School of Social Work
FACULTY OF ARTS

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people. The School logo designed by Ray Sims, a member of the Musqueam Nation, depicts Raven transforming into a human child. Raven is seen to be the most magical of all beings with the ability to shapeshift into anything at will. The most frequent form Raven takes is that of a human. Through adventures, Raven creates much of what we have around us. Humans learn much and acquire much knowledge of life and living through learning the orals associated with Raven's adventures and misadventures, for Raven intentionally, as well as inadvertently, has created much by making mistakes.

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.

COURSE INFORMATION

Year/Term/Dates	Winter 2021-22, Term 2, January 10–April 8, 2022
Course Title	SOWK 525: Advanced Social Work Practice: Mental Health (3 credits)
Course Schedule	Wednesdays, 9am-12pm (in-person)
Course Location	Online via Zoom (see Canvas for link)
	Room #222, Jack Bell Building for the School of Social Work, 2080 West Mall

Instructor	Office Location	Office Phone	Email Address
Rae Morris			raemor@mail.ubc.ca
Office Hours	Virtual, by appointment.		

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, case studies, group discussions, individual reflection, and group work and presentations.

Student participation is expected and you are asked to complete all required readings or materials prior to class.

This course seeks to foster a critical pedagogical environment and the development of critical consciousness around knowledge and learning. In approaching discussions and assignments, students are encouraged to share their ideas, academic resources and personal experiences as well as to reflect on their own social locations. Finally, students are expected to approach the learning process in the spirit of praxis—reflection/theory/action—so the rich insights produced in class can inform reflexive social work practice in the community. Respectful dialogue is expected for achieving a safe and productive learning environment.

Professionalism should be evident in conduct and assignments. Students should prepare all work with proper grammar, spelling, formatting and in a manner that reflects preparation for a terminal professional degree at the Master's level. It is the student's responsibility to secure assistance on assignments **ahead of** their due date. Course work will be evaluated on content, critical thinking, structure/formatting and clarity of presentation. Creativity, the incorporation of social work values and the advancement of multiple perspectives are also expected. 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 and approach to mental health definitions, assessment, diagnosis, formulation, and intervention through the following learning objectives:

1. Interpret and critically reflect on mental health, diagnostic symptom manifestation as per DSM-5, and historical and contextual factors that influence diagnosis
2. 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

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 also available through UBC Library Online Course Reserves. Please see Canvas for the link to readings for this course. Access to Canvas as well as ensuring that you receive email alerts with announcements sent via Canvas is required for this course. Time-sensitive and important information will be shared with students via announcements so it is essential that you ensure that you are set up to receive these. If you have any issues with this please connect with the instructor and/or with UBC Information Technology (https://web.it.ubc.ca/forms/isf/) as soon as possible.

Course Schedule

Classes will be held either online via zoom using the link shared in Canvas or in person in room #222 of the Jack Bell Building unless otherwise noted. This is subject to change in accordance with COVID-19 policies and procedures. Any changes will be announced via Canvas and/or by the School of Social Work.

Session 1:	January 12, 2022 *online class
Topic:	Introduction to the Course Mental Illness and Mental Health
Before Class:	Review course syllabus Complete asynchronous activity (see Modules → Session 1)
Session 2:	January 19, 2022 *online class
Topic:	The Canadian Context Decolonizing Mental Health Practice
Before Class:	Read and Reflect: Lavallee, L.F., & Poole, J.M. (2010). Beyond recovery: Colonization, health and healing for Indigenous people in Canada. International Journal of Mental Health and Addiction, 8, 271-281. https://doi.org/10.1007/s11469-009-9239-8

Session 3:	January 26, 2022
Topic:	Introduction to DSM-5 DSM-5 Diagnosis and Critiques
Before Class:	Read and Reflect: Paris, J. (2013). Chapter 2: The history of diagnosis in psychiatry. *The intelligent clinician's guide to the DSM-5* (pp 3-19). Oxford University Press. http://dx.doi.org/10.1093/med/9780199395095.001.0001 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. https://doi.org/10.1080/14330237.2014.980629
Session 4:	February 2, 2022
Topic:	Mental Health Assessment and Formulation in Social Work
Before Class:	Read and Reflect: Pulla, V., & Francis, A.P. (2014). Chapter 6: A strengths approach to mental health. In A.P. Francis (Ed.), *Social work in mental health: Contexts and theories for practice* (pp. 126-143). Sage Publications. http://dx.doi.org/10.4135/9789351507864
Session 5:	February 9, 2022
Topic:	Social Work Practice in Mental Health
Before Class:	O'Brien, A., & Calderwood, K.A. (2010). Living in the shadows: A Canadian experience of mental health social work. *Social Work in Mental Health, 8*(4), 319-335. https://doi.org/10.1080/15332980903484988
Session 6:	February 16, 2022 ***Assignment 1 due Feb 18, 11:59pm**
Topic:	Neurodiversity and Mental Health
Before Class:	Read and Reflect: Baron-Cohen, S. (2017). Editorial perspective: Neurodiversity – a revolutionary concept for autism and psychiatry. *Journal of Child Psychology and Psychiatry, 58*(6), 744-747. https://doi.org/10.1111/jcpp.12703
February 21-25: READING WEEK	

Session 7:	March 2, 2022
Topic:	Anxiety, Obsessive Compulsive and Related Disorders, Trauma and Stressor-Related Disorders
Before Class:	Review Relevant Diagnosis Learning Tools (see Canvas Module 7)
Session 8:	March 9, 2022
Topics:	Bipolar and Related Disorders, Depressive Disorders
Before Class:	Review Relevant Diagnosis Learning Tools (see Canvas Module 8)
Session 9:	March 16, 2022
Topic:	Schizophrenia-Spectrum and Other Psychotic Disorders, Personality Disorders
Before Class:	Review Relevant Diagnosis Learning Tools (see Canvas Module 9)
Session 10:	March 23, 2022
Topic:	Social Work Roles in Mental Health: Hospital *Guest Speakers: Danielle Omrin, MSW, RSW & Sham Hishmeh, MSW, RSW*
Before Class:	Read guest speaker biographies (see Canvas Module 10)
Session 11:	March 30, 2022
Topic:	Social Work Roles in Mental Health: Community *Guest Speakers: Justine Little, MSW, RSW & Christiana Bratiotis, PhD*
Before Class:	Read guest speaker biographies (see Canvas Module 11)
Session 12:	April 6, 2022 ***Assignment 2 due Apr 8, 11:59pm***

Topic:	Course Overview and Wrap-Up
Before Class:	See Canvas for any relevant preparatory work (to be determined based on student learning needs)

Assessment of Learning

Students will be assessed through a combination of virtual presentation and written 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.

Assignment 1: Creating a DSM-5 Diagnosis Learning Tool Assignment 2: Articulating the Role of Social Work in Mental Health	40% 60%
Total	100%

Assignments

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

This course has two assignments: (1) Creating a DSM-5 Diagnosis Learning Tool (40%), and (2) Articulating the Role of Social Work in Mental Health (60%).

All written assignments in 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 and receive approval for any potential late assignments with their instructor prior to the due date. Assignments submitted after the 11:59pm deadline with no prior approval will be penalized by five percentage points per day.

ASSIGNMENT ONE: Creating a DSM-5 Diagnosis Learning Tool (40%)

Due before 11:59pm Friday Feb 18

The purpose of this group assignment is to provide students an opportunity to critically examine one diagnostic label in the DSM-5, and then to demonstrate depth of knowledge gained through the creation of an online learning tool that will be shared with social work colleagues.

In groups of 3-5 members (final numbers to be based on class size), students will be responsible for creating an online learning tool sharing in-depth information on one of the diagnoses listed in the DSM-5. Acceptable presentation formats include powerpoint or google slide show presentation, "prezi", or recorded zoom session with shared screen. Other presentation formats may be acceptable, please contact the instructor for prior approval before moving forward with an alternate format.

Diagnoses will be selected by groups on a first-come basis (there must be no duplications across groups). <u>At least one</u> diagnosis must be selected within each of the following categories: (1) Schizophrenia-Spectrum and Other Psychotic Disorders, (2) Bipolar and Related Disorders, Depressive Disorders, (3) Anxiety Disorders, Obsessive-Compulsive and Related Disorders, Trauma and Stressor-Related Disorders, and (4) Personality Disorders. If your group would like to present on a diagnosis not listed within these four categories, please contact the instructor for prior approval before moving forward.

Students are required to include:

1. A brief history of the diagnostic label

2. Criteria for diagnosis as per DSM-5

3. Relevant demographic factors (i.e., prevalence in general population; any unique age, sex, gender or other population differences, etc)

4. Differential diagnosis and common co-occurring diagnoses

5. 2 critiques of diagnosis (for example consider when might this label be problematic?)

6. 2 Social work interventions (evidence-based and/or empirically supported)

7. A list of supplementary learning materials and resources, originating from diverse sources of knowledge

Group members and diagnosis to be covered should be decided and will be shared on Canvas by **Jan 27, 2022.**

<u>Criteria for Grading (40 points total)</u>

1. Each of the 7 required elements have been sufficiently covered

2. Depth of understanding of material is evident

3. Material is presented in an engaging manner and is clear and well-formatting

4. Information is comprehensive and no extraneous information is included

5. At least 5 references are included and formatted in APA style

ASSIGNMENT TWO: Articulating the Role of Social Work in Mental Health (60%)

The purpose of this assignment is to provide students an opportunity to refine an articulation of the unique approaches and roles of social workers as relates to the provision of mental health care with a specific population.

Based on the learnings from the course and the MSW program overall, students will be responsible for describing some of the key theoretical foundations of social work practice and how these theories inform disciplinary approaches and interventions with clients of a specific population of the student's choosing. The population you choose to focus on should be specific enough that you will be able to make reference to research on common mental health diagnoses and empirically supported interventions for working with this group. It is recommended that you do a quick literature search before settling on a population to confirm that there is enough specific information out there to support you in doing this assignment.

This assignment should be prepared using APA formatting and should be approximately 5-8 pages long (double-spaced). This assignment contains three parts. The use of headings is encouraged to delineate the three parts outlined below:

Part 1: Social Work Disciplinary Theories (approximately 2-3 pages)

Identify and briefly describe 3 theoretical influences that inform how social workers understand mental health of clients and the assumptions we make about client's mental health experiences and needs in a way that is unique to other disciplinary understandings. While there are likely more than 3 theories that inform your work, for the purposes of this assignment please select only 3. The description of the theories should be focused on how they inform how we understand mental health. Make reference to at least 3 academic sources to support your points.

Part 2: Defining a Population (approximately 1-1.5 pages)

Provide a short description of the population that you have chosen to explore (you do not need to cite your definition). Then share mental health diagnoses and/or challenges that are known to commonly occur among those in this population, making reference to academic research to support your claims.

Using approximately half a page to one page, identify at least 3 structural factors that may have an impact on the mental health of individuals in the population that you have chosen to explore (consider for example what a social model proponent might identify as particularly impacting this population). Make reference to at least 2 academic sources to support your claims that these factors are of particular significance for this population specifically.

Part 3: Role of Social Work (approximately 2-3 pages)

Describe some of the unique roles and responsibilities that a social worker could take on to support mental health of clients in the population you chose to explore. This section should include empirically based or supported interventions at (a) the individual/family level, (b) with interdisciplinary teams or colleagues, and (c) with or for communities or the broader population. This section should make reference to at least 3 academic sources to support your claims and should be inclusive of references that are specific to the population you have chosen to explore.

Criteria for Grading (60 points total)

1. Inclusive of all three parts and components specified above
2. Demonstrates depth of ability to articulate the unique value of social work in mental healthcare
3. Formatting follows APA and guidelines above
4. Information is clear and is comprehensive with no extraneous information
5. At least 9 references are included and formatted in APA style

SCHOOL/COURSE POLICIES

UBC COVID-19 Protocols for in-class learning

You are required to wear a non-medical mask during our class meetings, for your own protection and the safety and comfort of everyone else in the class. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment. More information can be found at: UBC Respectful Environment Statement.

Provincial Health Orders and UBC policy now mandate masks in all indoor public spaces on campus. These spaces include classrooms, residence halls, libraries, and common areas. Students who wish to request an exemption to the indoor mask mandate must do so based on one of the grounds for exemption detailed in the PHO Order on Face Coverings (COVID-19). Such requests must be made through the Center for Accessibility (Vancouver campus). After review, students that are approved for this accommodation will be provided with a letter of accommodation to share with faculty members teaching courses in which they are registered. In the intervening time, these students are welcome in the class.

Attendance

The attendance policy is in the student handbook on page 8. You can find the student handbook on the Advising page of our website: https://socialwork.ubc.ca/undergraduate/advising/

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. No learning analytics are being used in this course.

Copyright

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

Students may not record class or group discussions without prior permission of all individuals in attendance.

Support

During the term, I will do my best to offer support if I am concerned about your academic performance or wellbeing. I also encourage you to contact me or your academic advisor if you need assistance. In addition, I may identify concerns using the UBC Early Alert system which provides students with the earliest possible connection to resources like academic advising, financial advising, counseling, or other support services to help you get back on track. Any information transmitted through early alert is treated as confidential (see earlyalert.ubc.ca).

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 83.5 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.