COURSE INSTRUCTOR

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Delivery: ONLINE

COURSE DESCRIPTION

The intent of this fully online course is to explore mental health issues including mental health research, the mental health care system, the nature of mental health, the DSM diagnostic system, the interplay between the pharmaceutical industry and the mental health care system, gender issues, mental health treatments, the role of trauma in mental health, and various specific mental health concerns such as depression, anxiety, schizophrenia, ADHD, and eating disorders.

Contact hours per week: 3
Pre-requisite: One 2000-level course (3.0 credit hours) in Psychology, Neuroscience, or Health Sciences, OR Third-year standing (minimum of 60.0 credit hours)
Co-requisites: N/A

COURSE OUTCOMES

In this course, students will have the opportunity to:

1. become knowledgeable about the nature and history of how our mental health system is set up the way it is, and the advantages and disadvantages of the current mental health system
2. identify the various biases, worldviews, and vested interests that various mental health professionals and professions may hold, and how these factors may influence mental health care and research
3. understand the relationships between the modern pharmaceutical industry and the mental health system
4. appreciate how mental health and illness are experienced by persons living with mental health challenges
5. articulate the various positions that people hold regarding a number of mental health controversies, and to critique the evidence used to support these positions
6. engage in critical thinking and discussion about a variety of issues in mental health research and treatment approaches
7. develop learning goals and produce a learning product which enables students to explore areas of interest within the broad area of psychiatric assessment and intervention
8. participate in a community of learners

Canadian Centre for Substance Abuse Core Competencies Met in this Course:

<table>
<thead>
<tr>
<th>Technical Competencies:</th>
<th>Behavioural Competencies:</th>
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<tbody>
<tr>
<td>• Mental Health</td>
<td>• Analytical Thinking and Decision Making</td>
</tr>
<tr>
<td>• Pharmacology</td>
<td>• Client Service Orientation</td>
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CLASS SCHEDULE

See posting on Moodle Site.

All classes are delivered online.

REQUIRED RESOURCES

Required course readings will be made available (without charge) through the course Moodle site under each weekly topic. These readings are for course use only, and are not to be copied/distributed. Some of these are chapters from books or texts, others are journal articles available through the library.

In addition, you can access the PsychiatryOnline database through the University of Lethbridge library at: http://0-psychiatryonline.org.darius.uleth.ca

SYSTEM REQUIREMENTS

All theory courses require students to have access to the Internet. The syllabus and resources, including documents, videos and links, are posted on the Moodle site: https://moodle.uleth.ca/. If students are having difficulty with Moodle, they can check http://moodleanswers.com/ to see if the answer to their problem is already posted online, or they can contact crdc.support@uleth.ca. If students are having difficulty with Internet access, they may call the IT Solutions Centre at 403.329.2490.

Course eLearning site: https://moodle.uleth.ca

Course web conferencing site – Screencast-o-matic (access through Moodle): https://screencast-o-matic.com/

APPROACH TO LEARNING

This course will use a variety of activities to enable students to explore the ideas and approaches in this area, and to develop a community of learners. A community of learners assumes that students are open to the ideas, thoughts, and experiences of others, and that all class members will be treated with dignity, respect, and consideration. In addition, a community of learners allows students to learn from their peers, as well as to contribute to the learning of others.

Students are encouraged to note the following tips for success in this course:

- There are no mid-term or final exams in the course. However, there are weekly work/readings students must keep on top of so as not to fall behind. **Budget at least 3-4 hours per week** for this course (1-2 hours for readings/course materials, 1-2 hours for Moodle contributions)
- Participate fully both as an individual learner, and as a member of the learning community
- Pay careful attention to the requirements for each assignment (i.e. number of scholarly references, number of postings/responses required, etc.)

COURSE ASSIGNMENTS AND EVALUATION

1) **Home Page  (Weight = 5%)**

   This assignment allows you to introduce yourself to your classmates in the online environment. Homepages will be posted in the Moodle Discussion Forum for that purpose, and may be created as a document, PowerPoint, or link to a personal webpage. The following information should be included in your homepage:

   - Name and program you are registered in
   - Where you are taking this course from
   - Your goals for this course – i.e. what do you hope to learn for yourself from this course
   - Comments on how you learn best (this will help you with planning your learning products)
   - Any other information you think might be of interest to your classmates
2) **Learning Product (Weight = 35%)**

Students are asked to identify an area of interest within the scope of the course and develop a learning product which demonstrates their research and learning about this area. The learning product will be posted on the Moodle site for other students to read and comment on.

**Criteria:**
- Inclusion of clear inquiry questions which guided your research and a statement about why you are interested in exploring this
- Comprehensive reporting of the findings from the research
  - learning products should explore the inquiry questions broadly and deeply, using a minimum of 12 scholarly resources (although other sources of information may also be used)
- Inclusion of a critical and reflective commentary about the findings being reported
- Inclusion of a summary of the important learning the student obtained from the learning product
- Use of a creative way to present your findings to others
  - Free programs may work well for presenting information to others (e.g. Wordpress, Weebly, Prezi, Mixbook, Wix, Office Mix – and you will find others)

**NOTE:** Please see the description of Learning Products and the information on Inquiry-based Learning in the Moodle “Resources” section for more information.

3) **Responses to Learning Products (Weight = 20%)**

The intent of this assignment is to provide students with the opportunity to give respectful, thoughtful, and reflective feedback to peers’ learning products. Responses should be detailed, integrative, highlight the learning that is being taken from the learning product, and note how that learning is important. Responses are to be posted as replies in the Moodle Discussion Forums for posting learning products. _Students are required to make responses to three (3) other students’ learning products._

4) **Weekly Discussion Forum Postings (Weight = 30%)**

Students will engage in asynchronous online discussions to share their learning throughout the course. Prior to participating in the discussion, students are required to a) engage with the instructor’s posted materials for the week, and b) read the assigned readings for that week. Weekly discussions will be locked on Saturday evening at midnight.

**1st half of the week (Sunday – Wednesday):**
- Respond to instructor’s discussion questions of engage in prescribed activities (as posted), referring to at least two (2) points from the week’s readings and other media
  - to avoid confusion, please pay attention to the subject heading on the discussion thread
- Responses should be approximately 400-500 words in length (no longer)
  - critically analyze the content (not just provide a summary of the course content)
  - may include relating new content to what you have already learned in the course, or to your own personal experiences
  - be grammatically correct and proofread for spelling errors

**2nd half of the week (Thursday – Saturday):**
- Respond to 2-3 classmates’ discussions on at least one other topic than the one you posted to
- Responses should be approximately 200-250 words in length (no longer), and
  - incorporate clear references or quotes from the other postings
  - be logically reasoned and supported
  - be grammatically correct and proofread for spelling errors
- Responses should professionally affirm, challenge, and extend the initial respondent’s thinking

**NOTE:** Please compose Moodle postings first using _Word_, doing word counts and spell checks, and _then_ paste them into Moodle – this will ensure minimal loss of marks for the above criteria.
5) Final Learning Reflections Paper (weight = 10%)

The purpose of this paper is for students to provide detailed reflections on their learning in the course and their experience with posting and responding to material each week in the Discussion Forum.

Criteria:
- Your paper should discuss your overall learning, growth, awareness and insights that have occurred as a result of your participation in the course, and should include:
  o changes (if any) in any major beliefs, biases, stereotypes, etc. you may have had about mental health and illness during this semester, including how you view mental health
  o compare your initial and current responses to the Mental Health Beliefs Inventory, and give examples from your responses
  o changes (if any) in the way you use and/or critique evidence and arguments
  o which course readings or topics were most meaningful to you and why (include how you might use this information in the future, at work or personally)
  o the extent to which the goals you identified in your Home Page were met for you

GENERAL GUIDELINES FOR ASSIGNMENTS

The correct application of APA (6th edition) guidelines is a consideration in the evaluation of written assignments. All papers, in accordance with APA guidelines, should be typewritten double-spaced, on unlined paper, with a minimum of 1-inch (2.5 cm) margins all around. Include a title page, reference list, and appendices (if needed). It is strongly recommended that you familiarize yourself with the format particularly in relation to the use of quotations, abbreviations, headings, and how to correctly cite various sources. Chapter 3 (Writing Clearly and Concisely) (pp. 61-86) in the APA manual (6th ed.) can be helpful in the development of a scholarly writing style.

GRADING

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002.

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<thead>
<tr>
<th>Letter</th>
<th>GPA</th>
<th>Percent</th>
<th>Letter</th>
<th>GPA</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>95 - 100%</td>
<td>C+</td>
<td>2.3</td>
<td>71 - 74.9%</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>91 - 94.9%</td>
<td>C</td>
<td>2.0</td>
<td>67 - 70.9%</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>87 - 90.9%</td>
<td>C-</td>
<td>1.7</td>
<td>63 - 66.9%</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>83 - 86.9%</td>
<td>D+</td>
<td>1.3</td>
<td>59 - 62.9%</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>79 - 82.9%</td>
<td>D</td>
<td>1.0</td>
<td>55 - 58.9%</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>75 - 78.9%</td>
<td>F</td>
<td>0</td>
<td>0 - 54.9%</td>
</tr>
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LATE PAPERS/ASSIGNMENTS

All papers and assignments must be submitted by the specified due date and time unless an alternate due date has been arranged with the faculty member in advance of the scheduled due date. A late (date and/or time) paper or assignment will be assessed a five percent (5%) decrement for each day it is late, including holidays and weekends. All papers will be initially graded according to the assignment's original marking guideline, then the mark will be reduced by five (5) percentage points per day.

If an assignment is to be submitted late and on a holiday or weekend then an electronic copy should be submitted to the instructor as soon as possible. An identical paper copy must be submitted (unless alternate arrangements are made) on the first working day following the holiday or weekend. If the paper copy is submitted to the instructor on the next working day then the calculation of penalty will apply to the submission of the electronic version.

Refer to Part 4: Academic regulations, policies and program requirements in the University of Lethbridge calendar for further information.
PLAGIARISM STATEMENT

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre at 403-329-2766 to set up an appointment: https://www.uleth.ca/ross/accommodated-learning-centre/. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least *two weeks* in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

COPYRIGHT STATEMENT

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University’s Copyright website (www.uleth.ca/copyright) is a source of current copyright information that includes:

- answers to common copyright questions (see the FAQs),
- guidance on whether you need permission or a license to copy a particular work (see the Copyright Permissions Flow Chart),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the Guidelines for Copying under Fair Dealing), and
- a permissions look-up tool to help you determine the kinds of copying and other uses permitted by the Library’s license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor (copyright@uleth.ca) for assistance with any copyright questions or issues.