


Course Outline

School:	Community and Health Studies
Department:	Community Services
Course Title:	Integrated Approaches to AMHW
Course Code:	AMHW 103
Course Hours/Credits:	42
Prerequisites:	N/A
Co-requisites:	N/A
Eligible for Prior Learning, Assessment and Recognition:	Yes
Originated by:	Rahim Thawer, MSW
Creation Date:	Winter 2016
Current Semester:	Fall 2016
Approved by:	

Chairperson/Dean

Students are expected to review and understand all areas of the course outline.

Retain this course outline for future transfer credit applications. A fee may be charged for additional copies.

This course outline is available in alternative formats upon request.

Course Description

In this foundation course, students will begin to link theory with practice in addiction and mental health work, demonstrating that how we understand addiction determines how we will respond to it. Students will reflect on their 'theories' of addiction and mental health, and will use this self-reflection as a starting point for discussion of key theoretical frameworks in the addiction and mental health field. Students will describe and contrast these theories through the lens of an anti-oppressive practice (AOP) framework. In the second half of the course, students will apply their self-reflection and learning to encompass a multidimensional theory of addiction and mental health that takes into account biological, psychological, social (which includes cultural and spiritual dimensions), and structural factors. By the end of the course, students will be able to position addiction and mental health problem within a number of intersecting causes and influences, with a range of individual, social and social-structural interventions and possible responses.

Program Outcomes

Successful completion of this and other courses in the program culminates in the achievement of the Vocational Learning Outcomes (program outcomes) set by the Ministry of Training, Colleges and Universities in the Program Standard. The VLOs express the learning a student must reliably demonstrate before graduation. To ensure a meaningful learning experience and to better understand how this course and program prepare graduates for success, students are encouraged to review the Program Standard by visiting <http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/>. For apprenticeship-based programs, visit <http://www.collegeoftrades.ca/training-standards>.

Course Learning Outcomes

The student will reliably demonstrate the ability to:

1. Define mental health and problem substance use
2. Describe specific social determinants of health and the impact on mental health outcomes
3. Explore personal, cross-cultural, & Indigenous perspectives on mental health issues and problem substance use
4. Connect the experiences of oppression, trauma and social disadvantage to mental health outcomes and problem substance use
5. Conceptualize addictions as adaptive responses to trauma
6. Debate use of psychiatric labels recognizing both utility and cost
7. Think about alternative ways of thinking and talking about mental health and problem substance use (e.g. Mad identities; individual vs community problem).

Essential Employability Skills (EES)

The student will reliably demonstrate the ability to*:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
5. Use a variety of thinking skills to anticipate and solve problems.
7. Analyze, evaluate, and apply relevant information from a variety of sources.
8. Show respect for diverse opinions, values belief systems, and contributions of others.

**There are 11 Essential Employability Skills outcomes as per the Ministry Program Standard. Of these 11 outcomes, the following will be assessed in this course.*

Global Citizenship and Equity (GC&E) Outcomes

The student will reliably demonstrate the ability to*:

2. Identify beliefs, values and behaviours that form individual and community identities and the basis for respectful relationships.
3. Analyze issues of equity at the personal, professional, and global level.
5. Identify and challenge unjust practices in local and global systems.

**There are 6 institutional Global Citizenship & Equity outcomes. Of these 6 outcomes, the following will be assessed in this course.*

Methods of Instruction

In-class lectures

Text and other Instructional/Learning Materials

Online Resource(s):

Kirby, M. J., & Keon, J. (2004, November). Mental Health, Mental Illness and Addiction: Interim Report of The Standing Senate Committee On Social Affairs, Science And Technology. Retrieved from <http://www.parl.gc.ca/Content/SEN/Committee/381/soci/rep/repintnov04-e.htm>

Mikkonen, J., & Raphael, D. (2010). Social determinants of health: The Canadian facts. Toronto: York University School of Health Policy and Management.

Custom Courseware:

Course Pack

Evaluation Scheme

- ⇨ Tests: Students will write a midterm and final test based on lectures and readings.
- ⇨ Resource Evaluation Project: Students will work individually to seek existing resources (websites, blogs, information from community centres or self-help groups, pamphlets, fact sheets, etc.) that are targeted to people seeking mental health and substance use support. Students will evaluate 3 resources for (a) use of language (inclusive, population-specific), (b) conceptual messages conveyed in resources about cause of mental health and problem substance use, and (c) identify challenges for the resource to reach its target demographic OR recommendations to enhance the resource. This will be submitted as a double-spaced, 4-6 page typed paper.
- ⇨ Group Case Study: Students will work in groups of 4 to analyze a case study provided to them. The case study will depict a potential service user experiencing co-occurring mental health and substance use issues. Students will (a) identify the specific symptoms (and characteristics) that make this service user's mental health and substance use "a problem"; (b) suggest how the service user's current situation might be informed by experiences of oppression and trauma; and (c) identify/discuss current individual and environmental factors perpetuate their mental health and substance use issues. This will be submitted as a double-spaced, 6-8 page typed paper.
- ⇨ Participation: Students will do 3 in-class reflections of not more than 1-2 pages each, at the beginning of class. These reflections will ask students to provide a personal response to topics discussed in class in previous weeks.

Evaluation Name	CLO(s)	EES Outcome(s)	GCE Outcome(s)	Weight/100
Tests	1, 2, 3, 4, 5, 6, 7	5	3	40
Resource Evaluation Project	1, 3, 6, 7	1, 5, 7	2	20
Group Case Study	1, 2, 4, 5	1, 7, 8	3, 5	25
Participation	3, 4, 7	1	2	15
Total				100%

If students are unable to write a test they should immediately contact their professor or program Chair for advice. In exceptional and well documented circumstances (e.g. unforeseen family problems, serious illness, or death of a close family member), students may be able to write a make-up test.

All submitted work may be reviewed for authenticity and originality utilizing Turnitin®. Students who do not wish to have their work submitted to Turnitin® must, by the end of the second week of class, communicate this in writing to the instructor and make mutually agreeable alternate arrangements.

When writing tests, students must be able to produce official College photo identification or they may be refused the right to take the test or test results will be void.

Student Accommodation

It is College Policy to provide accommodation based on grounds defined in the Ontario Human Rights Code. Accommodation may include modifications to standard practices. Students with disabilities who require academic accommodations must register with the Centre for Students with Disabilities. Students requiring accommodation based on other human rights grounds should talk with their professors as early as possible. Please see the Student Accommodation Policy.

Use of Dictionaries

- Any dictionary (hard copy or electronic) may be used in regular class work.

Program or School Policies

Written Work and Assignments

All assignments must be typewritten. Handwritten assignments will not be accepted unless explicitly requested by the course instructor.

Students are responsible for keeping copies of all assignments and submitted documents: please ensure that you save print or electronic copies of all assignments and/or other documents prior to submitting them for grading. Note that students may be required to re-submit print or electronic copies of assignments/other documents. A minimum 24 hour notification period will be provided if students are required to re-submit print or electronic copies of academic written work/other documents.

Missed Tests, In-class Assignments and Take-home Assignments

Students who do not submit assignments by the required deadline, or students who miss in-class tests or assignments, must provide written documentation in order to be considered for make-up tests, assignments or extensions without penalty. Documentation is required to substantiate exceptional

circumstances leading to missed tests/late assignments, and such requests are considered on a case-by-case basis by course faculty. In the case of an emergency, students are responsible for contacting the faculty as soon as possible after the missed test/assignment to request alternate arrangements/assignment extension. Failure to communicate in a timely manner (normally within 48 hours) could result in a failing grade on the assignment or test. Tests or assignments cannot be rewritten after the faculty has handed back the test or assignment. Please refer to the accommodation policies (<http://www.centennialcollege.ca/sitesearch.aspx?q=accomodation+policy>) for information regarding negotiated accommodation on medical, religious or family grounds. Student Relations is available to advise students of accommodation supports and services including how to access these support services (<http://www1.centennialcollege.ca/StudentRelationsOffice>).

***Written documentation is required to support claims of exceptional circumstances, i.e. illness, family emergencies, etc., or prior negotiation of accommodation in collaboration with the faculty member and the Centre for Students with Disabilities and/or Student Relations.**

Late Assignment Policy

Late assignments submitted without acceptable documentation or negotiated extensions are calculated at a 5% grade deduction per day late.

Course Policies

N/A

College Policies

Students should familiarize themselves with all College Policies that cover academic matters and student conduct.

All students and employees have the right to study and work in an environment that is free from discrimination and harassment and promotes respect and equity. Centennial policies ensure all incidents of harassment, discrimination, bullying and violence will be addressed and responded to accordingly.

Academic honesty is integral to the learning process and a necessary ingredient of academic integrity. Academic dishonesty includes cheating, plagiarism, and impersonation. All of these occur when the work of others is presented by a student as their own and/or without citing sources of information. Breaches of academic honesty may result in a failing grade on the assignment/course, suspension or expulsion from the college.

For more information on these and other policies, please visit www.centennialcollege.ca/about-centennial/college-overview/college-policies.

Students enrolled in a joint or collaborative program are subject to the partner institution's academic policies.

PLAR Process

This course is eligible for Prior Learning Assessment and Recognition (PLAR). PLAR is a process by which course credit may be granted for past learning acquired through work or other life experiences. The PLAR process involves completing an assessment (portfolio, test, assignment, etc.) that reliably

demonstrates achievement of the course learning outcomes. Contact the academic school to obtain information on the PLAR process and the required assessment.

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Topical Outline (subject to change):

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name	Evaluation Date
1	Introduction & Defining Mental Health	<p>Bilsker, D. (2011). Chapter 1: What is mental health? In E. Goldner, E. Jenkins, & J. Prairie (Authors), A Concise Introduction to Mental Health in Canada. Toronto, ON: Canadian Scholar's Press.</p> <p>Suggested: Kirby, M. J., & Keon, J. (2004, November). Mental Health, Mental Illness and Addiction: Interim Report of The Standing Senate Committee On Social Affairs, Science And Technology. Retrieved from http://www.parl.gc.ca/Content/SEN/Committee/381/soci/rep/repintnov04-e.htm</p>	<p>Define mental health.</p> <p>Begin thinking about social determinants of health and the impact on mental health outcomes.</p>	Lecture, Film: Inside Out (2015), Class Discussion		
2	Conceptualizing mental health	Proctor, N., Baker, A., Ferguson, M., & Baker, K. (2016). Mental health within society and societies. In M. Steen & M. Thomas (Eds.), Mental health across the lifespan: A handbook (pp. 21-45). New York City, NY: Routledge.	Describe specific social determinants of health and the impact on mental health outcomes	Lecture, Group Discussion		
3	Conceptualizing mental health	Linklater, R. (2014). Indigenous Perspectives of	Explore Indigenous perspectives on mental health	Lecture, Class Discussion	In-Class Reflection #1 (5%)	

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name	Evaluation Date
		Wellness and Wholistic Healing. In Decolonizing Trauma Work: Indigenous Stories and Strategies (pp. 74-99). Halifax, NS: Fernwood Publishing.				
4	Social Determinants of mental health	<p>Bowen, E. A., & Walton, Q. L. (2015). Disparities and the Social Determinants of Mental Health and Addictions: Opportunities for a Multifaceted Social Work Response. <i>Health Social Work Health & Social Work</i>, 40(3).</p> <p>In-class group work: Mikkonen, J., & Raphael, D. (2010). <i>Social determinants of health: The Canadian facts</i>. Toronto: York University School of Health Policy and Management. FREE Copy: http://www.thecanadianfacts.org/</p>	Describe specific social determinants of health and the impact on mental health outcomes	Lecture, Group Work		
5	Theories of addiction	<p>Mate´, G. (2008). Chapter 11: What is Addiction? In <i>In the realm of hungry ghosts: Close encounters with addiction</i> (pp. 127-131). Toronto, ON: Knopf Canada.</p> <p>West, R. (2013). A Theory of Addiction. In J. Brown (Ed.), <i>Theory</i></p>	Define problem substance use	Lecture, Short Videos		

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name	Evaluation Date
		of Addiction (2nd ed., pp. 229-253). London, UK: Wiley-Blackwell / Addiction Press.				
6	Theories of Addiction	Fetting, M. (2016). Globalization and Addiction. In Perspectives on Substance Use, Disorders, and Addiction with Clinical Cases (2nd ed., pp. 9-23). Washington, DC: Sage Publications.	Connect everyday experiences to the potential of problem substance use. Conceptualize addictions as adaptive responses to environment.	Lecture	Resource Evaluation Project Due (20%)	
7	Trauma	Menzies, P. (2014). Intergenerational Trauma. In L. F. Lavallée, Journey to Healing: Aboriginal People with Addiction and Mental Health Issues (pp. 61-72). Toronto, ON: Centre for Addiction and Mental Health.	Connect the experiences of oppression, trauma and social disadvantage to mental health outcomes and problem substance use. Conceptualize addictions as adaptive responses to trauma.	Lecture	In-class reflection #2 (5%)	
8	Integrating trauma and addictions	Harris, M., & Fallot, R. D. (2001). Designing trauma-informed addictions services. New Directions for Mental Health Services, 2001(89), 57-73. OR Harris, M., & Fallot, R. D. (2001). Envisioning a trauma-informed service system: A vital paradigm shift. New Directions for Mental Health Services, 2001(89), 3-22.	Connect the experiences of oppression, trauma and social disadvantage to mental health outcomes and problem substance use. Conceptualize addictions as adaptive responses to trauma.	Lecture	Midterm Test (20%)	

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name	Evaluation Date
9	Personal and cultural influences	Fetting, M. (2016). Cultural Stories. In Perspectives on Substance Use, Disorders, and Addiction with Clinical Cases (2nd ed., pp. 25-38). Washington, DC: Sage Publications.	Explore personal, cross-cultural, & Indigenous perspectives on mental health issues and problem substance use. Think about alternative ways of thinking and talking about mental health and problem substance use.	Lecture, Discussion, Short Video		
10	Oppression and maintenance of problem(s)	Kellen, A. (2016). Drug Use, Addiction and the Criminal Justice System. In K. Brownbill (Ed.), Responding to the Oppression of Addiction: Canadian Social Work Perspectives (2nd ed., pp. 215-234). Toronto, ON: Canadian Scholar's Press Inc. Robinson, M. (2012, January). LGBT Mental Health Fact Sheet (Rainbow Health Ontario). Retrieved from http://www.rainbowhealthontario.ca/wp-content/uploads/woocommerce/uploads/2011/06/RHO_FactSheet_LGBTQMENTALHEALTH_E.pdf	Connect the experiences of oppression, trauma and social disadvantage to mental health outcomes and problem substance use	Lecture, Class Discussion		
11	Myths & Stigma	Hari, J. (2016, March 18). 7 Facts About Drugs and Addiction That Will Make You Question Everything You Know. Retrieved from http://www.huffingtonpo	Think about alternative ways of thinking and talking about mental health and problem substance use	Lecture, "Rat Park" Video, Class Discussion	In-class reflection #3 (5%)	

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name	Evaluation Date
		<p>st.com/johann-hari/7-facts-about-drugs-that-will-make-you-question-everything_b_9484744.html</p> <p>Hari, J. (2016, January 25). The Likely Cause of Addiction Has Been Discovered, and It Is Not What You Think. Retrieved from http://www.huffingtonpost.com/johann-hari/the-real-cause-of-addicti_b_6506936.html</p>				
12	Labels	Linklater, R. (2014). Psychiatry and Indigenous People. In Decolonizing Trauma Work: Indigenous Stories and Strategies (pp. 101-131). Halifax, NS: Fernwood Publishing.	Debate use of psychiatric labels recognizing both utility and cost	Lecture, Discussion		
13	Shifting labels	Poole, J. M. (2013). "Breaking Open the Bone": Storying, Sanism, and Mad Grief. In J. Ward (Ed.), Mad Matters: A Critical Reader in Canadian Mad Studies (pp. 94-104). Toronto, ON: Canadian Scholar's Press.	Think about alternative ways of thinking and talking about mental health and problem substance use	Lecture, Discussion (Mad Pride, Rendezvous with Madness Film Festival)	Group Case Study Due (25%)	
14	N/A	N/A	N/A	Test	Final Test (20%)	