PSYD37H3 S
Social Context of Mental Health and Illness
Winter 2024 Syllabus

Course Meetings

PSYD37H3 S

Section	Day & Time	Delivery Mode & Location
LEC01	Wednesday, 10:00 AM - 12:00 PM	In Person: SW 316

Refer to ACORN for the most up-to-date information about the location of the course meetings.

Course Contacts

Course Website: https://q.utoronto.ca/courses/330126

Instructor: Prof. Charmaine Williams (Charmaine C. Williams Profile | University of Toronto (utoronto.ca))
Email: charmaine.williams@utoronto.ca
Phone: 416-978-3255
Office Hours and Location: online, by appointment.
Additional Notes: Students can contact me through the email address fifsw.dean@utoronto.ca to request that my assistant schedule a meeting. Please identify yourself as a student in my class.

Course Overview

This course is an opportunity to explore how social practices and ideas contribute to the ways in which society, families and individuals are affected by mental health and mental illness.

This course explores how social practices and ideas contribute to the ways in which society, individuals and families are affected by mental health and illness. At this point in our history we understand mental illness and mental health to be largely influenced by biological factors, specifically, workings of the brain. At the same time, we have always known that social factors play a very strong role in promoting mental health and can make big differences in who gets mentally ill, who receives adequate and appropriate treatment, and who can achieve good quality of life after diagnosis of mental illness.

We will be looking at how social issues intersect with mental health and illness in this course. The scope of social will include local and global communities, popular culture, and ideologies linked to social justice and injustice. At the same time, this course will ask you to develop self-awareness around what you believe about mental health and illness and how that affects your

view on the topics, your role as a member of society and, potentially, a future role as a health professional.

Course Learning Outcomes

1. Explain how the social determinants are primary factors that shape mental health for individual, families.
2. Critique western biomedical definitions of mental health, addictions, treatment, healing, and recovery in the context of conceptualizations for similar issues across cultures.
3. Critically analyze how stigma affects individuals and families affected by mental illness.
4. Explain strategies that promote wellness, resilience, and trauma-informed mental health.
5. Examine policies and practices that promote mental health
6. Engage in critical self-reflection about one's own social location and experiences, values, assumptions, and biases related to mental illness.

Prerequisites: 10.0 credits completed and enrolment in the Combined BSc in Mental Health Studies/Masters of Social Work or Specialist/Specialist-Co-op programs in Mental Health Studies
Corequisites: None
Exclusions: None
Recommended Preparation: None
Credit Value: 0.5

Course Materials

All materials for the course are available in the UofT Library system or are open-access online. Readings will also be listed in the library resources section of the quercus site.

Topic:	Resources
January 10 Introduction and Overview:	Pescosolido, B. A., Halpern-Manners, A., Luo, L., & Perry, B. (2021). Trends in public stigma of mental illness in the US, 1996-2018. *JAMA network open*, *4*(12), e2140202-e2140202.
January 17 Mental Diversity – The future of madness? *In an ideal future have we cured mental illness or integrated it? What would a world that embraced mental diversity look like? Should we*	Higgs, R. N. (2020). Reconceptualizing psychosis: the hearing voices movement and social approaches to health. *Health and human rights*, *22*(1), 133-144. PMID: 32669795; PMCID: PMC7348419. Laroi, F., Luhrmann, T. M., Bell, V., Christian, W. A., Deshpande, S., Fernyhough, C., Jenkins, J., & Woods, A. (2014). Culture and hallucinations: Overview and future directions. *Schizophrenia Bulletin*, *40*(4), S213–S220. https://doi.org/10.1093/schbul/sbu012 Case Study: Mad Pride: The Struggle to Reclaim Mental Health. Ana and others.

embrace all mental diversity?	[Mad Pride: The Fight to Reclaim Mental Health - VICE Video: Documentaries, Films, News Videos](#)
January 24 100 (or so) years of Psychiatry *Since mental health care was institutionalized in the 19th/19th century, the pendulum has swung between optimism and disengagement. How much does this have to do with psychiatry itself, and how much is based in social changes around it? What are your thoughts on the social marketing of mental health interventions over time?*	Lamb, H. R., & Weinberger, L. E. (2020). Deinstitutionalization and other factors in the criminalization of persons with serious mental illness and how it is being addressed. *CNS spectrums*, *25*(2), 173-180. Dyck, E. (2010). Spaced-out in Saskatchewan: Modernism, Anti-Psychiatry, and Deinstitutionalization, 1950-1968. *Bulletin of the History of Medicine, 84 (4)*, 640-666. Optional: Sposini, F. M. (2020). Confinement and certificates: Consensus, stigma and disability rights. *Canadian Medical Association Journal (CMAJ)*, *192*(48), E1642–E1643. https://doi.org/10.1503/cmaj.201750 Byrick, K. et al. (2023). A practical guide to mental health and the law in Ontario. Ontario Hospital Association.
January 31 The social context of diagnosis and treatment of mental illness *Why do some things get diagnosed as illness and others do not? What purpose does diagnosis serve? Whose interests are served by describing human experiences as psychiatric disorders? Has current levels of awareness about mental illness and the benefits of seeking help for mental health problems changed what diagnosis means for individuals, families and society?*	Aftab, A., & Rashed, M. A. (2021). Mental disorder and social deviance. *International Review of Psychiatry*, *33*(5), 478-485. Hughes, F., & Kinderman, P. (2023). 'Finally, I could breathe': the utility and impact of a diagnosis of obsessive-compulsive disorder. *Behavioural and Cognitive Psychotherapy*, *51*(3), 246–258. https://doi.org/10.1017/S1352465822000637 Optional: Williams, C. C. (2008). Insight, Stigma, and Post-Diagnosis Identities in Schizophrenia. *Psychiatry (Washington, D.C.)*, *71*(3), 246–256. https://doi.org/10.1521/psyc.2008.71.3.246

February 7 What is mental health and what causes mental illness? *How do social determinants influence mental health and illness? How do we understand the balance between individual, social, structural, and historical contributions to mental illness, mental health, and recovery?*	The social determinants of refugee mental health in the post-migration context: A critical review. The Canadian Journal of Psychiatry, 63(5), 297-303. Ahrnberg et al. (2021). Determinants of Positive Mental Health in Adolescents–A Cross-Sectional Study on Relationships between Positive Mental Health, Self-Esteem, Character Strengths and Social Inclusion. *The International Journal of Mental Health Promotion, 23(3), 361-374*. https://doi.org/10.32604/ijmhp.2021.016408 Optional: Kim, P. J. (2019). Social determinants of health inequities in indigenous Canadians through a life course approach to colonialism and the residential school system. *Health Equity*, *3*(1), 378-381.
February 14 Trauma and Resilience *Violence and trauma come into many peoples' lives, but why do some people experience more than others? And what factors make a difference in recovering from trauma?*	Burstow, B. (2003). Toward a radical understanding of trauma and trauma work. Violence Against Women, 9(11), 1293-1317. Quiros, L., Varghese, R., & Vanidestine, T. (2020). Disrupting the single story: Challenging dominant trauma narratives through a critical race lens. *Traumatology*, *26*(2), 160. Optional: Williams, C. C., Gibson, M., Mooney, E., Forbes, J. R., Curling, D., green, d.c., & Ross, L. E. (2023). A Structural Analysis of Gender-Based Violence and Depression in the Lives of Sexual Minority Women and Trans People. *Affilia*, *38*(3), 350–366.
February 28 Society, and mental health *If society is to invest in promoting mental health, where should that investment be made?*	Campion, J., Javed, A., Lund, C., Sartorius, N., Saxena, S., Marmot, M., ... & Udomratn, P. (2022). Public mental health: required actions to address implementation failure in the context of COVID-19. *The Lancet Psychiatry*, *9*(2), 169-182. Faber, S. C., Williams, M. T., Metzger, I. W., MacIntyre, M. M., Strauss, D., Duniya, C. G., Sawyer, K., Cénat, J. M., & Goghari, V. M. (2023). Lions at the Gate: How Weaponization of Policy Prevents People of Colour From Becoming Professional Psychologists in Canada. *Canadian Psychology = Psychologie Canadienne*, *36*(2A), 335–354. Optional Moroz, N., Moroz, I., & D'Angelo, M. S. (2020). Mental health services in Canada: Barriers and cost-effective solutions to increase

	access. *Healthcare Management Forum*, *33*(6), 282–287.
March 6 Culture, healing and mental illness *Psychiatry is a western invention – can it work beyond our cultural context? Is mental illness a universal experience? Can non-Western healing traditions work in our cultural context? Does Western psychiatry work in a multicultural environment?*	Pinder-Amaker, S., Winer, J. P., Wadsworth, L. P., Nevins, C. M., Peckham, A., Nota, J. A., & Beard, C. (2023). Making an MPCT: Building and Sustaining a Multicultural Psychology Consultation Team (MPCT) Within an Academic Medical Center. *Harvard Review of Psychiatry*, *31*(4), 195–201. https://doi.org/10.1097/HRP.0000000000000372 Maree Kopua, D., Kopua, M. A., & Bracken, P. J. (2020). Mahi a Atua: A Māori approach to mental health. *Transcultural psychiatry*, *57*(2), 375-383. Optional Abe, J. (2020). Beyond cultural competence, toward social transformation: Liberation psychologies and the practice of cultural humility. *Journal of Social Work Education*, *56*(4), 696-707.
March 13 Families, caregiving and mental illness *Do families cause mental illness? - What do you think? How are families implicated and affected by mental health and mental illness?*	Flood-Grady, E., & Koenig Kellas, J. (2019). Sense-making, socialization, and stigma: Exploring narratives told in families about mental illness. *Health communication*, *34*(6), 607-617. Shiraishi, N., & Reilly, J. (2022). Content analysis of the emotions affecting caregivers of relatives with schizophrenia. *Current Psychology*, *41*(10), 6755-6765. Optional: Odenbring, Y., Johansson, T., & Lunneblad, J. (2016). Blaming and Framing the Family: Urban Schools and School Officials Talk of Neglecting Parents. *The Urban Review*, *48*(3), 484–498. https://doi.org/10.1007/s11256-016-0364-y
March 20, March 29, April 3 Student presentations	Students will select materials relevant to the presentation.

Marking Scheme

Assessment	Percent	Details
ChatGPT Reflection Assignment **Due February 14, 2024 at 11:50pm EST** **4-6 double-spaced pages**	25%	There is discussion that in the near future we will be using ChatGPT and similar tools to develop psychosocial assessments for clients, making use of its superior ability to review relevant information including research articles, census data, economic, social and neighbourhood data available. We will be evaluating that claim by evaluating how successful ChatGPT is at understanding your personal circumstances. For this assignment: 1. Develop a prompt for ChatGPT or your preferred AI chatbot platform to explore the factors that contribute to mental health risk and resilience for an individual in your life circumstances. You make decisions about what you wish to include in the prompt. You can review and retry prompts and responses until you are satisfied with the response provided by the chatbot. 2. Write a reflection on the process that includes: a) how you made decisions about what to include in the prompt (s); b) your assessment of the accuracy and relevance of the response(s) to your circumstances; c) your thoughts on the strengths and limitations of using AI for this purpose, and what you see as its value to clinical work in mental health.
Proposal for presentation and final paper **Due February 28, 2024 at 11:59pm EST**	5%	This assignment is to give you the opportunity for feedback on your plans for the next two assignments. Review the description of the next two assignments for guidance. Submit a one-page document describing: - Topic of presentation - Source material to be used for the assignment - Issues to be addressed in the presentation and paper There is no rubric for this assignment.

Assessment	Percent	Details
Oral Presentation **Due in class** **March 20** **March 27** **April 3, 2024** **10 minutes**	30%	Present the proposed topic of your final paper, explaining why you think it is a useful artifact to explore the social context of mental health and illness. Present the questions you plan to pursue in exploring it and why you have identified these as your questions. – Audiovisual aids are recommended (e.g., slideshow, demonstration). 10 minutes. *artifact: an object made by a human being, typically an item of cultural or historical interest
Final paper **Due April 5, 2024** **11:59pm EST** **10-12 double-spaced pages** **APA formatting**	40%	Choose something from popular culture (e.g., TV series, movie, blog, vlog, twitter feed, ad campaign, fashion line, graphic novel, book, art exhibit….). Provide a description of this artifact*, providing links to supplementary material as needed. The artifact cannot originate from a health institutional source. Identify how you think it addresses or represents the social context of mental health and illness, foregrounding one or more concepts from the course. Provide a critique of how you believe it promotes and/or challenges stigma against mental illness. Describe what you see as lessons that can be learned from this particular artifact that could influence how we educate the public about mental health and illness. Note: Make explicit links to concepts and resources from the course. Demonstrate self-directed learning by drawing on additional sources to support your arguments. *artifact: an object made by a human being, typically an item of cultural or historical interest*

See last section of the syllabus for assignment rubrics.

Late Assessment Submissions Policy

Any assignment handed in after the due date/time will receive a 1% penalty for each day it is late. Proposals submitted more than 5 days late without prior approval from the instructor will not be accepted.

An assignment is considered late as soon as the due date and time passes. Students are encouraged to submit assignments early to avoid late penalties due to technical issues. Problems with the Quercus Portal will not be accepted as an excuse for late submission.

Students with documented accommodations to receive additional time for completing assignments should meet with me to confirm accommodation-based due dates. Students who need to seek extensions due to illness or other personal circumstances must provide appropriate documentation as soon as possible and arrange new due dates.

Policies & Statements

Plagiarism Detection Tool

Normally, students will be required to submit their course assignments to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (https://uoft.me/pdt-faq).

Academic Integrity

The University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (http://www.governingcouncil.utoronto.ca/policies/behaveac.htm) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

Potential offences in papers and assignments include using someone else's ideas or words without appropriate acknowledgement, submitting your own work in more than one course without the permission of the instructor, making up sources or facts, obtaining or providing unauthorized assistance on any assignment.

If you have any questions about whether actions you are contemplating may be considered academic dishonesty, please discuss it with me.

Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

The University of Toronto is a richly diverse community and as such is committed to providing an environment free of any form of harassment, misconduct, or discrimination. In this course, I seek to foster a civil, respectful, and open-minded climate in which we can all work together to develop a better understanding of key questions and debates through meaningful dialogue. As such, I expect all involved with this course to refrain from actions or behaviours that intimidate, humiliate, or demean persons or groups or that undermine their security or self-esteem based on traits related to race, religion, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability, receipt of public assistance or record of offences.

University Land Acknowledgement

The University of Toronto operates on the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place continues to be home to many Indigenous people from across Turtle Island. When we work, live, and learn on this land, we remember that this is Treaty 13 territory and we are included in treaty agreements that direct us to share this land, care for it, and ensure that Indigenous and other people benefit from our presence on it. In this course, I have included content on indigenous issues and knowledge to position that knowledge as useful to a comprehensive understanding of the course topic.

Accommodations & Other Considerations

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office as soon as possible. I am happy to review any documentation you wish to share from your AccessAbility Services Officer.

AccessAbility Services staff (located in Rm AA142, Arts and Administration Building) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email ability.utsc@utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

If you would like to seek academic consideration for another reason, please schedule a meeting with me.

I will be making efforts to deliver this course with attention to inclusion and accessibility. If you have needs or suggestions you would like to share to support that process, please let me know.

Use of Generative Artificial Intelligence Tools

Students may use artificial intelligence tools, including generative AI, in this course as learning aids or to help produce assignments. However, students are ultimately accountable for the work they submit.

Students may not use artificial intelligence tools for completing course assignments except when directed to do so. However, these tools may be useful when gathering information from across sources and assimilating it for understanding.

The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing and coding assistants, for the completion of, or to support the completion of an assignment or any other form of academic assessment, may be considered an academic offense in this course.

If you are uncertain if you are using AI tools in an appropriate way, please consult with me.

Recording of Classroom Material by Students

Recording or photographing any aspect of a university course - lecture, tutorial, seminar, lab, studio, practice session, field trip etc. – without prior approval of all involved and with written approval from the instructor is not permitted.

Additional Content

Assignment Rubrics

Rubric for the ChatGPT Reflection Assignment

Criterion	Below Expectations C- or below	Meets Expectations C to B	Above Expectations B+/A-	Outstanding A or A+
Creativity of approach	Limited creativity in the approach	A moderately creative approach that meets the requirement	A creative approach that adds value to the content for the assignment	Highly creative and original approach that enhances the content for the assignment
Depth of Analysis/ Reflection	No analysis or quite limited.	Adequate analysis, but lacks depth in some areas	Comprehensive analysis with some insightful points	Thorough and insightful analysis demonstrating a deep understanding.
Technical elements	Regular errors that may impede understanding	No errors in grammar, spelling, or word use. Document communicates clearly.	Writing style is consistent and high quality. Sentences and paragraphs are well-constructed. No technical errors.	Writing style is high quality and polished. Ideas and word use are sophisticated and accurate. Paper is free of technical errors.

Rubric for the Oral Presentation

Category	Excellent A or A+	Very Good B+/A-	Satisfactory C+ to B	Unsatisfactory C or below
Content	Good balance of presenting topic and presenting analysis and/or reflection. Raises thoughtful questions that integrate course content.	Presents good knowledge about the topic & some analysis and/or reflection. Raises some thoughtful questions.	Shows a basic understanding of the topic. Little evidence of analysis or reflection on the content.	Shows superficial knowledge of the topic. No evidence of analysis or reflection on the content.
Organization, clarity, and flow of the presentation	The presentation is well organized and easy to follow. Good choices are made about what to present to communicate ideas clearly.	The presentation is adequately organized. Most of what is presented contributes to clear communication of ideas.	Some parts of the presentation are poorly organized. Ideas are hard to follow.	The presentation as a whole is poorly organized. Ideas presented seem poorly chosen and do not contribute to understanding of the ideas.
Use of time	Presentation is timed and paced well with attention to distribution of time to meet assignment expectations.	Presentation is timed and paced to meet the assignment expectations	Noticeably shorter or longer than the expected time, with unclear distribution of time to meet assignment expectations.	Extremely short or much longer than the expected time. Elements of the assignment are missed in the presentation.

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Rubric for the final paper

Criteria	Below Expectations C or below	Meets Expectations C+ to B	Above Expectations B+/A-	Outstanding A/A+
Organization & Coherence	Poor or little organization, of content, jumps around. Main ideas are not as clear or are presented in a disorganized way.	Clear introduction and conclusion. There is a clear well-focused topic. Main ideas are clear, but could be better supported.	Opening, middle, and conclusion are clearly identifiable. Well organized, easy to follow and coherent. There is a clear, well-focused topic. Main ideas are clear and developed well.	Strong opening supported well by middle sections that build coherently toward a strong conclusion. Well organized and easy to follow. There is a clear, well-focused topic. Main ideas are clear and well supported. Explicit integration of the topic and ideas from introduction through to conclusions.

Depth & Analysis	Superficial level of knowledge presented. Little evidence of research beyond the superficial facts presented. Little evidence of attention to assignment expectations. Little or no use of sources to support arguments or statements made in paper. Misrepresentation of content or inappropriate use of sources.	Demonstrates knowledge of the topic and understanding of assignment expectations. Makes some connections to knowledge beyond the course. Includes appropriate sources to support central arguments or analysis of the paper.	Depth of understanding demonstrated by connecting topic to relevant topical and disciplinary knowledge and addressing assignment expectations. Clearly articulates an analysis and provides appropriate sources to support it.	Clear evidence of integration of assignment expectations into analysis. Makes connections beyond the course and demonstrates depth of understanding of the subject and its connections to larger disciplinary issues. Sound choices made to include relevant content that supports the core analysis of the paper
Technical Elements	Writing is sometimes awkward, poorly constructed or unclear. Word use is confused at times. There are multiple grammar, spelling, citation or typing errors that distract the reader.	Sentences are well-constructed, and generally clear and concise. Word use is accurate and clear. There are only a few minor grammar, spelling or citation errors.	Writing style is consistent and high quality throughout. Sentences are well-constructed. Word choices are appropriate and accurate. Grammar, spelling, and citation style are correct.	Writing style is high quality and polished Sentences and paragraphs are clear and complete. Word use is sophisticated and accurate. Paper is free of grammar, typing, spelling or citation errors.