

CDIS 5045 3.0 Health Equity and Mental Health Policy

COURSE INFORMATION

Term:	Winter 2019
Class Time:	Monday 11:30-2:30
Location:	Vari Hall 1156
Instructor:	Professor Marina Morrow
Office:	HNES 425
Tel:	416 736 2100 extension 30325
Email:	mmorrow@yorku.ca
Office hours:	Mondays 3-5; other times by arrangement

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.

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 developing 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.

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.

MOODLE

The course outline will be posted on our [Moodle course website](#). Moodle 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 Moodle.

GRADING SCALE

The following grading scale is used in this class:

Grade	Grade Point	Per Cent Range	Description
A+	9	90-100	Exceptional
A	8	80-89	Excellent
B+	7	75-79	Good
B	6	70-74	Marginally Failing
C+	5	65-69	Failing

EVALUATION

Participation (25%)

Due Date: Each week @ 11:30 am

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 returned or formally graded, but along with your discussion in class, will form your participation grade.

Your weekly summaries and in-class presentations of readings should address 4 questions:

1. What are the main ideas being discussed?
2. What assumptions is/are the author(s) using?
3. How do these readings address mental health/substance use equity issues?
4. How can the ideas be applied to policy and/or practice?

Group Take Home Assignment (35%)

Subject: Mental Health, Stigma and Representation (30%)

Due Date: Presentations on **January 21nd**, in class Papers due **January 28th**

In our second week, you are required to spend some of our class time working in groups of 3-4 reviewing one of the following mental health anti-stigma campaigns:

[Bell Let's Talk](#)
[Beyond Blue](#)
[Time to Change](#)

In your review answer the following questions:

1. How is the 'problem' of mental health being understood?
2. What factors are mental health problems being attributed to?
3. What assumptions underlie the campaign/representations?
4. Whose lives are represented? Whose are left out?

Following your review come prepared to do presentations in class (approx. 15-20 mins) that give an overview of the campaign/representations 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.

Policy Analysis Paper (45%)

Due Date: April 1st

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) and using one of the policy analysis frameworks that you have been introduced to in class (GBA, Intersectionality, WPR, etc.,) discuss the following questions:

- 1) How is the social problem identified and represented?
- 2) What are the assumptions underlying the problem representation?
- 3) What policy/practice solutions flow from this representation?
- 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?).
- 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.
- 6) Make suggestions about what would strengthen the policy response.

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 Moodle.

Course Readings

All course readings (except for the required textbooks) are posted on Moodle 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 - January 7: Introduction: Mental health through a social justice 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.

Mills, C. (2017) Global Psychiatrization and Psychic Colonization: The Coloniality of Global Mental Health. In Morrow, M., Halinka Malcoe, L. (Eds) *Critical Inquiries for Social Justice in Mental Health*, pp. 87-109.

Week 2 - January 14: Policy & Framing the Problem of Mental illness and Substance Use

In class work on assignment on mental health, stigma and representation

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) (2012) [An Intersectionality Based Policy Analysis Framework](#) Vancouver: Institute for Intersectionality Research and Policy

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

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

History in Practice

Week 3 -January 21: Psychiatry, Biomedical Dominance and Neoliberal Policy Regimes

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

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.

Hankivsky, Olena and Renee Cormier (2011) Intersectionality and Public Policy: Some Lessons from Existing Models *Political Research Quarterly*, 64: 217-229.

Week 4 - January 28: Human Rights Approaches to Mental Health (Guest: Speaker from ARCH Legal Clinic TBD)

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.

POLICY HISTORIES

Week 5 - February 4: 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).

Morrow, M., Jamer, B. (2008) Making Meaning in a 'Post-Institutional' Age: Reflections on the Experience of Deinstitutionalization *International Journal of Psychosocial Rehabilitation*, 12(1).

Week 6 - February 11: The Recovery Movement

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.

Malik, L. (2006) [Still in the Shadows: Kirby Report Turns a Blind Eye to Women](#) *Canadian Women's Health Network* Winter 2006/07 Volume 9, Number 1/2.

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.

Morrow, M., Weisser, J (2012) Towards a Social Justice Framework of Mental Health Recovery in *Studies for Social Justice*, 6(1), 27-43.

Chodos, H. (2017) *Options for Improving Access to Counselling, Psychotherapy and Psychological Services for Mental Health Problems and Illnesses*. Ottawa: Mental Health Commission of Canada

READING WEEK February 16-22

Week 7 - February 25: Ethical Engagement: From Tokenism to Partnership

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

Costa, L., Voronka, J., Landry, D., Reid, J., McFarlane, B., Reville, D., Church, K., (2012). "Recovering Our Stories": A Small Act of Resistance. *Studies in Social Justice*, 6(1), 85- 101.

Fabris, E. (2013) Mad Success: What Could Go Wrong when Psychiatry Employs us as 'Peers' In Menzies, R., Reaume, G., Lefrançois, B. (Eds) *Mad Matters: A Critical Reader in Canadian Mad Studies*. Toronto: Canadian Scholar's Press, pp. 130-140.

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 8 - March 4th: Immigrant and Refugee Mental Health

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.

Hansson E., Tuck, A., Lurie, S., & McKenzie, K. (2010). *Improving mental health services for Immigrant, Refugee, Ethno-cultural and Racialized Groups: Issues and Options for Service Improvement*. Ottawa: Mental Health Commission of Canada.

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.

Week 9 - March 11: Gendering Mental Health

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.

Week 10 -March 18: Homelessness, Substance Use and Mental Health (Guest: Toronto Harm Reduction Alliance)

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.

Ubelacker, Sheryl (2017) [The inside history of Canada's opioid crisis](#) Canada is in the midst of an epidemic of opioid use and abuse. How did we get here? Maclean's Magazine, April 25, 2017.

Robertson, Grant., Howlett, Karen (2017) [How a little-known patent sparked Canada's opioid crisis](#) The untold story of how a single pill sparked Canada's opioid crisis, and ignited one of the biggest pharmaceutical battles in Canadian history The Globe and Mail Friday, May 19, 2017 8:58AM EDT.

Robertson, G. (2016) [OxyContin creator expands into Canadian pot industry](#). The Globe and Mail Published Friday, Dec. 02, 2016 9:37PM EST.

Grant, K (2016) [Doctors flagged for investigation were prescribing opioids equal to '150 Tylenol 3s'](#) The Globe and Mail Published Thursday, Nov. 03, 2016 9:00PM

Centre for Addiction and Mental Health & the Empowerment Council's Joint Submission to The Government of Canada on Canada's National Housing Strategy October 21, 2016. Available at the [CAMH Website](#)

Week 11 - March 25: Decolonizing Mental Health Practice

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. 365-385.

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.

LOOKING TO THE FUTURE

Week 12 - April 1: 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.

Reville, D., (2013) Is Mad Studies Emerging as a New Field of Study? In Menzies, R., Reaume, G., Lefrançois, B. (Eds) *Mad Matters: A Critical Reader in Canadian Mad Studies*. Toronto: Canadian Scholar's Press, pp, 170-180.

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.

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. 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).
- 1.3. An [Attending Physician's Statement](#) form is required for all late assignments when a deferred late penalty is requested:

1.3.1. 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 recommended 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