

MCMASTER UNIVERSITY
HLTH AGE 4F03: FALL 2017

Selected Issues in the Social Aspects of Health: Education and Mental Health
Dr. James Gillett, Office: KTH 234, ext.24825, gillett@mcmaster.ca
Monday 7:00 – 10:00 MDCL 1008

COURSE OBJECTIVES: This course uses an inquiry-based approach to critically engage students in debates regarding the relationship between education and mental health. On campuses across the country, many students will face mental health challenges over the course of their degrees. In this course students will take on the question of whether an educational initiative can assist in building academic resilience. Working individually and in groups, students will explore the literature in this area and develop their own campaign to advance academic resilience.

REQUIRED TEXTS:

There is no text in this course. Readings for each week are provided in the schedule below and available through the McMaster library system.

COURSE STRUCTURE: Each class will feature a combination of lecture, group work and discussion. In each class students will be expected to contribute to learning. The nature of this contribution will vary as the course unfolds.

EVALUATION: All written assignments need to be: double-spaced with one-inch borders in 12 pitch font. Please include a list of references and a title page that includes your name, ID number and date. Please use APA style or another standardized style found in a scholarly journal.

Written Assignments: Students will write two critical analysis papers. The first, (worth 30%; due October 16th; five to eight pages) discusses the current state of mental health education and its relationship with academic resilience on university campuses. In the second (worth 40%; due mid-December; ten to twenty pages) students will develop their own initiative designed to promote academic resilience. More guidance on the evaluation of the project will be provided in class.

Weekly Presentations (30%): In each class there will be informal presentations which are mandatory and will be marked pass or fail. For inadequate or missed presentations, students can submit a two-page written summary. Full marks will be given once students have provided an adequate presentation or summary for each week.

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

ACADEMIC HONESTY: You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g.

the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at <http://www.mcmaster.ca/academicintegrity>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Sept. 11	Overview	No Readings
Sept. 18	Mental Health Education (MHE)	Weare, K., & Nind, M. (2011). Mental health promotion and problem prevention in schools: what does the evidence say?. <i>Health promotion international</i> , 26(suppl_1), i29-i69. Barry, M. M., Barry, M. M., Clarke, A. M., Clarke, A. M., Dowling, K., & Dowling, K. (2017). Promoting social and emotional well-being in schools. <i>Health Education</i> , 117(5), 434-451.
Sept. 25	Critique of MHE	Crossley, N. (2004). Not being mentally ill: Social movements, system survivors and the oppositional habitus. <i>Anthropology & Medicine</i> , 11(2), 161-180.
Oct. 2	Academic Resilience (AR)	Hartley, M. T. (2011). Examining the relationships between resilience, mental health, and academic persistence in undergraduate college students. <i>Journal of American College Health</i> , 59(7), 596-604. Kobau, R., Seligman, M. E., Peterson, C., Diener, E., Zack, M. M., Chapman, D., & Thompson, W. (2011). Mental health promotion in public health: Perspectives and strategies from positive psychology. <i>American journal of public health</i> , 101(8), e1-e9.
Oct. 9	Fall Break	No Readings
Oct. 16 A1 Due	Experience	Aston, H. J. (2014). An ecological model of mental health promotion for school communities: adolescent views about mental health promotion in secondary schools in the UK. <i>International Journal of Mental Health Promotion</i> , 16(5), 289-307. Korgan, C., & Durdella, N. (2016). Exploring Capacity for Meaning Making in Relation to Educational Resilience in First-Year, Full-Time College Students. <i>Journal of The First-Year Experience & Students in Transition</i> , 28(1), 109-127.
Oct. 23	Public Sphere	Jones, C. N., You, S., & Furlong, M. J. (2013). A preliminary examination of covitality as integrated well-being in college students. <i>Social Indicators Research</i> , 111(2), 511-526. Ungar, M. (2011). Community resilience for youth and families: Facilitative physical and social capital in contexts of adversity. <i>Children and Youth Services Review</i> , 33(9), 1742-1748.

Oct. 30	Scholarship	Barry, M. M. (2009). Addressing the determinants of positive mental health: concepts, evidence and practice. <i>International Journal of Mental Health Promotion</i> , 11(3), 4-17. Pajares, F. (2001). Toward a positive psychology of academic motivation. <i>The Journal of Educational Research</i> , 95(1), 27-35.
Nov. 6	Group Work	No Readings
Nov. 13	AR Synthesis	Johnson, M. L., Taasobshirazi, G., Kestler, J. L., & Cordova, J. R. (2015). Models and messengers of resilience: a theoretical model of college students' resilience, regulatory strategy use, and academic achievement. <i>Educational Psychology</i> , 35(7), 869-885. Ungar, M. (2011). Community resilience for youth and families: Facilitative physical and social capital in contexts of adversity. <i>Children and Youth Services Review</i> , 33(9), 1742-1748.
Nov. 20	Mobilizing Academic Resilience	Martin, A. J., & Marsh, H. W. (2008). Academic buoyancy: Towards an understanding of students' everyday academic resilience. <i>Journal of school psychology</i> , 46(1), 53-83. Martin, A. J., Nejad, H. G., Colmar, S., & Liem, G. A. D. (2013). Adaptability: How students' responses to uncertainty and novelty predict their academic and non-academic outcomes. <i>Journal of Educational Psychology</i> , 105(3), 728.
Nov. 27	Critique 2.0	Allen, J., Balfour, R., Bell, R., & Marmot, M. (2014). Social determinants of mental health. <i>International Review of Psychiatry</i> , 26(4), 392-407.
Dec. 4	Conclusion	No Readings

FACULTY OF SOCIAL SCIENCES E-MAIL COMMUNICATION POLICY: Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion. Email Forwarding in MUGSI:
<http://www.mcmaster.ca/uts/support/email/emailforward.htm>