

THE UNIVERSITY OF WESTERN ONTARIO
LONDON

We will also discuss the interrelatedness of mental disorder, social adversity in childhood.

More specifically:

According to the World Health Organization “good mental health is integral to well-being”. Similarly, the United Nations Human Rights Council states “good mental health”. Although the importance of ‘good mental health’ has become a priority in health-care systems all over the world, burdens resulting from social adversity including personal, family, community, workplace, economic impacts and serious impact from trauma, adversity and social inequality, particularly in childhood, on mental health in adulthood are now widely recognized as primary predictors of compromised mental health later in life. The design and delivery of mental health care that are trauma-informed, and that address various impacts imposed by social adversity and community social inequity, is the new gold standard in mental health care.

This course focuses on social determinants of mental health, with an emphasis on the concepts of mental health that acknowledge the central role of childhood experiences.

LEARNING OUTCOMES

By the end of this course, students should be able to:

- x Describe the concepts of mental health and mental disorder as defined by the World Health Organization and the United Nations.
- x Describe and discuss some of the potential effects of adversity on mental health.
- x Describe and discuss some of the potential effects of social adversity on overall mental health.
- x Describe and illustrate key paradigm shifts and various approaches (e.g., community, corporate, patient care) in mental health.
- x Write a comprehensive and coherently articulated analytical paper on grey literature.

Prerequisites: Health Sciences 1002A/B

NOTE Unless you have either the prerequisites 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 adjustme

LEARNING ENVIROMENT

This course experience will function according to the assumption that successful learning happens in environments where learning is co-created by the instructor and the students. As the instructor, I will endeavour to provide students with classes that are optimally engaging, motivating, and interesting. In return, I will expect students to attend all classes, and to contribute to the collaborative nature of the learning experience through their active participation in discussions, by completing the assigned readings, and by offering constructive feedback as will be deemed useful to the overall learning experience. Ideally, we will co-create a learning environment that welcomes and encourages group dialogues that are dynamic, passionate, and open. That is, a learning experience that is vital and engaging for all.

Reading during a lecture, using cell phones/texting, not turning off cell phone ringers, the disturbing consumption of food or drink, littering the classroom, the use of ilc

- x Examinable materials may include any content covered/presented in classes, including: lecture content, content presented by guest speakers, any/all assigned readings, videos, etc.

GENERAL COURSE NOTES

Regarding the Use of Plagiarism Checking Software:

All required 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 for such checking will be included as submitted 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 The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)

Academic Consideration

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances, including ~~serious~~ illness or injury. Reasonable academic consideration is a cooperative process between the University, the student, and academic staff. All participants in the process must act in good faith, and fulfil their respective obligations, if it is to succeed.

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant as to temporarily render them unable to meet academic requirements, may submit a request for academic consideration through the following routes:

- (i) Submitting a Self-Reported Absence form, provided that the conditions for submission are met;
- (ii) For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner, in order to be eligible for Academic Consideration; or
- (iii) For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration, in order to be eligible for academic consideration.

Students seeking academic consideration:

- x Are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;
- x

portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less. The following conditions are in place for reporting of medical or extenuating circumstances:

- a. Students will be allowed a maximum of two self-reported absences between September and April, and one self-reported absence between May and August;
- b. The duration of the excused absence will be for a maximum of 48 hours from the time the Self Reported Absence form is completed through the online portal, or from 8:30am the following morning if the form is submitted after 4:30pm;
- c. The duration of the excused absence will terminate prior to the end of the 48 hour period, should the student undertake significant academic responsibilities (e.g., write a test, submit a paper) during that time;
- d. The duration of an excused absence will terminate at 8:30am on the day following the last day of classes each semester, regardless of how many days of absence have elapsed;
- e. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations (i.e., "bellringers");
- f. Self-reporting may not be used for assessments (e.g., midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course;

Students must be in touch with their instructors no later than 24 hours after the end of the period covered by the Self Reported Absence form, to clarify how they will be expected to fulfil the academic expectations they may have missed

Attendance:

In the School of Health Studies, each course instructor sets specific expectations for attendance and participation that are specific to the course, teaching objectives, and learning outcomes.

