

**WESTERN UNIVERSITY**  
**Course Guide**

**Winter 2025**

**HS 4051G – Mental Health: Well-Being and Recovery (0.5 FCE)**

**Lectures:**

**Venue:**

**Instructor:**

**Dr. Alaazi**

**E-Mail:**

**Phone Number:**

**Office Location:**

**Office Hours:**

**By appointment**

**PREREQUISITE(S)**

Registration in the third or fourth year of the School of Health Studies is a prerequisite for registration in this class. Unless you have either met the prerequisites or obtained written special permission from your Dean to enroll, 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 meet the necessary prerequisites.

**COURSE OF DELIVERY**

This course is designed for in-person delivery. Students are expected to attend weekly in-person classes.

**COURSE DESCRIPTION**

This course provides an in-depth exploration of the theoretical and sociological foundations of mental health and recovery. It explores the role of social identity, culture, and society in the etiology of mental health problems and recovery. Specifically, the course examines the ways in which culture, race, social class, gender, and age contribute to mental illness and recovery in both Western and non-Western societies.

**COURSE OBJECTIVES**

The objective of this course is to introduce students to the theoretical and sociological foundations of mental illness and recovery. The course will introduce students to the social and cultural basis of mental illness and recovery, as well as approaches to mental health promotion. The course is also expected to improve the critical thinking, reading, and writing skills of students.

**LEARNING OUTCOMES**

Upon successful completion of this course, students will be able to:

- explain the concepts of mental health and mental illness;
- describe the sociological and cultural foundations of mental illness;

- discuss the role of various social identities in the etiology of mental illness and recovery;
- identify and explain stressors and risk factors for mental health problems;
- discuss the role resiliency in recovery;
- explain various approaches to mental health promotion;
- hone their reading, critical thinking, and writing skills.

## **COURSE EXPECTATIONS**

Students are expected to attend in-person classes, listen to lectures given by the instructor, and participate in class discussions. The purpose of the class lectures is to introduce the topics and the required readings, and students are expected to complete all the required readings and come to class well-prepared to contribute to class discussions and debates. Students are encouraged to write their own notes based on the lectures given by the course instructor. Students who miss classes are responsible for obtaining the relevant notes from colleagues in the class. Students are expected to complete and submit all course assignments to the instructor by the stipulated dates. Students with medical conditions affecting their class participation can reach out to the instructor in advance for assistance.

## **STUDENT EVALUATION**

Student evaluation will consist of the following components: (i) Class attendance and participation (10%); (ii) Critical review paper (25%); (iii) Mid-term exam (25%); (iii) Final exam (40%).

### **(i). *Class attendance and participation* - 10% of final grade:**

Students registered in the course are required to attend and participate in in-person classes, except absences that qualify for academic accommodation ([https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf)).

Participation includes reading the assigned course material and contributing to large and small group discussions.

### **(ii) *Mid-term exam* – 25% of final grade:**

This closed-book exam will take place during class time on **February 24, 2025**. This exam is designed to test students' grasp of the material covered in lectures up to the week prior to the exam. This means that students will be expected to have read all the required course readings up to the week prior to the exam. The mid-term exam will consist of one essay question (worth 10%) and three short answer questions (worth 5% each). All exams will be assessed partly on organization of ideas and general clarity. Electronic devices (e.g., smart phones, smart watches, video cameras, smart glasses, recorders audio players, or of any sort, video games, DVD players, laptops, etc.) cannot be used during the mid-term exam, unless a student has a medical condition that requires accommodation or has explicit permission from the instructor to do so.

### **(iii) *Critical review paper* – 25% of final grade:**

Students will choose and answer one question from among two essay-style questions provided by the instructor. This paper is due **March 17, 2025**, and will be submitted directly to the instructor in class. A good review paper is one that demonstrates reading beyond the references provided in the course outline.

## REQUIREMENTS:

- 5-6 pages (all numbered);
- typed;
- double-spaced
- 2.5 cm (1 INCH) page margins
- 12-point font

The page count does not include references/bibliography. All submitted papers should include the following: title of paper, course name and code, instructor's name, student name and ID, and date of submission. Use APA style for in-text citations and references. A deviation from these requirements may result in grade reduction (e.g., from A to A- or A- to B+). Double-sided printing is encouraged to save paper but is not mandated. All written assignments will be assessed partly on writing skills and demonstration of critical engagement with the course materials. Writing skills include not only surface correctness (punctuation, sentence structure, etc.) but also general clarity and grammar. It is the responsibility of students to keep a copy of their submitted work. Students should be prepared to provide a second copy of their paper if requested. Students who cannot provide a second copy of their submitted work may risk receiving a zero grade for this portion of the course.

### (iv) *Final examination – 40% of final grade:*

There will be a closed-book final examination, to be scheduled on a date announced by the Registrar. The Final Exam will last 2hrs, and will cover all course content presented in class. The exam will consist of five short essay questions (each worth 8%). All exams will be assessed partly on organization of ideas and general clarity. Electronic devices (e.g., smart phones, smart watches, video cameras, smart glasses, recorders audio players, or of any sort, video games, DVD players, laptops, etc.) cannot be used during the final exam, unless a student has a medical condition that requires accommodation or has explicit permission from the instructor to do so.

## **POLICY ON LATE ASSIGNMENTS AND MISSED EXAMS**

- a). Assignments submitted after the deadline may be penalized with a loss of grade (e.g., from A- to B+) for each day of lateness. Extensions will only be granted under extraordinary circumstances (e.g., medical absence or compassionate reasons such as death and/or illness in family). Request for extension must be discussed with the instructor in advance.
- b) No alternate dates for exams will be provided unless a student has been legitimately excused or has tangible reasons supported with documentation.

## **LIBRARY**

Western University online library system (<https://www.lib.uwo.ca/index.html>) has details of the range of services offered to students on and off-campus. If you need further information or assistance, contact the Library's General Inquiries Desk at [library@uwo.ca](mailto:library@uwo.ca) or call 519-661-3166 x 83166.

## USE OF EMAIL

The main method of communication in this course is email. However, due to a high volume of daily email messages, students are advised to meet with me in person during office hours or make an appointment in the case of an issue that requires urgent attention. I normally respond to emails within 72 hours during regular business hours. However, students must note that emails can be sent to the wrong email address or can be accidentally deleted. Students are therefore advised to email a second time or meet with me in person if the first email has not been responded to within 72 hours, more so if inquiries concern extensions and other urgent matters. Students are advised to use their Western University student email accounts in all email communication on issues related to this course, including all correspondence with peers and instructor. All course related communication with peers and instructor should be formal. This means that emails must be clearly written and devoid of short-hand and other forms of informality.

## CLASS SCHEDULE

Date	Topic	Required readings
Jan. 06, 2025	Introduction and Course Overview: <ul style="list-style-type: none"> <li>• Review of course outline.</li> <li>• Course Evaluation.</li> <li>• Defining mental health and mental illness</li> </ul>	Horwitz, A.V. (2009). An Overview of Sociological Perspectives on the Definitions, Causes, and Responses to Mental Health and Illness. In T.L Scheid & T.N. Brown (eds.), <i>A Handbook for the Study of Mental Health</i> (pp. 6-19). 2nd Edition. Cambridge University Press.  Palumbo, D., & Galderisi, S. (2020). Controversial issues in current definitions of mental health. <i>Archives of Psychiatry &amp; Psychotherapy</i> , 1, 7-11.
Jan. 13, 2025	Theories of mental health and illness	Wheaton, B. & Montazer, S. (2009). Stressors, Stress, and Distress. In T.L Scheid & T.N. Brown (eds.), <i>A Handbook for the Study of Mental Health</i> (pp. 171-199). 2 <sup>nd</sup> Edition. Cambridge University Press.  Ow, R., & Poon, A. W. C. (2020). Theories on mental health, illness and intervention. In R. Ow & A. W. C. Poon (eds.), <i>Mental Health and Social Work</i> (pp. 3-21). Springer Nature: Singapore.
Jan. 20, 2025	Social identities and mental health – Part I: <ul style="list-style-type: none"> <li>• Gender and sexuality</li> <li>• Age and aging</li> </ul>	Rogers, A. & Pilgrim, D. (2014). <i>A Sociology of Mental Health and Illness</i> (Chapters 3 & 5: pp. 37-52 & pp. 70-86). 5 <sup>th</sup> Edition. Open University Press.
Jan. 27, 2025	Social identities and mental health – Part II: <ul style="list-style-type: none"> <li>• Race and ethnicity</li> <li>• Social class</li> </ul>	Rogers, A. & Pilgrim, D. (2014). <i>A Sociology of Mental Health and Illness</i> (Chapters 2 & 4: pp. 21-36 & pp. 53-69). 5th Edition. Open University Press.

		Yu, Y. & Williams, D.R. (1999), Social class. In C.S Aneshensel & J.C. Phelan (eds), <i>Handbook of the Sociology of Mental Health</i> (Chapter 8: pp. 151-166). Springer.
Feb. 03, 2025	Social identities and mental health – Part III: • Intersectionality and mental health	Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. <i>University of Chicago Legal Forum</i> , 1989(1), 139-169.  Hallett, K. (2015). Intersectionality and serious mental illness—A case study and recommendations for practice. <i>Women &amp; Therapy</i> , 38(1-2), 156-174.
Feb. 10, 2025	Society and mental health – Part I: • Culture and mental health	Eshun, S. & Gurung, R. A. R. (2009). Introduction to Culture and Psychopathology. In S. Eshun & R. A. R. Gurung, <i>Culture and Mental Health Sociocultural Influences, Theory, and Practice</i> (Chapter 1: pp. 3-17). Blackwell Publishing Limited.  Kpanake, L. (2018). Cultural concepts of the person and mental health in Africa. <i>Transcultural Psychiatry</i> , 55(2), 198-218.
Feb. 17, 2025	Reading week	No classes.
Feb. 24, 2025	Mid-Term Exam	Venue: UCC-65
Mar. 03, 2025	Society and mental health – Part II: • Institutions	Rogers, A. & Pilgrim, D. (2014). <i>A Sociology of Mental Health and Illness</i> (Chapter 9: pp. 146-157). 5th Edition. Open University Press.  Cotton, D., & Coleman, T. G. (2010). Canadian police agencies and their interactions with persons with a mental illness: A systems approach. <i>Police Practice and Research: An International Journal</i> , 11(4), 301-314.
Mar. 10, 2025	Society and mental health – Part III: • Deinstitutionalization and reinstitutionalization of mental illness	Fakhoury, W., & Priebe, S. (2007). Deinstitutionalization and reinstitutionalization: major changes in the provision of mental healthcare. <i>Psychiatry</i> , 6(8), 313-316.  Davis, L., Fulginiti, A., Kriegel, L., & Brekke, J. S. (2012). Deinstitutionalization? Where have all the

		people gone? <i>Current Psychiatry Reports</i> , 14(3), 259-269.
Mar. 17, 2025	Society and Mental health – Part IV: • Stigma and recovery  • <b>Critical Review Paper Due</b>	Rogers, A. & Pilgrim, D. (2014). <i>A Sociology of Mental Health and Illness</i> (Chapter 11: pp. 180-198). 5th Edition. Open University Press.  Provencher, H.L. & Keyes, L.M. (2013). Recovery: A Complete Mental Health Perspective. In L.M. Keyes (ed.), <i>Mental Well-Being International Contributions to the Study of Positive Mental Health</i> (Chapter 13: pp. 277-297). Springer
Mar. 24, 2025	Resilience and mental wellbeing	Walsh, F. (2002). A family resilience framework: Innovative practice applications. <i>Family Relations</i> , 51(2), 130-137.  Ungar, M., & Theron, L. (2020). Resilience and mental health: How multisystemic processes contribute to positive outcomes. <i>The Lancet Psychiatry</i> , 7(5), 441-448.
Mar. 31, 2025	Mental health promotion	Rogers, A. & Pilgrim, D. (2014). <i>A Sociology of Mental Health and Illness</i> (Chapters 13: pp. 220-232). 5th Edition. Open University Press.  Barry, M.M. (2013). Promoting Positive Mental Health and Well-Being: Practice and Policy. In L.M. Keyes (ed.), <i>Mental Well-Being International Contributions to the Study of Positive Mental Health</i> (Chapter 16: pp. 355-384). Springer
<b>TBA</b>	<b>Final examination</b>	

## 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)).

### ***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.

- March 7th, 2025 (for second term half-or full year courses)

A+	90-100	<i>One could scarcely expect better from a student at this</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>