

We are located in downtown Edmonton on the traditional homelands of the First Nations, Métis and Inuit peoples of Treaty 6 territory and we affirm and recognize our obligations and benefits as treaty people.

Winter 2020

Course Number:	SOWK 553 S02	Classroom:	Online delivery
Course Name:	Mental Health		
Day & Time:	January 13 to April 15, 2020		
Instructor:	Rick Enns, PhD, RSW	Office Hours: As arranged and by ZOOM on January 20th, February 3rd, March 2nd and March 23rd starting at 7:00 p.m. Edmonton time.	
Telephone:	780.492.6971	Email: renns@ucalgary.ca	

COURSE OUTLINE

Syllabus Statement

This course combines an introduction to social work practice in mental health with critical perspectives examining dominant and common approaches to practice.

Course Description

This course will introduce students to social work practice in mental health. The focus will be on developing foundational knowledge, or building on existing knowledge and experience, for generalist social work practice in mental health. Historical, contextual and professional factors influencing social work practice in mental health will be considered and current assessment, diagnostic and treatment approaches will be examined. Equal emphasis will be placed on the significant and growing body of literature that seeks to understand the social, cultural and historical factors that have shaped our understanding of mental health and current diagnostic and treatment practices, and students will be required to demonstrate an understanding of this growing and sustained critique in general terms, and as it applies to social work practice in mental health.

Learning Objectives

Following this course students will have:

1. developed an understanding of the role of social workers in the mental health system,
2. developed an understanding of the national and international context of mental health systems,
3. considered current models of assessment and treatment,
4. examined the development of the Diagnostic and Statistical Manual of Mental Disorders (DSM) and considered its use in general and specific terms,
5. examined the diagnostic criteria and current models of treatment for a selected disorder as classified in the DSM,
6. examined previous and ongoing critiques of mental health systems and mental health practice including but not limited to:
 - a. the history, validity and reliability of the DSM
 - b. DSM-based diagnosis and classification

- c. current models of treatment
 - d. professional, corporate and commercial influence in psychiatry and the provision of mental health services, and
7. begun to develop a critical framework to evaluate social work practice in mental health.

Relationship to Other Courses

This course is offered as an elective in the Bachelor of Social Work program at the University of Calgary. It complements other elective and required social work courses intended to provide foundational knowledge for generalist social work practice at the undergraduate level and critical approaches that emphasize social justice and inclusion.

Assumptions Underlying this Course

The following principles and commitments underlie the design and delivery of this course:

- the classroom is an inclusive space where all are welcome and should be free from prejudice and discrimination based on gender, race, ethnicity, class, age, ability, religion, sexual orientation, and gender identity.
- the instructor and students are responsible to ensure full inclusion and will commit to this through self-reflection, peer support and constructive dialogue.
- ideas, rather than individuals, are open to challenge. Students will range with respect to familiarity with the topics we will discuss in this course; all questions contribute to learning and all voices should be heard.
- everyone in the classroom is a potential teacher and learner. Everyone brings valuable life experiences from which we can all learn. Some students may contribute prior learning and experience; others' contributions may be less direct and include, for example, skills in asking questions or knowledge of other cultures and contexts. All contributions will be honoured and appreciated.
- students are responsible for their own learning and commit to reading and viewing assigned materials, contributing to ongoing group discussions in an ongoing and timely fashion, and supporting one another to achieve learning objectives.
- the instructor will monitor all online activities, be responsive to students' questions and ensure that learning objectives and course requirements are clearly stated and understood.

Course Text(s) and Assigned Readings

Regehr, C. & Glancy, G. (2014). *Mental health social work practice in Canada*. Don Mills, ON: Oxford University Press.

Additional required and supplementary readings for each module will be posted on the D2L site. Students will be required to access these required and additional readings using their UC IT accounts

Class Schedule

This course includes four modules. The first module will situate social work practice in mental health, as this emerged through the 20th and into the 21st centuries, along with current policy and legislative frameworks. In the second module, you will be introduced to methods of assessment, including the Diagnostic and Statistical Manual of Mental Disorders, the current guide for diagnosis in mental health across Canada and the United States. In the third module, our focus will shift to types of treatment. The readings, course materials and discussions in each of the first three modules are designed to develop or enhance your understanding of social work practice in mental health, and current assessment and treatment methods and to introduce critical perspectives that will be the focus of the fourth module. In addition to the required text for the course, students will be expected to access online materials including

academic, peer-reviewed articles, reports, and other online resources. Required and supplementary materials are identified for each module on the D2L site.

Module 1: Social Work Practice in Mental Health: Historical and Current Considerations

January 13th to January 24th

Biomedical notions of mental health and illness currently dominate mental health services, and social workers rank among the professionals most often providing services in the mental health field, often practicing on teams with psychiatrists, psychologists, and registered nurses. Diagnosis and treatment decisions are typically framed by the Diagnostic and Statistical Manual of Mental Disorders (DSM) published by the American Psychiatric Association, and social workers share a language and notions developed by psychiatry in the latter half of the twentieth century; and even those not directly employed in mental health settings often encounter or perpetuate psychiatric and biomedical notions on a regular basis. This module will consider the close alliance that developed between psychiatry and social work in the twentieth century and the national and professional context for social work in mental health currently, including current policy and legislative frameworks, along with other contextual factors that include the work of the recently-established Mental Health Commission of Canada. Online discussions in this module will run from January 17th to 24th inclusive.

Module 2: Assessment and Diagnosis in Mental Health

January 27th to February 14th

Although social work seeks to understand the multiple contexts that influence individual, family, and community experience, assessment in mental health typically focuses on individual level factors and diagnoses are typically made using the DSM. This module examines assessment and diagnosis in mental health practice and the use of the DSM in particular. Students are expected to become familiar with the organization and use of the DSM as a clinical manual. The DSM will also be considered as a social and political document that has shaped current and professional understandings of mental health and illness, and students will examine the history of the DSM, along with current critiques of the use of the DSM in social work practice. Online discussions in this module will run from February 4th to 14th inclusive.

Reading Week: February 17th to 21st

Module 3: Treatment and Intervention in Mental Health Practice

February 24th to March 13th

Biomedical approaches to diagnosis and treatment are commonly considered to dominate mental health practice today, particularly as the use of psychotropic medications has increased across disorders and across the lifespan, and their effectiveness is often proclaimed without question or critique. Students will examine current treatment approaches alongside evidence for, or statements about, their effectiveness. Non-pharmacological treatments have also proliferated in recent years and students will be invited to examine evidence for their effectiveness and factors contributing to their use and popularity. Online discussions in this module will run from March 4th to 13th inclusive.

Module 4: Critical Perspectives for Social Work Practice in Mental Health

March 16th to April 15th

Despite the profession's commitment to social justice, social workers are often unfamiliar with the growing and substantial body of literature that is critical of the DSM and current practice approaches. This module will provide an opportunity to consider critical perspectives introduced in the first three modules in greater detail, including concerns regarding the reliability and validity of the DSM, and its use across cultures; and the overwhelming tendency to focus on individual adjustment and amelioration, through the use of psychotropic medications and adjunct therapies, without regard to historical, social, political and cultural determinants of health and mental health. Specific issues will also be introduced or elaborated in this module, including but not limited to the influence of pharmaceutical companies in mental health care;

dramatically increased prevalence rates for mental illness, particularly amongst children and adolescents; culture, gender and diagnosis; and strategies for re/shaping social work practice in mental health. Students will be required to evaluate current mental health practice in light of the growing and sustained critique of that practice. Online discussions in this module will run from March 25th to April 15th inclusive.

Assignments	
<p>Evaluation of student performance in this course will be based on participation in group discussions for each module and two written assignments. Group discussion times will be designated for each module, and the written assignments will be submitted by each student individually.</p> <p>The University of Calgary, Faculty of Social Work, supports the Core Learning Objectives of the Canadian Association for Social Work Education (CASWE) at the Bachelor level. Each course offered at the undergraduate level will address specific Learning Objectives and the complete list of Learning Objectives is posted on the D2L site for this course. The specific Learning Objectives addressed in this course are listed along with the description of each assignment below.</p>	
1. Group discussions	
	Weight: 20% (5% for each module)
	Small groups have been set up for the course and small group discussions will be scheduled for each module. The online discussions are intended to replicate study or seminar groups offered in face-to-face instruction, to provide the opportunity to share individual perspectives, and to foster collaborative learning. Guidelines for evaluating postings will be posted on the D2L site but will include the number of submissions and their timeliness and the substance of each posting. These discussions will focus on questions provided by the instructor and questions generated by group members. CASWE Core Learning Objectives: 1, 2, 4, 5
2. Practice example: Diagnosis and Treatment	
	Due: March 20 th
	Weight: 35%
	Format: APA format (6 th ed.) with 12-point Times New Roman font, double-spaced, 1" margins
	Length: 8 pages , not including title page or references
	In this assignment students are required to present a practice example to illustrate a DSM-based disorder and to offer a diagnosis based on DSM 5 diagnostic criteria. It is expected that one of the disorders described in the textbook, or a disorder most commonly diagnosed in childhood or adolescence, will be illustrated through a selected practice example and the DSM criteria described. Students are also required to survey the peer-reviewed social work practice literature to identify current or recent treatment approaches and to evaluate the effect of different treatment approaches and to examine associated diagnostic and treatment issues. CASWE Core Learning Objectives: 9.1, 9.2, 9.4 and 9.5
3. Issues Paper: Developing Critical Perspectives for Social Work Practice in Mental Health	
	Due: April 15 th
	Weight: 45%
	Format: APA format (6 th ed.) with 12-point Times New Roman font, double-spaced, 1" margins
	Length: 10 pages , not including title page or references
	In this assignment students are to select an issue or issues identified in module #4 or in previous module discussions. This assignment will focus on the presentation of the issue or issues identified and an analysis of the issue for social work practice in mental health. A list of possible essay topics will also be provided, and students are to submit an abbreviated outline of their essay for approval and feedback by March 27 th . CASWE Core Learning Objectives: 4.2, 4.3, 5, 9.1, 9.2, 9.4 and 9.5

Recommended Reading

Additional readings will be posted for each module on the D2L site for the course.

Grading

University of Calgary
Faculty of Social Work, Central and Northern Alberta Region
BSW Grading System
2019-2020

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. All grade will be totaled at the end of term and rounding of any percentage grades will occur at that time. Students must reach the lower threshold of the designated percentage range in order to be awarded the associated letter grade.

Withdrawal

No refunds for withdrawal from **winter session half-courses** after January 23, 2020. The last day to add or swap fall session half-courses is January 24, 2020. The last day to withdraw with permission from winter session half-courses is April 15, 2020.

The Undergraduate Academic Schedule for 2018-2019 can be viewed at <https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html> The online version of the academic schedule supersedes the information on this course outline.

Course Evaluation

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment.

Consistent with the aims of the Social Work Program, all students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. The University of Calgary also expects all to respect, appreciate, and encourage diversity.

All members of the University community participating in the Social Work Program are expected to offer their fellow community members unconditional respect and constructive feedback. While critical thought, and debate, is valued in response to concepts and opinions shared in class, feedback must at all times be focused on the ideas or opinions shared and not on the person who has stated them. Where a breach of an above mentioned expectation occurs in class, the incident should be reported immediately to the Associate Dean or his/her designate. As stated in the University Calendar, students who seriously breach these guidelines may be subject to a range of penalties ranging from receiving a failing grade in an assignment to expulsion from the University.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. Students are expected to comply with professional standards for the Social Work profession as outlined by the Canadian Association for Social Workers, Code of Ethics (2005): <https://casw-acts.ca/en/Code-of-Ethics> and the Alberta College of Social Work Standards of Practice (2013): http://www.acsw.ab.ca/document/1327/final_standardsofpractice_20131104.pdf
Students are expected to ensure they are both familiar with, and comply with these standards.

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she should speak with the course instructor and consult the CFREB ethics website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment."

WRITING EXPECTATIONS

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

IMPORTANT INFORMATION

A number of services are available through the Wellness Centre to support students in distress or those needing wellness supports: <http://www.ucalgary.ca/wellnesscentre/resources>

Wellness Centre Phone Support (403) 210-9355 24 hours/day

If a student requires immediate or crisis support, they can also call the Mental Health Help Line 1-877-303-2642 (toll free within Alberta for mental health advice).

Each individual is responsible to ensure compliance with the University of Calgary copyright policy. Individual questions and concerns should be directed to copyright@ucalgary.ca. Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Students must use their ucalgary email address as the preferred email for university communications.

The Social Work representative to the Students Union is to be determined (swsa@ucalgary.ca).

Appeals: If there is a concern with the course, academic matter, or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, and must follow the process in the Calendar. <http://www.ucalgary.ca/pubs/calendar/current/i.html>

The Student Ombudsman's Office can be reached at <http://www.ucalgary.ca/ombuds/> for assistance with any academic and non-academic misconduct concerns.

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services <http://www.ucalgary.ca/access/> (403) 220-8237 or email: access@ucalgary.ca. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to the Faculty of Social Work's Associate Dean (Teaching & Learning).

SUPPORTS FOR MENTAL HEALTH

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive support when needed. We encourage you to explore the excellent mental health resources available and the Campus Mental Health strategy website (ucalgary.ca/mentalhealth).

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence. Of those who are alleged to have committed sexual violence, it provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

SAFEWALK

Safewalk provides a safe and reliable alternative to walking alone at night around and on the U of A campus. Located at 0-22 SUB, phone (780) 492-5563 or 4-WALK-ME. In addition to the UofA's Safewalk program, security personnel at Enterprise Square will provide an escort from the main lobby between 6:00 p.m. and 11:00 p.m., any day that the building is open. Arrangements to be accompanied can be made at the security desk opposite the elevators on the main floor at the time the escort is required – reservations ahead of time are not possible. Security will escort you within a two-block radius of Enterprise Square.