>
<td>Course Title</td>
<td>SOWK 440J/571: Integrative seminar</td>
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<td>Course Location</td>
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**Instructor**

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<th>E-mail address</th>
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<tr>
<td>Dr. Mohamed Ibrahim</td>
<td>JBB 241</td>
<td>604-822-2100</td>
<td><a href="mailto:mohamed.ibrahim@ubc.ca">mohamed.ibrahim@ubc.ca</a></td>
</tr>
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**Office Hours**

By appointment on Zoom

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**COURSE DESCRIPTION:**

The SOWK 440J/570 Integrative seminar in Global mental health introduces to students an emerging and important global mental health field. Global mental health is an area of study, research, and practice that places a priority on improving mental health and achieving equity in health for all people worldwide (Patel, 2012). This elective will introduce students to advanced competencies in global health practice and research, such as the global burden of mental health, social and economic determinants of mental health, the globalization of biomedical psychiatry, global mental health governance, human rights, and equity. Students will discuss practical and ethical challenges in delivering care in low-resource settings, describe tools, and strategies to address the needs of specific vulnerable populations in resource-limited countries.
RATIONALE
According to the Global Burden of Diseases report, mental illness is considered to be among the top 20 diseases causing disability globally. Social workers practicing in international settings can play a role in policy development, health education and promotion, direct provision of psychosocial interventions, assessment, referral/linkage, and mobilization of self-help, mediation, advocacy, community development, public education and research. This provides an opportunity for social workers to gain necessary knowledge and skills required to work as mental health practitioner in a global context.

COURSE DESIGN
This 3-credit course spans 6 weeks of online blended learning consisting of live online lectures, self-directed individual and group discussions.

LEARNING OUTCOMES:
Upon completion of this course, students will be able to demonstrate knowledge outcomes, such as

- Describe the major global causes of morbidity and mortality (global burden of disease)
- Identify the major multinational efforts and collaborations (e.g. Millennium Development Goals, Sustainable Development Goal, and Mental Health Action Gap (mhGAP)) to improve health globally
- Critically examine key aspects of globalizing western biomedical mental health to the Global South
- Describe barriers to health and healthcare access in low-resource settings and for vulnerable populations
- Identify and critically analyze health and social interventions and strategies that have been used to improve global mental health outcomes for individuals, families and communities
- Generate ideas and solutions to global health challenges faced by resource limited settings

UNIVERSITY POLICIES:

Attendance: “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 Integrity: In the UBC scholarly community at large, we share an understanding of the ethical ways in which knowledge is produced. A core practice of this shared value of academic integrity is that we acknowledge the contributions of others to our own work. It also means that we produce our own contributions that add to the scholarly conversation. We don’t buy or copy papers or exams. We also don’t falsify data or sources, or hand in the same work in more than one course.

Because it is so important that research be done ethically, we require students to meet these expectations. Any instance of academic misconduct, whether intentionally or unintentionally, can and often will result in receiving a minimum grade of zero for the assignment, and these cases will be reported to the Department Head or Chair and the Faculty of Arts Associate Dean, Academic. For more information see the UBC Calendar entries on “Academic Honesty,” “Academic Misconduct,” and “Disciplinary Measures,” and check out the Student Declaration and Responsibility. Also see “Tips for Avoiding
Plagiarism” from the Chapman Learning Commons and bookmark the OWL website for how to use APA citation style.

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.

Mental Health: During your time in this course, if you encounter medical, emotional, or other personal problems that affect your attendance or academic performance, please notify us, as well as your Academic Advisor. Please refer to the UBC Calendar for a discussion of academic concession. UBC Students are allocated up to seven personal counselling appointments via their student fees. The set up an off-campus counseling appointment, contact Empower Me at 1-844-741-6389.

Early Alert Program: We participate in the Early Alert Program which helps me support students who are facing difficulties that are interfering with school. If you are feeling stressed, please notify one of the instructors and indicate that you would like assistance. While we are not trained to help with personal problems, we can connect you with support from people who can assist you. Any information that they receive from you or us is strictly confidential and is in the interest of your academic success and wellbeing. For more information, please visit earlyalert.ubc.ca.

COURSE POLICIES:

Attendance
The attendance policy is in the social work student handbook on page 11: https://socialwork.ubc.ca/current-students/

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:
Generally, late assignments will not be accepted. In emergency situations, students must discuss any potential lateness with their instructor and be prepared to have a medical certificate available. Assignments submitted after the deadline with no documentation will be penalized by one percentage point per day.

REQUIRED TEXTBOOK:
There is no required textbook for this course, however list of required readings will be provided in the course outline and it is the student’s responsibilities to access through UBC library databases.

PREREQUISITES AND/OR COURSE RESTRICTIONS:
The course is cross-listed for BSW and MSW students.

COURSE SCHEDULE:
*Please note that many factors will influence the order of the sessions below and that the schedule is subject to changes – as much notice as possible will be provided. The Pacific Time Zone is used in this Course Schedule; please plan accordingly for your time zone.
** Each week there will be synchronous class time, where we meet online together for a live lecture and discussion at a scheduled time, as well as asynchronous class activities that students complete during the week on their own schedule. Asynchronous learning includes weekly required readings, video clips relevant to the topic, Canvas discussion board participation, group work, and online learning modules (see Assignment 1 description for details).
### SESSION 1:  
**May 13th 2021**  
Synchronous class 1–4 pm PDT on Zoom  

**TOPIC:**  
Course Overview & Introduction to Global Health  

**Log in for live lecture by Instructor 1–4 pm PDT on Zoom**  
- Overview of course, including course outline and assignments  
- An Introduction to Global Health  
- The emergence of global health governance  
- Key milestones in addressing global health issues  
- The global burden of diseases  
- Global pandemics and responses at global and local levels  
- Case examples of SARS, MERS and COVID-19  
- [https://www.youtube.com/watch?v=mOV1aBVYKG&amp;t=35s](https://www.youtube.com/watch?v=mOV1aBVYKG&amp;t=35s)  
- Public Health Emergency—British Columbia’s response to Opioid Overdose and COVID-19 public health emergencies  

**ASYNCHRONOUS CLASS ACTIVITIES**  
Online class discussion on the current pandemic at local, national and global levels using the discussion boards on Canvas.  
Discuss how inequities are manifested in the current COVID-19 pandemic in the context of vulnerable individuals and groups and those experiencing homelessness, precarious employment, addiction etc.  
In this discussion, each student is required to;  
1. Share at least one discussion post, and  
2. Respond to at least one post by another student  
3. Provide links or references relevant to/associated with your post  

**READING:**  
[World Health Organization](https://www.who.int/healthinfo/global_burden_disease/GBD_report_2004updat e_full.pdf?ua=1)  

### SESSION 2:  
**May 20th 2021**  
Synchronous class 1–4 pm PDT on Zoom  

**TOPIC:**  
Global Mental Health—the emergence of global mental health as a field of research, practice, and policy
Log in for **live lecture by Instructor 1–4 pm PDT on Zoom**

- The Global Mental Health burden of diseases
- Addressing Global Mental Health Inequities
  https://www.youtube.com/watch?v=yzm4gpAKrBk&t=497s
- Scaling up of mental health services in Lower and Middle Income Countries (LMIC)
  https://www.youtube.com/watch?v=v3DNgYbnepo&feature=emb_log
- Introduction to WHO’s Mental Health Action Gap (mhGAP)
- Bridging the GAP through LMIC based initiative: a review of evidence from:
  - African Mental Health Research Initiative (Southern Africa) (AMARI)
    https://amari-africa.org/
  - Sangath Goa (India) http://www.sangath.in/who-we-are/
  - Africa Mental Health Research & Training Foundation
    https://africamentalhealthresearchandtrainingfoundation.org/

**ASYNCHRONOUS CLASS ACTIVITIES**

For this week on the Canvas discussion board, share at least:

1. One innovative practice, model or policy developed in the global south to address or mitigate access to mental health treatment/care based on the readings and other relevant sources you looked at.
2. Respond to at least one post by another student
3. Provide links or references relevant to/associated with your post

**READING:**


of mental health systems, 9(1), 21.


SESSION 3: May 27th 2021
Synchronous class 9 AM - 12:00 PM PDT on Zoom
## TOPIC:

Community based programs: Perspectives from organizations in Nairobi, Kenya – and – an examination of reflexivity, positionality, power and ethics.

Live session facilitated by the Office of Regional and International Community Engagement (ORICE), log on by 9 am PDT

This week will be facilitated with the team from ORICE and will include a guest panel with a few organizations in Nairobi, Kenya, that provide community based services. Through the guest talks and group discussion, we will examine questions of what it means to study and collaborate on global health and social development from various social locations.

Guest Speakers include: Representatives from Kamili Organization (https://www.kamilimentalhealth.org/) and Carolina for Kibera (https://carolinaforkibera.org/), 1-2 other organizations pending.

### ASYNCHRONOUS CLASS ACTIVITIES:

Drawing from the readings, links and video/talk (it is yet to be determined if this dialogue with partners can be done live or if it needs to be pre-recorded; much of this will depend upon how COVID-19 impacts services in the weeks to come in Kenya), please plan to:

1. Create a discussion post that reflects on the content of the live class with ORICE and the readings
2. Respond to at least one of the questions posed in Canvas on the readings
3. Respond to fellow students’ postings (at least 2 responses)
4. Complete the 2-page Reflective Journal #1 that analyzes considerations and implications of positionality, power in relation to your role as a social worker studying (and practicing) in the realm of global mental health, using the DEAL model. **APA format is NOT required for this paper.**

## READING:


## SESSION 4:
### June 3rd 2021
asynchronous class

### TOPIC:
**Critical aspects in local and global (biomedical) mental health**

Individuals living with mental health challenges face communal, structural and interpersonal stigma, shame and discrimination on a daily basis. For this session we will discuss the role the colonial past has shaped stigma within the mental health system. In particular, we will discuss:

- Colonial biomedical psychiatry and its contemporary significance
- Decolonizing mental health
- The role peer-led self-help groups play in challenging harmful and discriminatory mental health laws, practices and systems.
- The case of Vancouver’s own MPA (Mental Patients Association) *The Inmates Are Running the Asylum: Stories from MPA–A documentary about how a group that transformed Canada’s psychiatric landscape* [https://www.youtube.com/watch?v=JwyaRU1svrA&t=424s](https://www.youtube.com/watch?v=JwyaRU1svrA&t=424s)
- Madness Canada believes that mad studies must be relevant to the public, pay close attention to mechanisms of power, and remain concerned with questions of social justice [https://madnesscanada.com/](https://madnesscanada.com/)
- Health Justice BC–uses research, education and advocacy to improve the laws and policies that govern coercive health care in BC. Health Justice current priority is to better support human rights and well-being in involuntary mental health and substance use care by reforming the BC *Mental Health Act*. [https://www.healthjustice.ca/](https://www.healthjustice.ca/)

### ASYNCHRONOUS CLASS ACTIVITIES

From the readings, links and videos provided for this lesson;

1. Share your critical thoughts on the readings (at least 2 responses)
2. Respond to fellow students’ postings (at least 2 responses)
3. Share further info/readings related to this week’s learnings.

### READING:


| SESSION 5: | June 10th 2021  
Synchronous class 1–4 pm PDT on Zoom |
| TOPIC: | The role of service user organizations in addressing social equity, improving human rights and centering social justice |
| Log in for live session by 1 pm PDT: | This week’s session will be hosted by **Guest speaker** Michael Njenga, Chair of the Pan African Network of Persons with Psychosocial Disabilities, Executive Committee Member of the Commonwealth Disabled Peoples Forum, and C.E.O – Users and Survivors of Psychiatry in Kenya. 

Michael is a leading expert and will share his knowledge and expertise in mainstreaming the UN Convention on the Rights of Persons with Disabilities (CRPD). The CRPD is a landmark United Nation’s treaty that ensures equality, access and inclusion for persons living with disabilities including psychosocial disabilities. The CRPD has been ratified by a majority of the countries but its spirit is yet to be fulfilled. |
| ASYNCHRONOUS CLASS ACTIVITIES | 1. Register for the WHO *Quality Rights Initiatives* online course and complete the course at [https://humanrights-etrain-qualityrights.coorpacademy.com/login](https://humanrights-etrain-qualityrights.coorpacademy.com/login) 
- Once completed, upload your completion certificate under **Assignment 1** on Canvas 
2. Reflection paper on WHO Quality Rights Initiatives 
- Based on the WHO *Quality Rights Initiatives* online course you completed, write and submit **Reflective Journal #2**, a 1-page reflection of your thoughts and experience in participating in course. In the reflective journal, discuss the implication(s) of this WHO initiative in Canada’s mental health care system. **APA format is NOT required for this paper.** |
| SESSION 6: | June 17th 2021  
Synchronous class 1–4 pm PDT on Zoom |
| TOPIC: | Student/Group-Led Seminars |
| | Each group will have 45 mins, which includes seminar/presentation and Q&A discussion. 

**Group 1**—The older adult population |
Group 2—Homeless population and those who use drugs
Group 3—Frontline workers (healthcare, paramedics)
Group 4—First Nations communities
END OF SEMESTER! BEST OF LUCK

COURSE ASSIGNMENTS, DUE DATES AND GRADING:

Provided in class and on canvas
Links on how to write an academic paper:
http://wiki.ubc.ca/Library: Getting_Started_with_your_Research_Paper
http://www.writing.utoronto.ca/advice/general/general-advice
https://umanitoba.ca/student/academiclearning/media/Writing_an_Academic_Paper_NEW.pdf

Required and Optional Readings (Summary)


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<td><strong>Letter Grade</strong></td>
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