

APPLIED ARTS DIVISION
SW 412
3 Credit Course
Fall, 2019

University
of Regina



COURSE OUTLINE

SW 412

MENTAL HEALTH SERVICES

45 HOURS

3 Credit Course

PREPARED BY: Yvette Lepage
APPROVED BY: Andrew Richardson

DATE: April 1, 2019
DATE: June 20, 2019



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The Course Outline Template is approved by the Academic Council on June 20, 2018

APPLIED ARTS DIVISION
SW 412
3 Credit Course
Fall 2019

MENTAL HEALTH SERVICES

INSTRUCTOR: Yvette Lepage, MSW **OFFICE HOURS:** By appointment
OFFICE LOCATION: TBA **CLASSROOM:** A2714
E-MAIL: ylepage@yukoncollege.yk.ca **TIME:** Thursdays, 9 am to 12 pm
FAX: 668-8805, HEHS Office

COURSE DESCRIPTION

This course examines mental health services in society with particular reference to their historical, ideological and theoretical foundations, current clinical models and practices, and legislation that has an impact on the mental health field.

ADDITIONAL COURSE DESCRIPTION

Students will learn about the specific issues and challenges for social workers practicing in Yukon.

PREREQUISITES

Admission to the BSW Program

EQUIVALENCY OR TRANSFERABILITY

For information about the transferability of this course, please contact the Bachelor of Social Work office.

LEARNING OUTCOMES

Students who successfully complete this course will have gained:

- An awareness of the strengths and limitations of our current Canadian mental health services framework.
- Familiarity with relevant federal and territorial legislation.

- Sufficient knowledge of the DSM and the more common mental disorders, in order to collaborate effectively with mental health professionals.
- Ability to recognize and apply social work values and principles in understanding the process of the mental health diagnosis and treatment.
- BSW-level practice knowledge needed to promote recovery and support wellness for those with mental health issues.
- Capacity to critically reflect upon their own personal strengths and vulnerabilities in practice.
- An appreciation for the value of self-care and the means to promote a healthy workplace.

COURSE FORMAT

A variety of instructional methods will be used, including formal lectures, group activities, guest speakers, and class discussion. Students will have multiple opportunities to practice skills required in the field. Students are encouraged to enhance learning for themselves and others by contributing their own resource materials, knowledge, and experience to the class Moodle, discussions, and activities.

ASSESSMENTS

Attendance & Participation

This course takes an “adult education” approach, which facilitates active participation and meaningful collaboration of all student participants. Classes will often include experiential components. Full participation will not only benefit you but will also enhance the learning environment for your student peers. [SEP]

Punctual attendance and full participation is essential. Students are strongly encouraged to attend all classes, be prepared to participate (by completing the readings and assignments on the dates due) and be willing to engage with others in an open and collaborative manner.

IMPORTANT: Students missing more than two classes will lose 5% of their total grade for *each* additional class missed. For example, if you miss three classes, you will have 5% taken off your final grade; four classes will result in a 10% deduction, etc. If you miss more than two classes, you may choose to speak with the instructor and ask for an additional assignment or assignments to complete in lieu of a deduction in your final mark. It is at the instructor’s discretion whether to grant this request and to determine the content and format of the assignment. This additional assignment must be completed satisfactorily prior to the end of term.

It is your responsibility to ensure that you have signed the attendance sheet at the beginning of each class, as this is the document that will be used to determine whether deductions for absenteeism will be applied.

Assignments

Detailed description of assignments and associated requirements will be provided on the first day of class. **Please note - all written assignments must meet the standard for accuracy in grammar and punctuation that is expected at a university level. Written assignments must also be well organized and typed/computer generated. Errors in spelling, grammar, and punctuation will affect your mark. You must use APA format.**

Due dates: Assignments are to be submitted by email to the instructor, and by **midnight on the date the assignment is due**. Any hard copies of work submitted outside of class time must be signed and dated by Applied Arts or Health, Education and Human Services administrative staff. If you have serious extenuating circumstances please speak with your instructor **in advance** of the due date, regarding the possibility of an extension.

Rewrites: The instructor is under no obligation to provide you opportunities to re-do your work after it has been submitted for marking. If you *are* given an opportunity to re-submit an assignment for marking, the highest grade you can obtain is 70%.

Assignment 1 - Critical Review (20%)

Due: October 3

Students will write a critical review of the documentary "Cracking Up". This film will be shown during the class in Week 2 of the course.

Assignments 2 - "Assigned client" project (Combined total of 50%)

Part 1 - Initial Summary & Provisional Assessment, due: November 7

Part 2 - Support Plan & Part 3 -

Case Consultations documentation, both due: December 5.

Each student will have been assigned one of four "clients." Over the weeks that follow, students will be guided through the process of completing an initial assessment of their client, as well as developing an individualized provisional plan for support. As part of in-class activities, students will also participate in case conferencing with their student peers as they develop their support plans. Documentation of these conferences is to be submitted to your instructor with your support plans. The details of this assignment will be provided to students in class, and also posted on Moodle.

Assignment 3 - Critical reflections on First Person Narratives (Each 5%, total 20%)

This assignment is comprised of four brief (1-2 page) critical reflections based on required readings in the form of questions provided to you by your instructor. These critical reflections will be due on a weekly basis, beginning Week 7 through Week 10,

and are to be submitted via Moodle.

Tests - Weekly Mini Quizzes (10%)

There will be **no midterm or final exam** for this course. Instead, students will complete mini-quizzes, through the course Moodle page. Questions will be based upon assigned readings and/or formal lectures. Quizzes begin in week 3 for this course.

EVALUATION

Assignment 1: SW Assessment	20%
Assignment 2: Support Plan & Case Consultation Notes	50%
Assignment 3: Critical Reflections - FP Narratives	20%
Weekly Quizzes	10%
Total	100%

REQUIRED TEXTS *PLEASE NOTE - There are two required texts for this course:*

Regehr, C. & Glancy, G. (2014) *Mental Health Social Work Practice in Canada*. (2nd ed.). Ontario, CA: Oxford University Press

LeCroy, C. W. & Holschuh, J. (Eds.). (2012). *First person accounts of mental illness and recovery*. Hoboken, N.J.: John Wiley & Sons, Inc.

SUPPLEMENTARY MATERIALS

Any additional readings assigned will be provided by the instructor or placed on reserve in the library.

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work which has previously received credit is also

considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact [the Learning Assistance Centre \(LAC\): lac@yukoncollege.yk.ca](mailto:lac@yukoncollege.yk.ca).

TOPIC OUTLINE

September 5, 2019 - Week 1: Personal Perspectives and Social Work Values

In this first week students will be provided with an overview of the course, assignments, and desired learning outcomes. Students will be introduced to the role of social work in mental health, and the values which inform practice. There are no required readings for this first class.

September 12 - Week 2: History and Cultural Context

The instructor will provide a brief overview of the history of mental health services and the different perspectives that have influenced its evolution.

In the last hour of class, we will be viewing the film "Cracking Up" - which is the basis for completion of Assignment 1.

Required Reading:

Lavallee, L.F. & Poole, J.M. (2010) Beyond Recovery: Colonization, Health and Healing for Indigenous Peoples in Canada. *International Journal of Mental Health and Addiction* 8:271-281 *Posted on Moodle*

September 19 - Week 3: Legislation & Social Work Ethics

Through lecture, readings, and in-class activities, students will gain grounding in the legislative framework that shapes mental health policy, service provision, and informs social work practice.

Required reading:

Regehr & Glancy:

- Chapter 2: Policy Framework for Mental Health Practice in Canada
- Chapter 3: Mental Health Laws in Canada

September 26 - Week 4: Classification and Identification

Topics for presentation, activities, and discussion will include: the Diagnostic Statistical Manual – its value and its limitations; consideration of the application of evidence-based practice to mental health social work; and, the implications of these from the perspective of social work values.

Required reading:

LeCroy & Holschuh:

- Introduction

October 3 - Week 5: Flourishing & Part 1 of Social Work Assessment

Assignment 1 is due!

During the first part of this class, we will explore a theory from Positive Psychology research. PERMA is a model developed by Martin Seligman and describes the elements that have been found to promote happiness and well-being.

In the second half of the class students will be provided with an overview of the social work assessment and the “support planning” process, when working with clients who have mental health issues. Support planning includes consideration of a range of biopsychosocial aspects that may support or undermine an individual’s strengths, capacities, and well-being.

Finally, students will be assigned their clients for completion of the next two assignments. It is recommended that you review the details associated with your client and be prepared to discuss these at the next class.

Required reading:

Explore Moodle resource on Flourishing

Regehr & Glancy:

- Chapter 4: Social Work Assessment in Mental Health

October 10 - Week 6: Part 2 of Social Work Assessment; Social Work Support Planning

This week, we return to social work assessment in mental health and the role of social work in mental health practice. We will also examine the specific issues, challenges, and opportunities for social workers practicing in Yukon.

In-class Case Conference 1: Presenting your client

- During this class students will have their first “case conference” with their student colleagues. At this conference students will present their client to their colleagues, reflect upon the previous week’s class, and discuss the possibilities for assessment and support planning.

Required reading:

Regehr & Glancy:

- Chapter 1: The Context of Mental Health Social Work Practice In Canada

Schmidt, G. (2005) Psychiatric rehabilitation in a remote community. In Heinonen, T. & Metteri, A. (Eds.) *Social work in health and mental health*. Toronto: Canadian Scholars’ Press Inc. (pp. 192- 202) Posted on Moodle

Orientation to Weeks 7 - 11

This course takes a “lifespan” approach in learning about mental health disorders and related issues. As such, disorders that typically appear in childhood and adolescence will be discussed first, followed by those that most often emerge in adulthood. Then we will consider disorders that are often associated with the elder years. Lectures, selected case studies, and in-class activities will review highlights from the readings and integrate these with the process of social work assessment and development of plans for support. Guest presentations will offer the opportunity for exploring material in greater depth. Depending on the needs and interests of students, additional readings may be added by the instructor.

October 17 - Week 7: Disorders With Onset in Childhood

The first part of this class is designed to deepen our understanding of Anxiety Disorders. The second half of the class will provide students with an activity that will help them become familiar with the types of disorders that are typically evident in childhood (e.g., Pervasive Developmental Disorders; Oppositional Defiant Disorders and Conduct Disorders). Students will then have the opportunity to apply their learning about anxiety disorders to social work practice and consider interventions that may promote recovery.

Required reading:

LeCroy & Holschuh. Read the introduction and choose a **minimum of one** of the personal narratives from Chapter 13 - Disorders Usually first Diagnosed in Childhood

Regehr & Glancy:
- Chapter 9: Anxiety

October 24 - Week 8: Disorders with Onset in Adolescence

In this week students will be introduced to the types of disorders that are typically evident in Adolescence - namely Depression and Bipolar Disorder.

In-class Activity - Case conference 2: SW Assessment

- Provide an update to your student colleagues outlining your assessment of your client's strengths, needs, and particular challenges. This activity will be followed by a de-briefing with the class as a whole.

Required reading:

Regehr & Glancy:
- Chapter 8: Depression and Mania

LeCroy & Holschuh: Read the introduction and choose a **minimum of one** of the personal narratives from Chapter 2 - Mood Disorders

October 31 - Week 9: Introduction to Disorders with Onset in Adulthood

In this week students will become familiar with the types of disorders that typically emerge in early adulthood (e.g., Schizophrenia and Other Psychotic Disorders).

Required reading:

Regehr & Glancy:
- Chapter 7: Schizophrenia and Related Psychotic Illnesses

LeCroy & Holschuh: Read the introduction and choose a **minimum of one** of the personal narratives from Chapter 1- Schizophrenia and other Psychotic Disorders

***November 7 - Week 10: Disorders with Onset in the Elder Years
Part 1 of Assignment 2 (Assessment) is due!!***

In this week students will become familiar with some of the cognitive disorders that are typically associated with older adults. Students will also receive additional information from their instructor regarding their client.

Required reading

Regehr & Glancy:

- Chapter 10: Neurocognitive Disorders

LeCroy & Holschuh: Read the introduction and choose a **minimum of two** of the personal narratives from:

- Chapter 8: Delerium, Dementia, and Amnestic and Other Cognitive Disorders

November 14 - NO CLASS THIS DAY

November 21 - Week 11: Working with Complexity - Minding the gaps

For the next three weeks, students will have the opportunity to learn more about the “disenfranchised” within the mental health system (i.e. people with “dual diagnosis,” mentally disordered offenders, and the otherwise “hard to serve”). For the first half of this class we will focus on “case conceptualization” and “hypothesis testing.” This lecture will be followed by “Case Conference 3.” See details below

Required reading: TBA

In-class Case Conference 3: Recent Event

- Update your colleagues on the recent event (provided by your instructor) that has impacted your client. Provide an overview of your provisional support plan and discuss with your colleagues how this plan might change given the new information you have received. This activity will be followed by a de-briefing with the class as a whole.

November 28 - Week 12: Working with Complexity - Suicide and Self-Harm

Topics for lecture and discussion will focus on supporting individuals who present with suicidal ideation and self-harming behavior, including a model for assessing risk and some of the evidence-based interventions for social work practice.

Required reading

Regehr & Glancy:

- Chapter 5 Suicide and Self-Harm

December 5th - Week 13: Working with Complexity - Mentally Disordered Offenders

In addition to a review of the readings, we will consider a range of practice issues when working with offenders who have mental health issues.

Required Reading

Regehr & Glancy:

- Chapter 12 Personality Disturbance

LeCroy & Holschuh: Read the introduction and choose a **minimum of two** of the personal narratives from Chapter 4 - Personality Disorders

Part 2 of Assignment 2 (Support Plan & Case Conference notes) is due.