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

<table>
<thead>
<tr>
<th>Course Learning Outcomes</th>
<th>Assessment Methods</th>
<th>PLO(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze intersectional theoretical and methodological approaches to mental health and wellbeing</td>
<td>Structured Controversy 10%</td>
<td>1, 2, 4, 6</td>
</tr>
<tr>
<td>Evaluate and address problems of evaluation of research on mental health and wellbeing through intersectional critique</td>
<td>Peer Review Article presentations (3 X 10%) 30%</td>
<td>1, 2, 6</td>
</tr>
<tr>
<td>Probe the potential of integrating quantitative, qualitative, and hermeneutic data into our approaches to mental health and wellbeing</td>
<td>Final Presentation 20%</td>
<td>1, 2, 4, 6, 7</td>
</tr>
<tr>
<td>Propose intersectional strategies to address significant challenges to mental health and wellbeing</td>
<td>Self-Care Plan 30% Inquiry Question 10%</td>
<td>4, 5, 7</td>
</tr>
</tbody>
</table>

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
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.

<table>
<thead>
<tr>
<th>Week/Dat</th>
<th>Topic</th>
<th>Activity</th>
<th>Preparing for Class</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In-class Self Care Plan (January 16)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>In-class Structured Controversy (January 23)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 3</strong>&lt;br&gt;Jan 28&amp;30</td>
<td>Developing Inquiry Question</td>
<td>Mindfulness Large &amp; small grp activities</td>
<td></td>
</tr>
<tr>
<td>Inquiry question</td>
<td>Informal peer feedback</td>
<td>Read &amp; come prepared to discuss</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>------------------------</td>
<td>---------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| **Week 4**<br>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:**  
| **Week 5**<br>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 |
| **Week 6**<br>Feb 18&20 | **READING WEEK – NO CLASSES** |
| **Week 7**<br>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**<br>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 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Mar</th>
<th>Topic</th>
<th>Activity</th>
<th>Read &amp; come prepared to discuss:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>10&amp;12</td>
<td>Mental Health Stigma and Best Practices</td>
<td>Mindfulness Community panel</td>
<td>Turan et al. (2019). Challenges and opportunities in examining and addressing intersectional stigma and health.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Informal peer feedback</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>24&amp;26</td>
<td>Presentations</td>
<td>Mindfulness Group work Informal peer feedback</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>31&amp;Apr 2</td>
<td>Presentations</td>
<td>Mindfulness Group work Formal Peer feedback</td>
<td></td>
</tr>
</tbody>
</table>

**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](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](http://www.ucalgary.ca/pubs/calendar/current/i-2.html)
**Reappraisal of Final Grade** [http://www.ucalgary.ca/pubs/calendar/current/i-3.html](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  suvpaca@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**


