



**McMaster University**  
**School of Social Work**

SW 4Y03 Critical Issues in Mental Health and Addiction

**Instructor: Todd Sholtz**  
**Fall Term 2012**  
**Thursdays 2:30-5:20 p.m.**

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**Office Hours: Thursdays 5:30-6:30 p.m.**

## Course Outline

### Course Objective:

This course will examine the theoretical, policy and practice issues pertaining to mental health and addictions in Canada. Through literature review, audio-visual presentation, and individual assignments, members of this class will critically examine issues confronting social workers, and explore the roles and limitations of the social work profession in this milieu.

### Fundamental Principle:

The teaching and learning activities of this course will be guided by the Statement of Philosophy of the School of Social Work:

As social workers, we operate in a society characterized by power imbalances that affect us all. These power imbalances are based on age, class, ethnicity, gender identity, geographic location, health, ability, race, sexual identity and income. We see personal troubles as inextricably linked to oppressive structures. We believe that social workers must be actively involved in the understanding and transformation of injustices in social institutions and in the struggles of people to maximize control over their own lives.

### Course Outcomes:

Through successful completion of this course students will acquire a general picture of:

1. Structural elements of mental health and addiction systems;
2. Key policies and programs in the fields of mental health and addiction;
3. Theoretical frameworks that may guide future research and professional practice;
4. Critical issues in theory, policy and practice encountered in mental health and addictions
5. Roles and limitations of social work profession in the fields of mental health and addiction.

### Course Format:

The course is organized in lecture-seminar format to enhance learning in a participatory and collaborative manner. It is organized on the principles of adult education, wherein students are active participants and self-directed learners/ researchers and their personal and practice experiences are valued. Students are encouraged and expected to critically engage themselves with the course material, class discussion and group activities.

Class meetings will provide opportunity for students to clarify, discuss, and critically review the course readings. Students need to take responsibility for summarizing the key themes of the articles, identifying theoretical and practical issues, and applying them in their own practice and research. As every member of this class will bring in different perspectives, students and the teacher should be respected as co-learners. Discussions should be conducted in a supportive and respectful manner.

Class content will include presentations/ guest speakers, audio visual materials, lectures, and discussions. Supplementary materials such as video clips, photographs, news articles, and government documents may be used and students are encouraged to bring relevant items for discussion.

## Course Requirements and Evaluation:

Grades for the course will be based on the fulfillment of the following requirements:

1. Individual Assignment #1: Essay (8-10 pages).....	40%
2. Individual Assignment #2: Essay (10-12 pages).....	60%
Total:	100%

### 1. Individual Assignment # 1 – Essay:

Examine a specific type of mental distress or addiction of your choice. Critically reflect on the professional understanding and treatment of the condition.

In 8-10 pages, you are expected to:

- a. Describe the mental distress or addiction you have chosen.
- b. Explain why you are interested in the selected mental distress or addiction;
- c. Report how this mental distress or addiction is clinically defined and what diagnostic/ clinical assessment tools are used in the field;
- d. Explore what treatment programs and social services are available for people living with this mental distress/ addiction in Ontario; and
- e. Examine how well people living with this mental distress/ addiction are served by the existing clinical definition(s), diagnostic/assessment tools, and treatment and social services;
- f. Recommend changes should be made in this field in order to better serve these people and their families.

- 8-10 pages, double-spaced, edited and appropriately referenced in APA format.

**Weight: 40% of the final grade.**

## 2. Individual Assignment # 2 – Essay:

Critically examine a specific policy or program issue that is currently affecting people living with mental distress or addiction in Canada, using the required readings supplemented by your own library research.

In 10-12 pages you are expected to:

- a. Provide an overview of what this policy/program issue is about.
- b. Identify the stakeholders relevant to this issue and describe how they are impacted.
- c. Clearly state and explain your own position with respect to the issue.
- d. Use a maximum of two theoretical frameworks chosen from the class discussion or from your research and discuss their suitability or limitation with respect to this issue.
- e. Identify areas for further development of this policy or program and recommend changes to address the critical issue.
- f. Provide at least *three* additional references that have helped you better understand these two frameworks or the critical policy or program issue you have chosen.

- 10-12 pages, double-spaced, edited and appropriately referenced in APA format.

**Weight: 50 % of the final grade.**

### Form and Style

Written assignments must be typed and double-spaced and submitted with a front page containing the title, student's name, student number, and the date.

Number all pages (except title page).

Assignments should be stapled together. Please do NOT use plastic report covers or binders.

Paper format must be in accordance with the current edition of American Psychological Association publication manual with particular attention paid to font size (Times-Roman 12), spacing (double spaced) and margins (minimum of 1 inch at the top, bottom, left and right of each page) as papers not meeting these requirements will not be accepted for grading.

Students are expected to make use of relevant professional and social science literature and other bodies of knowledge in their term assignments. When submitting, please keep a spare copy of your assignments.

### Submission Dates & Grading

Assignments are due at the beginning of class on the date specified.

Late assignments will be penalized 5% of the grade for that assignment for each day or part thereof for which they are late (weekends count as one day).

All assignments must be submitted before a course grade will be issued.

## **Classroom Conduct:**

Students are expected to contribute to the creation of a respectful and constructive learning environment. Students should read material in preparation for class, attend class on time and remain for the full duration of the class. A formal break will be provided in the middle of each class, and students are to return from the break on time.

In the past students and faculty have found that non-course related use of laptop computers, tablets and hand held electronic devices during class can be distracting and at times disruptive. Consequently, students are expected to make use of such devices only for taking notes and other activities directly related to the lecture or class activity taking place.

Audio or video recording in the classroom without permission of the instructor is strictly prohibited.

## **Privacy Protection:**

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms such that students may retrieve their papers themselves. Instead tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last five digits of the student number as identifying data.

The following possibilities exist for return of graded materials:

1. direct return of materials to students in class
2. return of materials to students during office hours
3. students attach a stamped, self addressed envelope with their submitted assignment for return by mail.
4. papers can be submitted/graded and returned electronically

Arrangements for the return of assignments from the options above will be discussed during the first class.

## **Academic Integrity:**

You are expected to exhibit honest and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. To commit academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage being achieved. This behaviour can result in serious consequences, for example, a grade of “zero” on an assignment; loss of credit with a notation on the transcript (which reads “Grade of ‘F’ assigned for academic dishonesty”); and/or suspension or expulsion from the university.

It is the student’s responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty, please refer to the Academic Integrity Policy, specifically Appendix 3 at <http://www.mcmaster.ca/academicintegrity>

The following points illustrate some forms of academic dishonesty.

- a) Plagiarism, for example, the submission of work that is not ones own or for which other credit has been obtained;

- b) Improper collaboration in group work;
- c) Photocopying or using unauthorized aids in tests and examinations.
- d) Academic dishonesty also entails a student having someone sign in for them on a weekly course attendance sheet when they are absent from class and/or a student signing someone in who is known to be absent.

In this course the instructors reserve the right to use a software package designed to reveal plagiarism. Students may be asked to submit their work electronically and in hard copy so that it can be checked for academic dishonesty.

### **Support Services:**

#### **Support Services**

Student Accessibility Services offers group and individual consultation about effective learning strategies, essay writing, and study habits; accommodations, assistive technology, advocacy and support for students with disabilities; and personal counseling. If you believe these services may be helpful to you, contact (905) 525 9140 x 28652; sas@mcmaster.ca

### **Faculty of Social Sciences E-mail Communication Policy:**

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all email communication sent from students to instructors (including Teaching Assistants), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternative address, the instructor may not reply at his or her discretion.

### **Required Reading Materials:**

1. Davis, S. (2006). **Community Mental Health in Canada: Theory, Policy and Practice.** Vancouver: UBC Press.
2. Articles as assigned. See course outline. Others to be identified.

### **Additional Documents:**

3. The Standing Senate Committee on Social Affairs, Science and Technology (2004). Mental Health, Mental Illness and Addiction: Overview of Policies and Programs in Canada (Available online: <http://www.parl.gc.ca/38/1/parlbus/commbus/senate/com-e/soci-e/rep-e/report1/repintnov04vol1-e.pdf>.);
4. Ontario Mental Health Act, see [http://www.elaws.gov.on.ca/DBLaws/Statutes/English/90m07\\_e.htm](http://www.elaws.gov.on.ca/DBLaws/Statutes/English/90m07_e.htm))

### **Course Content:**

<b>Date</b>	<b>Topic</b>
Sept 6 <i>(Session 1)</i>	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Students' Expectations</li> <li>• Reviewing Course Outline, Requirements and Readings</li> </ul>
Sept 13 <i>(Session 2)</i>	<b>The Impact of Mental Illness &amp; Addiction: Stigma &amp; Stakeholders</b>  <b><u>Video:</u></b> Cottonland  <b><u>Required Readings:</u></b> <ol style="list-style-type: none"> <li>1. Simon Davis's book – Chapter 1 and Chapter 4</li> <li>2. Arboleda-Florez, J. (2003). <b>Considerations on the stigma of mental illness.</b> Canadian Journal of Psychiatry, 48(10), 645-650.  <a href="https://www1.cpa-apc.org/Publications/Archives/CJP/2003/november/guesteditorial.asp">https://www1.cpa-apc.org/Publications/Archives/CJP/2003/november/guesteditorial.asp</a> </li> </ol>
Sept 20 <i>(Session 3)</i>	<b>Theoretical Models</b> <ul style="list-style-type: none"> <li>• Bio-medical Model</li> <li>• Bio-psychosocial Model</li> <li>• McMaster Model of Family Functioning</li> <li>• Best Practices and Evidence Based</li> <li>• Rehabilitation and Recovery</li> </ul> <b><u>Required Readings:</u></b> <ol style="list-style-type: none"> <li>1. Pilgrim, D. (2002) <b>The Bio-psychosocial Model in Anglo-American Psychiatry: Past, Present and Future?</b> <i>Journal of Mental Health</i> (2002) 11, 6, 585– 594  <a href="http://www.brown.uk.com/diagnosis/pilgrim.pdf">http://www.brown.uk.com/diagnosis/pilgrim.pdf</a> </li> <li>2. Epstein, B, Bishop, D and Levin, S <b>The McMaster Model of Family Functioning</b>  <a href="http://onlinelibrary.wiley.com.libaccess.lib.mcmaster.ca/doi/10.1111/j.1752-0606.1978.tb00537.x/pdf">http://onlinelibrary.wiley.com.libaccess.lib.mcmaster.ca/doi/10.1111/j.1752-0606.1978.tb00537.x/pdf</a> </li> <li>3. Simon Davis's book – Chapter 6 and Chapter 12</li> </ol>

<p>Sept 27 (Session 4)</p>	<p><b>Diagnostic and Statistical Manual</b></p> <p><b><u>Guest Speaker:</u></b> TBD</p> <p><b><u>Required Readings:</u></b></p> <ol style="list-style-type: none"> <li>1. McQuaide, S. (1999.) <b>A Social Worker’s Use of the Diagnostic and Statistical Manual.</b> Families in Society: The Journal of Contemporary Human Services, 80(4), page 410-416 <a href="http://www.familiesinsociety.org.libaccess.lib.mcmaster.ca/Show.asp?override=true&amp;docid=1219">http://www.familiesinsociety.org.libaccess.lib.mcmaster.ca/Show.asp?override=true&amp;docid=1219</a></li> <li>2. <b>American Psychiatric Association</b> website, <b>DSM: History of the Manual</b> <a href="http://www.psychiatry.org/practice/dsm/dsm-history-of-the-manual">http://www.psychiatry.org/practice/dsm/dsm-history-of-the-manual</a></li> </ol>
<p>Oct 4 (Session 5)</p>	<p><b>Mental Health Current System</b></p> <p><b><u>Guest Speaker:</u></b> TBD</p> <p><b><u>Required Readings:</u></b></p> <ol style="list-style-type: none"> <li>1. Simon Davis’s book – Chapter 7</li> </ol>
<p>Oct 11 (Session 6)</p>	<p><b>A Snapshot of Mental Health &amp; Addiction Related Policies &amp; Programs</b></p> <p><b><u>Guest Speaker:</u></b> Tracy McCarthy R.S.W. St. Joseph’s Hospital</p> <p><b><u>Required Readings:</u></b></p> <ol style="list-style-type: none"> <li>1. The Standing Senate Committee on Social Affairs, Science and Technology (2004). <b>Mental Health, Mental Illness and Addiction: Overview of Policies and Programs in Canada.</b> (Part III, p. 131-171). <a href="http://www.parl.gc.ca/38/1/parlbus/commbus/senate/com-e/soci-e/rep-e/report1/repintnov04vol1-e.pdf">http://www.parl.gc.ca/38/1/parlbus/commbus/senate/com-e/soci-e/rep-e/report1/repintnov04vol1-e.pdf</a>.</li> <li>2. Canadian Mental Health Association, Ontario website. <b>Chronology of Reports, Recommendations and Plans for Mental Health Reform.</b> <a href="http://www.ontario.cmha.ca/policy_and_research.asp?cID=23000">http://www.ontario.cmha.ca/policy_and_research.asp?cID=23000</a></li> <li>3. Arboleda-Florez, J. (2005). <b>The Epidemiology of Mental Illness in Canada.</b> Canadian Public Policy - Analyse de Politiques, XXXI Supplement, 13-16. <a href="http://economics.ca/cgi/jab?journal=cpp&amp;view=v31s1/CPpv31s1p013.pdf">http://economics.ca/cgi/jab?journal=cpp&amp;view=v31s1/CPpv31s1p013.pdf</a></li> </ol> <p style="text-align: center;"><b>ASSIGNMENT #1 TO BE SUBMITTED</b></p>

<p>Oct 18 <i>(Session 7)</i></p>	<p><b>Addictions Overview</b></p> <p><b><u>Required Readings:</u></b></p> <ol style="list-style-type: none"> <li>1. Centre for Addiction and Mental Health (CAMH) website, Drug Use/Addiction <a href="http://www.camh.ca/en/hospital/health_information/a_z_mental_health_and_addiction_information/drug-use-addiction/pages/addiction.aspx">http://www.camh.ca/en/hospital/health_information/a_z_mental_health_and_addiction_information/drug-use-addiction/pages/addiction.aspx</a></li> <li>2. Review prior material: The Standing Senate Committee on Social Affairs, Science and Technology (2004). Mental Health, Mental Illness and Addiction: Overview of Policies and Programs in Canada. (Part III, p. 143-145- “7.3 PROVISION OF ADDICTION TREATMENT IN CANADA”). <a href="http://www.parl.gc.ca/38/1/parlbus/commbus/senate/com-e/soci-e/rep-e/report1/repintnov04vol1-e.pdf">http://www.parl.gc.ca/38/1/parlbus/commbus/senate/com-e/soci-e/rep-e/report1/repintnov04vol1-e.pdf</a></li> </ol>
<p>Oct 25 <i>(Session 8)</i></p>	<p><b>Addictions – Treatment</b></p> <p><b><u>Guest Speaker:</u></b> ADGAS service models and abstinence vs. harm reduction</p> <p><b><u>Required Readings:</u></b></p> <ol style="list-style-type: none"> <li>1. Centre for Addiction and Mental Health (CAMH) Assessment and Discharge Criteria and Assessment Tools (ADAT) Package, pages 14-26 <a href="http://knowledgex.camh.net/amhspecialists/Screening_Assessment/assessment/adat/Documents/adat_tools_criteria_manual.pdf">http://knowledgex.camh.net/amhspecialists/Screening_Assessment/assessment/adat/Documents/adat_tools_criteria_manual.pdf</a></li> </ol>
<p>Nov 1 <i>(Session 9)</i></p>	<p><b>Critical Issues : Consent and Capacity</b></p> <p><b><u>Guest Speaker:</u></b> Psychiatric Patient Advocates Office <a href="http://www.ppaio.gov.on.ca">www.ppaio.gov.on.ca</a></p> <p><b><u>Required Readings:</u></b></p> <ol style="list-style-type: none"> <li>1. Simon Davis’s book – Chapter 13</li> <li>2. <b>Consent and Capacity Board Overview</b> <a href="http://www.ccboard.on.ca/english/publications/documents/overview.pdf">http://www.ccboard.on.ca/english/publications/documents/overview.pdf</a></li> </ol>
<p>Nov 8 <i>(Session 10)</i></p>	<p><b>Critical Issues: Housing, Homelessness and Mental Illness</b></p> <p><b><u>Required Readings</u></b></p> <ol style="list-style-type: none"> <li>1. Simon Davis’s book – Chapter 8</li> <li>2. Grant, J.G. and Westhues, A. (2010) Choice and Outcome in Mental Health Supported Housing. Psychiatric Rehabilitation Journal, 33(3), 232-235 <a href="http://www.metapress.com.libaccess.lib.mcmaster.ca/content/347w84235j455659/fulltext.pdf">http://www.metapress.com.libaccess.lib.mcmaster.ca/content/347w84235j455659/fulltext.pdf</a></li> </ol>

<p>Nov 15 <i>(Session 11)</i></p>	<p><b>Critical Issues: Race and Culture</b></p> <p><b><u>Required Readings</u></b></p> <ol style="list-style-type: none"> <li>1. Simon Davis' book – Chapter 14</li> <li>2. Atdjian, S., and Vega, W.A. (2005) Disparities in Mental Health Treatment in US Racial and Ethnic Minority Groups: Implications for Psychiatrists. <i>Psychiatric Services</i>, 56(12), 1600-1602 <a href="http://ps.psychiatryonline.org/data/Journals/PSS/3658/1600.pdf">http://ps.psychiatryonline.org/data/Journals/PSS/3658/1600.pdf</a></li> </ol>
<p>Nov 22 <i>(Session 12)</i></p>	<p><b>Critical Issues: Distinct Populations</b></p> <ul style="list-style-type: none"> <li>• Youth</li> <li>• Aged</li> </ul> <p><b><u>Required Readings:</u></b> TBA</p>
<p>Nov 29 <i>(Session 13)</i></p>	<p><b>Looking Forward:</b></p> <p><b>Senate Committee on Mental Health</b> Discussion and critical analysis</p> <p><b><u>Required Readings:</u></b></p> <ol style="list-style-type: none"> <li>1. Ontario Ministry of Health, Open Minds, Healthy Minds: Ontario's Comprehensive Mental Health and Addictions Strategy <a href="http://www.health.gov.on.ca/en/common/ministry/publications/reports/mental_health2011/mentalhealth_rep2011.pdf">http://www.health.gov.on.ca/en/common/ministry/publications/reports/mental_health2011/mentalhealth_rep2011.pdf</a></li> <li>2. CHANGING DIRECTIONS CHANGING LIVES The Mental Health Strategy for Canada <b>Summary</b> <a href="http://strategy.mentalhealthcommission.ca/pdf/strategy-summary-en.pdf">http://strategy.mentalhealthcommission.ca/pdf/strategy-summary-en.pdf</a></li> </ol> <p style="text-align: center;"><b>ASSIGNMENT #2 TO BE SUBMITTED</b></p>

**Course Modification:**

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.