

WELL 300	Intersectionality Challenges of Mental Wellbeing		Fall
<b>Instructor:</b>	Emilie Maine	<b>Lecture Location:</b>	Zoom (Synchronous)
<b>Email*:</b>	emilie.maine@ucalgary.ca	<b>Lecture Days/Time:</b>	Tues/Thurs 11:00 am – 12:15 pm
<b>Office Hours:</b>	By appointment only	<b>TA:</b>	Brittany Lindsay
		<b>TA Contact:</b>	bllindsa@ucalgary.ca
<b>Term Dates</b>	September 7 – December 9, 2021 (Excluding November 7-13, 2021)		

\*Please note that all course communications must occur through your @ucalgary email, and the instructor will respond to emails sent via student's @ucalgary emails within 48 hours.

### Course Description

Evaluation of cultural, structural, systemic, and/or socioeconomic issues related to positive mental health and wellbeing in today's society, through an intersectional lens that may include an analysis of ethnicity, culture, race, socioeconomic status, age, ability/disability, gender, sexuality, and other factors. Focus on developing students' abilities to foster mental wellbeing in others.

### Course Learning Outcomes

Learning Outcomes	Assessment Methods	PLO(s)
Analyze intersectional, theoretical, and methodological approaches to mental health and wellbeing	Structured Controversy (10%)	1, 2, 4, 6
Evaluate and address problems of evaluation of research on mental health and wellbeing through intersectional critique	Assessing Research (5 X 6% = 30%)	1, 2, 6
Probe the potential of integrating quantitative, qualitative, and hermeneutic data into our approaches to mental health and wellbeing	Inquiry Presentation (20%)	1, 2, 4, 6, 7
Propose intersectional strategies to address significant challenges to mental health and wellbeing		
Investigate research and best practices of promoting and securing mental health and wellbeing for self and others	Self-Care Plan (30%) Reading Discussion Questions (10%)	4, 5, 7

Notes. PLOs = Program-Learning Outcomes: 1. Demonstrate a knowledge base of mental health and wellbeing that is multidisciplinary, holistic, and informed by current research; 2. Evaluate the cultural, structural, systemic, and socioeconomic challenges related to positive mental health and wellbeing in today's society through an intersectional lens; 3. Develop skills of healthy

coping including self-care, mindfulness, and resilience; 4. Recognize stigmatization of mental health issues and illnesses, as well as best practices in reducing stigma; 5. Implement strategies to support their own and others' mental health; 6. Critically evaluate qualitative and quantitative evidence relating to mental health and wellbeing; 7. Reflect and articulate their personal values about mental health and well-being with respect to self-care, empathy for others, and resilience.

### **Prerequisites**

Psychology of Everyday Life (PSYC 203) and enrolment in the Embedded Certificate in Mental Wellbeing and Resilience.

### **Additional Information**

This course will take place online via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance.

### **Required Readings**

There are several readings assigned for this course. Please see the lecture schedule for the required readings for each week. You will not require a textbook; all readings are available online through the University of Calgary library (<https://library.ucalgary.ca/>).

### **Assessment Methods**

There are 5 assessment methods in this course. Some of the assessments are due before class, and others will occur as in-class activities. A more detailed description of the assignments, as well as assignment rubrics, are located on D2L. There are no registrar-scheduled final examinations for this course. Not all assignments must be completed to receive a passing grade, however students must complete both the assessing research and inquiry presentation to complete the course.

1. **Required Reading Discussion Questions (10%):** For each of the weeks with required readings, you will complete a discussion assignment on D2L.
  - a. Due Dates (before class): Sept 9, 14, 28; Oct 5, 12, 28; Nov 2
2. **Self-Care Plan (25%):** Throughout the semester, you will create, revisit, and revise a self-care plan that will support your wellness throughout the semester, as well as support you in your ongoing personal and professional development. This will occur during class time.
  - a. Due Dates (in class): Sept 9; Oct 12; Nov 4
3. **Structured Controversy (10%):** This in-class activity is designed to aid students in: (1) exploring the multiple sides of an issue, and (2) supporting the development of listening and perspective-taking skills.
  - a. Due Dates (in class): Sept 16, 21
4. **Assessing Research (30%):** Throughout the course, you will develop and revise an inquiry question to guide your learning related to a specific topic of interest related to

mental health and intersectionality. This assignment will help you to structure your learning around your specific question of interest.

- a. Due Dates (outside of class and in class components): Sept 23; Oct 7, 14, 19, 26

- 5. **Inquiry Presentation (25%):** A final presentation will provide the opportunity to reflect on your learnings throughout the course and share your learnings with your colleagues. Presentations will occur in the last three weeks of the course.

- a. Due Dates (prepared outside of class time): Nov 18, 23, 25, 30; Dec 2, 7, 9

**Grading Scale**

The following table outlines the grade scale percentage equivalents used in for the Arts and Science Honours Academy. Final grades are reported as letter grades. For components graded using percentages or numerical scores, those values will be used directly in calculating the final course grade, while for components graded using letter grades, the letter grades will be converted to the midpoint values in calculating the final course grade.

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor’s discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g. 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

**Submission of Assignments**

All assignments (except the final inquiry presentation) are to be submitted on D2L. Please include your name and ID number on all assignments. **Note:** It is your responsibility to keep a copy of each submitted assignment and to ensure that you submit the proper version.

Private information related to individual students is treated with the utmost regard by University of Calgary faculty. Student assignments will be accessible only by the authorized course faculty, and personal information is collected in accordance with the **Freedom of Information and Protection of Privacy (FOIP) Act**. Please note that instructors may use audio or video recorded for lesson capture, assessment of student learning, and self-assessment of teaching practices.

**Lecture Schedule**

Week	Topic	Required Readings	Assignment
1 Sept 7 & 9	Introduction to Mental Health and Intersectionality	De Maio, F., Mazzeo, J., & Ritchie, D. (2013). Social determinants of health: A view on theory and measurement. <i>Rhode Island Medical Journal</i> , 96(7), 15-19.  Trygg, N. F., Gusatfsson, P. E., Mansdottir, A. (2019). Languishing in the crossroad? A scoping review of	Discussion Questions on D2L (due before Thursday class)

		intersectional inequalities in mental health. <i>International Journal for Equity in Health</i> , 18, 115. <a href="https://doi.org/10.1186/s12939-019-1012-4">https://doi.org/10.1186/s12939-019-1012-4</a>	Self-Care Plan: Part 1 (Thursday in class)
2 Sept 14 & 16	Mental Health and Intersectionality: A Closer Look	Rousseau, C., & Frounfelker, R. L. (2019). Mental health needs and services for migrants: An overview for primary care providers. <i>Journal of Travel Medicine</i> , 2019, 1-8. <a href="https://doi.org/10.1093/jtm/tay150">https://doi.org/10.1093/jtm/tay150</a>  Russell, S. T., & Fish, J. N. (2016). Mental health in lesbian, gay, bisexual, and transgender (LGBT) youth. <i>Annual Review of Clinical Psychology</i> , 12, 465-487. <a href="https://doi.org/10.1146/annurev-clinpsy-021815-093153">https://doi.org/10.1146/annurev-clinpsy-021815-093153</a>  Fante-Coleman, T. & Jackson-Fest, F. (2020). Barriers and facilitators to accessing mental healthcare in Canada for Black youth: A scoping review. <i>Adolescent Research Review</i> , 5, 115-136	Discussion Questions on D2L (due before Tuesday class)  Structured Controversy: Part 1 (Thursday in class)
3 Sept 21 & 23	Developing an Inquiry Question	<i>No assigned readings for this week.</i>  <i>Students to search and collect 3 articles to support their inquiry question development (Assessing Research: Part 1)</i>	Structured Controversy: Part 2 (Tuesday in class)  Assessing Research: Part 1 (due Thursday)
4 Sept 28 & Sept 30	Examining Ways of Knowing	Daftary, A.-M. H. (2020). Critical race theory: An effective framework for social work research. <i>Journal of Ethnic and Cultural Diversity in Social Work</i> , advance online publication. <a href="https://doi.org/10.1080/15313204.2018.1534223">https://doi.org/10.1080/15313204.2018.1534223</a>  Lavalley, L. F., & Poole, J. M. (2010). Beyond recovery: Colonization, health, and healing for Indigenous people in Canada. <i>International Journal of Mental Health and Addiction</i> , 8, 271-281. <a href="https://doi.org/10.1007/s11469-009-9239-8">https://doi.org/10.1007/s11469-009-9239-8</a>  Rodgers, R. F. (2016). The role of the “healthy weight” discourse in body image and eating concerns: An extension of sociocultural theory. <i>Eating Behaviors</i> , 22, 194-198. <a href="https://doi.org/10.1016/j.eatbeh.2016.06.004">https://doi.org/10.1016/j.eatbeh.2016.06.004</a>  Simpson, L. B. (2014). Land as pedagogy: Nishnaabeg intelligence and rebellious transformation. <i>Decolonization: Indigeneity, Education &amp; Society</i> , 3(3), 1-25.	Discussion Questions on D2L (due before Tuesday class)  No class on Thursday. National Day of Truth and Reconciliation. ( <a href="https://ucalgary.ca/news/national-day-truth-and-reconciliation">https://ucalgary.ca/news/national-day-truth-and-reconciliation</a> ).

5 Oct 5 & 7	Theoretical Approaches to Understanding and Studying Mental Health	Barry, Margaret M. (2001). Promoting positive mental health: theoretical frameworks for practice. <i>International Journal of Mental Health Promotion</i> , 3(1), 25-34.  <i>Students to search and collect 1 article to support their inquiry-based learning (Assessing Research: Part 2)</i>	Discussion Questions on D2L (due before Tuesday class)  Assessing Research: Part 2 (Thursday)
6 Oct 12 & 14	Assessing Approaches to Mental Health Research: Quantitative Research	Rutberg, S., & Bouidkidis, C. D. (2018). Focusing on the fundamentals: A simplistic differentiation between qualitative and quantitative research. <i>Nephrology Nursing Journal</i> , 45(2), 209-213.  <i>Students to search and collect 2 articles to support their inquiry-based learning (Assessing Research: Part 3)</i>	Self-Care Plan: Part 2 (Tuesday in class)  Discussion Questions on D2L (due before Tuesday class)  Assessing Research: Part 3 (Thursday)
7 Oct 19 & 21	Assessing Approaches to Mental Health Research: Qualitative Research	<i>No assigned readings for this week.</i>  <i>Students to search and collect 1 quantitative article to support their inquiry-based learning (Assessing Research: Part 4)</i>	Assessing Research: Part 4 (Tuesday)
8 Oct 26 & 28	Intersectional Influences on Stigma and Discrimination	Godley, J. (2018). Everyday discrimination in Canada: Prevalence and patterns. <i>Canadian Journal of Sociology</i> , 43(2), 111-142. <a href="https://doi.org/10.29173/cjs29346">https://doi.org/10.29173/cjs29346</a>  Link, B. G., & Phelan, J. C. (2001). Conceptualizing stigma. <i>Annual review of Sociology</i> , 27(1), 363-385. <a href="https://doi.org/10.1146/annurev.soc.27.1.363">https://doi.org/10.1146/annurev.soc.27.1.363</a>	Assessing Research: Part 5 (Tuesday)  Discussion Questions on D2L (due before Thursday class)
9	Intersectional Strategies for	Kalra, G., Christdoulou, G., Jenkins, R., Tsipas, V., Christdoulou, N., Lecic-Tosevski, D., Mezzich, J., & Bhugra, D. (2012). Mental health promotion: Guidance	Discussion Questions on

Nov 2 & 4	Promoting Mental Health	and strategies. <i>European Psychiatry</i> , 27, 81-86. <a href="https://doi.org/10.1016/j.eurpsy.2011.10.001">https://doi.org/10.1016/j.eurpsy.2011.10.001</a>  Stewart, S. L. (2008). Promoting Indigenous mental health: Cultural perspectives on healing from Native counsellors in Canada. <i>International Journal of Mental Health Promotion and Education</i> , 46(2), 49-56. <a href="https://doi.org/10.1080/14635240.2008.10708129">https://doi.org/10.1080/14635240.2008.10708129</a>	D2L (due before Tuesday class)  Self-Care Plan: Part 3 (Thursday)
<b>Reading Week: November 8-14</b>			
10 Nov 16 & 18	Guest Speaker & Inquiry Presentations	<i>No assigned readings for this week.</i>  Guest speaker on Tuesday (TBD), presentations begin Thursday.	
11 Nov 23 & 25	Inquiry Presentations	<i>No assigned readings for this week</i>	
12 Nov 30 & Dec 2	Inquiry Presentations	<i>No assigned readings for this week</i>	
13 Dec 7 & Dec 9	Inquiry Presentations	<i>No assigned readings for this week</i>	

### **Absence from Class or an Assignment**

This course is designed for collaborative and in-class learning. Therefore, attendance is critical for good performance in class. Given the nature of the in-class assignments, missed classes without contacting the instructor prior to class on these days will result in a grade of zero. For an excused absence, students must email the instructor **BEFORE** the missed class. Options for making up missed class time will be discussed in the event of an excused absence. Missed presentations will receive a grade of zero. For assignments completed outside of class (e.g. discussion questions for readings), late submissions will not be accepted without communication with the instructor within twenty four hours to discuss options to submit and/or make-up for that component. Given the ever-changing nature of the COVID-19 pandemic, ongoing communication is crucial for your safety, comfort, and success in this course.

A student may be asked to provide supporting documentation for an exemption/special request for a make-up assignment <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>. It's the instructors' discretion if they will allow a make-up assignment.

**Reappraisal of Graded Term Work** <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

**Reappraisal of Final Grade** <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

### **Student Accommodations**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS); SAS will process the request and issue letters of accommodation to instructors. For information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Students seeking accommodation for transient illnesses (e.g., the flu) or another legitimate reason should contact their instructors. Whenever possible, students should provide supporting documentation to support their request; however, instructors may not require that a medical note be presented. For the policy on supporting documentation the use of a statutory declaration, see Section M.1 of the *University Calendar*:

<https://www.ucalgary.ca/pubs/calendar/current/m-1.html>. Also see FAQs for Students: <https://www.ucalgary.ca/registrar/registration/appeals/student-faq>

### **Academic Misconduct**

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

### **Guidelines for Zoom Sessions**

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/> .

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

### **Learning Technologies and Requirements**

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see [d2L.ucalgary.ca](https://d2l.ucalgary.ca)). In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates.
- A current and updated web browser.
- Webcam (built-in or external).
- Microphone and speaker (built-in or external), or headset with microphone.
- Current antivirus and/or firewall software enabled.
- Broadband internet connection.

### **Instructor Intellectual Property**

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed, or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Plagiarism**

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. **In-text citations must be provided, and readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin.** Wording taken directly from a source must be enclosed within quotation marks (or, for long quotations, presented in the format prescribed by the documentation style you are using). Paraphrased information must not follow the original wording and sentence structure with only slight word substitutions here and there.

For information on citation and documentation styles (MLA, APA, Chicago, IEEE, etc.), visit the Student Success Centre resource links at <https://ucalgary.ca/student-services/student-success/writing-support> or the Purdue Online Writing Lab (OWL) Research and Citation Resources at [https://owl.purdue.edu/owl/research\\_and\\_citation/resources.html](https://owl.purdue.edu/owl/research_and_citation/resources.html)



If you need help with your writing or have questions about citing sources, please consult your instructor or visit the Student Success Centre, 3<sup>rd</sup> floor, Taylor Family Digital Library. To book an appointment, go to [https://ucalgary.ca/student-services/student-success?utm\\_source=ssc&utm\\_medium=redirect&utm\\_campaign=redirect](https://ucalgary.ca/student-services/student-success?utm_source=ssc&utm_medium=redirect&utm_campaign=redirect)

### **Copyright Legislation**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf)) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### **Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

### **Deferrals of Course Work and Requests for Reappraisal**

For university regulations and procedures related to deferrals of exams and course work, requests for reappraisals, and other matters, please see the relevant sections in the *University Calendar*: <https://www.ucalgary.ca/pubs/calendar/current/academic-regs.html>

### **Student Support Services and Resources**

Please visit <https://www.ucalgary.ca/registrar/registration/course-outlines> for information about student support services and resources, including Wellness and Mental Health Resources, Student Success programs and services, the Student Ombuds Office, the Student Union, and Safewalk.

### **Acknowledgments and Respect for Diversity**

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion.

University of Calgary is located on the traditional, unceded, territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The city of Calgary is also home to Métis Nation of Alberta, Region III. The University of Calgary is situated on land adjacent to where the Bow River meets the Elbow River, and the traditional Blackfoot name of this place is "Moh'kins'tsis", which we now call the city of Calgary.

### **Important Dates**

The last day to drop this course with no "W" notation and **still receive a tuition fee refund is September 16, 2021**. The last day for registration/change of registration is **September 17, 2021**. The last day to withdraw from this course is **December 8, 2021**.

