

**Faculty of Health Science  
School of Health Studies  
HS 4051G (001) 2019-2020  
Mental Health: Well-Being and Recovery  
Mon 11:30-13:30  
Winter Term 2020**

**Course Outline  
Revised Version 1: 1/2/2020 11:38 AM**

**Instructor:** Dr. Louis C. Charland  
**Affiliation:** Departments of Philosophy and Psychiatry & School of Health Studies  
**Email:** charland@uwo.ca  
**Office** Health Science Building (HSB) 217  
**Class Times:** Mon 11:30-13:30  
**Class site:** TC 204  
**Office Hours:** Mon 14:30-16:30

**COURSE DESCRIPTION**

An in-depth investigation into the historical and scientific nature of mental health and well-being, with a focus on the role of emotion and spirituality in recovery from addiction and cancer. Special attention will be paid to elucidating the neurophysiological and psychological underpinnings of emotion and its relation to affectivity more generally. Specific topics may include: definitions and theories of recovery; role of emotions and spiritual experience in recovery; the scientific underpinnings of mindfulness meditation; some indigenous approaches to healing and recovery (mainly Australasian Maori, Native American); a brief examination of cross-cultural issues relating to internet addiction and its treatment in China.

**Antirequisite:** Health Sciences 4092G sec 002 if taken in 2011

**Prerequisite:** Registration in the third or fourth year of the School of Health Studies

*Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.*

**COURSE OBJECTIVES**

- Introduce students to historical and philosophical aspects of recovery
- Encourage students to formulate and defend their own views on that topic
- Practice and improve critical thinking, reading, writing, and speaking skills
- Foster professional skills and attitudes in all aspects of the course

## TO CONSIDER

- This is an 'essay' designated course with considerable reading and writing requirements.
- This course relies heavily on independent study and is designed to foster professional development on all levels.
- Class participation is required in this seminar course and regular attendance is mandatory. (See relevant provisions in the *Academic Calendar*.)
- Films play an essential role in the course, as they provide us with a real-life clinical perspective on the problems and issues we are discussing that we unfortunately cannot witness first hand. Consider this the 'empirical evidence' or 'data' for the phenomena we are discussing.

## COURSE TEXTS

- James, William. (1902/2003). *The Varieties of Religious Experience*. London: (London & New York: Penguin Books).
- Jon Kabat Zinn. (2013). *Full Catastrophe Living*, Revised and Updated Edition. New York Bantam Books.
- Assorted articles in Resources section on Western OWL course website, also available through UWO Library Catalogue if you look up specific journal article.
- Diagnostic and Statistical Manual of the American Psychiatric Association (DSM 5). Washington D.C.: American Psychiatric Association. Available online through the UWO Library Catalogue System (See instructions below).
- Assorted excerpts from DSM 5 at <https://ares.lib.uwo.ca/ares/>

## COURSE REQUIREMENTS

- Mid-Term Exam (Essay Style) | Out of 30 marks | Weighted at 30% of final mark. Written on Feb 10, 11:30-13:00 (1 hour 50 minutes)
- Essay | Out of 100 marks | Weighted at 30% of final mark  
Due Mon March 30 11:30 am both in-class and online through class OWL site
- Community Participation Commentary | Out of 10 marks | weighted at 10% of final mark. Due any time before the last day of class (inclusive).
- Final Exam | Out of 35 marks | Weighted at 30% of final mark  
Date and location: TBD

## **COURSE GRADING**

It is expected that the grades for this course will fall between 74 and 80. In the event that the course average falls outside this range, a constant may be added (or subtracted) from each student's grade, by the instructor, to bring the class average in line with school policy.

## **CLASS LECTURES**

Students are expected to attend class lectures and participate in class discussions. However, class lectures are just an introduction to the topics and arguments in the readings that concern us. It is expected that students will read, analyze, and summarize all class readings on their own, using class lectures as their guide. Doing well in this course requires independent work that goes beyond merely summarizing class lecture material. You must have studied the readings in more depth on your own to do well. Think of your tests along the lines of 'take-home' assignments that are based on a set of readings that you must largely prepare for on your own. Be aware that there are no official class lecture notes (power point slides etc.) to share with students in case a class is missed, although students with medical accommodation can expect some help in this regard by meeting with the course instructor.

## **MID-TERM AND FINAL EXAM**

The mid-term and final exams will be 1 hour 50 minutes long and consist of 3 essay-style questions worth 10 marks each. There will usually be a choice of 4 or 5 possible questions to choose from, or sometimes only 4 possible questions and a mandatory question. Short answer questions and definitions may be included in mid-term and exam questions. Only full marks will be awarded marking mid-term and exams.

## **ESSAY TOPICS**

You may choose any grouping of weekly readings assigned after the mid-term to serve as the core texts of your essay. Finding a topic on which to focus your essay is not always easy, so start early. You may refer back to topics and readings in the first part of the course in the essay. But the bulk of the final essay should refer to readings assigned after the mid-term. Thus, the mid-term is meant to test and assess your familiarity and knowledge with one group of readings using one assessment method (essay-style exam), while the essay is meant to familiarize you with a second group of readings using another assessment method (formal scholarly essay).

## **ESSAY INSTRUCTIONS AND FORMAT**

Essays should be 8-10 pages double-spaced in 12 point Times Roman font and include at least 10 direct citations to course readings. Please use the latest version of the Chicago Manual of Style Author-Date format for in-text citations and bibliographical references at the end of your essay. Ask a librarian or consult the Student Writing Centre if you need information on learning about this citation format. Please have a separate non-numbered title page at the start of your essay and a separate numbered page for your bibliography at

the end. Do not leave these formatting details to the last minute! This is part of the skills you need to acquire in this course – through your own effort.

The first page of your essay should include the following information: Essay Title, Course Name and Number, Essay due date, Last name then first name, Student Number.

You may need to look up some of the article and chapter or book titles that you are working with in your essay. Google the authors or journals involved, and determine the exact references to include in your essay bibliography. Don't leave it until the very end! This is a mini-assignment of its own.

Single marks will be deducted for all spelling errors, bad grammar, and formatting errors, up to a maximum of 10 marks. Professional writing standards are very strict when applying for jobs, scholarships, and submitting scholarly work. Please be careful as this is a key ingredient of your professional development skills development in this course. Finally, do not use "I" when writing your essays.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between the University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

### **ESSAY SUBMISSION**

Essays must be submitted in hard-copy in class and submitted electronically to OWL by that same day and time.

Late essays will be penalized ½ letter grade per day late. That is, B+ to a B for one day late, B to B- for a second day late, etc. Late essays should be submitted to OWL.

### **ESSAY MARKING SCHEME**

Your essays will be marked according to the following standardized table, taken from the Western University Academic Calendar:

University-wide grade descriptors:

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

In your essay, you are expected to interpret and evaluate the scholarly merits of your chosen essay topic and article(s). Roughly 70% of your total essay mark will be devoted to the more descriptive interpretive aspects of your essay, while the remaining 30% will be devoted to your own personal evaluation of the essay article. Do not go beyond course readings and topics in writing your essay. Make sure to include detailed examples taken from course lectures and readings to illustrate your arguments.

You will be marked on how well you display ‘critical thinking’ skills and mastery of your chosen essay article(s). While originality is welcome, essays are mostly expected to reflect knowledge acquired through course readings, as well as class knowledge acquired through course lectures and discussions. An important aim of the course is to foster critical thinking interpretive and evaluative skills.

### **COMMUNITY PARTICIPATION COMMENTARY**

During the course of the term, each student will be expected to get acquainted with - and hopefully visit – a local ‘frontline’ mental health and well-being service organization of their choice ( a sample list will be provided), and write a 3-4 page 12-point font double-spaced commentary describing the service and any barriers clients may face in utilizing the service. A special instruction sheet will be posted on OWL providing further information on this community participation exercise at the beginning of the course.

### **ACCESSING DSM 5 ONLINE**

The Diagnostic Statistical Manual of Mental Disorders, Fifth Edition (usually referred to as ‘DSM 5’) which is published by the American Psychiatric Association (APA), is an indispensable reference source for this course. You can reference citations from this text as: (APA 2013, 10). Then include the full reference in your bibliography as follows:

American Psychiatric Association. (2013). Diagnostic Statistical Manual of Mental Disorder, Fifth Edition. Washington: American Psychiatric Association.

You can access DSM 5 online through the UWO library site and interface by typing ‘DSM 5’ in the online catalogue and selecting the first entry, namely, ‘DSM 5’. Then all you have to do is select “Explore the new edition”.

You may also find DSM 5 online at

<http://dsm.psychiatryonline.org/doi/book/10.1176/appi.books.9780890425596>

### **CLASS EMAIL POLICY**

- Emails that do not mention (i) the course subject designation number and (ii), the student’s full name and student number, will be deleted.
- Only emails with a ‘uwo.ca’ address will be answered and only emails that deal with administrative matters will be read. Questions regarding course content must be raised in class or during office hours.
- It may take up to 3 days to answer your email.

## **FILMS**

Films will be shown during regular lecture hours and all students are expected to attend. Due to logistical and practical realities surrounding the availability of films, these can only be shown once. The films are designed to enrich your experience of the materials covered in the course. But like guest lectures or other special events, they are a one-time thing. If you miss a film, do your best to discuss the film with friends. Please note that films are not available for lending under any conditions. Some films may be available through the UWO library. Please check your course outline for film titles.

## **YOUR MENTAL HEALTH AND WELL-BEING**

This course deals with very serious and controversial issues in the area of mental health which may be disturbing for some students. Please speak to myself, or your academic counsellor, if you have any concerns about your own mental health and well-being in relation to course content. Western University has excellent Mental Health and Well-Being services available for students in need of additional guidance and support in this area. See Western's Health and Wellness information webpage at [http://www.health.uwo.ca/mental\\_health/index.html](http://www.health.uwo.ca/mental_health/index.html) if you desire more information on this topic. Immediate help in the event of a crisis can be had by phoning 519.661.3030 (during class hours) or 519.433.2023 after class hours and on weekends.

As part of a successful undergraduate experience at Western, we encourage you to make your health and wellness a priority. Western provides several on-campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your degree. For example, to support physical activity, all students receive membership in Western's Campus Recreation Centre as part of their registration fees. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page (<http://www.music.uwo.ca/>), or the McIntosh Gallery (<http://www.mcintoshgallery.ca/>). Further information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>. If you are in emotional or mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help. To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: [https://uwo.ca/health/mental\\_wellbeing/education/module.html](https://uwo.ca/health/mental_wellbeing/education/module.html).

## **USE OF ELECTRONIC DEVICES**

**During Exams:** Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices during ANY tests, quizzes, midterms, examinations, or other in-class evaluations.

**During Lectures and Tutorials:** Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor

may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

### **SCHOLASTIC OFFENCES:**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### **SUPPORT SERVICES**

There are various support services around campus and these include, but are not limited to:

1. Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>
2. Student Health -- <http://www.shs.uwo.ca/student/studenthealthservices.html>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

### **ACADEMIC CONSIDERATION:**

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances, including short-term illness or injury. Reasonable academic consideration is a cooperative process between the University, the student, and academic staff. All participants in the process must act in good faith, and fulfil their respective obligations, if it is to succeed.

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant as to temporarily render them unable to meet academic requirements, may submit a request for academic consideration through the following routes:

- (i) Submitting a Self-Reported Absence form, provided that the conditions for submission are met;
- (ii) For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner, in order to be eligible for Academic Consideration; or
- (iii) For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration, in order to be eligible for academic consideration.

Students seeking academic consideration:

- Are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;
- Are encouraged to make appropriate decisions, based on their specific circumstances, recognizing that minor ailments (e.g., upset stomach) or upsets (e.g., argument with a friend) are not normally an appropriate basis for a self-reported absence;

- **Must communicate with their instructors no later than 24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence;
- Are advised that all necessary documentation, forms, etc. are to be submitted to academic counselling within two business days after the date specified for resuming responsibilities

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe as to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less. The following conditions are in place for self-reporting of medical or extenuating circumstances:

- Students will be allowed a maximum of two self-reported absences between September and April, and one self-reported absence between May and August;
- The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30am the following morning if the form is submitted after 4:30pm;
- The duration of the excused absence will terminate prior to the end of the 48 hour period, should the student undertake significant academic responsibilities (e.g., write a test, submit a paper) during that time;
- The duration of an excused absence will terminate at 8:30am on the day following the last day of classes each semester, regardless of how many days of absence have elapsed;
- Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations (i.e., “bellringers”);
- Self-reporting may not be used for assessments (e.g., midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course;
- Students must be in touch with their instructors no later than 24 hours after the end of the period covered by the Self-Reported Absence form, to clarify how they will be expected to fulfil the academic expectations they may have missed

Regular attendance is expected and essential for all courses, but particularly those that include participation grades in their evaluation schemes. Participation means not only attendance, but active engagement in the class, including (for example) contribution to small and large group discussions, a demonstrated effort to prepare for class by completing assigned readings before class, and following the instructor's guidelines for use of electronic devices during class time. Students who miss classes, or parts of classes, are responsible for the material they have missed. Instructors are not obliged to review the contents of missed lectures.

Persistent absenteeism may have serious repercussions, and may result in you failing this course. In this course, the equivalent of 3 weeks of unexcused absences, per term, will be considered to be persistent absenteeism. Persistent absenteeism will result in you being contacted by the instructor, who may request a meeting. Continued absence after this point will be reported to the Undergraduate Chair, and may result in debarment from writing the final examination, and/or submitting the final course paper. In such a case, you would receive a grade of zero on the evaluations from which you were debarred. You may choose the absence threshold within your course, but note that students must be provided with written warning before they are debarred from writing the final examination and/or submitting the final course paper.

**THIS OUTLINE AND SCHEDULE MAY BE REVISED WITH PRIOR NOTICE  
DUE TO CLASS ENROLMENT AND OTHER FACTORS**