

Western University  
Faculty of Health Sciences  
**School of Health Studies**

**HS3262G Cross-cultural mental illness and healing  
Winter 2025**

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**NOTE:** All course information including grades, assignment outlines, deadlines, etc. are available via OWL Brightspace. Check the website regularly for course announcements.

**Calendar Course Description**

This course provides students with an introduction to the critical study of global mental health and illness. Through weekly case studies, we will explore how experiences, ideas, and treatment of mental health and illness in particular historical and socio-cultural contexts connect to the values, norms, and power relations at play in understandings and responses to mental distress within those contexts. We will examine how factors such as access to resources, religious beliefs, environment, and social identity can impact social actors' mental health and provide opportunities or limit resources available for healing. Readings for this course are taken from a broad range of disciplines (transcultural psychiatry, sociology, anthropology, history of science, feminist studies, cultural studies). Our goal is to immerse ourselves into culturally diverse experiences and understandings of mental illness, and the way better understand and imagine ethical and actionable options for healing and social inclusion.

Prerequisite: Students must be in minimum year 3 to take this course

*You are responsible for ensuring that you have successfully completed all course prerequisites, and that you have not taken an anti-requisite course.*

**Statement on Prerequisite Checking**

Unless you have either the requisites 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

**NOTE: If you wish to enroll in this course without the stated pre-requisite(s), you must obtain written approval from the course instructor. The approval should**

**then be forwarded to your academic counsellor.**

### **Learning outcomes**

***Through this course, students will:***

- Deepen their understanding of socio-cultural and historical dimensions of mental illness and healing
- Develop and practice their critical health studies analysis and synthesis skills through team-based class work and independent writing opportunities
- Unpack and integrate into their research and practice an understanding of the complexities of culture, its pluralism and how one's cultural context can inform causes, presentations, and responses to mental illness and healing
- Articulate key concepts, origins, and limitations of universalist approaches in Global Mental Health
- Imagine and rationalize strategies for reducing the stigma and burdens associated with mental health in specific contexts

### **Diversity and Inclusion statement**

I have selected the readings for this course with the aim of providing you with multiple perspectives: in terms of authors' training, social positionality, and approaches to topics. While as scholars, we do endeavor to provide robust evidence-informed analyses, these are always connected to dominant frameworks for the context in which we conduct our analyses, as well as being shaped by our particular trajectories through and experiences in the world. There can be biases in the materials you read, even if written in a scientific voice. Part of your training as a critical health studies scholar is to consider how particular analyses may be informed by the training, goals, audience, and socio-historical context of the author(s).

That said, if you do find any of the course materials biased or offensive, please help alert me to this. You can do so during office hours or electronically, or anonymously through the "Anonymous feedback" Forum discussion topic on OWL.

My goal is to create a classroom where everyone feels respected and valued. If anything happens or is said in class that makes you feel disrespected or devalued, please let me know. You can always share feedback anonymously also (through "Anonymous feedback" on the course website).

Please also let me know:

-If you have a name and/or set of pronouns that differ from those that appear to me in OWL Brightspace

-If you have any other questions or concerns: you can contact me, or speak with an Academic Counsellor. We are here to support your learning!

## Your mental health

Please remember as you work through this and other courses this term to check in with yourself and be kind to yourself. There is significant flexibility built into the course, through the choice afforded you on [*varies from course to course but flexibility on deadlines and evaluations available in all courses*]: I have done this in recognition that we do not all have the same interests in global health topics (and you may be more drawn to certain subjects), but also in recognition that you are likely under many competing pressures.

Mental Health Support @Western (<https://www.uwo.ca/health/psych/index.html>) has a list of options about how to obtain help, if you are experiencing distress.

### Required Course Material:

There is no required textbook to be purchased for the course as readings will largely focus on scholarly articles and related resources, links to which will be provided on the course's OWL Brightspace site.

In addition to required materials, there are a number of recommended readings and resources identified on our course website. Consulting these materials is not required, but may be worth checking out if you are particularly interested in a particular topic. I am also always happy to identify additional sources : come to my office hours if you would like to discuss a topic further.

### Course Format & Expectations

Critical reflection and dialogue are foundational elements of this in-person course. Each student is expected to maintain an active presence in the classroom, complete the readings (or viewings/podcasts) on time, and fully engage in class discussions and activities.

### Course Evaluation:

The goal of this course is to provide learners with the ability to apply interdisciplinary and critical mental health studies theory to their assessments of diverse materials, and I am particularly passionate about seeing you practice your academic analysis and writing skills. Key evaluations will include two essays (syntheses) and two in-person exams (short concept explanation + essay). You will also be graded on your contributions to in-class discussions and in-class activities. Further details on the criteria used to determine your in-class participation grade can be found on OWL Brightspace.

Graded component	Due date	% of final grade
In-class participation	Weekly, throughout term	10
Synthesis 1	Last opportunity to complete*: Feb 11, 2025	20
Synthesis 2	Last opportunity to	20

	complete*: April 8, 2025	
Mid-term exam	February 25	25
Final exam	TBA – final examination period	25

\* Each synthesis will deal with a weekly topic. You will write on the two weekly topics of your choice, but must complete your first synthesis before February 11, 2025, and the second one no later than April 8 (our last class).

Syntheses are due before class begins on the day we are discussing that topic.

Further guidelines, the marking rubric, and sample syntheses can be found on OWL Brightspace.

### **Course/University Policies**

1. The website for Registrar Services is <http://www.registrar.uwo.ca>.

In accordance with policy, the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner.

#### **2. 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, in the Academic Calendar ([westerncalendar.uwo.ca](http://westerncalendar.uwo.ca)).

#### **Plagiarism**

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All 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 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 Western University and Turnitin.com ([www.turnitin.com](http://www.turnitin.com)).

#### **Use of ChatGPT and similar generative AI**

Students in this course are permitted to use AI tools exclusively for reviewing your understanding of assigned materials, brainstorming with the AI on a topic, and preliminary research purposes. These tools can enhance the learning experience if used responsibly. AI can, for example, compliment (not replace) your searches for information on topics, development of outlines for a paper, presentation, infographics, etc. If using these tools, it is essential that you: 1) critically evaluate the AI generated materials; 2) check the cited sources carefully - do not expect quotes or images to be accurate or accurately attributed; 3) continue to exercise independent thinking, and engage in original research; 4) develop your own ideas, arguments, perspectives and any submitted assignments so that these avoid plagiarism from the AI. In short, the use of AI tools is permitted as a starting point for exploration and learning, with students who use it still expected to uphold academic integrity by: 1) appropriately attributing all sources; and 2) avoiding plagiarism (**more than 3 words in a row taken from ChatGPT or any other source constitutes plagiarism and can result in appropriate consequences for this academic offense**).

### **Re-submission of Previously Graded Material**

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

### **Use of Statistical Pattern Recognition on Multiple Choice Exams**

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

## **3. Use of 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.**

**Personal Response Systems** (“clickers”) may be used in some classes. For those classes in which we use this technology, it is your responsibility to ensure that the device is activated and functional. You must speak with the course instructor immediately, if you have any concerns about whether or not your clicker is malfunctioning.

You must use only your own clicker. For all components of this course in which clicker records are used to compute a portion of the grade:

- The use of somebody else's clicker in class constitutes a scholastic offence;
- The possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offense

#### 4. **Academic Considerations and Absences from Lectures and Assessments**

##### ***Religious Accommodation***

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request (in writing) any necessary academic considerations at least two weeks prior to the holiday to the academic counsellors in their Home Department. Additional information is provided in the [Western Multicultural Calendar](#).

##### ***Academic Accommodation***

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. Students with ongoing accommodation needs within this course are also encouraged to contact [Accessible Education](#), which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found [here](#).

##### ***Academic Consideration***

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances that are medical or compassionate in nature. These extenuating circumstances may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. In all cases, students are advised to consult with the academic counsellors in their home units, at their earliest opportunity. Academic counsellors may refer students to [Accessible Education](#) for ongoing academic accommodations.

Most forms of academic consideration require documentation, and this documentation is to be submitted to academic counsellors within five (5) business days of their return to academic responsibilities. Any such documents will be retained in the student's file, and will be held in confidence in accordance with the University's [Official Student Record Information Privacy Policy](#). Once the petition and supporting documents have been received and assessed, appropriate academic considerations shall be determined by academic counseling, in consultation with the student's instructor(s). Academic considerations may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Academic considerations shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the

student could not reasonably be expected to complete their academic responsibilities. (Note – it will not be sufficient to provide documentation indicating simply that the student “was seen for a medical reason” or “was ill.”).

Whenever possible, students who require academic considerations should provide notification and documentation in advance of due dates, examinations, etc. Under no circumstances are students expected to submit rationales for (or documentation of) any absences, to course instructors. Students are, however, required to follow-up with course instructors, in a timely fashion, to identify the ways in which the academic consideration will be implemented.

### **Examination Conflicts**

A student completing tests or examinations with flexible submission times (e.g., where one or more evaluation is a take-home assessment) cannot request alternative arrangements unless a conflict cannot be avoided by rescheduling writing the exam to a different time within the window specified by the instructor. This applies to direct conflicts as well as “heavy load” conflicts (e.g., three exams within a 23-hour period). The student should discuss any concerns about a potential conflict and/or request academic considerations with their academic counselling unit prior to the deadline to drop a course without academic penalty

In the case of online tests and examinations, use of a “Conflict Room,” wherein student can write two proctored exams concurrently, will be interpreted as arrangements for continuous proctoring.

### **5. Contingency Plan for an In-Person Class Pivoting to 100% Online Learning**

In the event of a situation that requires this course to pivot to online content delivery, 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

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

### **6. Online Proctoring**

Tests and examinations in this course may 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>.

## 7. Grades

Where possible assignment objectives and rubrics will be posted on OWL.

Generally, students can expect some form of feedback on their performance in a course before the drop date.

- November 13th, 2023 (for first term half-courses)
- November 30th, 2023 (for full-year courses)
- March 7th, 2024 (for second term half-or full year courses)

A+	90-100	<i>One could scarcely expect better from a student at</i>
A	80-89	<i>Superior work that is clearly above average</i>
B	70-79	<i>Good work, meeting all requirements and eminently satisfactory</i>
C	60-69	<i>Competent work, meeting requirements</i>
D	50-59	<i>Fair work, minimally acceptable.</i>
F	below 50	<i>Fail</i>

**Rounding of Grades** (for example, bumping a 79 to 80%):

This is a practice some students request. The final grade documented is the grade that you have achieved. There is no rounding to the next grade level, or 'giving away' of marks. Please don't ask me to do this for you; the response will be "please review the course outline where this is presented".

### **Appealing a Grade Within this Course**

You have the right to appeal any grade within this course. The grounds for a grade appeal may be one or more of: medical or compassionate circumstances, extenuating circumstances beyond the student's control, bias, inaccuracy, or unfairness. All grounds advanced in a request for relief must be supported by a clear and detailed explanation of the reasons for the request together with all supporting documentation.

Appeals generally proceed in this order:

1. Course instructor (informal consultation)
2. Department Chair (submission of written request)
3. The Dean of the Faculty (submission of written request)

In the case of perceived procedural unfairness, steps 2 and 3 are carried out within the Department and Faculty offering the course. In the case of extenuating medical or compassionate circumstances that impact on a grade, steps 2 and 3 are carried out within a student's Home Department and Faculty.

A request for relief against a mark or grade must be initiated with the instructor as soon as possible after the mark is issued. In the event that the instructor is not available to the student, or fails to act, or if the matter is not resolved satisfactorily with the instructor, a written request for relief must be submitted to the Chair of the Department within three weeks of the date that the mark was issued. In the case of a final grade in a course, the written request for relief must be submitted to the Chair of the department by January 31<sup>st</sup> (for first-term half courses) or June 30<sup>th</sup> (for second-term half courses or full-year courses)



## 8. Support Services

### Health and Wellness:

Information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>.

Students who are in emotional/mental distress should refer to Mental Health@Western (<http://www.health.uwo.ca/>) for a complete list of options about how to obtain help.

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

*Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>*

*Ombudsperson Office -- <http://www.uwo.ca/ombuds/>*

## 9. Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit <https://www.uwo.ca/univsec/pdf/board/code.pdf>