



**UNIVERSITY OF CALGARY
FACULTY OF ARTS
COURSE OUTLINE
FALL 2023**

Course Number:	WELL 300
Course Name:	Intersectionality in Mental Wellbeing
Classroom Location:	See Class Schedule
Class Days & Times:	In Person, Tuesdays/Thursdays 11:00-12:15
Instructor:	Brittany Lindsay (she/her)
Email:	blindsa@ucalgary.ca
Teaching Assistant:	Emiko Muraki (she/her)
Email:	ejmuraki@ucalgary.ca
Email Policy	Feel free to contact us by email at any time. Please note that all course communications must occur through your @ucalgary email, and we will respond to emails within two business days. Please take that into account when emailing questions regarding assignments with upcoming deadlines.
Office Hours:	Weekly Student Hours, or by appointment (see D2L for details)
Webpage:	D2L available through MyUofC portal

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.

Additional Information

The weekly schedule of topics and readings can be found at the end of this outline or on D2L. Students are responsible for reading and following all course and university policies discussed in this outline.

Objectives of the Course

Learning Objectives of the course:

1. Investigate and discuss mental health and wellbeing topics through an intersectional lens, recognizing the impact of intersectionality, as influenced by power, privilege, and oppression.
2. Develop, practice, and reflect on self-care strategies to support oneself and promote mental health and wellbeing in others.
3. Critically reflect on and evaluate different sources of information, including both quantitative and qualitative evidence.
4. Identify, appreciate, and integrate various perspectives and lived experiences into one's understanding of mental health and wellbeing.
5. Engage in inquiry-based learning strategies, including providing and receiving feedback from peers, to deeply investigate an area of interest related to wellbeing.

By the end of the Embedded Certificate in Mental Wellbeing and Resilience, successful students will be able to:

- Demonstrate a multidisciplinary, holistic, research-informed understanding of mental health and wellbeing.
- Evaluate cultural, structural, systemic and socio-economic challenges related to positive mental health and wellbeing through an intersectional lens.
- Develop skills of healthy coping including self-care, mindfulness and resilience.
- Recognize stigmatization of mental health issues and illnesses as well as best practices in stigma reduction.
- Implement strategies to support themselves and others' mental health.
- Critically evaluate qualitative and quantitative evidence relating to mental health and wellbeing.
- Reflect and articulate personal values about mental health and wellbeing with respect to self-care, empathy for others and resilience.

Learning Resources

There is no required textbook for the course. All required materials (i.e., readings, videos, etc.) for the course are available online, with most being open source (i.e., documents or links provided by instructor on D2L). For those readings that are not open-source, students are responsible for locating and downloading the materials from the University of Calgary library (or other sources).

Learning Technologies and Requirements

There is a **D2L** site for this course, which contains all relevant material for the course. A variety of features on **D2L** will be used (e.g., Dropbox, D2L quizzes). Assignments must be submitted via D2L.

Assignments and Evaluation

Brief summaries of each assignment are provided below. Full instructions and detailed rubrics for each assignment are posted on D2L for students.

Assessments	Weight	Due Dates
1. Weekly Preparation	15%	Mondays at 11:59 via D2L Quizzes (Sept. 11 to Nov. 6) <i>Note:</i> Weekly Preparation #6 is due Tues Oct. 6
2. Self Care	20%	Part A: Sept. 15 Part B: Oct. 27 Part C: Dec. 1
3. Guest Lectures Reflection	10%	Nov. 10
4. Inquiry-Based Explorations	25%	Part A: Sept. 22 Part B: Oct. 6 Part C: Oct. 20 Part D: Nov. 3 Part E: Nov. 10
5. Final Inquiry Project	30%	In-Class Participation: Nov. 21, 23, 28, and 30 Submission: Dec. 6

Note: It is not a requirement that all assignments must be completed to pass the course, however, students must complete the Final Inquiry Project to pass the course.

Assignment Descriptions:

1. Weekly Preparation (15%): This course is designed to emphasize collaborative and in-class learning. Weekly preparation from students is important for meaningful engagement in the classroom. To value the time that it takes students to prepare (e.g., read materials, complete exercises, watch videos), students will complete brief questions each week on the assigned materials, which will be based on reflection and completeness (not correctness). These questions were designed to help students reflect on the materials, as well as to help the instructor team prepare for the upcoming lectures (e.g., can see where students have questions or misunderstandings). Students' final grade will be the average of the highest seven grades received throughout the semester (out of nine weeks).

Aligned Course Learning Outcomes: 1,3,4

2. Self-Care (20%): Throughout the semester, students will engage in self-care activities and reflect on their experience. This assignment is intended to support student wellbeing throughout the semester, as well as support ongoing personal and professional development. As future professionals (and humans in general), it is important to maintain our wellbeing in a world that may not feel like it leaves room for our wellbeing. Students will create a self-care plan (Part A; 10%; plan + 400-word reflection), submit a mid-semester reflection (Part B; 5%; 400-word reflection), and an end of semester reflection (Part C; 5%; 400-word reflection).

Aligned Course Learning Outcomes: 2

3. Guest Lectures Reflection (10%): Throughout the semester, there will be three guest lectures (speakers to be announced; tentative dates: Oct. 10, Oct. 26, and Nov. 2). The purpose of the guest lectures is to provide students with the opportunity to learn from people with various expertise and lived experiences and to hear varied perspectives regarding different topics that are covered throughout the course. Students will attend these lectures and complete a reflection (750 – 1000 words) on their experience.

Aligned Course Learning Outcomes: 1,3,4

4. Inquiry-Based Explorations (25%): This course focuses on inquiry-based learning (i.e., students explore a topic of their choosing), and students will be working with a group of peers throughout the semester and engaging in meaningful discussion and activities related to their individual inquiry-based projects. These discussions and activities will help to complete a series of independent assignments to help guide their final inquiry-based projects. Small assignments throughout the semester allow students to receive formative feedback from the instructor and produce a high-quality final project. The components of this assignment are:

- Part A (5%): Exploring Positionality and Topics of Interest
- Part B (5%): Constructing an Inquiry Question
- Part C (5%): Gathering and Evaluating Research
- Part D (5%): Finalizing Inquiry Question and Other Considerations
- Part E (5%): Group Participation (Peer Evaluation and Instructor Observations)

Aligned Course Learning Outcomes: 1, 3, 4, 5

5. Final Inquiry Project (30%): To conclude the inquiry-based learning of the term, students will use everything that they have learned throughout the inquiry-based exploration assignments and create an infographic that summarizes their inquiry journey (e.g., inquiry question, research, conclusion). This final project will incorporate the learnings from your group work, peer and instructor feedback, research literature, and course content.

To celebrate your accomplishments and share ideas among all the students across the class, we will have an informal “WELL 300 Conference” (i.e., presentations) from November 21 to November 30, 2023 (i.e., four classes following Fall break). Individual presentations are common in undergraduate courses, but students often do not get the opportunity to participate in a poster-style presentation session (i.e., multiple students presenting at once around the room), which is the most common type of conference presentation for those early in their academic training or career. To practice engaging in this type of presentation in a low stake, informal setting (i.e., WELL 300 classroom), students will present their inquiry project in this format, as well as learn from their peers, at the “WELL 300 Conference”. The components of this assignment are:

- Presentation Participation (5%): Presenting their infographic on one conference day
- Conference Participation (5%): Attending the conference for two additional days
- Inquiry Project Infographic (20%): The completed infographic submission

Aligned Course Learning Outcomes: 1, 3, 4, 5

Registrar-scheduled Final Examination: No

Submission of Assignments

Please include your name and Student ID number on all assignments and upload them to D2L Dropbox.

Note: It is your responsibility to keep a copy of each submitted assignment and to ensure that you submit the proper version and format.

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.

Policy for Late Assignments

Regarding deadlines, students will be provided with a ***late bank of five days*** to use throughout the semester for ***select*** assignment deadlines (see D2L). To use days from the late bank, students must include a note in the comments box when they submit their assignment in the Dropbox on D2L. At that time, students must declare how many late days they are using. For example, for an assignment due Sept. 15th at 11:59pm, you may use one late bank for an extension until Sept. 16th at 11:59pm or you may use two late bank days and it would be due on Sept. 17th at 11:59pm, etc. If an assignment is submitted past the adjusted due date without declaring any late bank days, if the student’s five days have been used up, and/or there was not instructor approval, the assignment will receive a deduction of 5% per day (up to 7 days, at which time it will receive a 0%).

If students miss a component of the course (e.g., group work), they must contact the instructor in writing within 24 hours (or as soon as possible) to discuss options to submit and/or make-up for that component.

WELL 300 Guidelines for a Principled Space and a Statement on Wellbeing and Care

Although we cannot always guarantee our classroom will always be a “safe space” for everyone, we must protect it as a principled space where we can engage with one another across different points of view. We will ***not*** allow statements or actions that are violent, oppressive, or deny the integrity of others. Below are eight guidelines we will strive for in our WELL 300 classroom:

1. Strive for intellectual humility. Be willing to grapple with challenging ideas.
2. Differentiate between opinion – which everyone has – and informed knowledge, which comes from sustained experiences, study, and practice. Hold your opinions lightly and with humility.
3. Let go of personal anecdotal evidence and look at broader group-level patterns.

4. Notice your own defensive reactions and attempt to use these reactions as entry points for gaining deeper self-knowledge, rather than a rationale for closing off.
5. Recognize how your own social positionality (e.g., race, class, gender, sexuality, ability) informs your perspectives and reactions to what we discuss in this course.
6. Differentiate between safety and comfort. Accept discomfort as necessary for transformative growth & learning.
7. Identify where your learning edge is and push it. For example, whenever you think, I already know this, ask yourself, How can I take this deeper? Or, How am I applying in practice/research/teaching what I already know?
8. What is shared here, stays here. What is learned here, leaves here.

Adapted from: Sensoy, O., & DiAngelo, R. (2014). Respect differences? Challenging the common guidelines in social justice education. *Democracy & Education*, 22(2), 1-10.
<https://democracyeducationjournal.org/home/vol22/iss2/1/>

Statement on Wellbeing and Care: In this course, we value your health and wellbeing, and we are here to support you. Flexibility (e.g., late bank days), accessibility, and other components are incorporated into the course, and we will provide additional resources, contacts, or other support whenever needed. In this course, you must work hard AND balance this work with self-care. Work cannot be at the expense of your wellbeing. "Working until exhaustion is NOT a badge of honor; it shows that you are out of balance." (Gonzalez Van Cleve, 2019).

Adapted from a statement by Dr. Nicole Gonzalez Van Cleve, Brown University

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/. 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 as soon as possible. Extensions (beyond late bank days) will not be granted without instructor approval.

Expectations for Writing

Department policy directs that all written assignments and, to a lesser extent, written exam responses be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general and organization and proper documentation of research sources. For further information, please refer to the *University of Calgary Calendar* section on writing clarity across the curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

WELL 300 Grade Scale

In this course, all assignments will be graded using a specific rubric for that assignment and then assigned with a numerical score that will be entered into the D2L gradebook (and converted into a percentage score).

The following table outlines the grade scale percentage equivalents used for WELL 300. 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.

	Grading Scale
A+	96-100
A	90-95.99
A -	85-89.99
B+	80-84.99
B	75-79.99
B-	70-74.99
C+	65-69.99
C	60-64.99
C-	55-59.99
D+	53-54.99
D	50-52.99
F	0-49

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

If you need help with your writing or have questions about citing sources, please consult your instructor or visit the Student Success Centre, 3rd 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

Instructor Intellectual Property & Copyright Legislation

Course materials created by the instructor (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. 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 same course section and term may be allowed under fair dealing. Check with the instructor if you have any questions about sharing materials with classmates.

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) 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.

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar. 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>

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>.

Research Ethics

Whenever you perform research with human participants, including surveys, interviews, or observations as part of your university studies, you are responsible for obtaining research ethics approval and for following university research ethics guidelines. In some cases, your instructors may apply for course-based research ethics approval for certain assignments, and in those cases, they must review and approve your research plans and supervise your research. For more information about your research ethics responsibilities, please see <https://arts.ucalgary.ca/research/arts-researchers/resources-researchers-and-instructors/ethics>

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.

For resources on D2L, visit <http://elearn.ucalgary.ca/desire2learn/home/students>. IT support is available at itsupport@ucalgary.ca.

Schedule of Lecture Topics and Readings

A more detailed (and updated) schedule, including descriptions, can be found on D2L. Expected lecture dates and materials for the topics are listed, although circumstances may require some changes to this schedule (particularly regarding guest lectures). Any changes to the schedule will be communicated with students as soon as possible and adjusted on D2L.

Week	Date	Lecture Topic or Details	Materials	Assignment Deadlines
1	Tues Sept. 5	Start of Classes		W (Sept 6): Welcome Survey (0%)
	Tues Sept. 5	Welcome to WELL 300!	Reading: Course Outline [posted on D2L] Activity: Welcome Survey [Posted on D2L]	
	Thurs Sept. 7	Mental Health and Wellbeing	Video [YouTube]: What is Mental Health? (Mental Health at Work, 2016). https://www.youtube.com/watch?v=G0zJGDokyWQ Reading: Frances, A. (2014). Resuscitating the biopsychosocial model. <i>The Lancet, Psychiatry</i> , 1(7), 496-497. https://doi.org/10.1016/S2215-0366(14)00058-3 [Posted on D2L]	
2	Tues Sept. 12	Exploring Self-Care	Reading and Activity: Wellness in Eight Dimensions (Swarbrick & Yudof, 2015) [posted on D2L]	M (Sept 11): Weekly Prep 1 F (Sept 15): Self-Care Part A (10%)
	Thurs Sept. 14	Unpacking Power, Privilege, and Oppression	Reading: White Privilege Unpacking the Invisible Knapsack (McIntosh, 1989) [posted on D2L]	
	Thurs Sept. 14	Last day to drop a class without financial penalty		
	Fri Sept. 15	Last day to add or swap a course		
	Fri Sept. 15	Rosh Hashanah begins at sundown		
	3	Tues Sept. 19	Understanding Intersectionality, Positionality, and Reflexivity	Video [TED Talks]: The Urgency of Intersectionality (Crenshaw, 2016) https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en Reading: Lopez, N. & V. L. Gadsden (2016). Health Inequities, Social Determinants, and Intersectionality. <i>NAM Perspectives</i> . Discussion Paper, National Academy of Medicine, Washington, DC. https://doi.org/10.31478/201612a [Posted on D2L]
Thurs Sept. 21		Inquiry-Based Learning and Developing a Strong Inquiry Question [Peer Group Work]	Reading: Assignments #4 (Inquiry-Based Explorations) and #5 (Inquiry-Based Project) Instructions [Posted on D2L]	

4	Tues Sept. 26	Stigma and Stigma Reduction Techniques	<p>Video [YouTube]: Green, H. [Crash Course]. (2014, Nov. 17). Prejudice and Discrimination: Crash Course Psychology #39. https://youtu.be/7P0iP2Zm6a4</p> <p>Reading: Link, B. G., & Phelan, J. C. (2001). Conceptualizing Stigma. <i>Annual Review of Sociology</i>, 27(1), 363–385. https://doi.org/10.1146/annurev.soc.27.1.363 [Posted on D2L]</p> <p>Optional Reading: Thornicroft et al., (2022). The Lancet Commission on ending stigma and discrimination in mental health. <i>The Lancet</i>, 400(10361), 1438-1480. https://doi.org/10.1016/S0140-6736(22)01470-2</p>	M (Sept 25): Weekly Prep 3
	Thurs Sept. 28	Approaches to Mental Health Initiatives and Practice	<p>Reading: Singh, V., Kumar, A., & Gupta, S. (2022). Mental Health Prevention and Promotion - A Narrative Review. <i>Frontiers in Psychiatry</i>, 13, Article 898009, https://doi.org/10.3389/fpsy.2022.898009 (Open Access) [Posted on D2L]</p>	
	Sat Sept. 30	National Day for Truth and Reconciliation		
5	Tues Oct. 3	Solidifying Inquiry Questions [Peer Group Work]	No required readings.	M (Oct 2): Weekly Prep 4 F (Oct 6): Inquiry-Based Explorations Part B (5%)
	Wed Oct. 4	Yom Kippur		
	Thurs Oct. 5	Research Methodology and Designs	<p>Reading: Badu, E., O'Brien, A.P. & Mitchell, R. (2019). An integrative review on methodological considerations in mental health research – design, sampling, data collection procedure and quality assurance. <i>Archives in Public Health</i>, 77, Article 37. https://doi.org/10.1186/s13690-019-0363-z (Open Access) [Posted on D2L]</p> <p>Reading: Jamieson, M. K., Govaart, G. H., & Pownall, M. (2023). Reflexivity in quantitative research: A rationale and beginner's guide. <i>Social and Personality Psychology Compass</i>, 17(4), e12735. https://doi.org/10.1111/spc3.12735 (Open Access) [Posted on D2L]</p> <p>Optional Reading: Turan, J.M., Elafros, M.A., Logie, C.H, Banik, S., Turan, B., Crockett, K.B., Pescosolido, B., & Murray, S.M. (2019). Challenges and opportunities in examining and addressing intersectional stigma and health. <i>BMC Medicine</i>, 17, Article 7. https://doi.org/10.1186/s12916-018-1246-9 (Open Access) [Posted on D2L]</p>	
6	Mon Oct. 9	Thanksgiving		
	Tues Oct. 10	GUEST SPEAKER TBA (to be announced)	<p>No required readings.</p> <p>There may be materials provided by guest speaker.</p>	*T (Oct 10): Weekly Prep 5

	Thurs Oct. 12	Allyship and Microinterventions	<p>Reading: Singh, R. S., Bhambhani, Y., Skinta, M. D., & Torres-Harding, S. R. (2021). Measurement of Intersectional Microaggressions: Conceptual Barriers and Recommendations. <i>Perspectives on Psychological Science: A Journal of the Association for Psychological Science</i>, 16(5), 956–971. (Open Access) https://doi.org/10.1177/1745691621991855 [Posted on D2L]</p> <p>Reading: Sue, D. W., Alsaidi, S., Awad, M. N., Glaeser, E., Calle, C. Z., & Mendez, N. (2019). Disarming racial microaggressions: Microintervention strategies for targets, White allies, and bystanders. <i>The American Psychologist</i>, 74(1), 128–142. https://doi.org/10.1037/amp0000296</p>	
7	Tues Oct. 17	Discussing Inquiry-Based Project Research [Peer Group Work]	No required readings.	<p>M (Oct 16): Weekly Prep 6 F (Oct 20): Inquiry-Based Explorations Part C (5%)</p>
	Thurs Oct. 19	Disability and Universal Design	<p>Reading: Fovet, F. (2020). Exploring the Potential of Universal Design for Learning with Regards to Mental Health Issues in Higher Education. Pacific Rim International Conference on Disability and Diversity Conference Proceedings. Honolulu, Hawai'i: Center on Disability Studies, University of Hawai'i at Mānoa. [posted on D2L]</p>	
8	Tues Oct. 24	Introduction to Infographics and Accessible Documents	<p>Reading: Infographic Examples. What is an infographic? Examples and templates. [Embedded videos recommended, but not required] https://www.easel.ly/blog/what-is-an-infographic/</p> <p>Reading: Leeds Autism AIM, The Advonet Group (2021). Making information accessible for neurodivergent people. [Posted on D2L]</p>	<p>M (Oct 23): Weekly Prep 7 F (Oct 27): Self-Care part B (5%)</p>
	Thurs Oct. 26	GUEST SPEAKER: TBA Additional: Revisiting Self-Care	<p>No required readings.</p> <p>There may be materials provided by guest speaker.</p>	
9	Tues Oct. 31	Inquiry-Based Project: Working on the Details [Peer Group Work]	<p>Video [YouTube]: Inquisitive Brains (2020, Dec 12). 3MT: How to Present Your Research in 3 Minutes PhD Tips. https://www.youtube.com/watch?v=N7NVM3phrrc</p> <p>Reading: Graham, I. D., Logan, J., Harrison, M. B., Straus, S. E., Tetroe, J., Caswell, W., & Robinson, N. (2006). Lost in knowledge translation: time for a map?. <i>The Journal of Continuing Education in the Health Professions</i>, 26(1), 13–24. https://doi.org/10.1002/chp.47 [posted on D2L]</p>	<p>M (Oct 30): Weekly Prep 8 F (Nov 3): Inquiry-Based Explorations Part D (5%)</p>

			Optional Reading: Desai., S.R. (2020) Remembering and honoring the dead: Dia de los Muertos, Black Lives Matter and radical healing. <i>Race Ethnicity and Education</i> , 23 (6), 767-783. https://doi.org/10.1080/13613324.2020.1798391	
	Wed Nov. 1	Dia de los Muertos		
	Thurs Nov. 2	GUEST SPEAKER: TBA	No required readings. There may be materials provided by guest speaker.	
10	Tues Nov. 7	The Health Care System: Mental Health and Intersectionality	Reading: Rivenbark, J.G., Ichou, M. (2020). Discrimination in healthcare as a barrier to care: experiences of socially disadvantaged populations in France from a nationally representative survey. <i>BMC Public Health</i> 20, Article 31. https://doi.org/10.1186/s12889-019-8124-z [Posted on D2L] Reading: Knaak S, Mantler E, Szeto A. (2017). Mental illness-related stigma in healthcare: Barriers to access and care and evidence-based solutions. <i>Healthcare Management Forum</i> , 30(2), 111-116, https://doi.org/10.1177/084047041667941 [Posted on D2L]	M (Nov 6): Weekly Prep 9 F (Nov 10): Guest Lecture Reflection (10%) F (Nov 10): Inquiry-Based Explorations Peer Evaluation Form
	Thurs Nov. 9	Working of Infographic Drafts, Q&A [Peer Group Work]	No required readings.	
	Sat Nov. 11	Remembrance Day		
11	Tues Nov. 14 Thurs Nov. 16	Fall Break (November 12 to November 18): No classes		
12	Mon Nov. 20	Transgender Day of Remembrance		
	Tues Nov. 21 Thurs Nov. 23	WELL 300 Conference Day 1 WELL 300 Conference Day 2	Preparation materials to be posted on D2L.	T/R (Nov 21-30) Conference Presentation (5%) T/R (Nov 21-30) Conference Participation (5%) F (Dec 1): Self-Care Part C (5%)
13	Tues Nov. 28 Thurs Nov. 30	WELL 300 Conference Day 3 WELL 300 Conference Day 4		
14	Tues Dec. 5	Reflection and Wrap-Up	No required readings.	W (Dec 6): Final Project Submission (20%)
	Wed Dec. 6	End of Classes (Last day to withdraw from a course)		