

## **CDIS 5045/HLTH 5450 3.0 Health Equity and Mental Health Policy**

### **COURSE INFORMATION**

<b>Term:</b>	Fall 2021
<b>Class Time:</b>	Monday 2:30-5:30
<b>Location:</b>	<b>Vanier College 102</b>
<b>Instructor:</b>	Professor Marina Morrow
<b>Office:</b>	Stong College 314C
<b>Tel:</b>	416 736-2100 extension 30325
<b>Email:</b>	mmmorrow@yorku.ca
<b>Office hours:</b>	By arrangement

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### **COURSE DESCRIPTION**

Mental health policy, once described as the ‘orphan child’ of Medicare (Romanow, 2002), has increasingly come to the attention of politicians and society at large. This is especially true since the advent of the SARS COV-2 pandemic, where the mental health impact has been keenly felt by people globally. Increasingly, there is a recognition that people suffering from various forms of mental distress struggle to access care and supports and are often stigmatized in the process. At the same time inequities in Canada are widening and the social and structural determinants of mental health related to things like income security, housing and experiences of discrimination go unrecognized as contributing significantly to mental well-being. Indeed, mental health care itself has often been experienced as coercive and oppressive especially by people further marginalized by sexism, racism, colonialism, heterosexism, poverty and ableism. In this course, we center the lives of people who have experienced mental distress, as a way of epistemologically and ethically valuing what experience can offer policy and practice.

In the course, we will look at historical and contemporary approaches to mental health and how this influences policy and practice responses at the federal, provincial and international level- including, for example, deinstitutionalization, community-based care, trans-institutionalization and recovery approaches. We will critically examine the dominance of biomedicalism and how this intersects with current neoliberal policy regimes to individualize mental health problems and decontextualize them from the broader social and structural determinants of health. We will explore a number of approaches to mental health including rights-based approaches, intersectional approaches and Mad study approaches.

## **COURSE LEARNING OBJECTIVES**

By the end of the course students will be able to:

1. Understand the epistemological significance of lived experience of mental distress for policy, research and practice;
2. Explain how axes of marginalization and power (e.g., gender, race, colonialism, social class, sexual orientation, ability) intersect to influence mental health and well-being;
3. Critically assess frameworks and approaches to mental health;
4. Engage in policy analysis and debates in mental health using a social justice framework that involves rights-based, intersectional and Mad studies approaches

The course will be run as a senior seminar and will require the active engagement of students. Students should come to class having read the course material and be prepared to discuss the readings in depth. The course is split into 4 sections: *Foregrounding Social Justice for Mental Health; Policy Histories; Mental Health and Social Policy: Issues and Debates* and *Looking to the Future*. In our work together we will be learning about critical policy analysis tools for the purpose of improving policy and practice responses to mental health and substance use.

### **Required books:**

Morrow, M., Halinka Malcoe, L., (Eds) (2017) *Critical Inquiries for Social Justice in Mental Health*. Toronto: University of Toronto Press.

Menzies, R., Reaume, G., Lefrançois, B. (Eds) (2013) *Mad Matters: A Critical Reader in Canadian Mad Studies*. Toronto: Canadian Scholar's Press

\*Note that these books are available in the bookstore and on reserve in the library

### **Recommended books:**

Burstow, B., Lefrançois, B., Diamond, S. (2014) *Psychiatry Disrupted: Theorizing Resistance and Crafting the (R)evolution*. Montreal: McGill-Queen's University Press.

Goldner, E., Jenkins, E., Bilsker, D. (2016) *A Concise Introduction to Mental Health in Canada*. Toronto: Canadian Scholar's Press.

Daley, A., Costa, L., Beresford, P. (Eds) (2019) *Madness, Violence and Power: A Critical Collection*. Toronto: U of T Press.

## **WRITING ABILITY AND ACADEMIC LITERACY VIDEOS**

**You need to write well to do well in this course.** If you have trouble writing, then it is **very strongly suggested** that you get assistance from the writing centre.

### **Writing and Learning Skills:**

### The [Writing Centre](#) (S329 Ross)

- You need to be able to write to earn a good grade in this course. Writing support is available from the Writing Centre. The Writing Centre gets very busy, especially before essays are due so making appointments in advance is highly recommended.

### The [Learning Commons](#) (Scott Library)

- The Learning Commons brings together key supports for your learning: writing, research, learning skills and career services.

### [Learning Skills Services](#) (N110 Bennett Centre)

- If you are not getting the marks you had hoped for or are finding it difficult to keep up with your studies Learning Skills Services can help you learn how to study more effectively.

## ACADEMIC HONESTY

The [Faculty of Graduate Studies Academic Integrity Module](#) is designed to provide the graduate community with information and resources on the expectations of academic integrity at York University. Community members have an obligation to maintain the highest standards of academic honesty throughout their studies in accordance with the Senate Policy on Academic Honesty. **Upon completion of this module**, students will have a better understanding of what constitutes a scholastic offence, as well as their responsibilities in relation to a variety of academic principles.

## ECLASS

The course outline will be posted on our [course e-class site](#). E-class can also be used by all of us to share relevant written material, links to websites, video, media, etc., Course announcements will also be put on E-class.

## HEALTH AND SAFETY

With the resumption of most campus activities, and an evolving public health landscape, it is important for us to stay connected. The most up-to-date information about how COVID is affecting campus activities, including announcements and changes to university-wide protocols, is available on York's "[Better Together](#)" website. **The University has [mandated vaccinations for anyone on campus](#).**

This is a justice issue. York is located in the epicenter of the pandemic in Toronto, this geographical zone has experienced the highest number of cases throughout the pandemic, due to systemic injustice, inequity rooted in policy and non-policy. Most of the program's courses are scheduled for in-person delivery, with some courses designated for remote delivery. The expectation is that in-person courses will be taught on campus and will be subject to York's policies regarding access to campus. The Critical Disability Studies community uses [principles of disability justice](#) in teaching & learning ([plain text version](#)).

Courses within and cross-listed in Critical Disability Studies (CDS) are designed to ensure **everyone** has a safe learning environment knowing if the situation changes our mode of course delivery may also have to change. We are all subject to public health guidelines regarding masking and staying home if symptomatic, as well as new policies as they arrive.

Before coming to York Keele campus:

- Complete [COVID-19 screening](#) before coming to campus
- Visit your course e-class sites (you need Passport York to sign in) for up-to-date course announcements
- wearing a mask & maintaining social distance supports safety for all. for additional information [visit here](#)
- [COVID-19 testing locations](#) are available

### **Where to look for support and help:**

The pandemic can impact students in different ways, and we are committed to and focused on providing you with a learning environment that is engaging, supportive, flexible and has academic integrity. We encourage you to connect as early as possible about your learning experience so that we can have a deeper understanding of the challenges you may be facing, and work towards finding possible solutions.

- If you require some advice about **course related matters**, speak to your Course Director Marina Morrow [mmorrow@yorku.ca](mailto:mmorrow@yorku.ca)
- If you require **administrative help and program-related forms**, speak with Collette Murray ([gradcds@yorku.ca](mailto:gradcds@yorku.ca))
- For **academic advice** about the program, or your progress speak with your supervisors / advisors or the Graduate Program Director, Associate Professor nancy viva davis halifax ([gpdcds@yorku.ca](mailto:gpdcds@yorku.ca))
- A list of [important dates](#) at York:
- Information about access to [Wellness Consultation and Counselling Services](#), wellness resources, webinars and workshops
- [Library Resources](#)
- [Urgent Help](#)
- [Academic Accommodations](#) through Student Accessibility Services
- [Centre for Human Rights, Equity and Inclusion](#)
- [Religious Observance](#)

## GRADING SCALE

Assignments will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 85 to 90, A- = 80-84, B+ = 75 to 79, etc.) (For a full description of grading at the graduate-level, please visit [here](#))

## EVALUATION

Assignment	Task	Grade	Due Date
<u>Participation</u>	<p>Each week you are expected to come prepared to critically engage in discussion about how the readings contribute to debates related to mental health, equity and policy. Prepare your ideas in an overview paper of no more than 2 pages (500 words max) to be submitted at the beginning of each class. You should print a second copy for yourself so you can use it as the basis for class discussion each week. These papers will not be formally graded, but along with your discussion in class, will form your participation grade. Each student will be required to lead a discussion of one or two of the readings over the semester (a sign-up sheet will be circulated in class).</p> <p>Your weekly summaries and in-class presentations of readings should address 4 questions:</p> <ol style="list-style-type: none"><li>1. What are the main ideas being discussed?</li><li>2. What assumptions is/are the author(s) using?</li><li>3. How do these readings address mental health/substance use equity issues?</li><li>4. How can the ideas be applied to policy and/or practice?</li></ol> <p>When doing your in-class presentations prepare a 5-10 minute presentation of the reading which addresses the questions above – you are welcome to use slides to support the discussion.</p>	20%	Each week @ 2:30 pm
<u>History in Practice: Stigma &amp; Discrimination</u>	<p>History in Practice/ Histoire en tête: sagesse communautaire et apprentissages (HiP/HeT) is a set of online community-informed curriculum modules related to mental health. HiP uses history as a way of discussing issues of relevance to contemporary mental health policy and practice.</p>	20%	Due: <b>October 4, 2021</b>

	<p>In this exercise you will review the module <i>Stigma &amp; Discrimination</i> and participate in the following components:</p> <ol style="list-style-type: none"> <li>1) 1940's Mental Health Radio Plays (Self-Guided Learning exercise)</li> <li>2) Moving from Stigma to Action (Capponi's Journey exercises)</li> <li>3) Us &amp; Them (Self-Guided Learning &amp; Report Back exercises)</li> </ol> <p>The modules can be found here:</p> <p><a href="https://historyinpractice.ca/wordpress/">https://historyinpractice.ca/wordpress/</a></p> <p>You will write 3 short (3-5 pages in total) reflective papers based on your engagement with the module.</p>		
<p><u>Group Assignment on Mental Health, and the COVID-19 Pandemic</u></p>	<p>Globally, there has been much discussion about the impact of the COVID-19 pandemic on mental health. Some governments and mental health organizations have responded with new policies or resources. In our third week, we will spend some of our class time working in groups of 3-4 to review some current responses to mental health during the pandemic. Some examples are listed below:</p> <p><a href="https://www.camh.ca/-/media/files/pdfs---public-policy-submissions/covid-and-mh-policy-paper-pdf.pdf">https://www.camh.ca/-/media/files/pdfs---public-policy-submissions/covid-and-mh-policy-paper-pdf.pdf</a></p> <p><a href="https://www.canada.ca/en/government/publicservice/covid-19/protect-mental-health.html">https://www.canada.ca/en/government/publicservice/covid-19/protect-mental-health.html</a></p> <p><a href="https://pm.gc.ca/en/news/news-releases/2020/05/03/prime-minister-announces-virtual-care-and-mental-health-tools">https://pm.gc.ca/en/news/news-releases/2020/05/03/prime-minister-announces-virtual-care-and-mental-health-tools</a></p> <p><a href="https://www.who.int/teams/mental-health-and-substance-use/covid-19">https://www.who.int/teams/mental-health-and-substance-use/covid-19</a></p> <p>Using a critical mental health policy lens, in your review answer the following questions:</p>	<p>25%</p>	<p>Presentations on <b>November 15 and 22</b> in class Papers due: <b>November 29, 2021</b></p>

	<ol style="list-style-type: none"><li>1) How is the 'problem' of mental health being understood?</li><li>2) What factors related to the pandemic are mental health problems being attributed to?</li><li>3) What assumptions underlie the representations and responses?</li><li>4) Whose lives are represented? Whose are left out?</li><li>5) Critically analyze and discuss the policy/practice solutions and make recommendations.</li></ol> <p>Following your review come prepared to do presentations in class (approx. 15-20 mins) that give an overview of your findings and addresses each of the questions for class discussion. You are also required to submit a short paper detailing your findings (5 pages). Your mark will be based on the paper and presentation as a group.</p>		
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<p><u>Policy Analysis Paper</u></p>	<p><b>OPTION ONE</b></p> <p>This option would be a good one if you have chosen a topic where there is an easily identifiable policy or policy framework that is relevant to your area of interest. In this option you are asked to identify a mental health and/or substance use policy, piece of legislation or policy framework (e.g., the Mental Health Commission of Canada’s Mental Health Strategy, the Ontario Mental Health Act, LHIN regional mental health plan, panhandling bylaws…) and using one of the policy analysis frameworks that you have been introduced to in class (Intersectionality or WPR,) discuss the following questions:</p> <ol style="list-style-type: none"> <li>1) How is the social problem identified and represented?</li> <li>2) What are the assumptions underlying the problem representation?</li> <li>3) What policy/practice solutions flow from this representation?</li> <li>4) In your analysis identify the equity dimensions of the policy (e.g., Does the policy impact different groups in society in different ways. Does the policy discriminate against particular groups or individuals?).</li> <li>5) Give an assessment as to whether the policy that has been developed has been a success, a failure, a partial success, etc. and why you have come to that conclusion.</li> <li>6) Make suggestions about what would strengthen the policy response.</li> </ol> <p>In this option you are applying what you have learned about policy analysis and equity to critique a policy area and suggest solutions. The emphasis in this option is on how well you can articulate the critique using intersectionality or WPR.</p> <p><b>OPTION TWO</b></p> <p>In some instances, it will be difficult to identify a policy or policy framework (e.g., if you have chosen a topic that has not been examined much before) in this instance you can take a slightly different approach to the essay. In this option you are asked to identify an</p>	<p>35%</p>	<p><b>Due: December 6, 2021</b></p>
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	<p>area of interest in mental health/substance use and make a case for where a policy, piece of legislation or policy framework is needed. Using intersectionality as your guiding framework discuss the following questions:</p> <ol style="list-style-type: none"><li>1) Introduce your area of interest and illustrate that there is a policy gap.</li><li>2) In your discussion identify the equity dimensions of the area you are interested in (how are different groups in society impacted differently by the problem identified? What are the equity implications?)</li><li>3) Make a case for why a policy, new piece of legislation or policy framework is needed</li><li>4) Introduce some principles and guidelines for a policy solution.</li></ol> <p>In this option your focus is on finding a solution to a problem identified rather than critiquing a current policy. The emphasis in this option is on how well you articulate the problem and how well you identify possible policy solutions.</p>		
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## LATE ASSIGNMENTS

Late assignments will be penalized with 1% deduction for every day of delay (including weekends). All assignments more than seven days late will receive a zero. **If you think that you are going to be late in handing in an assignment talk to the course instructor ahead of time. Extensions will only be granted for serious medical reasons or reasons related to unforeseen circumstances.**

## LECTURE SCHEDULE

Some dates for lectures may be rearranged depending on the availability of guest lecturers. Any changes will be posted on E-class.

## Course Readings

All course readings (except for the required textbooks) are posted on E-class or contained in URL links below. All links were active at the time of posting but if a link is for some reason not working, alert me as soon as possible.

## FOREGROUNDING SOCIAL JUSTICE FOR MENTAL HEALTH POLICY AND PRACTICE

### **Week 1 – September 13: Introduction: Mental health through a social justice and intersectional lens**

Halinka Malcoe, L., Morrow, M (2017) Introduction. In Morrow, M., Halinka Malcoe, L. (Eds) *Critical Inquiries for Social Justice in Mental Health*, pp. 1-30.

Josewski, V. (2017) A “Third Space” for Social Justice Research. In Morrow, M., Halinka Malcoe, L. (Eds) *Critical Inquiries for Social Justice in Mental Health*, pp. 60-86.

Czyzewski, K. (2011) Colonialism as a broader social determinant of health. *The International Indigenous Policy Journal*, Vol. 2(1), 1-14.

Kanani, N. (2011) Race and Madness: Locating the Experience of Racialized People with Psychiatric Histories in Canada and the United States. *Critical Disability Discourses*, Vol. 3, pp 1-14.

### **Week 2 – September 20: Policy & Framing the Problem of Mental illness and Substance Use**

Bacchi, C. (2012) Introducing 'What's the Problem Represented to be?' In Bletas, S., Beasley, C. (Eds) *Engaging with Carol Bacchi: Strategic Interventions and Exchanges* Adelaide: University of Adelaide Press, pp.21-24.

Bacchi, C. (2016) Problematizations in Health Policy: Questioning how 'Problems' are Constituted in Policies *Sage Open*, April-June: 1-16.

Hankivsky, O (Ed) (2014) [Intersectionality 101](#)

Van Veen, C., Ibrahim, M., Morrow, M. (2018) Dangerous Discourses: Masculinity, Coercion and Psychiatry. In Kilty, J., DeJ, E., (Eds) *Containing Madness: Gender and 'Psy' in Institutional Contexts* Palgrave MacMillan, pp. 241-266.

Boyd, J., Kerr, T. (2016) Policing 'Vancouver's Mental Health Crisis' : A Critical Discourse Analysis. *Critical Public Health*, 10(52), pp.10-52.

### **Week 3 -September 27: Psychiatry, Biomedical Dominance and Neoliberal Policy Regimes**

Van veen, C., Teghtsoonian, K., Morrow, M. (2019) Enacting violence and care: Neoliberalism, knowledge claims and resistance In Daley, A., Costa, L., Beresford, P. (Eds) *Madness, Violence and Power A Radical Anthology*. Toronto: U of T Press

Morrow, M (2013) Recovery: Progressive paradigm or neoliberal smokescreen? In Menzies, R., Reaume, G., Lefrançois, (Eds) *Mad Matters: A Critical Reader in Canadian Mad Studies*. Toronto: Canadian Scholar's Press, 323-333.

Teghtsoonian, K (2017) Depression in Workplaces: Governmentality, Feminist Analysis and Neoliberalism In Morrow, M., Halinka Malcoe, L (Eds) (2017) *Critical inquiries for social justice in mental health* University of Toronto Press, pp. 229-254.

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

### **In class work on Mental health and the Pandemic**

**Week 4 – October 4: Human Rights Approaches to Mental Health  
(For this class listen to 2 of the episodes from the CBC podcast Brainwashed: The echoes of MK-ULTRA <https://newsinteractives.cbc.ca/longform/brainwashed-mkultra>)**

Burstow, B., Lefrançois, B., Diamond, D., (2014) Impassioned Praxis: An Introduction to Theorizing Resistance to Psychiatry. In Burstow, B., Lefrançois B., Diamond, S. *Psychiatry Disrupted: Theorizing Resistance and Crafting the (R)evolution*. Montreal: McGill-Queen's University Press, pp. 3-15.

Costa, L. (2013) Mad Patients as Legal Intervenors in Court In Menzies, R., Reaume, G., Lefrançois, B. (Eds) *Mad Matters: A Critical Reader in Canadian Mad Studies*. Toronto: Canadian Scholar's Press, pp. 195-209.

Minkowitz, T. (2014) Convention on the Rights of Persons with Disabilities and Liberation from Psychiatric Oppression. In Burstow, B., Lefrançois, B., Diamond, S. *Psychiatry*

*Disrupted: Theorizing Resistance and Crafting the (R)evolution*. Montreal: McGill-Queen's University Press, pp. 129-144.

Ontario Human Rights Commission (2012), *Minds that Matter: Report on the Consultation on Human Rights, Mental Health and Addictions*. Toronto: Ontario Human Rights Commission.

### Reading Week October 9-15

## POLICY HISTORIES

### Week 5 – October 18: Deinstitutionalization and the Birth of Community Mental Health

**Film screening: *The Inmates are Running the Asylum: Stories from the MPA***

Boschma, G., Davies, M., Morrow, M. (2014). "Those People Known as Mental Patients...": Professional and Patient Engagement in Community Mental Health in Vancouver, BC in the 1970s. *Oral History Forum d'histoire orale* 34.

Morrow, M., Dagg, P., Pederson, A. (2008) Is Deinstitutionalization a 'Failed Experiment'? The Ethics of Re-institutionalization *Journal of Ethics and Mental Health*, 3(2).

Beckman, L., Davies, M. (2013) Democracy is a Very Radical Idea. In Menzies, R., Reaume, G., Lefrançois, B. (Eds) (2013) *Mad Matters: A Critical Reader in Canadian Mad Studies*. Toronto: Canadian Scholar's Press, pp. 49-61.

### Week 6 – October 25: The Recovery Movement, Ethical Engagement & Contemporary Policy Debates

Kirby, M. Keon, W. (2006) *Out of the Shadows at Last: Transforming Mental Health, Mental Illness and Addiction Services in Canada* Final Report of The Standing Senate Committee on Social Affairs, Science and Technology.

Wiktorowicz, M., Di Pierdomenico, K., Buckley, N., Lurie, S., Czukar, G. (2020) Governance of mental healthcare: Fragmented accountability. *Social Science and Medicine*, 256:113007.

Mental Health Commission of Canada (2009) *Toward Recovery and Well-Being: A framework for a mental health strategy for Canada*. Ottawa: Mental Health Commission of Canada.

Voronka, J. (2017) Turning Mad Knowledge into Affective Labour: The Case of the Peer Support Worker *American Quarterly*, 69(2) pp. 333-338.

Lancaster, K., Seear, K., Treloar, C., Ritter, A., (2017) The Productive Techniques and Constitutive Effects of 'Evidence-Based Policy' and 'Consumer Participation' Discourses in Health Policy Processes. *Social Science and Medicine*, 176, pp. 60-68.

## **MENTAL HEALTH AND SOCIAL POLICY: ISSUES AND DEBATES**

### **Week 7 – November 1: The Emotional Life of the Student**

Lal, R., Reaume, G., El Morr, C., Khanlou, N (2021). Mental health seeking behaviour of women university students: An intersectional analysis. *International Health Trends and Perspectives*, pp. 288-307.

Baber, M., Bate, W. (2021). Student mental health - a public health challenge? *Perspectives in Public Health*, Vol, 141(3) pp. 127-128.

York University (2018) *Mental health strategy: Advancing a mentally healthy campus*.

Wulf-Anderson, T., Larsen, L. (2020) Students, psychosocial problems and shame in neoliberal higher education *Journal of Psychosocial Studies*, Volume 13 (3), pp. 303-317.

### **Week 8 – November 8: Homelessness, Substance Use and Mental Health (Guest: Christopher Van Veen Senior Director, Decriminalization at BC Ministry of Mental Health and Addictions)**

Boyd, S. Murray, D., and the NAOMI Patients Association (2017) Ethics, Research and Advocacy: The Experiences of the NAOMI Patients Association in Vancouver's Downtown Eastside In Morrow, M., Halinka Malcoe, L., (Eds) *Critical Inquiries for Social Justice in Mental Health*. Toronto: University of Toronto Press, pp. 365-385.

Canadian Government (2016) *Canada's National Housing Strategy: A Place to Call Home* Ottawa: Canadian Government.

Washington, H. (2011). Flacking for big pharma: Drugmakers don't just compromise doctors; they also undermine the top medical journals and skew the findings of medical research. *American Scholar*, Vol. 80 (3), p. 22-35.

Guan, Q., Khuu, W., Martins, D., Tadrous, M., Chiu, M., Do, M., Gomes, T. (2019). Evaluating the early impacts of delisting high-strength opioids on patterns of prescribing in Ontario *Health Promotion and Chronic Disease Prevention Canada*, 38(6), 256-262.

Pauly, B (2008) Shifting moral values to enhance access to health care: Harm reduction as a context for ethical nursing practice *International Journal of Drug Policy* 19:195–204.

**Week 9 – November 15: Gendering Mental Health  
(Student Group Presentations)**

Ussher, J., Perz, J (2017) Is it Normal or PMS? Women’s Strategies in Negotiating and Resisting Negative Premenstrual Change. In Morrow, M., Halinka Malcoe, L., (Eds) *Critical Inquiries for Social Justice in Mental Health*. Toronto: University of Toronto Press, pp. 197-228.

Tosh, J. (2017) Gender Non-Conformity or Psychiatric Non-Compliance? How Organized Non-Compliance can offer a future without Psychiatry In Morrow, M., Halinka Malcoe, L., (Eds) *Critical Inquiries for Social Justice in Mental Health*. Toronto: University of Toronto Press, pp. 255- 284.

Johnson, M.L. (2021) Neuroqueer Feminism: Turning with Tenderness toward Borderline Personality Disorder. *Signs: A journal of women and culture*, Vol. 46(3), pp. 635-662.

**Week 10 -November 22: Immigrant and Refugee Mental Health  
(Student Group Presentations)**

McKenzie, K., Agic, B., Tuck, A., Antwi, M. (2016) *The Case for Diversity Building the Case to Improve Mental Health Services for Immigrant, Refugee, Ethno-cultural and Racialized Populations*. Ottawa: Mental Health Commission of Canada

Morrow, M., Smith, J., Lai, Y., Jaswal, S. (2008) Shifting Landscapes: Immigrant women and Postpartum Depression *Health Care for Women International*, 29(6), 593-617.

Yee, J. (2006). *Striving for Best Practices and Equitable Mental Health Care Access for Racialized Communities in Toronto*. Toronto, ON: Access Alliance Multicultural Health and Community Services.

George, U., Thomson, M., Chaze, F., Guruge, S. (2015) Immigrant Mental Health, A Public Health Issue: Looking Back and Moving Forward. *Int. J. Environ. Res. Public Health*,12, pp. 13624-13648.

**LOOKING TO THE FUTURE**

**Week 11 – November 29: Decolonizing Mental Health Practice  
(Guest: Dr. Mohamed Ibrahim, School of Social Work, University of British Columbia)**

Ibrahim, M. (2017) Mental Health in Africa: Human Rights Approaches to Decolonization In Morrow, M., Halinka Malcoe, L., (Eds) *Critical Inquiries for Social Justice in Mental Health*. Toronto: University of Toronto Press, pp. 113-137.

Hickling, F. (2019). Owning our madness: Contributions of Jamaican psychiatry to decolonizing global mental health. *Transcultural Psychiatry*, Vol 57(1), 19-31.

Clark, N., Walton, P., Drolet, J., Tribute, T., Jules, G., Main, T., Arnouse., M. (2017) Melq'ilwiye (Coming Together) : Reimagining Mental Health for Urban Indigenous Youth through Intersections of Identity, Sovereignty and Resistance. In Morrow, M., Halinka Malcoe, L., (Eds) *Critical Inquiries for Social Justice in Mental Health*. Toronto: University of Toronto Press, pp. 165-196.

*Honouring the Truth, Reconciling for the Future* Summary of the Final Report of the Truth and Reconciliation Commission of Canada, 2015.

**Week 12 – December 6: Mad Peoples Activism  
(Guest: Dr. Geoffrey Reaume)**

Menzies, R., Reaume, G., Lefrançois, B. (2013) Introducing Mad Studies. In Menzies, R., Reaume, G., Lefrançois, B. (Eds) *Mad Matters: A Critical Reader in Canadian Mad Studies*. Toronto: Canadian Scholar's Press, pp, 1-22.

Gorman, R. (2013) Thinking Through Race, Class and Mad Identity Politics. In Menzies, R., Reaume, G., Lefrançois, B. (Eds) *Mad Matters: A Critical Reader in Canadian Mad Studies*. Toronto: Canadian Scholar's Press, pp, 269-280.

Morrow, M., (2017) Women and Madness Revisited: Writing Against Biopsychiatry. In Morrow, M., Halinka Malcoe, L (Eds) *Critical inquiries for social justice in mental health* University of Toronto Press, pp. 33-59.

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**IMPORTANT COURSE INFORMATION**

**LATE ASSIGNMENTS -- DEFERRED STANDING & EXTENSION POLICY**

- 1.1. Assignments are due by 11:30 pm on the day indicated above. Assignments that are not handed in by this deadline are graded as late.

- 1.2. Late assignment penalties are 1% per day late, including weekends. Assignments must be submitted via Turnitin. They are marked online. Assignments emailed directly will NOT be accepted.
- 1.3. The counseling office has resources to help students address non-medical reasons that delay completion of course work and exams (refer to academic accommodation policy below).
- 1.4. An [Attending Physician's Statement](#) form is required for all late assignments when a deferred late penalty is requested:
  - 1.4.1. Doctor's notes indicating a student was "seen in the office" on a specific date WILL NOT be accepted as sufficient excuse for late assignments or missed exams. Only original medical documentation with an original signature is acceptable. This form must be completed and signed by the student's physician to be sufficient grounds for lateness. All forms must be delivered directly to the Course Director's York University office (HNES 411) or to Rm 409 HNES (Collette Murray).

## **ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES**

York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses.

Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

'Disabilities' shall be defined as those conditions so designated under the Ontario Human Rights Code in force from time to time, and will in any event include physical, medical, learning, and psychiatric disabilities.

## **ACADEMIC HONESTY & INTEGRITY**

According to the [York Senate Policy on Academic Honesty](#):

Academic honesty requires that persons do not falsely claim credit for the ideas, writing or other intellectual property of others, either by presenting such works as their own or through impersonation. Similarly, academic honesty requires that persons do not cheat (attempt to gain an improper advantage in an academic evaluation), nor attempt or actually alter, suppress, falsify or fabricate any research data or results, official academic record, application or document.



Any acts of academic dishonesty including plagiarism, re-submitting the same paper or portions of the same paper to more than one course, or failure to cite sources are taken seriously and handled according to York University Policy. For details, please refer to the [Faculty of Graduate Studies website](#) and the [Senate Policy on Academic Policy](#). I strongly recommend you complete [York University's online Academic Integrity Tutorial](#), which is designed to help students learn how to avoid committing plagiarism.

Alternatively, you can refer to the document entitled [Beware - Says who? Avoiding plagiarism](#). The document was developed by the University of Ottawa and describes what academic integrity and intellectual property rights are, the definition of plagiarism along with several examples, discusses what pressures lead to plagiarism and how to avoid it, identifies good practices to engage in to avoid plagiarism, and provides many examples and important information.

Faculty members are encouraged to pursue suspected cases of academic honesty with formal charges. Students should, however, review the [York Academic Honesty policy](#) for themselves.

### **Grade Component Deadline (Senate Policy)**

The course assignment structure and grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) must be announced, and be available in writing, to students within the first two weeks of classes.

### **Feedback Policy (Senate Policy)**

Under normal circumstances, some graded feedback worth at least 15% per cent of the final grade for Fall, Winter or Summer term, and 30% for 'full year' courses in the Fall/Winter term should be received by students in all courses prior to the final withdrawal date from a course without receiving a grade, with the following exceptions:

- Graduate or upper level undergraduate courses where course work typically, or at the instructor's discretion, consists of a single piece of work and/or is based predominantly (or solely) on student presentations;
- Practicum courses;
- Ungraded courses;
- Courses in Faculties where the drop date occurs within the first three weeks of classes;
- Courses that run on a compressed schedule (a course which accomplishes its academic credits of work at a rate of one credit hour per two calendar weeks or faster).

Note: Under unusual and/or unforeseeable circumstances, which disrupt the academic norm, instructors are expected to provide grading schemes and academic feedback in the spirit of these regulations, as soon as possible. Visit the [Graded Feedback Rule](#) for more information.