

**Course Number:** HLSC 3P25

**Course Title:** Mental Health and Addictions

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**Times and Locations:**

Lecture Mondays 9:00-12:00am in TH256

\*Weeks 5-8 half of the class will meet on Monday from 1:30-4:30pm in ST103

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**Instructor:** Paula Gardner [paula.gardner@brocku.ca](mailto:paula.gardner@brocku.ca)  
**Office Hours:** Mondays 2-3pm Office: AS313  
**MHFA Instructor:** Sandy Howe [showe@brocku.ca](mailto:showe@brocku.ca)  
**TA's:** Tia Rogers-Jarrell [tr10qy@brocku.ca](mailto:tr10qy@brocku.ca) & Melanie Elliott [melliott2@brocku.ca](mailto:melliott2@brocku.ca)

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**Course Calendar Description:**

An examination of the concepts of mental health and addiction from a critical (socio-ecological) perspective. Provides an overview of key areas in knowledge, theory, and practice from a public health perspective.

**Course Prerequisites and Restrictions:**

*Prerequisite:* HLSC (CHSC) 2P21 and 2P49 *Restrictions:* Open to CHLH, CMTY, MSCI & PTH majors

**Overview of the Course:**

The purpose of this course is to provide students with an understanding of the complex nature of mental health and addiction and to link this knowledge to the field of public health. Specifically, the course is designed to provide students with basic knowledge and understanding of the history, theory and various approaches to mental health and addiction; cultivate an appreciation of the social, biophysical, structural, political, and cultural forces that play a role in mental health and addiction (behavior and perceptions); develop an awareness of programs, policies and social marketing campaigns that seek to promote mental health and address the 'problem' of addiction and how to apply this knowledge to evaluate existing programs, initiatives, and policies.

A key component of this course is the Mental Health Commission of Canada's *Mental Health First Aid - Youth* training program. The material in the training program will serve as an introduction to key terms and issues within the field of mental health and addictions and connect to topic lectures, assignments and exams throughout the course.

**Learning Objectives/Outcomes:**

1. Identify historical and contemporary mental health and addiction issues in Canadian context.
2. Explain the interrelationships between mental health, addiction, and the social determinants of health.
3. Reflect on the impact of stigma, poverty and culture on mental health.
4. Situate the theory and application of mental health policies and programs within a public health framework.
5. Critically examine mental health and addiction research, evidence and best-practices.
6. Become certified in *Mental Health First Aid - Youth*.

This course builds on the knowledge of the entire class as much as the collected wisdom recorded in the scholarly literature. Everyone is responsible for making the course a success and student learners are expected to take an active role in class discussions. This means being prepared each week to learn, to share, and to teach.

To facilitate the development of knowledge a range of active learning methods will be employed that support the exploration of course content including class lectures, practical exercises, group problem solving and guest presentations. Students are encouraged to work with their peers to fully understand the course material and to ask questions of the instructors or teaching assistants to clarify concepts and course expectations as necessary.

### **Pedagogical (Teaching) Approach / Perspectives:**

The course content, format, evaluation scheme and learning processes are informed by the following schools of thought:

1. **Critical Reflexive Inquiry** is a form of higher order reasoning that integrates critical thinking (making sense of things through questioning) and reflexivity (active consideration of personal and epistemological beliefs and values).
2. **Participatory Pedagogy** is an educational approach in which multiple perspectives, opinions, and active creation on the part of learners all contribute to the final context of the learner experience. From this perspective knowledge exchange is considered a shared responsibility among all participants (instructors, TA's and students).
3. **Experiential Learning** is often referred to as 'learning through action'. In this approach educators purposefully engage students in direct experience and focused reflection in order to increase knowledge, develop skills and clarify values.
4. **Mindfulness** is a style of teaching that infuses learning with the experience of present awareness. As a particular method of instruction, mindfulness assists students and educators in awakening and opening their minds to new learning possibilities, facilitates key learning skills including focus and attention, and creates a collaborative and community-oriented learning environment.

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## **COMMUNICATION**

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Be sure to log on to Sakai frequently as lecture materials, readings, and course announcements are posted in this environment. There is also an opportunity to post questions and have discussions with your peers. Students are encouraged to use Sakai to connect with other students in the course if they missed classes and/or have general questions about readings or assignments. All marks and student grades will be available through Sakai.

If you have a question or require clarification of course material you should try to get the information you need by first contacting another student, and then secondly contacting the course TA's; TA's are important resources and students are encouraged to communicate directly with them. If you need to contact the instructor, please email them directly. Turnaround time for emails is normally 24 hours and responses should be expected on weekdays only. **When writing emails, be sure to add the course code in the subject line and your full name (first/last) at the end of all email correspondence.**

All students are required to have Official University e-mail accounts and instructors are to correspond with students only through these email accounts. Please do not use another ISP account such as gmail as these are not Official University e-mail accounts.

This course involves group work. In order to work with your peers, you will need to share your name, phone number and email address with those in your group.

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## LEARNING FORMAT

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Each weekly session has 3 components:

**Pre-class:**

1. *Readings and Preparation:* Readings and other multi-media resources are assigned for each session. Resources are intended to introduce students to the topics covered in class and facilitate class discussion. Students are expected to come prepared to actively engage with the topic, classmates and instructor.

**In-class:**

2. *Topic lecture:* The instructor will present a weekly lecture that provides depth and clarity to the assigned readings. Lectures will also present new materials and promote in-class discussion relevant to the weekly topic (and required for exams and assignments). Lectures will be interactive and require student participation (individually and in small groups).

**Within/outside of class:**

3. *Application and integration of topic:* This component of the class is intended to ensure theoretical and applied (i.e., ‘real world’) understanding, provide further depth to the topic area and highlight linkages with course materials and objectives. Activities include guest speaker presentations from individuals or organizations working in the field, small group discussions, documentary film screenings, and hands-on group or independent work.

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## READINGS & TEXTBOOKS

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**Required Texts:**

Hopkins, E. (2008). *CRANK*. Simon & Schuster Trade. New Jersey, USA.

Sheff, D. (2009) *Beautiful boy: A fathers journey through his son’s addiction*. Mariner Books; Reprint edition.

Mental Health Commission of Canada. (2017). *Mental Health First Aid Canada: For adults who interact with youth*. Mental Health Commission of Canada. \*All students registered in the course will be provided with this training manual.

**There are other required readings.** These will be posted (link or pdf) to Sakai. Be sure to check these regularly as there will be updates and additions.

Readings have been chosen to support and clarify the topics for each week and are considered an essential component of the course. Course lectures are designed to complement the readings, and therefore students are expected to have completed them prior to class. The course instructors and guest speakers may also provide additional recommended readings to supplement discussions in class and facilitate more in-depth learning on particular subjects.

**Visual and Auditory Texts:**

Throughout the semester students may be assigned to watch or listen to films, videos and podcasts. Similar to assigned readings, these are considered “texts” for the course. These visual and audio texts all have a clear connection to the course materials (lectures and assigned readings) and should be used/integrated into class discussions, assignments and exams.

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## EVALUATION

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### Summary:

Assignment / Exam	Worth	Due Date
Attendance, Preparedness, & Participation	10%	Ongoing throughout semester
Assignment #1 Reaction Paper ~ CRANK	20%	January 29
Assignment #2 Critical Reflection ~ Beautiful Boy	25%	March 5
Assignment #3 Informational Interviews	20%	April 2
Term Exam (In class)	25%	March 19

### Attendance, Preparedness & Participation (10%)

Students are expected to attend all classes. Students should arrive to class prepared - having completed the assigned readings and ready to participate in class and small group discussions. In-class writing exercises, small group activities, and online forums will provide documentation of attendance and class preparedness. There is one group assignment and part of a student's participation grade will be assessed by their group members. Additionally, during the weeks that students are participating in the *Mental Health First Aid - Youth* training they will be expected to engage in online forum discussions based on the text *Beautiful Boy*. Thoughtful participation in these forums will count heavily towards student's overall participation grade. Sakai internal 'statistics' will also provide evidence of student engagement in the course and all of these components will be used to assess a student's attendance, preparedness and participation grade.

### Assignments (65%)

Information about each assignment will be provided in-class and posted to Sakai including a grading rubric and, when necessary, further instructions. Students will also be provided with an opportunity to ask questions about assignments in class.

**Written assignments should adhere to the following format guidelines:** Title page including name, student number, date and title (be creative) of the assignment; Full Name (in the header on all pages); page numbers bottom right corner of all pages; single spaced, 12pt Arial font, 1" margins on all sides. Paragraphs and/or section headers must be used to organize written assignments. Turnitin.com technology will be used for the submission of assignments. Turnitin is a phrase-matching software. If you object to uploading your assignments to Turnitin.com for any reason, please notify the instructor to discuss alternative submissions.

### **Assignment #1 - Reaction Paper ~ CRANK (20%)**

A reaction paper asks the reader [you] to examine, explain and defend their personal reaction to a reading. You will be asked to explore why you like or dislike the reading, explain whether you agree or disagree with the author, identify the reading's purpose, and critique the text. There is no right or wrong answer to a reader response however, it is necessary for you to demonstrate an understanding of the reading and clearly explain and support your reactions.

### **Assignment #2 - Critical Reflection Paper ~ Beautiful Boy (25%)**

A reflection is a personal essay with an argument. Evidence for the argument can be taken from readings and experience. A reflection paper is neither a reaction paper nor a book review. The purpose is to think deeply and carefully about the text, and analyze how that text has changed your thinking and life (\*personally, academically, and as a community member). In this assignment students will integrate new ideas taken from the reading with what they have learned in class (lectures, the MHFA-Youth Training, and other readings) and consider the application of what they have learned to their life/school/work.

### **Assignment #3 - Mental Health and Addiction “In the field”- Informational Interviews (20%) - Group Assignment**

In this assignment students will be organized into teams (2-3) to conduct informational interviews (not research interviews) with an organization, program, or health professional whose practice is directly related to some aspect (prevention, education, treatment, policy) of mental health and/or addiction. Teams will identify (and have approved) a site, individual, or program and develop an interview guide. After conducting the interviews, teams will present their organization/person/program orally to the class. Each team member will also write and submit a 2-page personal reflection on this experience that connects what they learned through the experience with other course topics and materials.

### **Term Exam (25%)**

There will be one exam in this course. The term exam will be held in class and cover all topics, lectures and readings including the *MHFA-youth* training course and the required texts (*CRANK* and *Beautiful Boy*). The exam will include multiple choice, short answer, true/false and essay questions.

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## **GRADING CRITERIA**

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Evaluation of all assignments, exams and presentations will take into account the following aspects of student work:

- *Thoroughness and coverage of required content area*
- *Demonstrated critical thinking through clear, well-organized writing and well-framed, articulate, dialogue*
- *Clarity of statements and logic of arguments*
- *Analytical ability presented*
- *Organization and general presentation*
- *Grammar, punctuation, spelling*
- *Use of APA referencing style (when applicable)*

The following is based on the University letter grade scheme and will be used as a guide when evaluating the participant reports and presentation. These descriptions are provided to help participants understand the evaluation criteria.

- A=** Indicates work that is excellent; superior; exceeds ordinary quality. Report or presentation indicates a high degree of effort and ability, work that is creative and unique, only minor improvements required. (80-100)
- B=** Indicates work that is good, above average, better than ordinary. Report or presentation indicates a strong degree of effort and ability, work could be improved upon but not greatly, no major flaws in content or design. (70-79.9)
- C=** Average, ordinary. Report or presentation indicates a degree of effort and ability that would be expected of a reasonable report or presentation, content and design may contain errors but not more than one major flaw. (60-69.9)
- D=** Fair or poor, less than ordinary. Report or presentation indicates a degree of effort or ability that is less than expected, content and design contains a few major flaws and errors. (50-59.9)
- F=** Fails, not acceptable. Report or presentation indicates a lack of effort and ability, misses the point of the report or presentation, content and design contain several major flaws. (49.9 or less)

The Grading Standards and Principles for the course are outlined by the Office of the Registrar. Students can review these at: <http://www.brocku.ca/social-sciences/undergraduate-programs/cpcf/student-success/grading-standards-and-principles>

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## COURSE AND INSTITUTIONAL POLICIES

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### Late Submission Policy:

- Assignments are due in class, at the beginning of class, on the assigned due dates.
- You have 2 “grace days” (self-granted extensions) that you can use to give yourself extra time without penalty. You must notify the TA if/when you use these grace days. Grace days can not be used for exams.
- Instructor-granted extensions are only considered after all grace days are used and only given in exceptional situations. See Medical Exemption Policy Below.
- Late submissions after you have run out of grace-days are not accepted.

### Important Dates:

Students are responsible for recognizing Important Dates as outlined by the Registrar’s Office at <https://brocku.ca/important-dates/undergraduate-studies/>. The following dates include, but are not limited to:

- Last day for duration 3 late registration and course changes without permission of the instructor (January 19)
- Winter Reading Week (February 19-23)
- Last date for withdrawal without academic penalty and last day to change from credit to audit status for duration 3 courses (March 9)
- Final examinations for duration 3 courses (April 12-25)

### Academic Integrity:

Academic misconduct is a serious offence. The principle of academic integrity, particularly of doing one’s own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students should consult Section VII, “Academic Misconduct”, in the “Academic Regulations and University Policies” entry in the Undergraduate Calendar, available at <https://brocku.ca/academic-integrity/> to view a fuller description of prohibited actions, and the procedures and penalties.

### Intellectual Property Notice:

All slides, presentations, handouts, tests, exams, and other course materials created by the instructor in this course are the intellectual property of the instructor. A student who publicly posts or sells an instructor’s work, without the instructor’s express consent, may be charged with misconduct under Brock’s Academic Integrity Policy and/or Code of Conduct, and may also face adverse legal consequences for infringement of intellectual property rights.

### Academic Accommodation:

As part of Brock University's commitment to a respectful work and learning environment, the University will make every reasonable effort to accommodate all members of the university community with disabilities. If you require academic accommodations related to a documented disability to participate in this course, you are encouraged to contact Student Accessibility Services



in the Student Development Centre (4th floor Schmon Tower, ex. 3240). You are also encouraged to discuss any accommodations with the instructor well in advance of due dates and scheduled assessments.

### **Academic Accommodation due to Religious Obligations:**

Brock University acknowledges the pluralistic nature of the undergraduate and graduate communities such that accommodations will be made for students who, by reason of religious obligation, must miss an examination, test, assignment deadline, laboratory or other compulsory academic event. Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructor(s) for alternative dates and/or means of satisfying requirements.

### **Medical Exemption Policy:**

The University will accommodate students whose studies become interrupted, or who may be unable to complete academic work, due to an incapacitating medical condition. In these situations, the student must complete the [Brock University Student Medical Certificate](#) (or in case of a concussion, the Brock University Student Health Services Medical Concussion Certificate) and include any relevant medical documentation to support his/her request for academic accommodation based on medical grounds. The University may, at its discretion, request more detailed documentation in certain cases.

### **Reading/Writing Services:**

This is a reading and writing intensive course. Students who require assistance will find support - including workshops and individual tutoring - through Brock University's A-Z Learning Services (at the Student Development Centre). For more information: <http://www.brocku.ca/learning-skills>.

### **Student Sexual Violence Support:**

The Brock Student Sexual Violence Support Centre (A Safer Brock) - supports and advocates for people who have experienced sexual violence. A full list of services can be found at <http://www.ASaferBrock.org>. If you or a friend needs support or have questions you can text 289-990-SAFE (7233). All services are available 24-hours and are anonymous, confidential, and free.

### **Mental Health Services:**

Mental health is a priority at Brock. There are a range of services available (free of charge and completely confidential) to help you through the semester and to support your positive mental health. To learn more about the mental health services offered on campus through Student Wellness and Accessibility Center (formerly known as: personal counseling, student health services, and services for students with disabilities), visit: <http://brockmentalhealth.ca/>. *Good2Talk* is a service specifically for post-secondary students, available 24/7, 365 days a year, and provides anonymous assistance: <https://good2talk.ca/contact/> or call 1-866-925-5454. For information on wellness, coping and resiliency, visit: <http://brockmentalhealth.ca/mental-well-being/>.

### **Other Student Services:**

Additional student support services including personal counseling and support for aboriginal students are available through the Student Success Centre. For more information: <https://brocku.ca/student-success-centre/> .

**COURSE SCHEDULE - TOPICS, READINGS & ACTIVITIES**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings, Assignments &amp; Activities</b>
1	Jan 8	<b>Course Overview, Introductions, and Introduction to the Topic</b>	<ul style="list-style-type: none"> <li>Review course syllabus</li> <li><i>Distinguishing between Fact, Opinion, Belief &amp; Prejudice</i></li> </ul>
2	Jan 15	<b>Mental Health, Mental Health Promotion, and Mental Health &amp; Public Health:</b> Making the connections; SDOH; Stigma & Unconscious Bias  <b>Assignment #1 – Intro &amp; Details</b>	<ul style="list-style-type: none"> <li>CRANK (p. 1-300)</li> <li><i>Mental Health Promotion &amp; Public Health_Kobau et al.</i></li> <li>WHO_Promoting Mental Health_Summary Report (p. 12-24 Introduction &amp; Part I: Concepts)</li> </ul>
3	Jan 22	<b>Addiction &amp; Substance Use:</b> Terms & Concepts; Theories; Risk Factors & Pathways; the Substance Use Continuum; Current Issues - Legalization of Cannabis & the Opioid Crisis  <i>HBO Series – Addiction (video)</i>  <b>Guest Speaker: Nazlee Maghsoudi – International Centre for Drug Policy (ICSDP); Canadian Students for Sensible Drug Policy (CSSDP)</b>  <b>Discuss CRANK</b>	<ul style="list-style-type: none"> <li>CRANK (p. 301-537)</li> <li><i>Drug, Set &amp; Setting_Zinberg</i></li> <li><i>What is Addiction?: A Perspective_Shaffer</i></li> <li><i>Using Evidence to Talk about Cannabis_(ICSDP)</i></li> <li>Government of Canada Webpage on Bill C-45</li> <li>Canadian Public Health Association (CPHA) Webpage on Legalization of Cannabis</li> </ul>
4	Jan 29	<b>Mental Illness &amp; Addiction – the lived experience:</b> Personal Stories; Harm Reduction & Supervised Injection Sites  <b>Guest Speaker: Zoe Dodd – South Riverdale Community Health Centre</b>  <b>Guest Speakers: CMHA (Canadian Mental Health Association)</b>  <b>Assignment #2 – Intro &amp; Details</b>	<ul style="list-style-type: none"> <li><i>Beautiful Boy (Ch. 1-6)</i></li> <li><b>Additional Readings TBA</b></li> </ul> <b>Assignment #1 - Due</b>
5	Feb 5	<b>MHFA Training – Week 1</b>	<ul style="list-style-type: none"> <li><i>Beautiful Boy (Ch. 7-13)</i></li> </ul>
6	Feb 12	<b>MHFA Training – Week 2</b>	<ul style="list-style-type: none"> <li><i>Beautiful Boy (Ch. 14-21)</i></li> </ul>
<b>Winter Reading Week – February 19-23 (no classes)</b> <b>Assignment #3 – Intro &amp; Details &amp; Groups (on Sakai)</b>			
7	Feb 26	<b>MHFA Training – Week 3</b>	<ul style="list-style-type: none"> <li><i>Beautiful Boy (Ch. 22-24, epilogue, afterward)</i></li> </ul>
8	March 5	<b>MHFA Training – Week 4</b>	<b>Assignment #2 – Due</b>



9	March 12	<p><b>Responding to the Problem – PART I:</b> Education, Prevention, Treatment, Policy &amp; Harm Reduction</p> <p><b>Discuss <i>Beautiful Boy</i></b></p> <p><b>Guest Speaker: Talia Storm -</b> <i>Canadian Harm Reduction Network</i></p> <p><b>Exam Tips &amp; Questions</b></p>	<ul style="list-style-type: none"> <li>• <i>Marlatt &amp; Witkiewitz. (2002). Harm reduction approaches to alcohol use: Health promotion, prevention, and treatment.</i></li> <li>• <i>Additional Readings TBA</i></li> </ul>
10	March 19	<b>Term Exam (in-class)</b>	
11	March 26	<p><b>Responding to the Problem – PART II:</b> Prevention, Treatment and Mindfulness</p>	<ul style="list-style-type: none"> <li>• <i>The role of meditation in addiction recovery-Pruett, Nishimura &amp; Priest</i></li> <li>• <i>The Yoga of 12-step Recovery (ppt)</i></li> </ul>
12	April 2	<b>Assignment #3 Due</b> <b>In-class Presentations</b>	