



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 xʷməθkʷəyəm (Musqueam) people. The School logo designed by Ray Sim, 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 discrimination based on age, race, gender, sexual orientation, disability, 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	2023-24 calendar year, term 2, Jan. 8 – April 12.
Course Title	SOWK 450: Social Work Practice in Community Mental Health
Course Schedule	This online course is <i>non-synchronous</i> , i.e. there are no lectures
Course Location	Online

Instructor	Office Location	Office Phone	Email Address
Simon Davis, MSW PhD	Online	604-877-0340	Simon.davis@ubc.ca
Office hours	Email to set up a meeting time, e.g. on Zoom		
Teaching	Office Location	Office Phone	e-mail address

Assistant			
N/A			

UBC Calendar Description

An online course providing an overview of social work services to persons with a mental illness.

Pre-requisites

There are no pre-requisites for this course.

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.

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-behavioral 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 Format

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. Discussions are due by Sunday midnight of each week.

Required and Recommended Readings

REQUIRED TEXTBOOK:

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

Other readings are provided at the Canvas site.

Assignments

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 in 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 12 lessons of this course in 12 weeks, i.e. to complete one lesson per week – week 1 through week 12. Week 1 starts on January 8th – 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. 19th. 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.

Grading Breakdown

See “grading criteria” below and also “detailed description of assignments.”

Course Schedule

SESSION 1:	Week of Jan. 8th
TOPIC:	<p>Explanatory models, and determinants of health</p> <ul style="list-style-type: none"> • Defining “mental illness” and “mental health.” • Nature and nurture: social and biological determinants of health. • The “medical model.” <p>The stress-vulnerability model.</p>
Reading and discussions:	<p>Course text, Chapter One; Chapter Three pp. 46-50, plus module readings</p> <p>No discussion posts this week except for a quick “bio.”</p>
SESSION 2:	Week of Jan. 15th
TOPIC:	<p>Stigma</p> <ul style="list-style-type: none"> • Self-stigma and Identity • Public Attitudes • Structural stigma • Violence and Mental Illness • Stigma from Health Professionals <p>Anti-Stigma Initiatives</p>
Reading and discussions:	<p><u>Readings:</u> Course text, Chapter Four, plus module readings</p> <p>Post discussion responses.</p>
SESSION 3:	Week of Jan. 22nd
TOPIC:	The recovery vision
Reading and discussions:	<p><u>Readings:</u> Course text, Chapter Five, plus module readings</p> <p>Post discussion responses.</p>
SESSION 4:	Week of Jan 29th

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, plus module readings Post discussion responses.
SESSION 5:	Week of Feb. 5th
TOPIC:	Stakeholder perspectives <ul style="list-style-type: none"> • Practitioners: duties and obligations. • Clients. • Family members. Confidentiality and information-sharing.
Reading and discussions:	<u>Readings:</u> Course text, Chapter Seven, plus module readings Post discussion responses.
SESSION 6:	Week of Feb. 12th
TOPIC:	Mental health programs
Reading and discussions:	<u>Readings:</u> Course text, Chapter Eleven, plus module readings Post discussion responses.
READING WEEK: No classes, readings, assignments week of Feb. 19th	
SESSION 7:	Week of Feb. 26th
TOPIC:	Criminal justice issues <ul style="list-style-type: none"> • Criminalization of mentally disordered behavior. • The Role of the Police • Diversion • Court Programs

	<ul style="list-style-type: none"> • The Forensic System
Reading and discussions:	<u>Readings:</u> Course text, Chapter Thirteen, plus module readings Post discussion responses.
SESSION 8:	Week of March 4th
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, plus module readings Post discussion responses.
SESSION 9:	Week of March 11th <u>QUIZ THIS WEEK</u>
TOPIC:	Assessment and diagnosis continued <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 16 or 17, 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>
Reading and discussions:	No discussion posts due this week
SESSION 10:	Week of March 18th
TOPIC:	Medical management. <ul style="list-style-type: none"> • Medication and other physical treatments. • Treatment adherence. Hospitalization.

Reading and discussions:	<u>Readings:</u> Course text, Chapter Fifteen, also module readings Post discussion responses.
SESSION 11:	Week of March 25th
TOPIC:	Skills training and cognitive behavioral approaches. <ul style="list-style-type: none"> • Skills training. • Motivational interviewing. • CBT.
Reading and discussions:	<u>Readings:</u> Course text, Chapter Sixteen, also module readings Post discussion responses.
SESSION 12	Week of April 1st
TOPIC:	<ul style="list-style-type: none"> • Personal life, Employment, Peer initiatives, Mental illness in the workplace, Supported education
Reading and discussions:	<u>Readings:</u> Course text, Chapter Seventeen, also module readings Post discussion responses.
SESSION 13	TBA
TOPIC:	

Detailed description of assignments

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 questions 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 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 is 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.

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

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 16th or 17th, 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 22nd, 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, and other sources, 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 centers in Canada, referring to apparently untreated mentally ill persons facing neglect and hostility on the streets of Canadian towns and cities. In the media there are frequent 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. See for example this article: [VPD: mental health a factor in 73 % of 'stranger assaults' - Vancouver Is Awesome](#) There has also been a greater focus on police encounters with the mentally unwell, and the use of “welfare checks,” and calls to restructure how first responders act in crisis situations, and indeed who these first responders should be.

While I am giving you a fair bit of scope/leeway in how you approach this topic, your paper would likely refer, at least briefly, to a number of 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. You can indeed consider whether there is in fact a “mental health crisis.”
- Why people aren’t getting the help they may need, and in some cases coming to harm. Barriers here could be various, such as attitudinal; stigma; the adequacy, accessibility and “user-friendliness” of services; cultural factors; inadequate housing and newer housing models; the role of the police. In particular, there may be commentary on why, if promising and evidence-based interventions have been developed, they are not available/implemented more widely.

- Because this topic is rather broad and complex you may concentrate/focus more on one topic area from the above, such as housing, interactions with the criminal justice system, cultural or Indigenous issues, or working with particular populations such as youth, the elderly, people with autism (for example).
- 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 5 single-spaced pages, 10 double-spaced, with size 12 Times New Roman 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 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 the they interacted with professionals.
- Challenges and barriers to care (individual and systemic).
- What responses worked and what didn't work, and why.
- Personal strengths, what worked for them, what they learned about themselves.
- Where they are now, in terms of their recovery.
- An overview of what the student learned from this interaction and how it will inform their future practice from both a micro (individual factors) and macro (systemic/structural factors) perspective.
- Where appropriate references to marginalization, stigma, and social location.

The length of the paper would be about 5 single-spaced pages, 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.



School of Social Work
THE UNIVERSITY OF BRITISH COLUMBIA

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

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

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

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

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

Participant signature date

Witness/interviewer signature date

Academic Integrity

Please see this link: [About Academic Integrity - Academic Integrity at UBC](#)

Late Assignments or Late Penalty

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 22nd, 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 an accommodations certificate available. An online quiz must be completed during the weekend of March 16-17. Please contact the instructor in advance about any concerns.

Academic Concession

Academic Concession: To determine if you're eligible for an Academic Concession, you can check the criteria outlined in the [UBC Calendar](#). This includes Medical circumstances, Compassionate grounds, or Conflicting responsibilities. Some examples include sudden illness, injury, death in the family, or mental health crises. You **must** contact your instructor to apply for an Academic Concession. If you need to request concurrent academic concessions for multiple courses, you should request them directly from Christine Graham at (Christine.Graham@ubc.ca).

Accommodation of Students

Accommodations: The University accommodates students with disabilities who have registered with the Centre for Accessibility. Students, who will require accommodation for attendance due to disability, are encouraged to inform the instructor and, if necessary, to contact the Centre for Accessibility, 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, preferably earlier. This reflects expectations for professional social workers in their place of employment.

Attendance

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 set up to discuss this with the student. ([Student Handbook](#)).

Other school policies can be accessed through the [School of Social Work student handbook](#).

Names and Gender Pronouns

At the School of Social Work, we are committed to providing an inclusive learning environment for all our sexual and gender diverse students, faculty, staff and community members. If you are comfortable, please share your preferred pronouns. If you have questions or need support, please also be aware that *the Equity & Inclusion Office at UBC* can provide information and advocacy to ensure that all of your instructors use the name/pronouns you use. For more information: <https://equity.ubc.ca/>

Equity and Respect

In May 2013, the UBC School of Social Work Council approved an Equity Action plan aimed at an equitable learning and working environment and the creation of accountability measures for monitoring the implementation of this plan. A key element in attaining this goal is ensuring that instructors and students are committed to maintaining a classroom environment free of discrimination and racism and welcoming and respecting different worldviews, ways of knowing and social locations.

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 Canvas. Canvas can 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; Review statistics on course content being accessed to support improvements in the course; Track participation in team discussion; Assess your participation in the 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. It

is not permitted to record classes, unless permission has been granted by the instructor.

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.