

# PSYC\*1400, Course Outline: Winter 2023

## General Information

**Course Title:** Mental Health and Well-Being

### **Course Description:**

This course is offered in partnership with Student Accessibility Services (SAS) for students at the University of Guelph who have an identified mental health challenge and are currently being supported by SAS. With a positive mental health orientation there is a focus on better understanding and promoting mental health and wellbeing for undergraduate students on campus. This means a joint focus on both a scholarly and applied understanding of mental illnesses, but mostly mental health within the context of the University experience. Students are expected to gain an increased knowledge and understanding of both mental health and illness, academic self-efficacy in the context of mental health challenges, and awareness and practice at skills for improving well-being. It is expected that this course will assist in normalizing the University experience for those with mental health challenges, orienting them to important supports available on campus, in the community, and online. With a positive mental health focus, this course also aims to increase students' awareness of their own personal strengths, competencies, and resources.

**Credit Weight:** 0.50

**Academic Department:** Psychology

**Semester Offering:** Winter 2023

### **Class Schedule and Location:**

**Monday and Friday 4:00pm – 5:20pm**

**1/9/2023 - 4/25/2023**

**Location:** CRSC 403

<https://classfind.com/guelph/room/CRSC403>

## Instructor Information

Instructor Name: **Chantel Ritter, MSc, PhD Candidate**

Instructor Email: [ritterc@uoguelph.ca](mailto:ritterc@uoguelph.ca)

Office location and office hours: Zoom (online) by appointment or after class M/F

## GTA Information

GTA Name: Delane Linkiewich

GTA Email: [dlinkiew@uoguelph.ca](mailto:dlinkiew@uoguelph.ca)

GTA office location and office hours: Zoom (online) by appointment only

## **Course Content**

### **Specific Learning Outcomes:**

1. ***Critical and Creative Thinking***: Students will be encouraged to integrate information from a variety of sources (lecture, readings, personal research) to generate a presentation or creative project meant to forward positive mental health for young adults. This process will support the development of inquiry skills and creative/critical thinking.
2. ***Literacy***: Students will learn how to extract information from their weekly readings, lectures, the library, and online. By critiquing online resources students will learn how to more carefully evaluate the vast amount of mental health information that is available online. Students in the course are expected to acquire increased knowledge of mental health stigma research, mental health literacy in general, awareness around their unique profile.
3. ***Communicating***: Through completing mock exam questions on weekly readings, students will be building their reading comprehension skills and developing awareness of how instructors might go about crafting questions on course content. Students will develop oral communication skills within this small seminar class in which verbal participation will be integral for most students. Students will also learn about how to best communicate in online formats; whether it is through emails to professors or communicating on online forums related to mental health. Through completing and receiving feedback on several written assignments in the seminars students will develop their written communication skills.
4. ***Professional and Ethical Behaviour***: The nature of this seminar course on mental health is such that students will learn about and apply constructs such as confidentiality and self-disclosure in a unique classroom environment.

### **Lecture Content:**

#### **READINGS ARE TO BE COMPLETED PRIOR TO CLASS**

Lectures aim to introduce students to central issues in mental health theory, research, and practice. Lectures will be mixed format including discussion, questioning, group exercises, sharing, video clips, and guest speakers. Topics will highlight various aspects of mental health and well-being as described above. Assigned readings will accompany lectures.

Students will not be expected nor desired to use class lecture time to discuss personally distressing issues that are better addressed with a variety of other personal supports available on campus and in the community (e.g., personal counsellor, mental health advisor, physician,

etc.). How to best handle what to share about your personal experience and other decisions about self-disclosure will be an important topic in the first class and throughout the course.

### Seminar Schedules

*\*Please note – this may change due to guest speaker availability. Updated information will be communicated via CourseLink (please turn on alerts) and email.*

Week	Date	Topic
		<p>Readings:</p> <p>(All readings will be posted on CourseLink and tentative to change)</p> <p><i>Attendance is <b>mandatory!</b> If you cannot make it for an unprecedented reason, please email the professor/TA.</i></p>
1	January 9 <sup>th</sup>	<p><b>Course Evaluation Measures</b></p> <p><b>Introduction to Course: Welcome!</b></p> <p><b>Creating a Safe and Productive Classroom</b></p> <p><b>Understanding Mental Health and Mental Illness</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>- None</li> </ul>
	January 13 <sup>th</sup>	<p><b>Positive clinical psychology</b></p> <p><b>Guests:</b></p> <p><b>Emily Thorton</b></p> <p><b>Jennie Martow</b></p> <p><i>(MA students in Clinical Psychology: supervisor Dr. Margaret Lumley)</i></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>- VIA Character Strengths</li> <li>- Niemiec (2013)</li> </ul>
2	January 16 <sup>th</sup>	<p><b>Understanding Personal Strengths and Resources</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>- None</li> </ul>

	January 20 <sup>th</sup>	<p><b>Neurodevelopment, trauma, culture, and mental health</b></p> <p><b>Guests:</b>  <b>Amanda Aitken, M.Sc., R.Psych</b>  <b>Andrea Rodgers, M.Sc., R.Psych</b></p> <p>Readings:  None</p>
3	January 23 <sup>rd</sup>	<p><b>Cultivating Resilience</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>- APA Road to Resilience</li> <li>- Constructive Responses to Stress</li> </ul>
	January 27 <sup>th</sup>	<p><b>Mental Illness Stigma – Self-Stigma</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>- Like Minds</li> </ul>
4	January 30 <sup>th</sup>	<p><b>Coping Seminar: When Emotions Get in the Way</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>- The Human Challenge</li> <li>- Complete the MFPI (not to be shared)</li> <li>- Bullseye Value Exercise</li> </ul>
	February 3 <sup>rd</sup>	<p><b>Physical health and mental health: Perspectives from a (to-be) health psychologist and Naturopathic Doctor</b></p> <p><b>Guests:</b>  <b>Natisha Nabbijohn (MA)</b>  <b>Tanisha Shekdar (ND)</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>- Your Body and Wellness (pp. 111-123)</li> </ul>
5	February 6 <sup>th</sup>	<p><b>Understanding Personal Strengths and Resources</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>- VIA Character Strengths</li> <li>- Niemiec (2013)</li> </ul>
	February 10 <sup>th</sup>	<p><b>Lived Experience and Advocacy</b></p> <p><b>Guest:</b></p>

		<p><b>Delane Linkiewich, MA</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>- TBD</li> </ul>
6	February 13 <sup>th</sup>	<p><b>Self-Compassion</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>- Neff paper</li> </ul>
	February 17 <sup>th</sup>	<p><b>Coping Seminar</b></p>
~	February 20 <sup>th</sup>	<p>WINTER BREAK: NO CLASSES</p>
	February 24 <sup>th</sup>	<p>WINTER BREAK: NO CLASSES</p>
7	February 27 <sup>th</sup>	<p><b>Relaxation and Mindfulness Skills</b></p> <p><b>Mental Health Literacy</b></p> <p><b>Mental Health Services: Finding What Works for YOU</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>- Challenges and Choices: Finding MHS in Ontario</li> <li>- <a href="http://www.mindful.org">www.mindful.org</a> review and complete web tutorial</li> </ul>
	March 3 <sup>rd</sup>	<p><b>Cognitive Behavioral Therapy</b></p> <p><b><u>Guest:</u></b></p> <p><b>Emilie Arbour, MA</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>- Overview of CBT</li> </ul>
8	March 6 <sup>th</sup>	<p><b>Emotion Focussed Family Therapy</b></p> <p><b><u>Guest:</u></b></p> <p><b>Katelyn Mullally, M.A., Ph.D. Candidate</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>- TBD</li> </ul>
	March 10 <sup>th</sup>	<p><b>Mental Health Online</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>- Marino et al. (2018)</li> </ul>

9	March 13 <sup>th</sup>	<b>Building Better Relationships</b> Readings: - Interpersonal Communication
	March 17 <sup>th</sup>	<b>Health, Stress, Coping</b> <b><u>Guest:</u></b> <b>Emma Truffyn, M.A.</b> Readings: - TBD
10	March 20 <sup>th</sup>	<b>Recovery</b> Readings: - Action Planning for Prevention and Recovery
	March 24 <sup>th</sup>	<b>Work Period for Mental Health Presentations</b> <i>*Note – classroom space available; professor NOT present; TA present</i>
	March 27 <sup>th</sup>	<b>*Mental Health Project Presentations*</b>
	March 31 <sup>st</sup>	<b>*Mental Health Project Presentations*</b>
	April 3 <sup>rd</sup>	<b>*Mental Health Project Presentations*</b>

### Course Assignments and Tests:

Assignment	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
<b>Understanding Personal Strengths Exercise</b> Complete the <a href="http://www.viacharacter.org/www/The-Survey">Values in Action Strengths Survey</a> online:  <a href="http://www.viacharacter.org/www/The-Survey">http://www.viacharacter.org/www/The-Survey</a> . You will receive a profile of your personal strengths. Think about your top three strengths. In a maximum of 1 page single spaced, first describe how	Jan 13, 2023	5	2

Assignment	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
<p>you use these strengths in your daily life. Next, describe a few new ways you might bring that strength into your daily life to increase your well-being.</p>			
<p><b>Bulls Eye Values Exercise</b></p> <p>This assignment involves completing a worksheet posted on CourseLink. A good part of focusing on positive mental health or mental health promotion is paying more attention to what we VALUE and want more of in our lives. This seems like a very basic idea, but we rarely take time to consider such important questions in our busy lives.</p>	<p><b>January 20, 2023</b></p>	<p><b>5</b></p>	<p><b>2</b></p>
<p><b>Hypothetical Advocacy Email</b></p> <p>Related to your mental health challenge, you realize that you will need an accommodation in one of your courses. For this assignment, you are to write a professional, assertive, and respectful e-mail to a professor advocating for an accommodation that you believe your mental health challenge merits in their course (e.g., an extension for a particular assignment, extra time for a quiz, etc.). Choose any course that you are currently taking and write a <b>hypothetical</b> e-mail to this professor. This will be submitted to your TA to be marked on spelling, grammar, and professionalism. <b>This is</b></p>	<p><b>Jan 27, 2023</b></p>	<p><b>5</b></p>	<p><b>3</b></p>

Assignment	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
<b>not intended to be sent to your professor</b>			
<p><b>Mock Exam Questions</b> In response to readings assigned and classes thus far, students are to create <b>three questions</b> that could be used for a <i>hypothetical</i> exam in this course. Once created, students are to post to CourseLink (dropbox) under the corresponding Exam Questions heading. Questions can either be multiple choice format or short answer style.</p>	<b>Feb 3, 2023</b>	<b>5</b>	<b>3</b>
<p><b>Individual Learning and Wellbeing Plan – Part I</b></p> <p><b>Please answer these three questions in a maximum 1 page single spaced document:</b></p> <p><b>1. What do you consider to be your personal strengths?</b> In this section please share some of your positive qualities (e.g., sense of humour, creativity, kindness, love of learning, integrity, etc.)</p> <p><b>2. How have your mental health challenges impacted your experiences at University to date?</b> In this section you might comment on how mental health/illness has impacted your studies or your transition to University, social life, stress levels, satisfaction with relationships, etc.</p> <p><b>3. What are you most hoping to gain from this course over the upcoming semester?</b> Please briefly mention what topics most interest you in the course and what positive</p>	<b>February 17, 2023</b>	<b>10</b>	<b>1, 4</b>

Assignment	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
impacts you are hoping to achieve through this process.			
<p><b>Compassionate Letter to Self</b></p> <p>University comes with many stressors as discussed in class. Taking a less self-critical and more self-compassionate view is a very adaptive way to cope and has been associated with greater mental health and wellbeing. You will be asked to write a brief letter to yourself about a stressor or difficult experience in your life. First, briefly describe that stressor, next give yourself the message that it is common for other humans to experience this or other forms of suffering and finally (this is the really important part!) give yourself compassionate advice or encouragement (as you would a friend in this exact situation).</p>	<b>March 3, 2023</b>	<b>5</b>	<b>2</b>
<p><b>Mental Health Website Critique</b></p> <p>Students are to create a critique of an online resource relevant to mental health. You can start by doing an internet search on a topic that interests you related to mental health. Your paper will have a title page and will be a maximum of 4 pages double-spaced (including title page).</p> <p>Although a concrete structure is provided in a separate document on</p>	<b>March 10, 2023</b>	<b>10</b>	<b>2, 3</b>

Assignment	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
<p>Courselink, this is a personal critique. Feel free to discuss how you were impacted by the website and use first person to describe the site. For example, "I found this site very informative and the stories contained within were personally relevant". Your TA will provide feedback on your grammar, spelling and writing style as well as how you addressed the goals of the assignment.</p>			
<p><b>Final Individual Wellbeing and Learning Plan (IWLP)</b></p> <p>The IWLP is an opportunity to review your key challenges/stressors that impact your learning and wellbeing at University. This document is a chance to also highlight how to better use your key personal strengths as well identifying coping strategies you think might serve you well as you pursue your studies. This document can be as long as you like but should be <b>at least 2 pages double-spaced</b>. A detailed description of this assignment can be found on Courselink.</p>	<p><b>March 24, 2023</b></p>	<p><b>15</b></p>	<p><b>1, 4</b></p>
<p><b>Mental Health Presentation/ Display</b></p> <p><b>OPTION #1 –PRESENTATION</b> Deliver a <b>10-minute presentation</b> (firm time limit) addressing some aspect of <b>Mental</b></p>	<p><b>March 27</b></p> <p><b>March 31</b></p> <p><b>April 3</b></p>	<p><b>20</b></p>	<p><b>1, 3</b></p>

Assignment	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
<p><b>Health.</b> Your talk should have a discussion questions or other ways (e.g., class exercise or polling) to promote larger class involvement. Your talk will be presented to the larger class on one of the Mental Health Presentation days. This date will be determined in class.</p> <p><b>OPTION #2 - DISPLAY</b> Create a website, poster, brochure or other creative application some aspect of <b>Mental Health</b>. Your work will be displayed to the larger class (virtually; i.e., photos, video) on one of the Mental Health Presentation days. You may or may not opt to verbally present your work.</p>			
<p><b>Class Participation (including attendance)</b></p> <p><i>*note – we recognize that participating in class can be anxiety provoking and overwhelming for many students. The priority is that you SHOW up to class and contribute if/when comfortable.</i></p> <p><i>Must attend ~75% of classes (please consult with professor through the semester as this is flexible)</i></p>	Ongoing	20	1, 3, 4

**Additional Notes:**

Lectures aim to introduce students to central issues in mental health theory, research, and practice. Lectures will be mixed format including discussion, questioning, group exercises and sharing, video clips, and guest speakers. Topics will highlight various aspects of mental health and wellbeing as described above. Assigned readings will accompany lectures.

Students will not be expected nor desired to use class lecture time to discuss personally distressing issues that are better addressed with a variety of other personal supports available on campus and in the community (e.g., personal counsellor, mental health advisor, student support worker, etc.) How to best handle what to share about your personal experience and other decisions about self-disclosure will be an important topic in the first class and throughout the course.

## **Course Resources**

### **Required Readings and Resources:**

All readings will be posted on CourseLink along with other handouts and useful resources for this course. Specific readings for each week posted are noted in the course schedule. **NOTE: Some readings may be added/changed throughout the semester.**

## **Course Policies**

### **Grading Policies**

This is a 0.5 credit course, requiring 10 hours per week for the average student. **To attain credit in this course, students must ATTEND a minimum of 75% of the classes, and complete a minimum of 75% of class assignments.** If problems with attendance or assignment completion are anticipated, please discuss your concerns with the professor/TA either in advance or throughout the semester. We encourage accountability, and we prioritize effort and advocacy.

The final grade is a pass or fail. This alternate grading scheme has been selected to minimize competition between students and anxiety about grading performance and maximize focus on the process of learning. Students' performance will be monitored in five major areas to determine whether the credit will be awarded (Mock Exam Questions, Individual Learning and Wellbeing Plan, Website Critique, Seminar Assignments/Participation, and Final Presentation/Project). Due dates are to be met.

### **Course Policy regarding use of electronic devices and recording of lectures:**

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

## University Policies

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**Disclaimer:** Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website and circulated by email.

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## Illness

The University will not normally require verification of illness (doctor's notes) for fall 2020 or winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.

## Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Academic Consideration, Appeals and Petitions](#)

## Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

[Academic Misconduct Policy](#)

## **Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email [accessibility@uoguelph.ca](mailto:accessibility@uoguelph.ca) or the [Student Accessibility Services Website](#)

## **Course Evaluation Information**

Please refer to the [Course and Instructor Evaluation Website](#) .

## **Drop date**

The last date to drop one-semester courses, without academic penalty, is April 10, 2023 . For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).

Instructors must provide [meaningful and constructive feedback, at minimum 20% of the final course grade, prior to the 40th class day](#). For courses which are of shorter duration, 20% of the final grade must be provided two-thirds of the way through the course.

[Current Undergraduate Calendar](#)