

In this course, we will discuss the interplay between social and personal determinants of mental health. We will also discuss the interrelatedness of mental disorder, social inequity, and both trauma and adversity in childhood.

According to the World Health Organization "good mental health is integral to human health and well-being". Similarly, the United Nations Human Rights Council states, "there can be no health without mental health". Although the importance of 'good mental health' has risen to an unprecedented state of priority in health-care systems all over the world, burdens resulting from complex, overlapping, and often chronic conditions, such as mental illness, are increasing. The impact of trauma, adversity and social inequality, diversity and

gold standard in mental-health care.

This course focuses on social determinants of mental health, with an emphasis on trauma-informed concepts of mental health that acknowledge the central roles of childhood adversity and social inequity.

### LEARNING OUTCOMES

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

- Describe the concepts mental health and mental disorder as they have been conceptualized by the World Health Organization and the United Nations Human Rights Council.
- Describe and discuss some of the potential effects of adversity in childhood on overall mental health.
- Describe and discuss some of the potential effects of social inequality and inequity on overall mental health.
- Describe and illustrate key paradigm shifts and various agendas (political, professional, corporate, patient care) in mental health.
- Write a comprehensive and coherently articulated analytical report of a piece of relevant grey literature.

**Prerequisites:** Health Sciences 1002A/B

### COURSE INFORMATION

Instructor: Gojjam Limenih, PhD(c):[Ž](#)

appropriate Faculty Dean's office. It will be the Dean's office that will make the determination whether accommodation is warranted.

Weeks	Topics	In-class dates
1	Introduction: Understanding Mental Health and illness(s) – Thinking Through Sociality	

WEEK 1 (

Week 5. (Feb 8): Mental Health Promotion and Strategies in Promoting Mental Health

N. H. (2017). *Health*

*Journal*

28, 2017

H. (1978).

*Journal*

*Journal*

*Journal*

[b/vp](#)

[-gdh](#)

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### Optional

1. Thompson R.S. Watson. Tilford.s. (2017). *The Ottawa Charter 30 years on: still an important standard for health promotion: International Journal of Health Promotion and Education, 2018 VOL. 56, NO. 2, 73*  
[84https://doi.org/10.1080/14635240.2017.1415765](https://doi.org/10.1080/14635240.2017.1415765)

Week 6(Feb. 15). Trauma and Adversity in childhood and adolescence

1. Bartlett J.D., Sacks.V(2019): Adverse childhood experiences are different than child trauma, and it's critical to understand why:  
<https://www.childtrends.org/blog/adverse-childhood-experiences-different-than-child-trauma-critical-to-understand-why>
2. <https://developingchild.harvard.edu/resources/inbrief-the-impact-of-early-adversity-on-childrens-development/>

### Optional

3. World Health Organization (2014). The Social Determinants of Mental Health:  
<https://www.who.int/publications/i/item/9789241506809>

Week 7: (Feb. 22). No class: Spring break

Week 8(Feb.29).

Guest Lecture: Dr Cheryl Forchuk

Week 9(March 7).

Short video: Allen Frances (former DSM- Task force and Author of "Saving Normal"

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1) Luhrmann TM. 1.



ADDITIONAL STATEMENTS

Grading policy

The university-wide descriptor of the meaning of letter grades, as approved by Senate:

A +	90-100	One could scarcely expect better from a student at this level.
A		



### [Accommodation for Medical Illness or Non-Medical Absences](#)

The University recognizes that a student's ability to meet his/her academic responsibilities may,





### Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

Additionally, **Plagiarism** and self-plagiarism are considered academic misconduct, will be reported, and may result in a failing grade.

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 source 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>).

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

### Support Services

There are various support services around campus and these include, but are not limited to:

- Student Development Centre -- <http://www.sdc.uwo.ca/>
- Student Health -- <https://www.uwo.ca/health/>
- Registrar's Office -- <http://www.registrar.uwo.ca/>
- Ombuds Office -- <http://www.uwo.ca/ombuds/>
- Writing support centre: <http://writing.uwo.ca>