UNIVERSITY OF CALGARY
FACULTY OF SOCIAL WORK

Winter 2022

Course & Session Number	SOWK 610.05 S03	Classroom	Online with in-person residency
Course Name	Theoretical & Philosophical Perspectives for Community-Based Health & Wellness		
Day(s) & Time	Zoom classes from 6:30 to 9:00 p.m. on Jan. 10, 17, 24 and 31 and Feb. 7 and 14 In-class Residency from 9:00 a.m. to 4:00 p.m. on March 1 and 2		
Instructor	Rick Enns, PhD, RSW		
U of C E-mail	renns@ucalgary.ca	U of C Phone	not applicable

SYLLABUS STATEMENT

Examines multiple social work theories, models, and approaches to clinical practice. Clinical social work practice is situated within in historical, economic, political, social and cultural contexts. Critical perspectives, issues of power and intersectionality are discussed in relation to contemporary issues.

COURSE DESCRIPTION

The determination of psychological health and well-being has been mediated through pervasive diagnostic instruments such as the Diagnostic and Statistical Manual of Mental Disorders (5th edition) that focus on the interior life of the individual, and social work has adopted these technologies to guide practice and promote well-being. As the first of 4 courses examining community health and well-being, this course will promote a critical analysis of current approaches to mental health and well-being and introduce students to alternative and critical approaches for practice. There is a rich and growing theoretical basis that challenges dominant modes of thought and practice across the western social sciences, and social work. Combining residency requirements and online modalities students will examine their existing practice frameworks through collaboration and self-study and consider how their practice can be informed by theoretical practices grounded in a critique of existing practice models.

COURSE LEARNING OUTCOMES

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

1. describe historical and current critiques of western, biomedical approaches to mental health and wellness, including anti- and critical psychiatry approaches, and social work critiques in particular,
2. describe the theoretical bases for the critique of western, biomedical approaches to mental health and wellness,
3. interrogate current and predominant social work models of practice in mental health, and identify shortcomings in current diagnostically-driven, biomedical models of assessment and response,
4. articulate a theoretical base/bases for inquiry into psychological and social distress that builds on the theoretical frameworks examined in the course,

5. articulate a theoretical base/bases to support individuals and communities experiencing psychological and social distress that builds on the theoretical frameworks examined in this course, and
6. present an emerging model of social work practice for use in their practice area or area of interest.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Nelson, G., Kloos, B. & Ornelas, J. (2014). *Community psychology and community mental health: Towards transformative change.* Oxford University Press. We will cover chapters 1 to 4 in SOWK 610, and the remaining chapters will be included in SOWK 612.

Additional required readings are listed below and have been selected to frame questions and prompt discussions for the topics identified in each module, and they will form the reading list for assignments 1 and 2. Students are asked to select and read at least 4 articles listed under each module below and additional resources by module or topic area will be posted on the D2L site.

Module 1. What's the issue? Current critiques of social work practice in mental health and wellbeing. This module will consider the framing of mental illness and treatment in neoliberal and western states. The intersection of policy and governance models alongside corporate and professional interests have shaped mental health practice, and social workers have often found themselves as lesser partners in multidisciplinary teams that focus on individualized and biomedical models of assessment and treatment. The readings and discussions in this module will examine neoliberal, policy and governance influences on the shape and definition of mental distress and response.

Cohen, B. (2017). The psychiatric hegemon and the limits of resistance. *Philosophy, Psychiatry, & Psychology, 23*(3/4), 301-303.

Cosgrove, L. & Karter, J. (2018). The poison in the cure: Neoliberalism and contemporary movements in mental health. *Theory & Psychology, 28*(5), 669-683.

Dean, C. (2017). Social inequality, scientific inequality, and the future of mental illness. *Philosophy, Ethics, and Humanities in Medicine, 12*(10), 1-12.

Gill, R. & Orgad, S. (2018). The amazing bounce-backable woman: Resilience and the psychological turn in neoliberalism. *Sociological Research Online, 23*(2), 477-495.

Joseph, A. (2015). The necessity of an attention to Eurocentrism and colonial technologies: An addition to critical mental health literature. *Disability & Society, 30*(7), 1021-1041.

Rimke, H. (2016). Introduction – Mental and emotional distress as a social justice issue: Beyond psychocentrism. *Studies in Social Justice, 10*(1), 4-17.

Module 2. But what's wrong with the DSM (and other things)? Examining predominant, diagnostically-driven and biomedical approaches to mental health and wellbeing. Critics have also addressed significant shortcomings in the basic technologies and models of practice that characterize psychiatrically-driven models of practice and shape social work practice in mental health. Concerns about the validity and reliability of psychiatric diagnosis, the pathologization of an increasing range of behaviours and often expectable psychological responses, the quick resort to psychotropic medications, and the influence of pharmaceutical corporations are among the concerns that have been identified by a wide range of critics from within psychiatry and outside of the profession. The readings and discussions

in this module will consider longstanding and ongoing concerns about psychiatrically-driven models of practice.

Cohen, D., McCubbin, M., Collin, J., & Pérodeau, G. (2001). Medications as social phenomena. *Health, 5*(4), 441-469.

Gambrill, E. (2014). The *Diagnostic and Statistical Manual of Mental Disorders* as a major form of dehumanization in the modern world. *Research on Social Work Practice, 24*(1), 13-36.

Lafrance, M. & McKenzie-Mohr, S. (2013). The DSM and its lure of legitimacy. *Feminism & Psychology, 23*(1), 119-140.

Middleton, H. & Moncrieff, J. (2018). Critical psychiatry: A brief overview. *British Journal of Psychiatry, 25*, 47-54.

Mills, C. (2014). Psychotropic childhoods: Global mental health and pharmaceutical children. *Children & Society, 28*(3), 194-204.

Moncrieff, J. (2008). The creation of the concept of an antidepressant: An historical analysis. *Social Science & Medicine, 66*(11), 2346-2355.

Ussher, J. (2013). Diagnosing difficult women and pathologizing femininity: Gender bias in psychiatric nosology. *Feminism & Psychology, 23*(1), 63-69.

Module 3. What do the critics say? Some critical theoretical perspectives for social work practice in mental health. Social work and other scholars have confronted current and dominant models of practice by examining the historical roots of psychiatry and interrogating mental health services as an extension of Eurocentrism and colonial technologies. Critical race theory, queer theory, and mad studies have also contributed to recent critiques of prevailing approaches to mental health and well-being and provide opportunities to reshape social work practice in mental health. The readings and discussions in this module will focus on specific theoretical critiques of current mental health practice and identify these as perspectives to shape alternative models of practice.

Brown, C. (2021). Critical clinical social work and the neoliberal constraints on social justice in mental health. *Research on Social Work Practice.* Advanced online publication.

Gomory, T, Wong, S., Cohen, D., & Lacasse, J. (2011). Clinical social work and the biomedical industrial complex. *Journal of Sociology and Social Welfare, 38*(4), 135-165.

Healy, K. (2016). After the biomedical technology revolution: Where to now for a bio-psycho-social approach to social work? *British Journal of Social Work, 46*(5), 1446-1462.

Keating, F. (2016). Racialized communities, producing madness and dangerousness. *Intersectionalities: A Global Journal of Social Work Analysis, Research, Policy, and Practice, 5*(3), 173-185. Available at https://journals.library.mun.ca/ojs/index.php/IJ/article/view/1664

Nyquist Potter, N. (2015). Reflections on things we don't want to think about: Intersections of colonialism, transgenerational trauma, and oppression within psychiatry. *Journal of Ethics in Mental Health, 9,*1-7. Available at https://jemh.ca/issues/v9/documents/JEMH_Open-Volume_Article_Theme_Colonization_Reflections_June2015.pdf

Strier, R. & Bershtling, O. (2016). Professional resistances in social work: Counterpractice assemblages. *Social Work, 61*(2), 111-118.

Williams, C. (2002). A rationale for an anti-racist entry point to anti-oppressive social work in mental health services. *Critical Social Work, 2*(2), 20-31.

Module 4. What can be done? Identifying elements of alternative approaches and practice applications. Critical approaches to promote individual and community health and well-being have been identified by social work practitioners and professionals in allied disciplines. Critical models of practice, and decolonizing, anti-racist, queer and mad approaches to promoting individual and community health and well-being, have begun to challenge still dominant individualized, corporatized and neoliberal models of practice. The readings and discussions in this module will examine frameworks for critical social work practice in mental health, along with specific examples across communities or different practice contexts.

Bartholomew, T., Gundel, B., Kang, E., Joy, E., Maldonado-Aguiñiga, S., Robbins, K., & Li, H. (2021). Integrating cultural beliefs about illness in counseling with refugees: A phenomenological study. *Journal of Cross-cultural Psychology.* Advance online publication. https://doi-org.ezproxy.lib.ucalgary.ca/10.1177%2F00220221211038374

Bemak, F. & Chi-Ying Chung, R. (2021). Contemporary refugees: Issues, challenges, and a culturally responsive intervention model for effective practice. *The Counseling Psychologist, 49*(2), 305-324.

Gone, J. (2021). Decolonization as methodological innovation in counseling psychology: Method, power, and process in reclaiming American Indian therapeutic traditions. *Journal of Counseling Psychology, 68*(3), 259-270.

Lloyd, D. (2000). Colonial trauma/Postcolonial recovery. *Interventions, 2*(2), 212-228.

Mulé, N. (2021). Mental health issues and the needs of LGBTQ+ asylum seekers, refugee claimants and refugees in Toronto, Canada. *Psychology & Sexuality.* Advance online publication. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/19419899.2021.1913443

Uwibereyeho King, R., Este, D., Yohani, S, Duhaney, P., McFarlane, C., & Ka Kei Liu, J. (2021). Actions needed to promote health equity and the mental health of Canada's Black refugees. *Ethnicity & Health.* Advance online publication. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/13557858.2021.1955092

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

As the first of four courses that examine community-informed practice for health and well-being, SOWK 610 examines theoretical and philosophical perspectives to sustain a critique of existing and dominant models of social work practice in mental health. This course will also inform alternative approaches of inquiry into mental health and well-being (assessment) as considered in SOWK 612 and to practice and support with individuals and communities experiencing psychological and social distress (treatment) as considered in SOWK 614 and 616.

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 familiarity with the topics we discuss in this course will differ; 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 course and personal learning objectives.
- the instructor will monitor be responsive to students' questions and ensure that learning objectives and course requirements are clearly stated and understood.

CLASS SCHEDULE			
	Class format & time	Topic	Required readings
January 10	Zoom: 6:30 to 9:00 p.m.	Introduction to course	Nelson, et al., chapters 1 & 2
January 17	Zoom: 6:30 to 9:00 p.m.	Introduction to community approaches	Nelson, et al., chapters 3 & 4
January 24	Zoom: 6:30 to 9:00 p.m.		Module 1 readings
Assignment 1	To be completed by 11:59 p.m. on January 30		
January 31	Zoom: 6:30 to 9:00 p.m.		Module 2 readings
February 7	Zoom: 6:30 to 9:00 p.m.		Module 3 readings
Assignment 2	To be completed by 11:59 p.m. on February 13		
February 14	Zoom: 6:30 to 9:00 p.m.		Module 4 readings
Reading week: February 21 to 25, 2022			
Assignment 3a	To be completed by 11:59 p.m. on February 27		
Residency: March 1 & 2, 2022 for SOWK 610 March 3 & 4, 2022 for SOWK 612			
March 1 to 2	SOWK 610: Assignment 3b due as scheduled		
March 3 to 4	SOWK 612		
Note.			

Please note important dates for Winter 2022

- Add/Drop/Swap and Withdraw deadlines: Check the Student Centre

- Start of Classes: Monday, January 10, 2022
- Term Break, no classes: February 20 – 26, 2022
- End of Classes: Tuesday, April 12, 2022
- End of Term: Friday, April 29, 2022
- Good Friday, no classes: Friday, April 15, 2022
- Easter Monday, no classes: Monday, April 18, 2022

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 are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Additional information for each assignment will be provided in class and on the D2L site. The information below details the length, format, due date and focus of each assignment.

Assignment 1 (based on Introduction to course and module 1)
Formulating enquiry: More questions than answers

Weight: 20%
Length: 4 pages (not including title or reference pages)
Date: January 30 by 11:59 p.m.
Format: APA 7th ed., 12 pt. Times New Roman font, 1" margins

Style: First person narrative acceptable
Aligned course learning outcomes: 1, 2, & 3

Assignment 2 (based on modules 2 and 3)
Consolidating a personal critique: Article annotation and synthesis

Weight: 40%
Length: 8 pages (not including title or reference pages)
Date: February 13 by 11:59 p.m.
Format: APA 7th ed., 12 pt. Times New Roman font, 1" margins
Aligned course learning outcomes: 3, 4, & 5

Assignment 3: Group paper and presentation
Shared perspectives for critical practice

There are two components to this assignment. Part A consists of a group paper (note possible alternative formats) outlining critical practice possibilities in a community setting chosen by the group and Part B is a group presentation and guided discussion building on Assignment 3a and scheduled during the residency for this course. The instructor will create groups for this assignment.

Part A: Group paper (or alternative format)
Weight: 20%
Format: to be decided by group (options include group paper, video panel discussion, etc.)
Date: February 27 by 11:59 p.m.
Aligned course learning outcomes: 5 & 6

Part B: Group presentation and guided discussion
Weight: 20%
Date: March 1 or 2, as assigned
Aligned course learning outcomes: 5 & 6

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

GRADING CONVENTIONS USED IN THIS COURSE

- Grades assigned for each assignment will be rounded to 2 decimal points if necessary and all grades will be added at the end of term to determine the final grade for the course. Students must meet or exceed the lower threshold of the percentage range indicated in the Graduate Grading System (see below) to achieve the corresponding letter grade for the course.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

- Dropbox folders will be set up in D2L for assignment submissions. Please submit all assignments electronically – and as WORD documents – to the appropriate Dropbox in D2L. The assignment number and student name should be included in the filename and 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

- All assignments are due by the date and time indicated on the course outline, unless an extension has been discussed and agreed upon with the instructor, as a result of emergency or unexpected circumstances, or for other reasons approved by the instructor. Five percent of the grade allocated

for the assignment will be deducted for each day or portion thereof for late assignments if an extension has not been approved.

EXPECTATIONS FOR WRITING

- Quality of writing is an important component of all written assignments. Students are expected to use APA 7th edition guidelines for formatting, and each written assignment will be evaluated for the quality and clarity of writing. Grading guidelines for each written assignment will include further details. Sources used in research papers must be properly documented and referenced in APA 7th edition format. Click here to connect with the Student Success Centre and click here for abbreviated APA 7th ed. resources. Additional APA resources can be found here.

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

The University of Calgary **Graduate Grading System** and Faculty of Social Work Percentage Conversion will be used. Grades assigned for each assignment will be rounded to 2 decimal points if necessary and all grades will be added at the end of term to determine the final grade for the course. Students must meet or exceed the lower threshold of the percentage range as indicated below to achieve the corresponding letter grade for the course.

Grade	Grade Point	Description	Percentage
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. **Note**: The grade point value (3.0) associated with this grade is the minimum acceptable **average** that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. **Note**: Students who accumulate two grades of **"B-"** or lower can be required by the faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below "B-" are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59

D	1.00		50-54
F	0.00		Below 50

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.

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 https://ucalgary.ca/legal-services/sites/default/files/teams/1/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://ucalgary.ca/legal-services/sites/default/files/teams/1/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/legal-services/sites/default/files/teams/1/Policies-Sexual-and-Gender-Based-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