

## EPID 832 – Mental Health: A Critical Inquiry

Course Syllabus Winter 2022

<b>Course Coordinator:</b>	Professor Heather Stuart
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<b>Class time:</b>	Mondays 11:00 to 2:00
<b>Location:</b>	Carruthers Teaching Lab
<b>Office Hours:</b>	By Appointment or prior to class

### Course Description

Mental health conditions and disorders account for a growing amount of disability world-wide, and are the fastest growing source of disability claims in workplaces, accounting for 3-5% of our GDP. This course will provide students with in-depth substantive knowledge about key issues and major topics that have emerged in this field. Students taking this course are expected to be active learners and participants. The course will adopt health services and public health perspectives. No clinical knowledge is required.

### Course Learning Outcomes

At the close of this course, students will demonstrate:

- In-depth knowledge of their chosen topics
- Critical thinking skills
- Written and verbal communication skills
- Experiential approaches to adult teaching
- Understanding of values of academic integrity, particularly the freedom of inquiry and exchange of ideas.

### Course Pre-requisites

This course will meet the criteria for an elective in the MSc, MPH, and PhD, programs in the Department of Public Health Sciences. Students may join the course with the permission of the instructor. Completion of EPID 801 will be an asset.

### Format

This course will be offered as a graduate seminar, where students will take the lead and undertake in-depth critical inquiry pertaining to a chosen topic. The course will be structured around student-led weekly meetings to discuss pertinent topics in the evolution of mental health services. It will not be lecture-driven but build on student-led classroom experiences and learners' background knowledge. Students are expected to read the articles assigned before each class and participate in the class discussions.

### Assessment Plan

Student outline – Topic of Critical Inquiry.....20%

Students will submit their chosen topics for their final paper in writing (maximum 5 pages double spaced). Remember, a key purpose of the review is to summarize recent advances in your topic area (e.g., in the last two years). Areas to cover in your outline include:

1. Purpose of your critical inquiry (define your question)
2. Background (provide a brief statement about what is known about this issue)
3. Rationale/Importance (why is this an important topic for a critical inquiry?)
4. What, if any, challenges will you face?

Student led seminar.....40%

Students will take turns leading the seminar on a topic chosen from the list of seminar topics (Sessions 4 to 12, see below). This includes identifying 2-3 pertinent publications to be circulated one week in advance of their seminar, creating active learning experiences for the class, leading group discussions, and fostering critical reflection. You will be marked using a standardized marking rubric that you will receive in advance. Depending on the class size, you may be working independently, with another student, or in small groups. Students are encouraged to discuss their plans with the course instructor prior to their session. In past years, students have fashioned games, used videos, created questions to guide small group discussions, invited guest speakers, and assigned internet search tasks as a prelude to group discussions. The idea is not to lecture, but to organize an engaging learning experience for your colleagues!

Final paper – Critical Inquiry.....40%

The final paper should be written in a scholarly format, not to exceed 2,500 words, excluding references and appendices, following the format used by *Current Opinion in Psychiatry* (**instructions to authors attached**). Topics may be related to any aspect of mental health or mental illness, nationally or internationally. This is an opportunity for students to gain in depth knowledge about a topic of interest not covered in class.

## Course Schedule

Session	Topic	Date	Due Dates*
1	Orientation to the course and basic concepts	January 10, 2022	
2	Classification and nosology (Evolution of ICD and DSM)	January 17, 2022	Preferences for Student Teaching Session
3	The role of big pharma	January 24, 2022	Student Outline
4	Psychiatric epidemics: The opioid crisis in Canada	January 31, 2022	
5	The rise and fall of the asylum	February 7, 2022	
6	Mental illness and violence	February 14, 2022	
Family Day – No Class			
7	Residential schools & their psychosocial aftermath	February 28, 2022	
8	The anti-psychiatry movement	March 7, 2022	
9	Mental illness in the media	March 14, 2022	
10	Psychiatry and the CIA	March 21, 2022	
11	The recovery movement	March 28, 2022	
12	Mental illness and physical health	April 4, 2022	
		April 28, 2022	Critical Inquiry Paper
* Students will choose the date for their teaching session. Session 1-3 will be taught by the instructor.			

## Readings and Resources

There is no text book for this course. Readings will be circulated to students one week in advance of their seminar. All students are expected to have read these and actively participate in class discussions.

## Course and University Policies

### ***Participation policy***

Students are expected to demonstrate professionalism by being present and punctual, and by participating actively in all sessions.

Students must inform the Instructor in advance if they will be absent from a session because of illness or other compassionate grounds. If a session is missed, it is up to the student to gather missed information from other students who were present in order to fulfill their assessment requirements.

### ***Academic Integrity***

Academic integrity is constituted by five core fundamental values: honesty, trust, fairness, respect and responsibility. Queen's students, faculty, administrators and staff all have responsibilities to support and uphold the fundamental values of academic integrity.

[http://www.queensu.ca/calendars/sgsr/Academic\\_Integrity\\_Policy.html](http://www.queensu.ca/calendars/sgsr/Academic_Integrity_Policy.html)

### ***Accommodation of Graduate Students with Disabilities***

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Student Wellness, Accessibility Services Office and register as early as possible. For more information, including important deadlines, please visit the Accessibility Services website at: <http://www.queensu.ca/studentwellness/accessibility-services>

### **Helpful Resources Available to You**

#### ***School of Graduate Studies Habitat***

This amazing resource brings together resources for living well and staying well in grad school. There is information on: taking care of yourself and managing stress, finding friends and fun, living in Kingston, managing finances, accessibility, building a career and more. <http://www.queensu.ca/sgs/current-students/sgs-habitat>

### ***Student Wellness Services***

Student Wellness Services supports the personal, academic, and social development of students at Queen's by providing a range of programs and services including accessibility services, counselling services, and health services. Their mission is to provide a welcoming, confidential, and integrated service that is responsive to the needs of students. A full listing of services including how to make an appointment is here: <http://www.queensu.ca/studentwellness/>

### ***Student Academic Success Services***

Student Academic Success Services (SASS) comprises Learning Strategies and the Writing Centre. They offer academic support to students who wish to develop their skills in critical thinking, reading, learning, studying, writing, and self-management. <http://sass.queensu.ca/>

### ***Queen's Libraries***

You can access library materials on-site or via the internet with a Queen's net ID. In addition, you can book study space, borrow materials from other libraries, seek advice on searching for the information you need, and access information about copyright, open access and scholarly communications. For service descriptions visit: <http://library.queensu.ca/>

### ***Career Services***

Career Services provides career education and employment support services at Queen's for students in all disciplines. A comprehensive range of services are offered including drop-in career advising, supporting graduate students in making informed decisions about career options, job search strategies, and CVs/resumes. For a full description of services see: <http://careers.queensu.ca/>

### ***Academic Integrity***

Some students upload course materials to note sharing web sites and provide course materials to commercial study prep services. Please be aware that students can distribute course notes prepared in their own words and can share short excerpts of someone else's copyrighted works for educational purposes. Students need permission from a copyright holder to share substantial amounts of copyrighted material like course outlines, PowerPoint slides, study aids, tests, exams, drawings, photos and to distribute copyrighted works for

commercial purposes. This means you need permission from the individual who owns the material in order to share it.

## Current Opinion in Psychiatry Author Guidelines

(Slightly modified for this exercise. These guidelines will form the basis of your critical inquiry paper)

The Current Opinion journals were developed out of the recognition that specialists have increasing difficulty in keeping up to date with the expanding volume of information published in their subject. We aim to help the reader by providing in a systematic manner:

- The views of experts on current advances in the field, in a clear and readable format.
- Selections, annotated by experts, of the most interesting papers from the great wealth of original publications.
- Comprehensive bibliographic listings from the major journals for the field.

Reviewers write short articles in which they present developments in their topic, emphasizing the aspects that, in their opinion are the most important. In addition, they provide short annotations to the papers published in their topic during the period reviewed (during the past 24 months). This selected bibliography is printed at the end of each review. Papers chosen by a reviewer as being 'of special interest' or 'of outstanding interest' are clearly identified.

### Selection of articles for review

Reviewers should aim to review recent articles published in your subject, with particular emphasis on those articles published during the review period (during the past 24 months).

### The Review

The review should be 2,500 words in length and should highlight and discuss all interesting developments in your subject, as reflected in the recent literature. In addition to describing recent trends, reviewers are encouraged to give their own opinions of the topics discussed. However, be particularly careful of expressing conclusions in a way that might be construed as biased against a particular researcher, product or manufacturer.

### Manuscript Format

The review must be double-spaced and approximately 2,500 words in length (excluding abstract, references, figures, and tables).



## Review structure

The review must contain the following:

**Title page:** stating the title, authors and their affiliations, and full contact details for the corresponding author (including phone number and email address).

**Structured Abstract:** This should be no longer than 200 words and should not contain any references. The abstract should be structured into the following subheadings: Purpose of review: describe why this review is timely and relevant. Recent findings: describe the main themes in the literature covered by the article. Summary: describe the implications of the findings for clinical practice or research. Keywords: 3-5 keywords relevant to the paper should be listed.

**Introduction:** This should be a paragraph outlining the scope of the review and mentioning any earlier work that will place the review in context.

**Text of review:** Include headings and titled paragraphs to subdivide the text. Ensure that at least one sentence divides each heading (i.e. do not have a subheading directly beneath a full heading).

**Conclusion:** A short paragraph drawing together the implications of the review topic and, if appropriate, giving suggestions for future research.

**Key points:** Please include 3 to 5 key bullet points that summarize your article after the main body of text. The aim of these is to encourage others to cite your article based on the stated key points. Please ensure each bullet is no longer than one sentence.

**Abbreviations:** Abbreviations must not be used.

**Quotations:** the source should be referenced, and the page number given in brackets in the text.

**Reference section:** references should be in numerical sequence (Vancouver style) and should include the first three authors or all authors if there are four or fewer. References from within the review period should be annotated and bulleted as detailed below. Use official journal abbreviations for all journals. If a journal does not have an official abbreviation, use the full title.

The important references from the period reviewed must have one or two bullets and an annotation. These are a key feature of Current Opinion journals. Bulleted references must:

- Have been published during the period reviewed by the issue (during the past 24 months).
- Have one bullet (\*) for special interest and two bullets (\*\*) for outstanding interest.
- Be annotated with a brief (1-2 sentence) description of the paper's importance.

- Note: Any annotations on references from outside of the review period will be removed.

An example of bulleted and annotated reference section is shown below.

**One bullet annotations:** \* Seror R, Sordet C, Guillevin L, et al. Tolerance and efficacy of rituximab and changes in serum B cell biomarkers in patients with systemic complications of primary Sjögren's syndrome. *Ann Rheum Dis* 2007; 66:351–357. This is the first clinical trial to demonstrate the efficacy of B-cell depletion in SjS. This article highlights the importance of B cells in the pathogenesis of SjS.

**Two bullet annotations:** \* \* Lavie F, Miceli-Richard C, Ittah M, et al. Increase of B-cell activating factor of the TNF family (BAFF) after rituximab: insights into a new regulating system of BAFF production. *Ann Rheum Dis* 2007; 66:700–703. This study describes the elevation in BAFF levels that occurs in serum of patients who have been treated with B-cell depleting agents. This observation may have important consequences, following treatment, in promoting the corruption of B-cell tolerance and leading to disease relapse.

Annotations should highlight the importance of papers published during the review period. Annotations should not summarize the content of a paper. 75–80% of papers published during the annual period of review should be given one bullet and have a short (one or two line) annotation describing the paper's interest to the reader. Papers that are of outstanding interest and are essential reading should be given two bullets and a more comprehensive annotation.

At least 80% of the references in a review should be from the period reviewed (published in the past year to 18 months). Most of these should have one or two bullets and annotations.

**References should be structured as follows:**

**Journal:** \* Author A, Author B, Author C. Title of the paper. *Journal Abbreviation* 2000; 4:25–27. With annotation describing importance of reference, if bulleted

**Book:** \* Author A, Author B, Author C. Title of the book section. In: Book name. Edition number. Edited by Editor A, Editor B, Editor C (editors). Location of Publisher: Publisher; 2000. pp. 25–27. With annotation describing importance of reference, if bulleted.