

**Faculty of Health Sciences  
Health Sciences 4051G (001)  
Mental Well-Being and Recovery  
Mon 11:30 – 13:30  
Winter Term 2020-2021**

**Course Outline**

**Latest Version December 16, 2020**

**Instructor:** Dr. Louis C. Charland  
**Affiliation:** Departments of Philosophy and Psychiatry & School of Health Studies  
**Email:** [charland@uwo.ca](mailto:charland@uwo.ca)  
**Phone:** 661-2111 ext. 86445 (Please use email for all communication)  
**Office:** 217 Health Sciences Building (HSB)  
**Office Hours** by appointment  
**Class Times:** Synchronous Class and Discussion Time Mon 11:30-13:30

**COURSE PREREQUISITE CHECKING**

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.

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

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

**COURSE MODE OF DELIVERY**

This class is exclusively designed for online delivery, with a synchronous weekly lecture (recorded and catalogued) and discussion time component, corresponding to normal assigned in-class hours, through Zoom or Voice Thread on WebCT OWL. There is also an additional asynchronous mode of online participation and exchange, through Forum, in WebCT OWL. Students must use their UWO emails to access online course materials. All personal communications will be by UWO email and UWO Zoom. A detailed lesson plan of course topics and readings will be provided closer to the start of classes.

**COURSE DESCRIPTION**

An in-depth investigation into the philosophical and scientific nature of mental health and well-being, with a focus on the role of spirituality and emotion in recovery from cancer and addiction. Special attention will be paid to elucidating the role of passions and emotion in recovery. The course requires extensive reading and class participation and has an important 'teach-yourself' independent-study orientation.

**COURSE OBJECTIVES**

Introduce students to historical and philosophical aspects of mental well-being and recovery  
Encourage students to formulate and defend their own views on those topics;

Practice and improve critical thinking, reading, writing, and speaking skills;  
Foster professional skills and attitude in all aspects of the course.

### **TO CONSIDER**

This is an essay course with considerable reading and writing  
This course involves considerable independent work and study  
This course fosters professional development on all levels

### **COURSE TEXTS**

- James, William. (1902/2003). *The Varieties of Religious Experience*. London: (London & New York: Penguin Books). Required excerpts available on Course Website Resource Folder
- 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.

### **COURSE REQUIREMENTS**

- Mid-Term Test | Out of 30 marks, worth 20% of final mark.

Essay style, online submission. Synchronous 24hr format. Mon Feb 22 11:30 am - Tue Feb 23 11:30 am

- Community participation commentary assignment | Out of 10 marks, worth 10% of final mark.  
Essay style, online submission. Due Mon Apr 12 11:30 am or preferably anytime prior to that date.

- Essay | Out of 100 marks worth 35% of final mark.  
Essay style, online submission. Due at Mon Apr 12 11:30 am (Last day of class.)

- Final Exam | Out of 35 marks worth 35% of final mark  
Essay style, online submission. Synchronous 24hr format. Date TBD

Note: In case of illness and/or accommodation each evaluative component of the course will still have to be completed in order to pass the course.

### **COURSE GRADING**

It is expected that the grades for this course will fall between 74-80%. 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' online class lectures and participate in 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 and analyze 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 and repeating class lecture material. There are no official class lecture notes (power point slides to share with students in case a class is missed, although students with medical accommodation can expect some help in this regard by reaching out to the course instructor). In fact, learning how to take notes is part of your professional development in this class and your critical thinking skills you must acquire.

### **MID-TERM AND FINAL EXAMS**

The mid-term will be 1 hour 50 minutes long and the final exam will be 3 hours. long. The mid-term will consist of a choice of 3 out of 5 essay-style questions worth 10 marks each. The final exam will cover all course content since the mid-term and will consist of a choice of 3 out of 5 essay-style questions worth 10 marks each and maybe a mandatory question. Short answer questions and definitions may be included as part of essay questions in both the mid-term and exam questions. Only full marks will be awarded when assessing the mid-term and exams.

### **ESSAY TOPIC**

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

### **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 at least 4 course readings. Please use the latest version of the APA 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 professional development skills you need to acquire in this course – through your own effort.

The first page of your essay should be a title page and include the following information: Essay Title, Course Name and Number, Last name then first name, followed by your UWO 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 this until the very end! This is a mini-assignment of its own.

### **ESSAY SUBMISSION AND LATE PENALTIES**

Essays must be submitted online to WebCT OWL by the stipulated due date stated in this outline. Essays will also be marked online, with comments on the overall strengths of your essay along with problem areas and areas for improvement. 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 and so forth. Late essays should be submitted to OWL, not to the professor or TA.

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, except for your commentary, wherever possible, do not use “I” when writing your essays.

### **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

### **ESSAY REQUIREMENTS AND ORGANIZATION**

In your essay, you are expected to interpret and evaluate the main points and arguments in the readings that relate to your chosen essay topic. 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**

The ‘Community Participation Commentary’ is worth 10% of your final mark and graded out of 10, using the grade-point marking scale shown below. The commentary must be submitted on-line to the Turn-it-in plagiarism detection system on the “Assignments” function of the OWL website for this course.

The purpose of the ‘Community Participation Commentary’ is to encourage students to examine and comment on selected topics or events related to course content, and express how they align with course learnings. The format varies and can be similar to a journal entry or a letter to a friend. The point of the exercise is to describe how you have been moved by an event you have attended, or some news item or other community news that you have read. This is a personal reflection and can include insights about disappointment and fear, very valid emotions that

capture various aspects of life in general, perhaps especially in our current moment of global flux. For your commentary, you may use online research, community and other news sources or, preferably, a site visit to where public brochures and education are available. A good place to start is with online organizations or groups devoted to some DSM-5 patient population or cause. Level of personal initiative and ‘fieldwork’ are key. Please list your sources under ‘Sources’ at the end of your commentary on a separate page.

You may choose any topic covered in our course readings for your commentary. However, you must choose a topic that is substantially different from what you choose to write about in your essay. Highly personal topics about personal experiences or experiences of persons close to you are welcome, but please ensure that you relate these directly to course readings in some way.

The commentary must be written in paragraph form with numbered pages in 12 point font double spaced. It must be at least 5 pages long, not more, with a separate page at the end where you list your sources. Include your name, student and course number on the top of your first page. No title page is necessary. The commentary is due online anytime before the last day of classes (inclusive).

### **COMMENTARY GRADE DESCRIPTORS** (Adapted from *Academic Calendar*)

- 10 Exceptional and original with superior initiative
- 9 Outstanding. One could scarcely expect better from a student at this level. Considerable initiative.
- 8 Superior work which is clearly above average
- 7 Good work, meeting all requirements. Eminently satisfactory with modest initiative
- 6 Competent work, meeting requirements. Minimal initiative.
- 5 Fair work, minimally acceptable. Minimally acceptable initiative.
- F Below 5 Fail

### **COMMENTARY SUBMISSION AND LATE PENALTIES**

Commentaries must be submitted online to WebCT OWL by the stipulated due date stated in this outline. Commentaries will also be marked online, with comments on the overall strengths of your commentary along with problem areas and areas for improvement. 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.

### **PLAGIARISM DETECTION SOFTWARE**

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>)

### **RECORDING PROHIBITED**

Course instructors own and retain the intellectual property rights of their teaching materials. These rights extend to materials used in online settings and digital learning management systems like Owl, Zoom, and TopHat. Students do **not** have permission to make audio or video recordings of lectures, take pictures of lecture material, or distribute any course content. It is the decision of the instructor as to how and when teaching materials can be shared or used. **Unless**

**explicitly noted otherwise, you may not make audio or video recordings of pre-recorded lectures or other course materials, nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

### **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 Diagnostic and statistical manual of mental disorders : DSM-5. (5th ed.). (2013). Arlington, VA: American Psychiatric Association.

### **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 3-5 days to answer your email.

### **FILMS**

Online films will be assigned in this class, usually with film questions to guide your viewing. Do not underestimate this aspect of the course as it is central to symptom identification and diagnosis, among other things.

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

This course deals with very serious and controversial issues in the area of mental health that 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 the 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 you 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).

### **STATEMENT ON ACADEMIC 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:

Submitting a Self-Reported Absence form, provided that the conditions for submission are met;

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

For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order 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 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

## **IMPORTANT DATES**



No classes:

Nov. 2nd – 8th, 2020 (Fall Reading Week) or Feb. 13th to 21st, 2021 (Spring Reading Week)

Between Dec. 5th, 2020 and Jan. 3rd, 2021 or after Apr. 6th, 2021

At least 15% of the final grade will be returned to students by:

Nov. 8th, 2020 (for 1st-term half-courses) or Mar. 4th, 2021 (for 2nd-term half-courses)

Nov. 26th, 2020 (for full-year courses)

No tests scheduled:

after Nov. 13th, 2020 at 10pm (for 1st-term half-courses) or after Mar. 12th, 2021 at 10pm (for 2nd term half-courses)

after Nov. 27th, 2020 at 6pm (for full-year courses) or after Mar. 12th, 2021

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