



**UNIVERSITY OF CALGARY  
FACULTY OF ARTS  
COURSE OUTLINE  
FALL 2024**

<b>Course Number:</b>	WELL 300
<b>Course Name:</b>	Intersectionality in Mental Wellbeing
<b>Classroom Location:</b>	See Class Schedule
<b>Class Days &amp; Times:</b>	In Person, Tuesdays/Thursdays 11:00-12:15
<b>Instructor:</b>	Brittany Lindsay (she/her)
<b>Email:</b>	<a href="mailto:blindsa@ucalgary.ca">blindsa@ucalgary.ca</a>
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<b>Email Policy</b>	Feel free to contact us by email at any time. Please note that all course communications <b>must</b> occur through your @ucalgary email, and we will respond to emails within two business days (during business hours). Please take that into account when emailing questions regarding assignments with upcoming deadlines.
<b>Office Hours:</b>	Weekly Student Hours, or by appointment (see D2L for details)
<b>Webpage:</b>	D2L available through MyUofC portal

### Course Description

Evaluation of cultural, structural, systemic, and/or socioeconomic issues related to positive mental health and wellbeing in today's society, through an intersectional lens that may include an analysis of ethnicity, culture, race, socioeconomic status, age, ability/disability, gender, sexuality, and other factors. Focus on developing students' abilities to foster mental wellbeing in others.

### Additional Information

The tentative weekly schedule of topics/readings can be found at the end of this outline or on D2L. Students are responsible for reading and following all course and university policies discussed in this outline.

### Objectives of the Course

Learning Objectives of the course:

1. Investigate and discuss mental health and wellbeing topics through an intersectional lens, recognizing the impact of intersectionality, as influenced by power, privilege, and oppression.
2. Develop, practice, and reflect on self-care strategies to support oneself and promote mental health and wellbeing in others.

3. Critically reflect on and evaluate different sources of information, including both quantitative and qualitative evidence.
4. Identify, appreciate, and integrate various perspectives and lived experiences into one's understanding of mental health and wellbeing.
5. Engage in inquiry-based learning strategies, including providing and receiving feedback from peers, to deeply investigate an area of interest related to wellbeing.

By the end of the *Embedded Certificate in Mental Wellbeing and Resilience*, successful students will be able to:

- Demonstrate a multidisciplinary, holistic, research-informed understanding of mental health and wellbeing.
- Evaluate cultural, structural, systemic and socio-economic challenges related to positive mental health and wellbeing through an intersectional lens.
- Develop skills of healthy coping including self-care, mindfulness and resilience.
- Recognize stigmatization of mental health issues and illnesses as well as best practices in stigma reduction.
- Implement strategies to support themselves and others' mental health.
- Critically evaluate qualitative and quantitative evidence relating to mental health and wellbeing.
- Reflect and articulate personal values about mental health and wellbeing with respect to self-care, empathy for others and resilience.

### Acknowledgments and Respect for Diversity

In our classroom, diversity of identity is valued, viewed as a strength and resource. Sharing your experiences and different perspectives is encouraged and adds to a rich learning environment that fosters critical thought through respectful discussion and inclusion. This course will be taught on the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to Métis Nation of Alberta, Districts 5 and 6. On this land and in this place, we strive to learn together, walk together, and grow together "in a good way."

### WELL 300 Guidelines for a Principled Space and a Statement on Wellbeing and Care

Although we cannot always guarantee our classroom will always be a "safe space" for everyone, we must protect it as a principled space where we can engage with one another across different points of view. We will **not** allow statements or actions that are violent, oppressive, or deny the integrity of others. Below are eight guidelines we will strive for in our WELL 300 classroom:

1. Strive for intellectual humility. Be willing to grapple with challenging ideas.
2. Differentiate between opinion – which everyone has – and informed knowledge, which comes from sustained experiences, study, and practice. Hold your opinions lightly and with humility.
3. Reflect beyond personal anecdotal evidence and look at broader group-level patterns.
4. Notice your own defensive reactions and attempt to use these reactions as entry points for gaining deeper self-knowledge, rather than a rationale for closing off.
5. Recognize how your own social positionality (e.g., race, class, gender, sexuality, ability) informs your perspectives and reactions to what we discuss in this course.
6. Differentiate between safety and comfort. Accept discomfort as necessary for transformative growth & learning.
7. Identify where your learning edge is and push it. For example, whenever you think, I already know this, ask yourself "How can I take this deeper?" or "How am I applying in practice/research/teaching what I already know?"
8. What is shared here, stays here. What is learned here, leaves here.

Adapted from: Sensoy, O., & DiAngelo, R. (2014). Respect differences? Challenging the common guidelines in social justice education. *Democracy & Education*, 22(2), 1-10.  
<https://democracyeducationjournal.org/home/vol22/iss2/1/>

### Statement on Wellness and Care

In this course, we value your mental health and wellness, and we are here to support you. Flexibility (e.g., late bank days), accessibility, and other wellness components are incorporated into the course, and we will provide additional resources, contacts, or other support whenever needed. In this course, you must work hard AND balance this work with self-care. Work cannot be at the expense of your wellbeing. “Working until exhaustion is NOT a badge of honor; it shows that you are out of balance.” (Gonzalez Van Cleve, 2019).

- Adapted from a statement by Dr. Nicole Gonzalez Van Cleve, Brown University

### Learning Resources

There is no required textbook for the course. All required materials (i.e., readings, videos, etc.) for the course are available online, with most being open source (i.e., documents or links provided by instructor on D2L). For those readings that are not open-source, students are responsible for locating and downloading the materials from the University of Calgary library (or other sources). They will all be free of charge.

### Learning Technologies and Requirements

There is a **D2L** site for this course, which contains all relevant material for the course. A variety of features on **D2L** will be used (e.g., Dropbox, D2L quizzes). Assignments must be submitted via D2L.

### Assignments and Evaluation

Brief summaries of each assignment are provided below. All assessments are submitted individually, but working alongside a peer group is an important component of the course. Full instructions and detailed rubrics for each assignment will be posted on D2L for students.

Assessments	Weight	Due Dates
<b>Weekly Preparation Submissions</b> (*highest 7 out of 9 weekly grades)	14%	Mondays at 11:59pm via D2L Quizzes (Sept. 9 to Nov. 4) <i>Note:</i> Weekly Preparations that fall on Holiday Mondays (Sept. 30, Oct 14) will be due on Tuesday instead.
<b>Personal Wellbeing and Content Reflections</b>	25%	Part A (10%): Sept. 20 Part B (5%): Nov. 1 Part C (10%): Dec. 6
<b>Class &amp; Peer Group Participation</b>	11%	Overall Participation (10%): Assessed during classes End-Semester Survey (1%): Dec 5
<b>Inquiry-Based Explorations</b>	25%	Part A: Sept. 27 Part B: Oct. 11 Part C: Oct. 25 Part D: Project Draft for Nov 5 class, Submission Nov 8 Part E: Participation Nov 21-Dec 3, Submission Dec 6
<b>Final Inquiry Project</b>	25%	Submission: Nov 20

**Note:** It is not a requirement that all assignments must be completed to pass the course, however, students must present at the WELL 300 Conference (Nov 21 – Dec 3) as well as complete the Final Inquiry Project to pass the course.

## **Assignment Descriptions:**

**1. Weekly Preparation (14%):** This course is designed to emphasize collaborative and in-class learning. Weekly preparation from students is important for meaningful engagement in the classroom. To value the time that it takes students to prepare for classes (e.g., read materials, complete exercises, watch videos), students will complete brief questions each week on the assigned materials, which will be based on reflection and completeness (not correctness). These questions are designed to help students reflect on the materials and help the instructor team identify any areas of confusion or misunderstanding. Students' final grade will be the average of the highest seven grades received throughout the semester (out of nine weeks, i.e., about 2% per submission).

*Aligned Course Learning Outcomes: 1,3,4*

**2. Personal Wellbeing and Content Reflections (25%):** This course emphasizes a deep understanding of wellness, and the factors that impact our mental health and wellbeing. To encourage personal wellbeing, students will create a self-care plan to prioritize their own wellbeing for the semester, alongside reflections on their experiences and understanding of important class content (including guest lectures). This assignment is intended to support student wellbeing and learning throughout the semester, as well as support ongoing personal and professional development. As future professionals (and humans in general), it is important to maintain our wellbeing in a world that may not feel like it leaves room for our wellbeing. Students will create a self-care plan and reflect on important aspects of the course (Part A; 10%), submit a mid-semester reflection (Part B; 5%), and an end of semester reflection (Part C; 10%).

*Aligned Course Learning Outcomes: 1, 2, 3, 4*

**3. Class and Peer Group Participation (11%):** As mentioned above, this course emphasizes collaborative and in-class learning and participation during the class is critical to a successful and meaningful experience. This includes all classes, including lecture days and peer groupwork days (see below). Students are expected to join us for classes, and any necessary absences (i.e., illnesses, emergencies) need to be communicated with the instructor team. To help assess participation, there will be a short survey at the end of term (1%) that will ask about your peer group members, as well as a self-evaluation. A holistic participation grade (10%) will be assessed in a variety of ways, which are outlined in a rubric that will be posted on D2L and discussed on the first day of class. This will include consideration of the semester-end survey results (i.e., accurate self-reflection, team member assessments), participation in class activities or reflections (e.g., handing in one sentence summary at the end of a lecture class, participating in class activity, completing short survey), and engaging with peer group members during working days (i.e., attending and participating in group work days, avoiding distractions during group meetings – no social media, emails, etc.). Participation will be assessed holistically and will not rely on whether a student is vocal in class (i.e., participation will be assessed in a way that does not require students to constantly raise their hand during lectures). Although students are highly encouraged to attend all lectures, guest lecture days (as hearing from diverse voices is an important learning outcome of the course) and larger groupwork days are key components of students' participation grades.

*Aligned Course Learning Outcomes: 1, 4, 5*

**4. Inquiry-Based Explorations (25%):** This course focuses on inquiry-based learning (i.e., students explore a relevant topic of their choosing, finding and synthesizing relevant research to answer an inquiry question), and students will be working with a group of peers throughout the semester and engaging in meaningful discussion and activities related to their individual inquiry-based projects. These discussions and activities will help to complete a series of independent assignments to help guide their final inquiry-based projects. Assignments throughout the semester allow students to stay on track for the project, receive formative feedback from the instructor team throughout the term, discuss ideas with their peers, and produce a high-quality final project to be assessed (see below). The components of this assignment are:

- Part A (5%): Exploring Positionality and Topic of Interest
- Part B (5%): Deciding on an Inquiry Question
- Part C (5%): Gathering and Evaluating Research
- Part D (5%): Infographic Draft and Peer Evaluation
- Part E (5%): Conference Presentation and Reflection

To celebrate students' accomplishments and share ideas among all the students across the class, we will have an informal "WELL 300 Conference" (i.e., presentations) from November 21<sup>st</sup> to Dec 3<sup>rd</sup>. Individual presentations are common in undergraduate courses, but students often do not get the opportunity to participate in a poster-style presentation session (i.e., multiple students presenting at once around the room), which is the most common type of conference presentation for those early in their academic training or career. To practice engaging in this type of presentation in a low stake, informal setting (i.e., WELL 300 classroom), students will present their inquiry project in this format, as well as learn from their peers, at the "WELL 300 Conference".

*Aligned Course Learning Outcomes: 1, 3, 4, 5*

**5. Final Inquiry Project (25%):** To conclude the inquiry-based learning of the term, students will combine everything that they have learned throughout the semester in a summative final inquiry project and create an infographic (and plain text summary) that summarizes their inquiry journey (e.g., inquiry question, synthesized research, conclusion, additional resources). This final project will incorporate the learnings from your group work, peer and instructor feedback, research literature, and course content.

*Aligned Course Learning Outcomes: 1, 3, 4, 5*

**Registrar-scheduled Final Examination:** No

### Submission of Assignments

Please include your name and Student ID number on all assignments and upload them to D2L Dropbox.

**Note:** It is your responsibility to keep a copy of each submitted assignment and to ensure that you submit the proper version and format.

Private information related to individual students is treated with the utmost regard by University of Calgary faculty. Student assignments will be accessible only by the authorized course faculty, and personal information is collected in accordance with the ***Freedom of Information and Protection of Privacy (FOIP) Act***. Please note that instructors may use audio or video recorded for lesson capture, assessment of student learning, and self-assessment of teaching practices.

### Policy for Late Assignments

Regarding deadlines, students will be provided with a ***late bank of five days*** to use throughout the semester for ***select*** assignment deadlines (see D2L; will be clearly marked on assignments whether late bank days can be used). To use days from the late bank, students must include a note in the comments box when they submit their assignment in the Dropbox on D2L. At that time, students must declare how many late days they are using, but do not need to justify WHY they are using a late bank day. For example, for an assignment due Sept. 15<sup>th</sup> at 11:59pm, you may use one late bank for an extension until Sept. 16<sup>th</sup> at 11:59pm or you may use two late bank days and it would be due on Sept. 17<sup>th</sup> at 11:59pm, etc. If an assignment is submitted past the due date (original or adjusted) without declaring any late bank days on submission, if the student's five days have been used up, and/or there was not instructor approval for an extension, the assignment will receive a deduction of 5% per day (up to 7 days, at which time it will receive a 0%).

If students miss a participatory component of the course (e.g., group work, class reflection), they should contact the instructor in writing within 24 hours (or as soon as possible) to discuss options to submit and/or make-up for that component.

### Student Accommodations

Students seeking accommodation(s) based on disability or medical concerns should contact Student Accessibility Services (SAS); SAS will process the request and issue letters of accommodation to instructors. For information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation based on a protected ground other than disability should communicate this need in writing to their Instructor. For the full policy on Student Accommodations, see <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Students seeking accommodation for transient illnesses (e.g., the flu) or another legitimate reason should contact their instructors. Whenever possible, students should provide supporting documentation to support their request; however, instructors may not require a medical note. For information on the use of a statutory declaration, see the *University Calendar*:

<https://calendar.ucalgary.ca/uofcregs/university-regulations/additional-regulations>

### Expectations for Writing

Department policy directs that all written assignments and, to a lesser extent, written exam responses be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general and organization and proper documentation of research sources. For further information, please refer to the *University of Calgary Calendar* section on writing clarity across the curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

### WELL 300 Grade Scale

The following table outlines the grade scale percentage equivalents used for WELL 300. Final grades are reported as letter grades. In this course, all assignments will be graded using a specific rubric for that assignment and then assigned a numerical score that will be entered into the D2L gradebook (and converted into a percentage score). These values will be used directly in calculating the final course grade,

Grade	Grading Scale	Description
A+	96-100%	Outstanding performance
A	90-95.99%	Excellent performance
A -	85-89.99%	Approaching excellent performance
B+	80-84.99%	Exceeding good performance
B	75-79.99%	Good performance
B-	70-74.99%	Approaching good performance
C+	65-69.99%	Exceeding satisfactory performance
C	60-64.99%	Satisfactory performance
C-	55-59.99%	Approaching satisfactory performance
D+	53-54.99%	Marginal pass. Insufficient preparation for subsequent courses in the same subject
D	50-52.99%	Minimal pass. Insufficient preparation for subsequent courses in the same subject
F	< 50%	Failure. Did not meet course requirements

**Note:** As can be seen in the grading scale, there will be no rounding up of final grades. Student must reach the concrete threshold for each letter grade.

## Plagiarism

Using any source whatsoever without clearly documenting it is a serious academic offense (including ChatGPT and other AI programs). Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. **In-text citations must be provided, and readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin.** Wording taken directly from a source must be enclosed within quotation marks (or, for long quotations, presented in the format prescribed by the documentation style you are using). Paraphrased information must not follow the original wording and sentence structure with only slight word substitutions here and there.

For information on citation and documentation styles (MLA, APA, Chicago, IEEE, etc.), visit the Student Success Centre resource links at <https://ucalgary.ca/student-services/student-success/writing-support> or the Purdue Online Writing Lab (OWL) Research and Citation Resources at [https://owl.purdue.edu/owl/research\\_and\\_citation/resources.html](https://owl.purdue.edu/owl/research_and_citation/resources.html)

If you need help with your writing or have questions about citing sources, please consult your instructor or visit the Student Success Centre, 3<sup>rd</sup> floor, Taylor Family Digital Library. To book an appointment, go to <https://ucalgary.ca/student-services/student-success/writing-support>

## Generative AI Use

A major learning outcome of this course is critical thinking and meaningful reflection, and the use of generative AI tools (like ChatGPT) is not recommended to achieve this learning outcome. Students may decide to use AI tools to aid in understanding course materials, brainstorm ideas for projects, and more, but it is **very important** that student assignments are **their own work** (i.e., not generated from somewhere else, not written by someone else) AND that sources that are cited are credible. If information comes from an AI source, there is no guarantee that it is accurate or aligns with course understanding, and credible sources should be used instead. It is often difficult or impossible to even find out where the AI tool gathered the information from. If students decide to use AI tools despite this caution, and this information aided in assignment content in any way, the tool(s) need to be cited properly to avoid plagiarism (e.g., footnote or in-text citation outlining what content was not your own, what program, what prompts, etc.). If you are unclear of proper use of these tools, reach out to your instructor before using.

## Instructor Intellectual Property & Copyright Legislation

Course materials created by the instructor (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. 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 same course section and term may be allowed under fair dealing. Check with the instructor if you have any questions about sharing materials with classmates.

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](http://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.

### Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar. For information on academic misconduct and its consequences, please see the *University of Calgary Calendar* at <https://calendar.ucalgary.ca/pages/eb50d7931bba4da5942de21f51d1f514>

### Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>.

### Deferrals of Course Work and Requests for Reappraisal

For university regulations and procedures related to deferral of term work, see

<https://calendar.ucalgary.ca/pages/3488b21e33da4a5cae45d287808e93d5>

For information about deferrals of final examinations, see

<https://calendar.ucalgary.ca/pages/c53034e7579d4455815e37ce1c1f80da>

For information about requesting a reappraisal of course work or of a final grade, see

<https://calendar.ucalgary.ca/uofcregs/university-regulations/reappraisal-term-work>

### Student Support Services and Resources

Please visit <https://www.ucalgary.ca/registrar/registration/course-outlines> for information about student support services and resources, including Wellness and Mental Health Resources, Student Success programs and services, the Student Ombuds Office, the Student Union, and Safewalk.

For resources on D2L, visit <http://elearn.ucalgary.ca/desire2learn/home/students>. IT support is available at [itsupport@ucalgary.ca](mailto:itsupport@ucalgary.ca).

### Schedule of Lecture Topics and Readings

A more detailed (and updated) schedule, including descriptions, can be found on D2L. Expected lecture dates and materials for the topics are listed, although circumstances may require some changes to this schedule (particularly regarding guest lectures). **Any changes to the schedule and/or readings will be communicated with students as soon as possible and adjusted on D2L.**

Note: In the schedule below, lectures are noted as:

**(F) = Foundational Knowledge**

**(G) = Guest Speaker**

**(S) = Special Topics**

**(IB) = Inquiry-Based Learning**



Week	Date	Lecture Topic or Details	Materials	Assignment Deadlines
1	Tues Sept. 3	<b>Start of Classes</b>		<b>W (Sept 4): Welcome Survey</b>
	Tues Sept. 3	<b>Welcome to WELL 300! (F)</b>	<b>Reading:</b> Course Outline [posted on D2L] <b>Activity:</b> Welcome Survey [Posted on D2L]	
	Thurs Sept. 5	<b>Mental Health and Wellbeing (F)</b>	<b>Video [YouTube]:</b> What is Mental Health? (Mental Health at Work, 2016). <a href="https://www.youtube.com/watch?v=G0zJGDokyWQ">https://www.youtube.com/watch?v=G0zJGDokyWQ</a>  <b>Reading:</b> Frances, A. (2014). Resuscitating the biopsychosocial model. <i>The Lancet, Psychiatry</i> , 1(7), 496-497. <a href="https://doi.org/10.1016/S2215-0366(14)00058-3">https://doi.org/10.1016/S2215-0366(14)00058-3</a> [Posted on D2L]	
2	Tues Sept. 10	<b>Exploring Self-Care (F)</b>	<b>Reading and Activity:</b> Wellness in Eight Dimensions (Swarbrick & Yudof, 2015) [posted on D2L]	<b>M (Sept 9): Weekly Prep 1</b>
	Thurs Sept. 12	<b>Unpacking Power, Privilege, and Oppression (F)</b>	<b>Reading:</b> White Privilege Unpacking the Invisible Knapsack (McIntosh, 1989) [posted on D2L]	
	Thurs Sept. 12	<b>Last day to drop a class without financial penalty</b>		
	Fri Sept. 13	<b>Last day to add or swap a course</b>		
	Fri Sept. 15	<b>Rosh Hashanah begins at sundown</b>		
3	Tues Sept. 17	<b>Understanding Intersectionality, Positionality, and Reflexivity (F)</b>	<b>Video [TED Talks]:</b> The Urgency of Intersectionality (Crenshaw, 2016) <a href="https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en">https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en</a>  <b>Reading:</b> Lopez, N. & V. L. Gadsden (2016). Health Inequities, Social Determinants, and Intersectionality. <i>NAM Perspectives</i> . Discussion Paper, National Academy of Medicine, Washington, DC. <a href="https://doi.org/10.31478/201612a">https://doi.org/10.31478/201612a</a> [Posted on D2L]	<b>M (Sept 16): Weekly Prep 2</b>  <b>F (Sept 20): Personal WB &amp; Reflections Part A (10%)</b>
	Thurs Sept. 19	<b>Inquiry-Based Learning and Developing a Strong Inquiry Question (IB)</b> <b>[Peer Group Activity]</b>	<b>Reading:</b> Assignment Documents: <i>Inquiry-Based Explorations</i> and <i>Inquiry-Based Project</i> Instructions [Posted on D2L]	

4	Tues Sept. 24	<b>WELL300/400: Experience, Reflections, and Applying Learnings (G)</b>  <b>Guest Speaker Panel: Cam Chambers, Monique Chen, and Jett Devost</b>	Hear from a diverse panel of WELL 300/400 alumni, who will share their diverse experiences, reflections of the course, and how they have been applying the information and skills that they developed in WELL 300/400 in various roles in their lives.  No required pre-readings, but there may be materials provided by guest speakers.	<b>M (Sept 23): Weekly Prep 3</b>  <b>F (Sept 27): Inquiry-Based Explorations Part A (5%)</b>
	Thurs Sept. 26	<b>Approaches to Mental Health Initiatives and Practice (S)</b>	<b>Reading:</b> Singh, V., Kumar, A., & Gupta, S. (2022). Mental Health Prevention and Promotion - A Narrative Review. <i>Frontiers in Psychiatry</i> , 13, Article 898009, <a href="https://doi.org/10.3389/fpsy.2022.898009">https://doi.org/10.3389/fpsy.2022.898009</a> (Open Access) [Posted on D2L]	
5	Mon Sept. 30	National Day for Truth and Reconciliation (University closed)		<b>**T (Oct 1): Weekly Prep 4 (due to University being closed Monday)</b>
	Tues Oct. 1	<b>Research Methodology and Designs (F)</b>	<b>Reading:</b> Coughlan, M., Cronin, P. & F. Ryan (2007). Step-by-Step Guide to Critiquing Research. Part 1: Quantitative Research. <i>Journal of British Nursing</i> , 16(11): 658-663. <a href="https://doi.org/10.12968/bjon.2007.16.12.23726">https://doi.org/10.12968/bjon.2007.16.12.23726</a> (Open Access on ResearchGate) [Posted on D2L]  <b>Reading:</b> Ryan, F., Coughlan, M., & P. Cronin (2007). Step-by-Step Guide to Critiquing Research. Part 2: Qualitative Research. <i>Journal of British Nursing</i> , 16(12): 738-744. <a href="https://doi.org/10.12968/bjon.2007.16.11.23681">https://doi.org/10.12968/bjon.2007.16.11.23681</a> (Open Access on ResearchGate) [Posted on D2L]  <b>Reading:</b> Jamieson, M. K., Govaart, G. H., & Pownall, M. (2023). Reflexivity in quantitative research: A rationale and beginner's guide. <i>Social and Personality Psychology Compass</i> , 17(4), e12735. <a href="https://doi.org/10.1111/spc3.12735">https://doi.org/10.1111/spc3.12735</a> (Open Access) [Posted on D2L]	
	Thurs Oct. 3	<b>Solidifying Inquiry Questions (IB) [Peer Group Work]</b>	No additional required readings.	
6	Tues Oct. 8	<b>Disability and Universal Design (S)</b>	<b>Reading:</b> Fovet, F. (2020). Exploring the Potential of Universal Design for Learning with Regards to Mental Health Issues in Higher Education. Pacific Rim International Conference on Disability and Diversity Conference Proceedings. Honolulu, Hawai'i: Center on Disability Studies, University of Hawai'i at Mānoa. [posted on D2L]	<b>M (Oct 7): Weekly Prep 5</b>

	Thurs Oct. 10	<b>Introduction to Infographics and Accessible Documents (IB)</b>	<p><b>Video [YouTube]:</b> What is an Infographic? + Downloadable Templates (Easelly: Design Tips &amp; Tutorials).  <a href="https://www.youtube.com/watch?v=Yvo-mHq1ojU">https://www.youtube.com/watch?v=Yvo-mHq1ojU</a></p> <p><b>Video [YouTube]:</b> Text vs. Visuals: Which Content Format is Effective? (Easelly: Design Tips &amp; Tutorials).  <a href="https://www.youtube.com/watch?v=YOuOujR0Dw">https://www.youtube.com/watch?v=YOuOujR0Dw</a></p> <p><b>Please also browse this website:</b> Infographic Examples. What is an infographic? Examples and templates. <a href="https://www.easel.ly/blog/what-is-an-infographic/">https://www.easel.ly/blog/what-is-an-infographic/</a></p>	F (Oct 11): Inquiry-Based Explorations Part B (5%)
	Fri Oct 11	Yom Kippur begins		
7	Mon Oct. 14	<b>Thanksgiving (University Closed)</b>		
	Tues Oct. 15	<b>Stigma and Stigma Reduction Techniques (S)</b>	<p><b>Video [YouTube]:</b> Green, H. [Crash Course]. (2014, Nov. 17). Prejudice and Discrimination: Crash Course Psychology #39.  <a href="https://youtu.be/7P0iP2Zm6a4">https://youtu.be/7P0iP2Zm6a4</a></p> <p><b>Reading:</b> Link, B. G., &amp; Phelan, J. C. (2001). Conceptualizing Stigma. <i>Annual Review of Sociology</i>, 27(1), 363–385.  <a href="https://doi.org/10.1146/annurev.soc.27.1.363">https://doi.org/10.1146/annurev.soc.27.1.363</a> [Posted on D2L]</p>	**T (Oct 15): Weekly Prep 6 (due to University being closed Monday)
	Thurs Oct. 17	<b>Discussing Inquiry-Based Project Research Papers (IB)</b> [Peer Group Work]	<p><b>Reading:</b> McCombes, S. (2023, Sept. 7). How To Synthesize Written Information from Multiple Sources.  <a href="https://www.simplypsychology.org/synthesising.html">https://www.simplypsychology.org/synthesising.html</a></p>	
8	Tues Oct. 22	<p><b>Fear of Fat: Weight bias in our societies and our workplaces from an intersectional lens (G)</b></p> <p><b>Guest Speaker: Alicia Brozny</b></p>	<p>Alicia Brozny, an Industrial Organizational Psychology graduate student, will discuss weight bias in our society (content adapted from Dr. Sarah Nutter, University of Victoria), including discussion on the intersection of weight and race during job selection.</p> <p><b>Reading:</b> Vanhove A. &amp; Gordon, R.A. (2014). Weight discrimination in the workplace: a meta-analytic examination of the relationship between weight and work-related outcomes. <i>Journal of Applied Social Psychology</i>, 44, 12-22. <a href="https://doi.org/10.1111/jasp.12193">https://doi.org/10.1111/jasp.12193</a> (Open Access) [Posted on D2L]</p>	M (Oct 21): Weekly Prep 7
	Thurs Oct. 24	<b>Inquiry-Based Project: Presentation Tips and Project Work (IB)</b> [Peer Group Work]	<p><b>Video [YouTube]:</b> Inquisitive Brains (2020, Dec 12). 3MT: How to Present Your Research in 3 Minutes   PhD Tips.  <a href="https://www.youtube.com/watch?v=N7NVM3phrrc">https://www.youtube.com/watch?v=N7NVM3phrrc</a></p>	F (Oct 25): Inquiry-Based Explorations Part C (5%)
9	Tues Oct. 29	<b>The Health Care System: Mental Health and Intersectionality (S)</b>	<p><b>Reading:</b> Rivenbark, J.G., Ichou, M. (2020). Discrimination in healthcare as a barrier to care: experiences of socially disadvantaged populations in</p>	M (Oct 28): Weekly Prep 8

			France from a nationally representative survey. <i>BMC Public Health</i> 20, Article 31. <a href="https://doi.org/10.1186/s12889-019-8124-z">https://doi.org/10.1186/s12889-019-8124-z</a> [Posted on D2L]  <b>Reading:</b> Knaak S, Mantler E, Szeto A. (2017). Mental illness-related stigma in healthcare: Barriers to access and care and evidence-based solutions. <i>Healthcare Management Forum</i> , 30(2), 111-116, <a href="https://doi.org/10.1177/084047041667941">https://doi.org/10.1177/084047041667941</a> [Posted on D2L]	
	Thurs Oct 31	<b>Trauma-Informed Care from an Indigenous Perspective (G)</b>  <b>GUEST SPEAKER: Randi Sager</b>	Randi Sager (Dakota/Saulteaux/Nêhiyaw/Métis) has an MA in Counselling Psychology and is an Indigenous Registered Psychologist. She will be discussing trauma-informed care from an Indigenous perspective, informed by her own practice.  No required readings, but there may be materials provided by guest speaker.	
	Fri Nov. 1	Dia de los Muertos		<b>F (Nov 1): Personal WB &amp; Reflections Part B (5%)</b>
10	Tues Nov. 5	<b>Assessing Infographic Drafts (IB)</b> <b>[Peer Group Work]</b>	Students must have an infographic draft to share during this class.  <b>Reading:</b> Inquiry-Based Project Rubric [Posted on D2L]	<b>M (Nov 4): Weekly Prep 9</b> <b>T (Nov 5): **Infographic drafts due in class</b>
	Thurs Nov. 7	<b>Microaggressions and Allyship (G/S)</b>  <b>GUEST SPEAKER: Ceilidh McConnell</b>	<b>Reading:</b> Singh, R. S., Bhambhani, Y., Skinta, M. D., & Torres-Harding, S. R. (2021). Measurement of Intersectional Microaggressions: Conceptual Barriers and Recommendations. <i>Perspectives on Psychological Science: A Journal of the Association for Psychological Science</i> , 16(5), 956–971. (Open Access) <a href="https://doi.org/10.1177/1745691621991855">https://doi.org/10.1177/1745691621991855</a> [Posted on D2L]  <b>Reading:</b> Sue, D. W., Alsaidi, S., Awad, M. N., Glaeser, E., Calle, C. Z., & Mendez, N. (2019). Disarming racial microaggressions: Microintervention strategies for targets, White allies, and bystanders. <i>The American Psychologist</i> , 74(1), 128–142. <a href="https://doi.org/10.1037/amp0000296">https://doi.org/10.1037/amp0000296</a>	<b>F (Nov 8): IBE Submission Part D</b>
	Mon Nov. 11	Remembrance Day		
11	Tues Nov. 12 Thurs Nov. 14	<b>Fall Break (November 10 to November 16): No classes</b>		
12	Tues Nov. 19	<b>Finalizing Infographic Drafts, Q&amp;A (IB)</b> <b>[Peer Group Work]</b>	No required readings. Conference preparation materials to be posted on D2L.	<b>W (Nov 20): Final Project Submission (25%)</b>
	Wed Nov. 20	Transgender Day of Remembrance		<b>Nov 21 – Dec 3: IBE Part E Presentations</b>

	Thurs Nov. 21	<b>WELL 300 Conference Day 1 (IB)</b>		
13	Tues Nov. 26	<b>WELL 300 Conference Day 2 (IB)</b>		
	Thurs Nov. 28	<b>WELL 300 Conference Day 3 (IB)</b>		
14	Tues Dec. 3	<b>WELL 300 Conference Day 4 (IB)</b>		<b>**R (Dec 5): End-Semester Participation Survey (1%)</b>
	Thurs Dec. 5	<b>Reflection and Wrap-Up (F)</b>	No required readings.	<b>F (Dec 6): Personal WB &amp; Reflections Part C (10%)</b>
	Fri Dec. 6	<b>End of Classes (Last day to withdraw from a course)</b>		<b>F (Dec 6): IBE Part E (Submission) (5%)</b>