

Course Number	SOWK 553.15 S02	Classroom	Online
Course Name	Mental Health		
Day(s) & Time	Asynchronous via D2L Appointments arranged via email		
Instructor	Dr. Heather M Boynton		
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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.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

- 1) Understand and reflect on the important role of social work in the mental health system
- 2) Examine and articulate the complexity and various contexts of mental health systems
- 3) Understand the components and importance of a biopsychosocialspiritual assessment that include contextual and cultural factors
- 4) Examine, compare and contrast previous and ongoing critiques of mental health systems and mental health practice including but not limited to:
 - a) current models of treatment and evidence-based approaches: modular, group, individual, family, integrative, holistic, cultural
 - b) the history, validity and reliability of the DSM and classifications
 - c) professional, political, corporate and commercial influence in the provision of mental health services

- 5) Develop, refine and enhance collaborative teamwork skills including developing group work contracts, leadership, decision making, problem solving, and conflict resolution through the application of Tuckman's model of group dynamics (forming, storming, norming, performing and adjourning)
- 6) Apply critical thinking and evaluative skills to diagnostic areas of mental health
- 7) Evaluate the benefits and challenges of a diagnosis for an individual
- 8) Identify and develop a critical framework to evaluate social work practice in mental health

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR 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.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

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.

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 treatments and interventions. 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 11th to 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 interprofessional 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 Mental Health Commission of Canada. The recovery approach to mental health and promoting hope and optimism will be examined. Society, culture and spirituality will be presented as important factors. Chapters 1-3 will be the focus along with resources on D2L

Module 2: Assessment and Diagnosis in Mental Health

January 25th to February 7th

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. Suicide and self harm are critical aspects of assessment. Safety contracting will be discussed from multiple lenses. Chapters 4, 5, 6, 8, 9 will be the focus along with resources on D2L

Module 3: Psychosis, other Mental Health Issues, Treatment and Interventions in Mental Health

February 8th to March 12th (Reading week February 15-21)

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. Evidenced based practice will be examined and critiqued from individual, contextual, and cultural lenses. Chapters 7, 10, 11,12 will be the focus along with resources on D2L.

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

March 13th 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 lifespan and development factors and increased prevalence rates in children and adolescents, gender and LGBTQ, historical, social, political and cultural determinants of health and mental health. Students will be required to evaluate current mental health practice in light of the growing and sustained critique of that practice and consider strategies for reshaping social work practice in mental health. Students will co-create learning through presentations of chosen topics. Resources on D2L will be the focus.

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY AND INCLUSION

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students may wish to use Zoom to complete group work. Requested office hours may be done over Zoom on Tuesday evenings between 6-8. If you are using Zoom, please be prepared, as best as you are able, to join your group or the instructor in a quiet space that will allow you to be fully present and engaged in Zoom sessions. All students are expected to behave in a professional manner during the session.

ASSESSMENT COMPONENTS

Evaluation of student performance in this course will be based on participation in the ongoing small group discussions and group mini assignments due at the end of each module. Group discussion and mini assignment instructions for each module will be provided in D2L. Mini assignments may include individual or group activities such as reflection mini papers, compiling discussion post themes, preparing short written or oral assignments, debates and results themes, developing infographics or resource lists etc. There will also be an individual final paper.

1. Mini assignments: Group discussions, participation, and mini assignments during each of the 4 modules

Weight: 40% (10% for each module)

Small groups of 3-5 students have been set up for the course. Each group will develop a group charter with guidelines for participation and timelines for work, problem solving and conflict

resolution, and be introduced to Tuckman's model of group development to support their collaborative work together. This is intended to simulate collaborative work that often occurs in the practice field. Small group discussions will occur throughout the module and the discussions are also intended to replicate study or seminar groups to offer the opportunity to share individual perspectives and with, from and about one another. They are also intended to foster collaborative and authentic learning through experiential learning activities. These discussions and activities will focus on the material (articles, websites, podcasts etc.) in each module. Instructions and questions provided by the instructor will describe the resources to review and activities that students are to complete. Students will be required to participate in the module activities which may include tasks such as creating a resource list, an executive summary of your discussion on a topic, creating an infographic etc. Each student will submit a group participation form at the end of the term that provides a mark and rationale for each group member including themselves. This offers students an experience to self-reflect, and practice with effective feedback. A template for the participation mark is provided in D2L, as well as a rubric for participation in discussion groups.

Core Learning Objectives: 1, 2, 3, 4, 5, 6, 7

2. Practice example/Case study: (this can be done as a group or individually)

Due: March 12th

Weight: 30%

Format: Recorded PowerPoint presentation or approved alternative

Length: 8 or 12 slides, not including title page or reference pages, recommended length or recorded information 1-2 minutes per slide, and to not exceed 3 minutes.

In this assignment students are required to present a practice example/case study to illustrate the disorder that has been selected and to offer a diagnosis based on DSM 5 criteria. It is expected that one of the disorders described in the textbook will be illustrated through a selected practice example and the DSM criteria described. Students are also required to survey the social work practice literature for the past 10 years to identify current or recent treatment approaches and to evaluate the effect of different treatment approaches and chose an appropriate treatment. Goals of treatment should be discussed as if they were collaboratively set with the individual(s). In addition, students will identify and describe controversies, issues, associated with the diagnosis and treatment of the disorder they have selected, as well as the parameters for treatment and the strengths and benefits of chosen strategies. References should be done in APA format). Submissions will be in the assignment posting area in D2L and shared with the class. A rubric will be provided in D2L.

Core Learning Objectives: 3, 4, 6, 7, 8 (5 if done in a group)

3. Issues Paper: Developing Critical Perspective for Social Work Practice in Mental Health

Due: April 8th

Weight: 30%

Format: Microsoft Word, APA format (7th ed.) with 12-point Times New Roman font, double-spaced, 1" margins

Length: 8 or 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. The paper should include a clear introduction of the topic, a progression of ideas that clearly articulate the topic/critical perspectives/framework and/or critiques or arguments with a logical flow, and it will offer implications for practice, and have a conclusion that offers key points. Topics and ideas for direction can be discussed with the instructor. Outlines also can be run by the instructor. Submission will be in the course drobox. A rubric will be provided in D2L

Core Learning Objectives: 1, 2, 4, 6, 8

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to participate in module assignments and to communicate with their group members if they are going to be absent or unavailable.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Assignments are due by 11:59pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. If exceptional circumstances arise the student should contact the instructor in advance.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

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

GRADING

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.

The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description
A+	4.0	Outstanding
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter
A-	3.7	
B+	3.3	
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete
B-	2.7	
C+	2.3	
C	2.0	Satisfactory – basic understanding of subject matter
C-	1.7	
D+	1.3	
D	1.0	Minimal Pass – marginal performance
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements

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.

ADDITIONAL SUGGESTED READINGS

Recommended (not required) secondary text:

Goldner, E., Jenkins, E., Bilsker, D. (2016). *A Concise Introduction to Mental Health in Canada (2nd Ed.)*
Toronto: Canadian Scholars Press

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

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.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 and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at: <https://acsw.ab.ca/site/practice-resources?nav=sidebar>

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they 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.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is

prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

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, or 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>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**