



# 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.*

## 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

<b>Year/Term/Dates</b>	Winter 2023 / Term 2 / Jan 08, 2024 to Apr 12, 2024
<b>Course Title</b>	SOWK 525: Advanced Social Work Practice: Mental Health
<b>Course Schedule</b>	Wed 10:00 – 13:00

<b>Instructor</b>	<b>Office Location</b>	<b>Office Phone</b>	<b>Email Address</b>
Jack York	Virtual only	N/A	jack.york@ubc.ca
<b>Office hours</b>	By appointment, virtual or in person.		

## Pre-requisites

A version of SOWK 440 with a focus on mental health, or equivalent (as specified by the School), including one-year employment experience in BC Mental Health system.

## Learning Outcomes

At the completion of this course, students should be able to:

1. Identify the range of social work practice roles within mental health service systems.
2. Identify and demonstrate understanding of methods to respond to the wide range of biopsychosocial factors impacting health and social outcomes for individuals who experience mental health challenges.
3. Demonstrate an awareness of the mental health continuum of services in British Columbia, and strategies on how to support clients with navigating this continuum.
4. Demonstrate an understanding of how to implement anti-oppressive practice into mental health social work practice.
5. Complete a thorough social work mental health assessment and formulation.
6. Complete a Mental Status Exam (MSE), and interpret observed symptoms relative to the DSM V criteria.
7. Complete an intervention plan utilizing evidence-informed treatment modalities and best practices, to address mental health and corresponding psychosocial challenges.
8. Articulate a critical analysis of institutions and legal / systemic / practice frameworks relating to mental health practice.
9. Apply ethical decision-making frameworks for responding to the complex ethical challenges involved in mental health social work practice.

## 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.

## Required and Recommended Readings

Required textbook:

Regher, C., & Glancy, G. (2022). *Mental Health Social Work Practice in Canada: Third Edition*. Don Mills, ON: Oxford University Press Canada.

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

## Assignments

**Assignment 1:** Complete Canvas survey on past experience with mental health practice and areas of interest.

VALUE: 5%

DUE: January 16, 2024

**Assignment 2:** Short critical analysis paper on one issue relating to working toward structural and systemic and/or legal change within mental health practice.

### COMPONENTS:

- Choose one aspect of the current system of care, or a model of care dominant within mental health systems of care, or a legal framework relating to mental health practice that you see as causing harm or failing to meet the needs of individuals with mental health challenges to critically assess.
- Explain the issue you chose and its current status in the BC context, articulate the justification for this current approach, and briefly explain the history of how the current situation emerged.
- Discuss potential changes that could be made to this part of the system or legal framework, using research evidence to support your position.
- Total length of assignment – Aim for 2100 words. Maximum 2400 words – one mark (out of 20) deducted for each 300 words after this word count (starting at 2700 words).

VALUE: 25%

DUE: February 16, 2024

**Assignment 3:** Formulation and Intervention Plan based on a case example I.

**OPTION 1:**

Choose one of the following:

- A case example covered in class lecture materials.
- A case example found in the course textbook.
- A case example of your own choosing or creation.

If you chose a case example from lecture notes or the textbook, include a slide or page reference to the case example used. If you chose a separate option, include the full text of the case example you used or wrote.

**OPTION 2:**

- Choose a partner.
- Choose a client presentation for your partner to act out and a setting for a practice simulation with your partner (discuss this in advance to ensure both of you are comfortable with what was decided).
- Take turns conducting an initial session both as client and as practitioner.
- It is suggested you record the session to assist with completing the assignment, however recordings will not need to be submitted.
- Include a summary describing the details of the case example you acted out.

**COMPONENTS:**

- Assessment and case formulation– approx. 900 words / 3 pages
- Intervention / service plan: Description of recommended case management, service navigation and other non-counselling interventions planned for client, and an exploration of potential barriers to accessing these services and supports (including systemic barriers and client openness to these options) – approx. 600 words / 2 pages
- Description of opportunities to incorporate anti-oppressive practice, and potential ethical challenges that may be encountered in practice with this individual, as well as responses to those potential ethical challenges. – approx. 600 words / 2 pages
- One clinical practice question for instructor to provide feedback on, based on your case example.
- Total length of each assignment – Aim for 2100 words. Maximum 2400 words. One mark (out of 30) deducted for each 300 words after this word count (starting at 2700 words).

VALUE: 30%

DUE: March 22, 2024

**Assignment 4:** Formulation and Intervention Plan based on a case example II.

**OPTION 1:**

Choose one of the following:

- A case example covered in class lecture materials.
- A case example found in the course textbook.
- A case example of your own choosing or creation. If you chose a case example from lecture notes or the textbook, include a slide or page reference to the case example used. If you chose a separate option, include the full text of the case example you used or wrote.

**OPTION 2:**

- Choose a partner.
- Choose a client presentation for your partner to act out and a setting for a practice simulation with your partner (discuss this in advance to ensure both of you are comfortable with what was decided).
- Take turns conducting an initial session both as client and as practitioner.
- It is suggested you record the session to assist with completing the assignment, however recordings will not need to be submitted.
- Include a summary describing the details of the case example you acted out.

**COMPONENTS:**

- Assessment and case formulation– approx. 900 words / 3 pages
- Intervention / service plan: Description of recommended case management, service navigation and other non-counselling interventions planned for client, and an exploration of potential barriers to accessing these services and supports (including systemic barriers and client openness to these options) – approx. 600 words / 2 pages
- **(Additional to criteria not included in assignment 3)** Description of how you would incorporate specific psychoeducation, coping skills, a counselling/therapeutic modality to work with this client, and the rationale and potential challenges to using these approaches. Will require external references to complete. – approx. 900 words / 3 pages.
- Description of opportunities to incorporate anti-oppressive practice, and potential ethical challenges that may be encountered in practice with this individual, as well as responses to those potential ethical challenges. – approx. 600 words / 2 pages
- One clinical practice question for instructor to provide feedback on, based on your case example.

- Total length of each assignment – Aim for 3000 words. Maximum 3300 words – one mark (out of 40) deducted for each 300 words after this word count (starting at 3600 words).

VALUE: 40%

DUE: April 12, 2024

**Additional Assignment guidance:**

- Assignment 1: Very short survey – complete as soon as possible (before first session is fine).
- Assignment 2: Recommended to have chosen a topic and started work on this paper by the end of week 3 of the course.
- Assignment 3: Base this on clinical categories covered in sessions 7-8.
- Assignment 4: Base this on clinical categories covered in sessions 9-11. Start researching your chosen modality of practice well in advance of session 12 on CBT, and consider modalities not covered in the course.
- ASSIGNMENT RUBRICS TO FOLLOW

**Course Schedule**

<b>SESSION 1:</b>	<b>January 10, 2024</b>
<b>TOPIC:</b>	Introduction to the course & decolonizing mental health practice.
<b>TO DO BEFORE THIS SESSION:</b>	<p>Recommended reading:</p> <p>Government of British Columbia. (2020). <i>In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care</i>. Government of British Columbia. (pp. 2-3; 151- 205).</p> <p>Yearwood-Lee, E. (2008). <i>Mental Health Policies: Historical Overview</i>. Legislative Library of British Columbia.</p>

	Kanani, N. (2011). Race and madness: Locating the experiences of racialized people with psychiatric histories in Canada and the United States. <i>Critical Disability Discourses</i> .
<b>SESSION 2:</b>	<b>January 17, 2024</b>
<b>TOPIC:</b>	Frameworks for understanding mental health, the role of trauma, problematizing pathology, the BC Mental Health Act and other legislation, and an introduction ethical challenges in mental health practice
<b>TO DO BEFORE THIS SESSION:</b>	<p>Required reading:</p> <p>Pamphlet – Know your rights (available on Canvas)</p> <p>BC Mental Health Act in Plain Language (available on Canvas)</p> <p>Recommended reading:</p> <p>BC Mental Health Policies: Historical Overview (available in Canvas)</p> <p>Kolar, M., Varcoe, C., Brown, H., &amp; Einboden, R. (2022). Involuntary psychiatric treatment and the erosion of consent: A critical discourse analysis of mental health legislation in British Columbia, Canada. <i>Health, 1(20)</i>.</p> <p>Kirby, J. (2022). Interpreting irremediability when a mental health disorder is the sole-qualifying medical condition for MAiD. <i>Canadian Journal of Bioethics, 5(4)</i>.</p> <p>Regher, C., &amp; Glancy, G. (2022). <i>Mental Health Social Work Practice in Canada: Third Edition</i>. Don Mills, ON: Oxford University Press Canada. (Chapter 2 &amp; 3, pp 23-76).</p>
<b>SESSION 3:</b>	<b>January 24, 2024</b>
<b>TOPIC:</b>	Overview of the mental health continuum of care in BC, social work roles and responsibilities in community and hospital mental health practice and opportunities for incorporating anti-oppressive practice.

<b>TO DO BEFORE THIS SESSION:</b>	<p>Required reading:</p> <p>Regher, C., &amp; Glancy, G. (2022). <i>Mental Health Social Work Practice in Canada: Third Edition</i>. Don Mills, ON: Oxford University Press Canada. Chapter 1, pp 1-22).</p> <p>Larson, G. (2008). Anti-oppressive Practice in Mental Health. <i>Journal of Progressive Human Services</i>. 19(1).</p>
<b>SESSION 4:</b>	<b>January 31, 2024</b>
<b>TOPIC:</b>	Social work assessment and formulation in mental health + Mental Status Exam + intro to the DSM V
<b>TO DO BEFORE THIS SESSION:</b>	<p>Required reading:</p> <p>Regher, C., &amp; Glancy, G. (2022). <i>Mental Health Social Work Practice in Canada: Third Edition</i>. Don Mills, ON: Oxford University Press Canada. (Chapter 4, pp 77-100).</p> <p>MSE Explained (on Canvas)</p> <p>MSE Form (on Canvas)</p>
<b>SESSION 5:</b>	<b>February 7, 2024</b>
<b>TOPIC:</b>	An introduction to substance use and mental health + psychiatric medication
<b>TO DO BEFORE THIS SESSION:</b>	<p>Required reading:</p> <p>Davis S, 2013. Medical management in <i>Community Mental Health in Canada: Theory, Policy, and Practice</i>, UBC Press. (Chapter 15, pp 342- 364).</p> <p>Regher, C., &amp; Glancy, G. (2022). <i>Mental Health Social Work Practice in Canada: Third Edition</i>. Don Mills, ON: Oxford University Press Canada. (Chapter 11, pp. 255-279).</p>
<b>SESSION 6:</b>	<b>February 14, 2024</b>
<b>TOPIC:</b>	Overview of mental health treatment modalities – CBT and other modalities – MI / TRIP / DBT / ACT



<b>TO DO BEFORE THIS SESSION:</b>	<p>Required reading:</p> <p>Tse, S., Tsoi, E. W. S., et al. (2016). Uses of strength-based interventions for people with serious mental illness: A critical review. <i>International Journal of Social Psychiatry</i>, 62(3), 281–291.</p>
<b>READING WEEK: February 21, 2024</b>	
<b>SESSION 7:</b>	<b>February 28, 2024</b>
<b>TOPIC:</b>	Anxiety, panic, PTSD and OCD assessment and intervention (3 <sup>rd</sup> hour – practice case formulations)
<b>TO DO BEFORE THIS SESSION:</b>	<p>Required reading:</p> <p>Regher, C., &amp; Glancy, G. (2022). <i>Mental Health Social Work Practice in Canada: Third Edition</i>. Don Mills, ON: Oxford University Press Canada. (Chapter 6 &amp; 9, pp. 127-152; pp. 210-229).</p>
<b>SESSION 8:</b>	<b>March 6, 2024</b>
<b>TOPIC:</b>	Depression, suicide, and self-harm assessment and intervention (3 <sup>rd</sup> hour – practice case formulations)
<b>TO DO BEFORE THIS SESSION:</b>	<p>Required reading:</p> <p>Regher, C., &amp; Glancy, G. (2022). <i>Mental Health Social Work Practice in Canada: Third Edition</i>. Don Mills, ON: Oxford University Press Canada. (Chapter 9, pp 181-209).</p>
<b>SESSION 9:</b>	<b>March 13, 2024</b>
<b>TOPIC:</b>	Bipolar disorder, psychosis/schizophrenia/schizoaffective disorder assessment and intervention (3 <sup>rd</sup> hour – practice case formulations)
<b>TO DO BEFORE THIS SESSION:</b>	<p>Required reading:</p> <p>Regher, C., &amp; Glancy, G. (2022). <i>Mental Health Social Work Practice in Canada: Third Edition</i>. Don Mills, ON: Oxford University Press Canada. (Chapter 7, pp. 153-180).</p>

<b>SESSION 10:</b>	<b>March 20, 2024</b>
<b>TOPIC:</b>	Personality disorders and eating disorders assessment and intervention (3 <sup>rd</sup> hour – practice case formulations)
<b>TO DO BEFORE THIS SESSION:</b>	Required reading: Regher, C., & Glancy, G. (2022). <i>Mental Health Social Work Practice in Canada: Third Edition</i> . Don Mills, ON: Oxford University Press Canada. (Chapter 12, pp. 280-300).
<b>SESSION 11:</b>	<b>March 27, 2024</b>
<b>TOPIC:</b>	Neurodiversity, neurocognitive disorders, and acquired brain injury (3 <sup>rd</sup> hour – case formulations)
<b>TO DO BEFORE THIS SESSION:</b>	Required reading: Regher, C., & Glancy, G. (2022). <i>Mental Health Social Work Practice in Canada: Third Edition</i> . Don Mills, ON: Oxford University Press Canada. (Chapter 10, pp. 230-254).
<b>SESSION 12</b>	<b>April 3, 2024</b>
<b>TOPIC:</b>	Guest lecture: Karen Ausejo: Child and youth mental health
<b>TO DO BEFORE THIS SESSION:</b>	TBD
<b>SESSION 13</b>	<b>April 10, 2024</b>
<b>TOPIC:</b>	Skills practice, stigma, mindful self-compassion, and ongoing learning
<b>TO DO BEFORE THIS SESSION:</b>	Required reading: Knaak, S., Mantler, E., & Szeto, A. (2017). Mental illness-related stigma in healthcare: Barriers to access and care and evidence-based solutions. <i>Healthcare Management Forum</i> , 30(2), 111–116.

## Academic Integrity

Students will be asked to cite any source material using the APA style, and to uphold UBC's policies on academic integrity and misconduct (<https://academicintegrity.ubc.ca/regulation-process/academic-misconduct/>).

Note on AI-generated content:

If you are utilizing any AI (artificial intelligence)-generated content for any component of your assignment, the expectation is that you reference this content (as any other sourced content), and also clearly indicate how and where this content was used in the text of the assignment.

## Late Assignments or Late Penalty

Late assignments which have not received an extension **prior** to the due date will receive a penalty of 1 mark a day (i.e., – an assignment worth 20% will be deducted 1 mark out of 20 each day it is late). Extensions are provided based on formal accommodations and academic concessions (see items below for details on these).

## 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 should first contact your instructor to apply for an Academic Concession. Alternatively, and as may be required, you can contact the Program Advisor, Christine Graham. If you need to request concurrent academic concessions for multiple courses, you should request them directly from Christine Graham. If you require more information about concessions, please don't hesitate to contact Christine Graham ([Christine.Graham@ubc.ca](mailto: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 sharing with us, please provide the pronouns you would like to use in this space. 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.