



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.

BSW Mission

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.

COURSE INFORMATION

Year/Term/Dates	Winter 2021-22, Term 2, January–April, 2022
Course Title	SOWK 450: Social Work Practice in Community Mental Health
Course Schedule	Online
Course Location	Online

Instructor	Office Location	Office Phone	Email Address
Simon Davis	Contact by email	604.877.0340	simon.davis@ubc.ca
Office Hours	By appointment		

Prerequisite and/or Corequisite

No prerequisites. This course is open to UBC social work students. Other students in the social and behavioural sciences may be admitted with the instructor's permission, provided there is space. Note regarding other courses: This course is similar to one taught at Douglas College in New Westminster, BC: Psychology 5001. Students would not get credit for both courses.

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.

Course Structure and Learning Activities

This is an online course (on CANVAS) with no classroom component. Students are expected to do the readings, and complete assignments which include weekly discussion postings, a quiz on the DSM, and a final paper.

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.

Required Textbook(s) and Learning Materials

*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.

Assessment of Learning

There are three assessments for the course:

- Class discussion: 60 percent – this breaks down as 6 points each week from week 2 to 12 (**except week 9**) - 3 points per question - $10 \times 6 = 60\%$.
- Online multiple-choice quiz in week 9, based on material from week 9. Value = 10%.
- Final written assignment: 30 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.

Students 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 4 – 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. 17. 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.

Withdrawal date:

Last day to withdraw without a W standing:

January 21, 2022

Course Schedule

Session 1:	Week of January 10, 2022
Topic:	Explanatory models, and determinants of health <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 January 17, 2022
Topic:	Stigma <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 January 24, 2022
Topic:	The recovery vision
Reading and discussions:	<u>Readings:</u> Course text, Chapter Five. Post discussion responses.
Session 4:	Week of January 31, 2022
Topic:	Culture and mental health <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 February 7, 2022
Topic:	Stakeholder perspectives <ul style="list-style-type: none"> • Practitioners: duties and obligations. • Clients. • Family members. Confidentiality and information-sharing.
Readings:	<u>Readings:</u> Course text, Chapter Seven. Post discussion responses.
Session 6:	Week of February 14, 2022
Topic:	Mental health programs
Reading and discussions:	<u>Readings:</u> Course text, Chapter Eleven. Post discussion responses.
FEBRUARY 21, 2022: READING WEEK No classes, readings, assignments	
Session 7:	Week of February 28, 2022
Topic:	Criminal justice issues <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.
Session 8:	Week of March 7, 2022
Topic:	Assessment and diagnosis <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 14, 2022

QUIZ THIS WEEK	
Topic:	<p>Assessment and diagnosis continued</p> <ul style="list-style-type: none"> • Diagnostic criteria for psychosis, mood and personality disorders. • No discussion posts this week <p>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 <u>available in the week 9 module</u>, and can be done any time on March 19 or 20, 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.</p> <p><u>The quiz will be based on audio slides in the week 9 course module</u></p>
Session 10:	Week of March 21, 2022
Topic:	<p>Medical management.</p> <ul style="list-style-type: none"> • Medication and other physical treatments. • Treatment adherence. <p>Hospitalization.</p>
Reading and discussions:	<p><u>Readings:</u> Course text, Chapter Fifteen. Post discussion responses.</p>
Session 11:	Week of March 28, 2022
Topic:	<p>Skills training and cognitive behavioural approaches.</p> <ul style="list-style-type: none"> • Skills training. • Motivational interviewing. <p>CBT.</p>
Reading and discussions:	<p><u>Readings:</u> Course text, Chapter Sixteen. Post discussion responses.</p>
Session 12:	Week of April 4, 2022
Topic:	<p>Occupation.</p> <ul style="list-style-type: none"> • Personal life. • Employment. • Peer initiatives. • Mental illness in the workplace. <p>Supported education.</p>

Reading and discussions:	<u>Readings:</u> Course text, Chapter Seventeen. Post discussion responses.
---------------------------------	--

Assignments

Submitting Assignments

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

Return of Marked Student Assignments

All assignments/quizzes are to be submitted via the UBC Canvas course site. The final paper is to be submitted as a file upload at the assignments link – papers will be marked and comments provided online.

Late Assignments

Discussion posts are due at the end of each week by midnight Sunday. Posts are worth 6 points per week, and one point will be deducted for each day late, e.g. 2/6 points deducted for two days late.

The final paper is due by April 24, and 5% of the mark will be deducted for each day late. Students must discuss any potential lateness with their instructor and may need to have a medical certificate available. An online quiz must be completed during the weekend of March 19-20. Please contact the instructor in advance about any concerns.

1. Class Discussion: 60% (see marking rubric below)

Each lesson has discussion questions, which students are to respond to by posting comments on the website.

- Each post will be marked out of 3 points. With two posts per week, times 10 weeks, this makes 60 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 3 points available per post each week, (1 point for both posts) 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 12th or 13th, 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 24, value = 30%

For this assignment you have a choice. Option “A” is a paper talking about the challenges in providing mental health services currently. Option “B” is based on an interview with someone with lived experience of mental illness. These are described in more detail below.

Option “A”

The purpose of the option A paper is to pull together and integrate material from the course, with respect to speaking about ***current challenges in providing community mental health services***.

For context, consider that the press and some stakeholders have been speaking about a “mental health crisis” in Vancouver and other centres in Canada, referring to apparently untreated mentally ill persons facing neglect and hostility on the streets of inner cities. In the media there are frequently depictions of homeless/transient individuals in distress, using street drugs, committing crimes, and “falling through the cracks,” in some cases into the criminal justice system. The last year in particular there has been a greater focus on police encounters with the mentally unwell, “welfare checks,” and calls to defund or restructure police forces.

You can be creative in how you approach this topic, but the paper should include the following elements:

- The historical context, “how we got here,” referring to deinstitutionalization and its aftermath.
- Current perceptions of the problem, including media accounts, and disagreements between stakeholders about what should be done, for example tensions between a recovery-oriented model emphasizing client autonomy and a more paternalistic medical model emphasizing safety and containment. You can consider whether there is in fact a “mental health crisis.”
- Developments in MH programs and interventions, and the greater emphasis on evidence-based practices. And, whether these promising developments are actually being implemented, and if not why not; this is admittedly a complicated question, with a number of contributing factors - individual, cultural and structural.
- For illustration you can describe a hypothetical journey through the system, the challenges as experienced by a young adult first experiencing mental illness; what worked and didn’t work (this is just an option).
- The topic is “challenges” but you can speak to positive developments, possible solutions, and recommendations as well. You may also draw on your own experience as a service provider, service user or family member.

For information sources you may of course draw on the course material but should also include at least six other relevant publications which would include academic sources and gray literature such as government/institute reports.

Please use the APA citation style for your references; for more on this see:

<https://library.concordia.ca/help/citing/apa.php>

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 that's OK. The paper is to be file uploaded at the course site's assignments link. You do also have the option of doing this assignment as a PowerPoint with audio.

Of the 30 points available, 10 will go to composition (organization, clarity, grammar) and 20 to content.

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.

For information sources you may of course draw on the course material but should also include at least six other relevant publications which would include academic sources and gray literature such as government/institute reports.

Please use the APA citation style for your references; for more on this see:
<https://library.concordia.ca/help/citing/apa.php>

Please note that to conduct the interview there will be need to be a signed consent form. The consent form is given below.

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?
- Their interactions with the mental health care system including how 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 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. The paper is to be file uploaded at the course site’s assignments link.

Of the 30 points available, 10 will go to composition (organization, clarity, grammar) and 20 to content.

How to submit the final paper

To submit your final paper go to the "assignments" link in Canvas, then scroll to and click "final assignment," then click "submit assignment," then upload your Word (or PowerPoint) file into Canvas. Please also send a copy by e-mail. Comments will be written electronically on the document in the Canvas site.

Marking rubric for participation in online discussions:

The ten week's posts are worth 3 marks each (10 X 2 X 3 = 55%). See also grid below.

3 points	<ul style="list-style-type: none">- 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
2.5 points	<ul style="list-style-type: none">- 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
2 points	<ul style="list-style-type: none">- 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	<ul style="list-style-type: none">- contributes with little or no apparent thought to discussions; shows

	<p>poor understanding of the issues</p> <ul style="list-style-type: none"> - makes little relevant comment on concepts from content - makes superficial or tangential connections between course topics - makes insufficient postings to discussion, with ideas underdeveloped
--	---

SCHOOL/COURSE POLICIES

UBC COVID-19 Protocols for in-class learning

COVID-19 Safety: 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.

If you are sick, it is important that you stay home.

If you miss class because of illness:

- Ask someone to share their notes if I am lecturing. Please note that SOWK 440K/570E is a highly experiential course and therefore includes course content that is not possible to learn without live class engagement.
- Be sure to consult the class resources on Canvas.
- If you are concerned that you will miss a key activity due to illness, contact the instructor to discuss.

If I (the instructor) am feeling ill: If I am unwell, I will not come to class. I will make every reasonable attempt to communicate plans for class as soon as possible by email. In this instance:

- If I am well enough to teach, but am taking precautions to avoid infecting others, we may hold the class online. If this happens, you will receive an email informing you how to join the class.
- If I am not well enough to teach I may ask you to do an activity or read something in place of class time.

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+	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.