

**WESTERN UNIVERSITY**  
**Course Guide**

**Winter 2023**

**HS 4051G – Mental Health: Well-Being and Recovery (0.5 FCE)**

**Lectures: Mondays, 11:30am - 13:30pm**

**Venue: WSC-240**

<b>Instructor:</b>	<b>Dr. Alaazi</b>
<b>E-Mail:</b>	<b>dalaazi@uwo.ca</b>
<b>Phone Number:</b>	<b>519 661-2111 xTBA</b>
<b>Office Location:</b>	<b>Room TBA, HSB</b>
<b>Office Hours:</b>	<b>By appointment</b>

**PREREQUISITE(S)**

Registration in the third or fourth year of the School of Health Studies. Unless you have either the prerequisites 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 OF DELIVERY**

This course is designed for in-person delivery. Students are expected to attend weekly in-person classes.

**COURSE DESCRIPTION**

This course provides an in-depth exploration of the theoretical and sociological foundations of mental health and recovery. It explores the role of social identity, culture, and society in the etiology of mental health problems and recovery. Specifically, the course examines the ways in which culture, race, social class, gender, and age contribute to mental illness and recovery in both Western and non-Western societies.

**COURSE OBJECTIVES**

The objective of this course is to introduce students to the theoretical and sociological foundations of mental illness and recovery. The course will introduce students to the social and cultural basis of mental illness and recovery, as well as approaches to mental health promotion. The course is also expected to improve the critical thinking, reading, and writing skills of students.

**LEARNING OUTCOMES**

Upon successful completion of this course, students will be able to:

- explain the concepts of mental health and mental illness;
- describe the sociological and cultural foundations of mental illness;
- discuss the role of various social identities in the etiology of mental illness and recovery;
- identify and explain stressors and risk factors for mental health problems;
- discuss the role resiliency in recovery;
- explain various approaches to mental health recovery;
- hone their reading, critical thinking, and writing skills.

## **COURSE EXPECTATIONS**

Students are expected to attend in-person classes, listen to lectures given by the instructor, and participate in class discussions. The purpose of the class lectures is to introduce the topics and the required readings, and students are expected to complete all the required readings and come to class well-prepared to contribute to class discussions and debates. Students are encouraged to write their own notes based on the lectures given by the course instructor. Students who miss classes are responsible for obtaining the relevant notes from colleagues in the class. Students are expected to complete and submit all course assignments to the instructor by the stipulated dates. Students with medical conditions affecting their class participation can reach out to the instructor in advance for assistance.

## **STUDENT EVALUATION**

Student evaluation will consist of the following components: (i) Class attendance and participation (5%); (ii) Critical review paper (25%); (iii) Mid-term exam (30%); (iii) Final exam (40%).

(i) ***Class attendance and participation*** - 5% of final grade:

Students registered in the course are required to attend and participate in in-person classes, except absences that qualify for academic accommodation ([https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf)).

Participation includes reading the assigned course material and contributing to large and small group discussions.

(ii) ***Mid-term exam – 30% of final grade:***

This closed-book exam will take place during class time on **February 27, 2023**. This exam is designed to test students' grasp of the material covered in lectures up to the week prior to the exam. This means that students will be expected to have read all the required course readings up to the week prior to the exam. The mid-term exam will consist of one essay question (worth 15%) and three short answer questions (worth 5% each). All exams will be assessed partly on organization of ideas and general clarity. Electronic devices (e.g., smart phones, smart watches, video cameras, smart glasses, recorders audio players, or of any sort, video games, DVD players, laptops, etc.) cannot be used during the mid-term exam, unless a student has a medical condition that requires accommodations, or has explicit permission from the instructor to do so.

(iii) ***Critical review paper – 25% of final grade:***

Students will choose and answer one question from among two essay-style questions provided by the instructor. This paper is due **March 27, 2023**, and will be submitted directly to the instructor

in class. A good review paper is one that demonstrates reading beyond the references provided in the course outline.

**REQUIREMENTS:**

- 5-6 pages long (all numbered);
- typed;
- 2.5 cm (1 INCH) page margins
- double-spaced
- 12-point font

The page count does not include references/bibliography. All submitted papers should include the following: title of paper, course name and code, instructor's name, student name and ID, and date of submission. Use APA style for in-text citations and references. A deviation from these requirements may result in grade reduction (e.g., from A to A- or A- to B+). Double-sided printing is encouraged to save paper but is not mandated. All written assignments will be assessed partly on writing skills and demonstration of critical engagement with the course materials. Writing skills include not only surface correctness (punctuation, sentence structure, etc.) but also general clarity and grammar. It is the responsibility of students to keep a copy of their submitted work. Students should be prepared to provide a second copy of their paper if requested. Students who cannot provide a second copy of their submitted work may risk receiving a zero grade for this portion of the course.

**(iv) *Final examination – 40% of final grade:***

There will be a closed-book final examination, to be scheduled on a date announced by the Registrar. The Final Exam will last 2hrs, and will cover all course content presented in class. The exam will consist of five short essay questions (each worth 8%). All exams will be assessed partly on organization of ideas and general clarity. Electronic devices (e.g., smart phones, smart watches, video cameras, smart glasses, recorders audio players, or of any sort, video games, DVD players, laptops, etc.) cannot be used during the final exam, unless a student has a medical condition that requires accommodations, or has explicit permission from the instructor to do so.

**POLICY ON LATE ASSIGNMENTS AND MISSED EXAMS**

- a). Assignments submitted after the deadline may be penalized with a loss of grade (e.g., from A- to B+) for each day of lateness. Extensions will only be granted under extraordinary circumstances (e.g., medical absence or compassionate reasons such as death and/or illness in family). Request for extension must be discussed with the instructor in advance.
- b) No alternate dates for exams will be provided unless a student has been legitimately excused or have tangible reasons supported with documentation.

**LIBRARY**

Western University online library system (<https://www.lib.uwo.ca/index.html>) has details of the range of services offered to students on and off campus. If you need further information or assistance, contact the Library's General Inquiries Desk at [library@uwo.ca](mailto:library@uwo.ca) or call 519-661-3166 x 83166.

## USE OF EMAIL

The main method of communication in this course is email. However, due to a high volume of daily email messages, students are advised to meet with me in person during office hours or make an appointment in the case of an issue that requires urgent attention. I normally reply emails within 72 hours during regular business hours. However, students must note that emails can be sent to the wrong email address or can be accidentally deleted. Students are therefore advised to email a second time or meet with me in person if the first email has not been responded to within 72 hours, more so if inquiries concern extensions and other urgent matters. Students are advised to use their Western University student email accounts in all email communication on issues related to this course, including all correspondence with peers and instructor. All course related communication with peers and instructor should be formal. This means that emails must be clearly written and devoid of short-hand and other forms of informalities

## Class Schedule

Date	Topic	Required readings
Jan. 09, 2023	Introduction and Course Overview: <ul style="list-style-type: none"> <li>• Review of course outline.</li> <li>• Course Evaluation.</li> <li>• Defining mental health and mental illness</li> </ul>	Horwitz, A.V. (2009). An Overview of Sociological Perspectives on the Definitions, Causes, and Responses to Mental Health and Illness. In T.L Scheid & T.N. Brown (eds.), <i>A Handbook for the Study of Mental Health</i> (pp. 6-19). 2nd Edition. Cambridge University Press.  Palumbo, D., & Galderisi, S. (2020). Controversial issues in current definitions of mental health. <i>Archives of Psychiatry &amp; Psychotherapy, 1</i> , 7-11.
Jan. 16, 2023	Theories of mental health and illness	Wheaton, B. & Montazer, S. (2009). Stressors, Stress, and Distress. In T.L Scheid & T.N. Brown (eds.), <i>A Handbook for the Study of Mental Health</i> (pp. 171-199). 2 <sup>nd</sup> Edition. Cambridge University Press.  Ow, R., & Poon, A. W. C. (2020). Theories on mental health, illness and intervention. In R. Ow & A. W. C. Poon (eds.), <i>Mental Health and Social Work</i> (pp. 3-21). Springer Nature: Singapore.
Jan. 23, 2023	Social identities and mental health – Part I: <ul style="list-style-type: none"> <li>• Gender and sexuality</li> <li>• Age and aging</li> </ul>	Rogers, A. & Pilgrim, D. (2014). <i>A Sociology of Mental Health and Illness</i> (Chapters 3 & 5: pp. 37-52 & pp. 70-86). 5 <sup>th</sup> Edition. Open University Press.
Jan. 30, 2023	Social identities and mental health – Part II: <ul style="list-style-type: none"> <li>• Race and ethnicity</li> </ul>	Rogers, A. & Pilgrim, D. (2014). <i>A Sociology of Mental Health and Illness</i> (Chapters 2 & 4: pp. 21-36 & pp. 53-69). 5 <sup>th</sup> Edition. Open University Press.

	<ul style="list-style-type: none"> <li>• Social class</li> </ul>	<p>Yu, Y. &amp; Williams, D.R. (1999), Social class. In C.S Aneshensel &amp; J.C. Phelan (eds), <i>Handbook of the Sociology of Mental Health</i> (Chapter 8: pp. 151-166). Springer.</p>
Feb. 06, 2023	<p>Social identities and mental health – Part III:</p> <ul style="list-style-type: none"> <li>• Intersectionality and mental health</li> </ul>	<p>Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. <i>University of Chicago Legal Forum</i>, 1989(1), 139-169.</p> <p>Hallett, K. (2015). Intersectionality and serious mental illness—A case study and recommendations for practice. <i>Women &amp; Therapy</i>, 38(1-2), 156-174.</p>
Feb. 13, 2023	<p>Society and mental health – Part I:</p> <ul style="list-style-type: none"> <li>• Culture and mental health</li> </ul>	<p>Eshun, S. &amp; Gurung, R. A. R. (2009). Introduction to Culture and Psychopathology. In S. Eshun &amp; R. A. R. Gurung, <i>Culture and Mental Health Sociocultural Influences, Theory, and Practice</i> (Chapter 1: pp. 3-17). Blackwell Publishing Limited.</p> <p>Kpanake, L. (2018). Cultural concepts of the person and mental health in Africa. <i>Transcultural Psychiatry</i>, 55(2), 198-218.</p>
Feb. 20, 2023	Reading week	No classes.
Feb. 27	Mid-Term Exam	
Mar. 06, 2023	<p>Society and mental health – Part II:</p> <ul style="list-style-type: none"> <li>• Institutions</li> </ul>	<p>Rogers, A. &amp; Pilgrim, D. (2014). <i>A Sociology of Mental Health and Illness</i> (Chapter 9: pp. 146-157). 5th Edition. Open University Press.</p> <p>Cotton, D., &amp; Coleman, T. G. (2010). Canadian police agencies and their interactions with persons with a mental illness: A systems approach. <i>Police Practice and Research: An International Journal</i>, 11(4), 301-314.</p>
Mar. 13, 2023	<p>Society and mental health – Part III:</p> <ul style="list-style-type: none"> <li>• Deinstitutionalization and reinstitutionalization of mental illness</li> </ul>	<p>1. Fakhoury, W., &amp; Priebe, S. (2007). Deinstitutionalization and reinstitutionalization: major changes in the provision of mental healthcare. <i>Psychiatry</i>, 6(8), 313-316.</p> <p>Davis, L., Fulginiti, A., Kriegel, L., &amp; Brekke, J. S. (2012). Deinstitutionalization? Where have all the</p>

		people gone? <i>Current Psychiatry Reports</i> , 14(3), 259-269.
Mar. 20, 2023	Society and Mental health – Part IV: • Stigma and recovery	Rogers, A. & Pilgrim, D. (2014). <i>A Sociology of Mental Health and Illness</i> (Chapter 11: pp. 180-198). 5th Edition. Open University Press.  Provencher, H.L. & Keyes, L.M. (2013). Recovery: A Complete Mental Health Perspective. In L.M. Keyes (ed.), <i>Mental Well-Being International Contributions to the Study of Positive Mental Health</i> (Chapter 13: pp. 277-297). Springer
Mar. 27, 2023	Resilience and mental wellbeing  <b>Critical Review Paper Due</b>	Walsh, F. (2002). A family resilience framework: Innovative practice applications. <i>Family Relations</i> , 51(2), 130-137.  Ungar, M., & Theron, L. (2020). Resilience and mental health: How multisystemic processes contribute to positive outcomes. <i>The Lancet Psychiatry</i> , 7(5), 441-448.
April 03, 2023	Mental health promotion	Rogers, A. & Pilgrim, D. (2014). <i>A Sociology of Mental Health and Illness</i> (Chapters 13: pp. 220-232). 5th Edition. Open University Press.  Barry, M.M. (2013). Promoting Positive Mental Health and Well-Being: Practice and Policy. In L.M. Keyes (ed.), <i>Mental Well-Being International Contributions to the Study of Positive Mental Health</i> (Chapter 16: pp. 355-384). Springer
<b>TBA</b>	<b>Final examination</b>	

### CONTINGENCY PLAN FOR IN-PERSON PIVOTING TO ONLINE LEARNING

Contingency plan for an in-person class pivoting to 100% online learning: In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any remaining assessments will also be conducted online as determined by the course instructor.

**In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction**, tests and examinations in this course will be conducted using a remote proctoring service. By taking this course, you are consenting to the

use of this software and acknowledge that you will be required to provide personal information (including some biometric data) and the session will be recorded. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

## **PLAGIARISM**

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>).

## **ACADEMIC CONSIDERATIONS**

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) 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
- (ii) For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to academic advising office 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 an SMC
- **Must communicate with their instructors no later than 24 hours** after the end of the period covered by SMC, or immediately upon their return following a documented absence;
- **Are advised that all necessary documentation, forms, etc. are to be submitted to academic advising office within two business days after the date specified for resuming responsibilities**

## **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.**

## 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: [Academic Calendar - Western University \(uwo.ca\)](http://www.uwo.ca/academiccalendar/).*

## SUPPORT SERVICES

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

1. Student Development Centre -- <http://academicsupport.uwo.ca/>
2. Student Health -- <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombudsperson Office -- <http://www.uwo.ca/ombuds/>

## HEALTH AND WELLNESS

The undergraduate experience is rewarding and challenging socially, emotionally, and intellectually. Finding ways to balance scholarly life with our personal lives can be tough, but it's important to learn how to manage stress. Western provides several health and wellness-related services to students, which may be found at <http://www.health.uwo.ca/>. You can also check out the Campus Recreation Centre or the McIntosh Gallery (<http://www.mcintoshgallery.ca/>), for alternative spaces to reconnect with your bodies and restore your spirit. You may also want to access local resources that are closer to where you are living during the school year. Recalibrating ourselves emotionally begins with slowing down, reminding ourselves that we are ok, and taking a few deep, slow breaths. This remarkably effective strategy brings the body from stress mode into a more relaxed state.

If you are in emotional or mental distress should refer to Mental Health@Western [Mental Health Support - Health & Wellness - Western University \(uwo.ca\)](http://www.uwo.ca/mentalhealthsupport/) for a complete list of options about how to obtain help or Thames Valley Family Services (<https://www.familyservicethamesvalley.com/>), a trusted provider within the community. To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: [Health & Wellness - Western University \(uwo.ca\)](http://www.uwo.ca/healthandwellness/). It's also advisable to have a wellness safety plan if you don't want to reach out to formal services. Having the numbers of a few trusted individuals is another strategy.



## GRADING POLICY

University-wide descriptor of the meaning of letter grades, as approved by the Senate:

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work that 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

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.

Year 1: 68-72

Year 2: 70-74 (core) and 72-76 (elective)

Year 3: 72-76 (core) and 74-78 (elective)

Year 4: 74-80

## COMMON CONCERNS GUIDELINES

The table below summarizes a list of common student concerns and how they are to be resolved. If you have a concern that is not listed here, then please email your instructor.

Concern	How to address concern
Course administrative matters	Read through the course outline or email instructor if question cannot be answered from information in the course outline
Course content questions	Refer to the OWL Resources (notes, calendar, etc). Email the instructor.
Grade disputes and requests for appeals	A student requesting an appeal to a specific course with respect to a grade for an assignment or examination must first contact their instructor to discuss such matters.  Visit the following website for guide on submitting an appeal: <a href="https://uwo.ca/fhs/policies/appeals.html">https://uwo.ca/fhs/policies/appeals.html</a>