

WELL 300		Intersectionality Challenges of Mental Wellbeing		Winter 2020	
Instructor:	Dr. Beth Archer-Kuhn	Lecture Location:	TI Forum		
Phone:	403-220-5425	Lecture	Tues/Thurs		
		Days/Time:	9:30-10:50 am		
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Office:	414 MacKimmie Tower				
Office Hours:	Tues/Thurs 11:00 am – 12 noon				

Course Description

This course will evaluate the challenges related to positive mental health and wellbeing in today's society through an intersectional lens.

Course Learning Outcomes

Course 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	Peer Review Article presentations (3 X 10%) 30%	1, 2, 6
Probe the potential of integrating quantitative, qualitative, and hermeneutic data into our approaches to mental health and wellbeing	Final 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% Inquiry Question 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 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

Required Readings

There are a number of readings assigned for this course. Please see list at end of syllabus. Also, a list of "Recommended Readings" are included in the course content on D2L to support you in your inquiry process.

Assessment Methods

There are 4 assessment methods in this course. A more detailed description of the assignments are located on D2L. Late assignments will not be accepted without approved documentation. All assignment noted as due on D2L in the dropbox will be submitted using a word document. Missed presentations will receive a grade of zero for the student who is absent for the presentation.

1. Self-Care Plan (30%) Due: Thursday January 16, 2020 (in-class)

In the first class you will complete a Self-Care Plan. Template and instructions are on D2L. The final copy will be submitted on D2L in the dropbox.

2. Structured Controversy (10%) Due: Thursday January 23, 2020 (in-class)

On Tuesday January 21 you will begin preparations for our structured controversy. On Thursday January 23, you will engage in a structured controversy during class time to prepare for the development of your inquiry question. Topic TBD.

3. Inquiry Question (10%) Due: Thursday February 6, 2020 (in-class)

You will develop an inquiry question to guide your learning throughout the course. The final copy of your inquiry question will be submitted on D2L in the dropbox.

4. Assessing Research: Models of Practice (30%) Due: February 11 or 13, February 23 or 25, and March 3 or 5, 2020 (in class, specific dates TBD)

In each of weeks 5, 7 & 8 of classes you will research 2 peer reviewed journal articles (for a total of 6) on the theoretical and methodological approaches to mental wellness in your chosen topic area to support your inquiry. Please see course schedule to confirm dates for specific articles. Formal peer feedback forms will also be completed for each member of your group. Failure to provide completed formal peer feedback forms will result in a reduction of (10%) of the final grade.

5. Final Presentation (20%) Due: March 24, 26, 31 or April 2 (in class, specific dates TBD)

You will participate in a final presentation (12-15 minutes) to reflect your learnings and inquiry journey in this course.

Grading Scale

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-).

Tentative Lecture Schedule

Each class (Tuesday & Thursday) will begin with a mindfulness activity. Thursday classes will be structured more as a lab with greater emphasis on self-care activities, group work and instructor consultation.

Week/Dat	Topic	Activity	Preparing for Class
Week 1 Jan 14&16 In-class Self Care Plan (January 16)	Mental Health and Mental Wellness Overview	Mindfulness Self-Care Plan Individual activity	Read & come prepared to discuss: Mikkonen & Raphael (2010). The social determinants of health. The Canadian facts. Trygg et al. (2019). Languishing in the crossroad? A scoping review of intersectional inequalities in mental health.
Week 2 Jan 21&23 In-class Structured Controversy (January 23)	Challenges influencing Mental Health and Wellness	Mindfulness Preparations for Structured Controversy Structured Controversy Group and ind. Work Informal peer feedback	Read & come prepared to discuss: Crenshaw (1989). Demarginalizing the Intersection of race and sex. A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. Smolen et al. (2019). Intersectionality of race, gender, and common mental disorders in Northeastern Brazil. Mullaly & West (2017). The "Web": The Multiplicity, Intersectionality, and Heterogeneity of Oppression and Privilege. Ch. 8 Tutty et al. (2019). The mental health and well-being of Indigenous and non-indigenous women abused by intimate partners.
Week 3 Jan 28&30	Developing Inquiry Question	Mindfulness Large & small grp activities	

Inquiry question		Informal peer feedback	
Week 4 Feb 4&6 In-class Inquiry question (Feb. 6)	Ways of Knowing	Mindfulness Further development of inquiry Informal peer feedback	Read & come prepared to discuss: Christian et al. (2019). New directions in critical race theory and sociology: Racism, white supremacy, and resistance. Daftary (2018). Critical race theory: An effective framework for social work research. Gillborn (2015). Intersectionality, critical race theory, and the primacy of racism: Race, class, gender, and disability in education.
Week 5 Feb 11&13 2 peer reviewed articles (Feb 11)	Understanding Theoretical Approaches to Mental Health and Wellness	Mindfulness Group work – discussion of 2 articles on theoretical approaches Formal peer feedback	Bring a summary of 2 peer reviewed articles related to theoretical approaches to Mental Wellness Read & come prepared to discuss: Barry, M. (2001). Promoting positive mental health: Theoretical frameworks for practice. University of Calgary (2018). Campus mental health strategy. Creating a community of caring. Mental Health Commission of Canada (2012). Changing directions, changing lives. MH Strategy for Canada.
Week 6 Feb 18&20	READING WEEK – NO CLASSES		
Week 7 Feb 25&27 2 peer reviewed articles (Feb 25)	Assessing Methodological Approaches to Mental Health and Wellness	Mindfulness Group work – discussion of 2 quantitative articles evaluating models of practice Informal peer feedback	Bring a summary of 2 peer reviewed journal articles (quantitative research) evaluating models of practice related to your area of interest
Week 8 Mar 3&5 2 peer reviewed articles (Mar 3)	Assessing Methodological Approaches to Mental Health and Wellness	Mindfulness Group work – discussion of 2 qualitative articles evaluating	Bring a summary of 2 peer reviewed journal articles (qualitative research) evaluating models of practice related to your area of interest

		models of practice Informal peer feedback	
Week 9 Mar 10&12	Mental Health Stigma and Best Practices	Mindfulness Community panel Informal peer feedback	Read & come prepared to discuss: Turan et al. (2019). Challenges and opportunities in examining and addressing intersectional stigma and health.
Week 10 Mar 17&19	Intersectional Strategies for Mental Health and Wellness	Mindfulness Small & large grp discussions Informal peer feedback	Read & come prepared to discuss: Baines, D. (2017). Bridging the practice-activism divide. Advocacy, organizing and social movements. Freeman, B. (2017). Soup days and decolonization. Indigenous pathways to anti-oppressive practice.
Week 11 Mar 24&26	Presentations	Mindfulness Group work Informal peer feedback	
Week 12 Mar 31&Apr 2	Presentations	Mindfulness Group work Formal Peer feedback	
Week 13 Apr 7&9	Wrap-Up Evaluation	Mindfulness Review of Formal peer feedback Course evaluation	Read & come prepared to discuss: Ball, J. (2014). A holistic approach to mental health wellness.

Absence From An Assignment

Makeup assignments are **NOT** an option without the approval of the instructor. 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>. Students who miss an assignment should contact the instructor within 48 hours except under extenuating circumstances. It's the instructor's discretion if they will allow a make-up assignment. **Once approved by the instructor a makeup assignment must be submitted to the appropriate D2L dropbox within 2 weeks of the missed 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>

Academic Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework 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>.

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>

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.

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) 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

Student Support and Resources

<https://www.ucalgary.ca/registrar/registration/course-outlines>

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. The Department of Psychology would also like to

acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 130 and may be contacted at 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911 suypaca@ucalgary.ca

Student Union Faculty Rep.: arts1@su.ucalgary.ca

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **January 23, 2020**. Last day for registration/change of registration is **January 24, 2020**. The last day to withdraw from this course is **April 15, 2020**.

Required Readings

Baines, D. (2017). Bridging the practice-activism divide. Advocacy, organizing and social movements. (Ch. 3). In, Baines, D. (Ed.). *Doing Anti-Oppressive Practice*. Social Justice Social Work, 3rd Ed., 89-104. Winnipeg, MN: Fernwood Publishing

Ball, J. (2014). A Holistic Approach to Mental Health Wellness. Gateway to mental health services website. Available at <https://www.rtor.org/2014/05/02/a-holistic-approach-to-mental-health-wellness/>

Barry, M. (2001). Promoting positive mental health: Theoretical frameworks for practice. *International Journal of Mental Health Promotion*, 3(1), 25-34.

Christian, M., Seamster, L., & Ray, V. (2019). New directions in critical race theory and sociology: Racism, white supremacy, and resistance. *American Behavioral Scientist*, 63(13), 1731–1740. DOI: 10.1177/0002764219842623

Crenshaw, K. (1989). Demarginalizing the Intersection of race and sex. A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *University of Chicago Legal Forum*, Issue 1, Article 8, 139-167.

Daftary (2018). Critical race theory: An effective framework for social work research. *Journal of Ethnic & Cultural Diversity in Social Work*, DOI: 10.1080/15313204.2018.1534223

Freeman, B. (2017). Soup days and decolonization. Indigenous pathways to anti-oppressive practice, (Ch. 6). In, Baines, D. (Ed.). *Doing Anti-Oppressive Practice*. Social Justice Social Work, 3rd Ed., 105-121.

Gillborn, D. (2015). Intersectionality, critical race theory, and the primacy of racism: Race, class, gender, and disability in education. *Qualitative Inquiry*, 21(3), 277-287. DOI: 10.1177/1077800414557827

Mental Health Commission of Canada (2012). Changing directions, changing lives. MH Strategy for Canada. MHCC website. Available at

https://www.mentalhealthcommission.ca/sites/default/files/MHStrategy_Strategy_ENG.pdf

Mikkonen, J., & Raphael, D. (2010). *The social determinants of health. The Canadian facts*. Toronto: York University School of Health Policy and Management.

Mullaly, B., & West, J. (2017). The "Web": The multiplicity, intersectionality, and heterogeneity of oppression and privilege. In B. Mullaly & J. West, *Challenging oppression and confronting privilege: A critical approach to anti-oppressive and anti-privilege theory and practice* (3rd ed.). (258-289). Don Mills, ON: Oxford University Press. ISBN-13: 978-0199022328.

Smolen, J., de Araújo, E., de Oliveira, N., & de Araújo, T. (2019). Intersectionality of race, gender, and common mental disorders in Northeastern Brazil. *Ethnicity & Disease, 28*(3), 207-214. DOI: 10.18865/ed.28.3.207

Turan, J., Elafros, M., Logie, C., Banik, S., Turan, B., Crockett, K., Pescosolido, B., & Murray, S. (2019). Challenges and opportunities in examining and addressing intersectional stigma and health. *BMC Medicine, 17*(7). <https://doi.org/10.1186/s12916-018-1246-9>

Tutty, L., Radtke, L., Thurston, W., Nixon, K., Ursel, J., Ateah, C., & Hampton, M. (2019). The mental health and well-being of Indigenous and non-indigenous women abused by intimate partners. *Violence Against Women, 15*(1). <https://doi.org/10.1177/1077801219884123>

Trygg, N., Gustafsson, P., & Mansdotter, A. (2019). Languishing in the crossroad? A scoping review of intersectional inequalities in mental health. *International Journal for Equity in Health, 18*(115), 1-13. <https://doi.org/10.1186/s12939-019-1012-4>

University of Calgary (2018). *Campus mental health strategy. Creating a community of caring*. Available at https://www.ucalgary.ca/live-uc-ucalgary-site/sites/default/files/teams/148/15-unv-018-mental_health_strategy_final.pdf