

Social Work 4Y03: Critical Issues in Mental Health & Addiction: Mad & Critical Disability Studies Perspectives for SW

* January 9 - April 12, 2023,
* Wednesdays 11:30am to 2:20pm
* INSTRUCTOR: Ameil J. Joseph MSW, RSW, Ph.D. Associate Professor, School of Social Work, McMaster University
* Office hours: by appointment
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# Course Overview

## Course Description:

A review of contemporary theoretical frameworks, practices, policies and programs in mental health and addiction and their implications for critical social work practice in Canada.

## Course Objectives:

This course will engage with critical perspectives and issues in mental health theory, policy, and practice by focusing on contemporary social, political, and historical contexts for social justice. This course is organized by areas of focus from major themes to transformation. This course also aims to appreciate the contributions of those who have experienced the mental health system and who advocate for change.

In this course, we will:

1. explore contributions from critical disability studies, mad studies, and the historical influences of sanism and eugenics on contemporary mental health practice. Addiction/substance use will also be explored within these contexts.
2. The implications of various models of intervention in mental health and addiction will also be examined for their alignment with social work ethics and social justice.
3. Throughout the course guest speakers may be invited to share experiences and analyses on course themes from ex-patient, survivor, consumer, service-user, and mad perspectives.
4. In terms of learning goals and outcomes, those will be unique to you. In the past, students have reported that they were able to appreciate how to think critically about social work practice, histories, identities, themselves, and others in relation to mental health and disability.

The basic assumptions of this course concur with the broader curriculum context set by the **School of Social Work's Statement of Philosophy**:

*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 Format

Inclusivity/Universal Design Principles:

I will be providing detailed notes via Avenue 2 Learn for all students prior to our classes each week. I will also upload recorded lectures to Avenue 2 Learn after each class. There are no multiple-choice examinations or examinations to be held during the examination period. Disclosures to the instructor of personal issues, illness or injury or extenuating circumstances are not required for accommodation requests. Students will not be called upon during class unless they indicate a willingness to contribute. I am both approachable and flexible so please feel free to contact me as soon as learning needs or concerns arise so that I can help anyway I can. I understand that not all needs are foreseeable as well, so I can also help with alternative assignments, which anyone can choose to do (in the past these have taken the form of an oral presentation/discussion with the instructor). and make-up work planning to foster successful learning and completion of the course. Please see below the University policy on academic accommodation for students with disabilities.

This course is built by us:

Social Work 4Y03: Critical Issues in Mental Health & Addiction: Mad & Critical Disability Studies Perspectives for SW is designed to engage students in a way that fosters an environment of respect, acceptance, and inclusion. We think critically about perspectives, knowledge, ethics, and practice. We value the infinite uniqueness of individuals because we value their lived experience as knowledge as well. The course is designed so that we all contribute to it. Through the course presentations and discussions and reflections, students will have the opportunity to share their thoughts on readings, current events, and issues, bring themselves into the classroom (which is welcome and supported but not a requirement). I will also help us along by supporting our conversations and tying the course together, connecting the presentations to course themes and concepts throughout. I welcome others to contribute this way as well. The reason for designing the course in this way is so that the format /process matches the theory underpinning the content

This class will be delivered in person. All course material will be delivered through Avenue 2 Learn. Options for virtual participation and recordings will be discussed week 1.

We will meet synchronously for approximately 3 hours every week. I will lecture for the first half of the class, then there will be time for presentations and meeting with your groups to work on the presentations.

## Required Texts:

1. All readings will be provided via Avenue 2 Learn

# Course Requirements/Assignments

## Requirements Overview and Deadlines

1. Participation in class discussions or as email to the TA or instructor: 15%
2. Critical Reflection: 20% 5-8 pages -Due February 15th
3. Reading Presentation 25%
4. Final assignment: 40% Due April 5th, 8–10-page paper, or alternative as approved by the instructor

## Requirement/Assignment Details

1. Participation in class discussions, or as email to the TA, or as email to the instructor, or via the chat on zoom: 15%

#### I want to know your thoughts, reflections, questions on the lecture, readings, or discussions to appreciate how you are engaging the content in the course. Please send at least 5 messages via chat or email throughout the term if you choose not to participate in live discussion during class.

### Critical Reflection 20%

* Each student must submit a critical reflection examining how they have experienced or interpreted a reading or discussion in the course. The reflection must include an analysis of one’s historical confluence of identity, subject position, or social location in relation to their chosen discussion topic or reading. Disclosure of personal experience is not a requirement for this assignment. I am looking for 1) your reflections on a reading/discussion in the course based on who you are in terms of how you understand your identity, privilege, and oppression. I want to know 2) why you chose the reading, 3) what you were challenged with, 4) what you will take from what you learned with you in the future.

### Reading Presentation 25%

Students will be required to sign up to present on one reading during the course. Students are required to:

1. Summarize the main issues, questions, arguments presented in the assigned reading
2. Creatively and critically raise issues, questions, arguments that were generated by the article. (You may include audio visual materials, illustrate with scenarios, debates, etc.).
3. Engage the class with discussion. This should be a key component of your presentation
4. Synthesize or summarize your presentation and class discussion as it relates to the interplay of at least two critical mental health and madness themes course concepts or themes, i.e., sanism, madness, confluence, regulation and control, violence and dehumanization, identity, pathologization, recovery, criminalization etc.
5. Final Paper 40%

Students are required to write a critical essay on a topic of interest, which is related to issues, concerns, responses, debates, and/or concepts/theories which are raised in the course. The length of the paper is to be between 8-10 pages (double spaced) plus references. Please use at least 12 sources.

The assignment requires that you explore a social issue (lack of long term supports, supportive housing, resources within education, alternative programming and services, income support, discrimination, coercion, surveillance, confinement, medication, psychiatrization, youth issues, etc.) relating to mental health in Canada and consider the implications of this social issue for social work praxis (theory and practice) in mental health or additions.

In the assignment students should:

* Briefly detail the historical contexts of the social issue
* Explore significant political and social questions that have emerged in relation to the topic of interest
* Explore the meaning and effects of concepts learned in the class, as they pertain to the social issue you have chosen
* Discuss implications of the social issue for SW practice, and SW theory, in mental health or addictions

# Assignment Submission and Grading

## 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).
* Paper format must be in accordance with the current edition of American Psychological Association (APA) 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 literature and other bodies of knowledge in their term assignments. When submitting, please keep a spare copy of your assignments.

## Avenue to Learn

In this course, we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss with the course instructor.

### Submitting Assignments & Grading

Assignment folding will be available on Avenue 2 Learn for submitting assignments unless you have arranged for an alternative with the instructor.

### 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 so that students may retrieve their papers themselves; 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 the 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 assignments for return by mail;
4. Submit/grade/return papers electronically.

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

### Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

### Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty, please refer to the [Academic Integrity Policy](https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf)

 The following illustrates only three forms of academic dishonesty:

* Plagiarism, e.g., the submission of work that is not one’s own or for which other credit has been obtained.
* Improper collaboration in group work.
* Copying or using unauthorized aids in tests and examinations

### Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning, and working communities. These expectations are described in the *Code of Student Rights & Responsibilities* (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g., use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

### Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s *Academic Accommodation of Students with Disabilities* policy.

*Disclosures to the instructor of personal issues, illness or injury or extenuating circumstances are not required for accommodation requests. I am both approachable and flexible so please feel free to contact me as soon as needs arise so that I can help anyway I can. I understand that not all needs are foreseeable as well, so I can also help with alternative assignments and make-up work planning to foster successful learning and completion of the course.*

### Accessibility Statement

The School of Social Work recognizes that people learn and express their knowledge in different ways. We are committed to reducing barriers to accessibility in the classroom and working towards classrooms that welcome diverse learners. If you have accessibility concerns or want to talk about your learning needs, please be in touch with the course instructor.

### Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous, or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office *normally within 10 working days* of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

### Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical, and artistic work, including lectures by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

The School of Social Work requests and expects that:

* Instructors inform students about what they will record, when they will record, and what they will do with the recording.
* Students who wish to record contact the instructor first. This is so the instructor can inform the class when permission has been given to a student to record (the identity of the student will be kept confidential by the instructor).
* Recordings by students are used for personal study only, and not shared with anyone else, and are deleted when no longer needed for personal study
* There will likely be times when students or guest speakers share personal or sensitive information. In this circumstance we expect everyone to stop recording. The instructor (or student or guest sharing) may also ask for recording to stop, and we expect everyone to respect such a request.

## Confidentiality

A cornerstone of professional social work relationships is confidentiality with respect to all matters associated with professional services to clients. Social workers demonstrate respect for the trust and confidence placed in them by clients, communities, and other professionals by protecting the privacy of client information and respecting the client’s right to control when or whether this information will be shared with third parties (CASW Code of Ethics, 2005).

 In courses such as the 3D06 and 4D06 integrative seminars it is recognized that students participate and learn by discussing their placement and lived experiences. As such, it is important to identify issues of confidentiality that arise in addition to those related to client confidentiality. Each student will be required to review the Confidentiality Agreement for 3D06 and 4D06 Integrative Seminars and sign off to indicate their understanding and agreement. <https://socialwork.mcmaster.ca/documents/confidentiality-agreement-3d-4d-2020.docx/view>

### E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), 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 alternate address, they may not reply.

### Requests for Relief for Missed Academic Term Work

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

### Extensions and Incomplete Courses

Extensions

All instructors understand that life situations sometimes make it very difficult to hand in an assignment on the date it is due. If you need more time to complete an assignment, talk with your instructor – in advance of the assignment deadline! Once you and your instructor have agreed on a new due date, it is your responsibility to submit your assignment on time. If you find yourself unable to meet deadlines in more than one course, please reach out to Tammy Maikawa, Administrator (millet@mcmaster.ca ) or Jennie Vengris, Undergraduate Chair (vengris@mcmaster.ca). We are here to support you to think about options (such as reducing your course load) that can take the stress off and contribute to your success in the program overall.

Incomplete courses

If you are not able to complete all of your assignments by the end of term, you have the option of contacting the instructor to request an Incomplete (INC) on the course. If the instructor agrees, (taking into account the amount of outstanding coursework and the time it will likely take to complete), the instructor will enter the grade you have so far in the course (the default grade) and the course will appear in Mosaic as INC (incomplete).

The School’s requirements for completing courses depend on a) the nature of the course (whether it is a foundation course\*, or a social and political context course) and b) when you are hoping to start placement. For example, a student who has an incomplete in a foundation course cannot start placement. Please see the [Policy on Extensions and Incompletes in the BSW Program](https://socialwork.mcmaster.ca/resources/undergraduate-resources/policy-on-extensions-and-incompletes-november-2019.docx/view) for more details.

At approximately 52-60 days after the end of term, the Mosaic system will automatically change an INC to the default grade. Depending on the default grade, this might affect your standing or progress in the program.

*As always, if you have any questions or concerns about your progress in the program, please connect with Tammy Maikawa, Administrator (**millet@mcmaster.ca* *) or* *Jennie Vengris, Undergraduate Chair (**vengris@mcmaster.ca**).*

Course Weekly Topics and Readings- Try and read at least 2 for each week.

## Week 1: January 11

Topic: Course Introduction: What are some of the major critical issues in mental health?

### Readings:

* Morley, C, (2003). Towards critical social work practice in mental health: A review. *Journal of Progressive Human Services*, 14(1):61-84.
* Ingleby, (2004). Critical psychiatry: The politics of mental health. London: Free Association Books. Chapter 1.
* Geppert, C. (2004). The Anti-Psychiatry Movement Is Alive and Well. Psychiatric Times 21(3), 21. Retrieved December 4, 2009, from <http://psychiatrictimes.com>
* Littrell, J. & Lacasse, J.R. (2012). Controversies in Psychiatry and DSM-5: The relevance for social work. *Families in Society, 93*(4), 265-270.

## Week 2: January 18

Topic: Madness1: What do we mean by madness and mad studies? What does madness bring to our discussion of critical perspectives in mental health?

Readings:

### Peterson*,* D*.* (1982). *A mad people's history of madness.* Pittsburgh, Pa.: University of Pittsburgh Press. Chapter 1

### Beresford, P. (2020). ‘Mad’, Mad studies and advancing inclusive resistance. *Disability & society*, *35*(8), 1337-1342.

### Russo, J. (2021). The international foundations of Mad Studies: Knowledge generated in collective action. In *The Routledge International Handbook of Mad Studies* (pp. 19-29). Routledge.

### Reaume, G. (Winter, 2006). Teaching Radical History: Mad People’s History. *Radical History Review History* 94, 170-82.

## Week 3: January 25

Topic: Madness 2: What does madness bring to our discussion of critical perspectives in mental health and social work, assessment, and labelling?

Readings:

* Irit Shimrat, Bonnie Burstow, Don Weitz in Irit Shimrat, *Call Me Crazy: Stories from the Mad Movement.* Vancouver: Press Gang Publishers, 1997: 37-51.
* Ameil J. Joseph (2013) Empowering Alliances in Pursuit of Social Justice: Social Workers Supporting Psychiatric-Survivor Movements, *Journal of Progressive Human Services*, 24:3, 265-288.
* Jones, N. & Brown, R.L. (2013). [The Absence of Psychiatric C/S/X Perspectives in Academic Discourse: Consequences and Implications](http://dsq-sds.org/article/view/3433/3198). *Disability Studies Quarterly*, 33(1).
* Beecher, B. (2009). The medical model, mental health practitioners, and individuals with schizophrenia and their families, *Journal of Social Work Practice*, 23, (1), 9–20.
* Self-labelling and identity: <https://www.youtube.com/watch?v=pxbw7dDMX60&feature=relmfu>

## Week 4: February 1

Topics: Sanism: What do we mean by sanism? How does it permeate our work, education, and daily lives? What about stigma?

### Readings:

* Ian Dowbiggin, "Keeping America Sane" (1997). Chapter 1.
* Poole, J., T. Jivraj, A. Arslanian, K. Bellows, S. Chiasson, H. Hakimy, J. Pasini, & J. Reid (2012). Sanism, ‘mental health’, and social work/education: A review and call to action. *Intersectionalities* 1, 20-36
* Matthew Large, M., & Ryan, C.J. (2012). Sanism, stigmaand the belief indangerousness. *Australian & New Zealand Journal of Psychiatry,* 46(11), 1099–1103
* Meerai, S., Abdillahi, I., & Poole, J. (2016). An introduction to anti-Black sanism. *Intersectionalities: A Global Journal of Social Work Analysis, Research, Polity, and Practice*, *5*(3), 18-35.

## Week 5: February 8

Topic: Order and chaos1: How have we historically tried to regulate mental illness or mental health issues in Canada with immigration law & practice, mental health law & practice?

### Readings:

* Chadha, E. (2008). ‘Mentally Defectives’ Not Welcome: Mental Disability in Canadian Immigration Law, 1859-1927. Disability Studies Quarterly 28(1). 1-30.
* Menzies, R. (1998). Governing mentalities: The deportation of "insane" and "feebleminded" immigrants out of British Columbia from confederation to World War II*. Canadian Journal of Law and Society,* 13(2), 136-173.
* Joseph, A. J. (2018). Traditions of Colonial and Eugenic Violence: Immigration Detention in Canada. In Kilty, J. M., & Dej, E. (eds.). *Containing Madness: Gender and ‘Psy’in Institutional Contexts* (pp. 41-65). Palgrave Macmillan, Cham.
* Finkler, L. (2013). They should not be allowed to do this to the homeless and mentally ill’: minimum separation distance bylaws reconsidered. *Mad matters: A critical reader in Canadian mad studies*, 221-238.

## Week 6: February 15

Topic: Order and chaos 2: How have we historically tried to regulate or control mental illness or mental health issues in criminal justice policy and law?

### Readings:

* Peternelj-Taylor, C. (2008). Criminalization of the mentally ill. *Journal of Forensic Nursing, 4*(4), 185-187.
* Lurie, S. (2009). Mad or Bad: Reflections on the Mental Health System’s Responsibilities to Mentally Disordered Offenders. Canadian Mental Health Association, Ontario. *Network*, 24(2), 3-4.
* Luchins, D. (2009). Psychiatric treatment of social disadvantage. *Administration and Policy in Mental Health and Mental Health Services Research*, 36, 13-14.
* Joseph, A. J. (2019). Contemporary forms of legislative imprisonment and colonial violence in forensic mental health. *Madness, violence, and power: A critical collection*, 169-183.

## Midterm Recess: February 22

## Week 7: March 1

Topic: Violence: What dehumanizing processes rationalize the use of violence on those deemed mentally ill, mentally unhealthy?

### Readings:

* Reaume, G. (2008). A History of Lobotomy in Ontario. In E. Heaman, A. Li, & S. McKellar (Eds.), Essays in Honour of Michael Bliss: Figuring the Social, eds. Elsbeth Heaman, Alison Li, Shelley McKellar (pp. 378-399). Toronto: University of Toronto Press.
* Weitz, D. (2004). Insulin shock: A survivor's account of psychiatric torture. Journal of Critical Psychology, Counselling and Psychotherapy, 4(3), 187-194.
* Friedlander, H. (2001). The Exclusion and Murder of the Disabled. In R. Gellately and N. Stoltzfus(Eds*.*) *Social Outsiders in Nazi Germany* (pp. 145-164). Princeton: Princeton University Press.
* Keating, F. (2016). Racialized communities, producing madness and dangerousness. *Intersectionalities: A Global Journal of Social Work Analysis, Research, Polity, and Practice*, *5*(3), 173-185.

## Week 8: March 8

Topic: Bodies of the Other 1: How are issues pertaining to difference and the confluence identity raised in mental health? In terms of sexual orientation, gender, ability?

### Readings:

### Burstow, B. (1990). A History of Psychiatric Homophobia. *Phoenix Rising: The Voice of the Psychiatrized,* 8(3&4), S38-S39.

### Pilling, M. D. (2022). Reclaiming the Lunatic Fringe: Toward a Mad-Queer-Trans Lens. In *Queer and Trans Madness* (pp. 29-62). Palgrave Macmillan, Cham.

* St-Amand, N., & LeBlanc, E. (2013). Women in 19th century asylums: three exemplary women; a New Brunswick hero. *Mad Matters: A Critical Reader in Canadian Mad Studies, Canadian Scholars’ Press Inc., Toronto*, 38-48.
* Beresford, P. (2000) "What Have Madness and Psychiatric System Survivors Got to Do with Disability and Disability Studies? *Disability & Society,* 15:1, 167-172.

## Week 9: March 15

Topic: Bodies of the Other 2: How are issues pertaining to difference and the confluence of identity raised in mental health? In terms of race, culture, indigeneity?

### Readings:

* Angus McLaren, "Our Own Master Race" (1990). Chapter 1.
* Fernando, S. (2010) *Mental Health, Race and Culture*, third edition. Palgrave Macmillan, Basingstoke. Chapter 4.
* Yellow Bird, P. (2004). Wild Indians: Native Perspectives on the Hiawatha Asylum for Insane Indians. Retrieved October 15, 2009, from dsmc.info/pdf/canton.pdf
* Raju, P., & Penak, N. (2019). Indigenizing the narrative: A conversation on disability assessments. *Madness, violence, and power: A critical collection*, 136-149.

## Week 10: March 22

Topic: The Biological Mind: What are some of the critiques of the role of medication and the psycho-pharmaceutical industrial complex? How does neoliberalism matter in mental health? How do we think critically about suicide and self-harm?

### Readings:

* Cohen, D. (2009). Needed: Critical thinking about psychiatric medications. *Social Work in Mental Health, 7*(1-3), 42-61.
* Medawar, C. & Hardon, A. (2004). Sedative hell. In *Medicines Out of Control? Antidepressants and the Conspiracy of Goodwill* (pp. 11-27)*.* N.P., Netherlands: Aksant.
* Whitaker, R. (2001). Mad in America: Bad Science, Bad Medicine, and the Enduring Mistreatment of the Mentally Ill. Cambridge, Massachusetts: Perseus-p.3-19.
* White, J., Marsh, I., Kral, M. J., & Morris, J. (Eds.). (2015). *Critical Suicidology: Transforming Suicide Research and Prevention for the 21st Century*. UBC Press. - Introduction

## Week 11: March 29

Topic: Critical perspectives on addiction/substance use

### Readings:

* White, W. L. (2007). Addiction recovery: Its definition and conceptual boundaries. *Journal of Substance Abuse Treatment*, 33, 229 – 241.
* Carla Meurk, C. & Carter, A., Hall, W. & Lucke, J. (2014). Public Understandings of Addiction: Where do Neurobiological Explanations Fit? *Neuroethics*, 7, 51–62.
* Bernadette Pauly, B. (2008). Harm reduction through a social justice lens. *International Journal of Drug Policy* 19, 4–10.
* Smith, C. B. (2016). “About nothing without us”: A comparative analysis of autonomous organizing among people who use drugs and psychiatrized groups in Canada. *Intersectionalities: A Global Journal of Social Work Analysis, Research, Polity, and Practice*, *5*(3), 82-109.

## Week 12: April 5

Topic: Recovery and critical practice interventions in mental health

### Readings:

* Mezzina, R., Davidson, L., Borg, M., Marin, I., Topor, A., and Sells, D. (2006). The Social Nature of Recovery: Discussion and Implications for Practice. *American Journal of Psychiatric Rehabilitation*, 9, (1), 6 —80.
* Pearson, C., Montgomery, A.E., Locke, G. (2009). Housing stability among homeless individuals with serious mental illness participating in housing first programs. *Journal of Community Psychology*, Vol. 37, No. 3, 404–417.
* Agar-Jacomb, Kirsty and Read, John (2009). Mental health crisis services: What do service users need when in crisis? Journal of Mental Health,18(2),99—110
* Hughes, R., Hayward, M., and Finlay, W. M. L. (2009). Patients' perceptions of the impact of involuntary inpatient care on self, relationships, and recovery. *Journal of Mental Health,* 18, (2), 152—160.

Week 13: April 12: Period for rescheduled presentations, course summary etc.