

Women's Mental Health
GS/ NURS 5155 (3.0) Fall 2013
Course Outline

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Calendar Course Description

This hybrid course focuses on women's mental health and wellbeing. Women's mental health will be considered at international and national (Canada) levels. Focus will be on the intersections of social determinants of health with identity markers influencing women's mental health.

Pre-requisites: NURS 5100, NURS 5200, NURS 5300 or permission of the instructor.

Expanded Course Description

The overall goal of this course is to develop students' critical awareness of diverse perspectives on women's mental health and wellbeing. Early in the course underlying perspectives constructing representations of women's mental health will be considered. The course will be influenced by a mental health promotion approach to women's mental health with a particular exploration of the concept of resilience. Research and policy literature from Canada and international organizations will be considered. The focus will be on the intersections of social determinants of health (e.g., socioeconomic status, social support and networks, social inclusion) with women's identity markers (e.g., ability, life stage, migrant status) influencing women's mental health.

This **hybrid course** will be offered through a 36-hour equivalent hybrid forum in a 12-week format with a combined face-to-face (4 in-classes) and online meetings (8 on-line classes) schedule. Weeks 1, 2, 10, and 11 are in-class and the rest are on-line. Specifically, the following 4 lectures are in-class sessions (11am to 2pm):

Friday 13 Sept (lecture 1)
Friday 20 Sept (lecture 2)
Friday 22 Nov (lecture 10)
Friday 29 Nov (lecture 11)

Please note that in-class attendance is a requirement for this hybrid course and scheduled to take place in room **280A York Lanes**.

Learning Outcomes

Upon successful completion of the course students will be able to:

1. To recognize underlying perspectives (e.g., psychiatric, eco-systemic, mental health promotion) influencing research, practice and policy approaches on women's mental health.
2. To understand overall women's mental health status at international and national levels.
3. To recognize influence of social determinants of health (e.g., socioeconomic status, social support and networks, social inclusion) on women's mental health.
4. To recognize influence of intersections of identity makers (e.g., ability, life stage, migrant status) with social determinants of health on women's mental health.
5. To understand the role of prejudice and stigmatization (e.g. of social position, cultural and racialized background) on women's mental health.
6. (For each student) to formulate an area of focus in women's mental health education, research, practice, policy, or advocacy.

Required Readings

Davis, S. (2006). *Community mental health in Canada: Theory, policy, and practice*. Vancouver: UBC Press.

World Health Organization. (2000). *Women's mental health: An evidence-based review*. Geneva: WHO. http://www.who.int/mental_health/publications/women_mh_evidence_review/en/index.html

Recommended

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th edition). Washington DC: American Psychological Association.

World Health Organization. (2009). *Women and health: Today's evidence tomorrow's agenda*. Geneva: WHO. http://www.who.int/gender/women_health_report/en/

Other Books of Interest

Armstrong, P., & Deadman, J. (Eds.). (2009). *Women's health: Intersections of policy, research, and practice*. Toronto: Women's Press.

Davidson, M. R. (2012). *A Nurse's Guide to Women's Mental Health*. New York: Springer Publishing Company.

Guruge, S., & Collins, E. (Eds.). (2008). *Working with Immigrant Women: Issues and Strategies for Mental Health Professionals*. Toronto: Centre for Addiction and Mental Health.

McGibbon, E. A. (Ed.). (2012). *Oppression: A Social Determinant of Health*. Halifax and Winnipeg: Fernwood Publishing.

Please note: There also will be required journal readings throughout the course.

Evaluation

The final grade for the course will be based on 4 components. The written components are to be submitted on or prior to the due dates. All assignments must be double-spaced, with one inch margins and in 12-point font. In-text citations and reference lists should be formatted according to guidelines in the *Publication Manual of the American Psychological Association* (6th edition).

For a tutorial on APA Style see “The Basics of APA Style” at:
<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

1. Proposal for paper (20%) (due Week 5)

The purpose of this assignment is to provide students with the opportunity to identify an area of interest in women’s mental health. Topics selected will fall under one of the course themes. The area of focus will be further developed, leading to the final term paper (assignment 3). The proposal should provide an introduction to the area, specify steps taken to conduct literature review, indicate target of influence (education/ research/ practice/ policy/ advocacy), and provide preliminary findings from the literature review.

This paper consists of 4-5 pages, excluding references and appendices.

2. On-line group presentation (20%)

The purpose of this assignment is to provide students with the opportunity to present (in pairs) their critical review of the literature based on one of the course themes. In addition to presentation of material, the seminars will entail a discussion component.

Students will select a date, in conjunction with the instructor and as negotiated with other students in the course, for their seminar presentation. Seminar objectives and readings will be provided to other students and the instructor one week in advance. In pairs, students will prepare an on-line PowerPoint presentation to be presented asynchronously. Students will generate a reading list, questions for discussion, and co-lead an on-line discussion concerning the topic of their presentation. A group grade will be given for the presentation.

Presentations will be evaluated based on critical analysis of the literature, implications for women’s health, clarity, and facilitation of discussion.

3. Final term paper (40%) (due Week 12)

The purpose of this paper is to provide students with the opportunity to write a scholarly paper on their selected area of focus on women’s mental health. The content of this paper builds on the first assignment (proposal for paper) and on the in-class and online discussions related to the readings. In addition to addressing and expanding on the areas identified under the first assignment, findings from the literature review should be further presented and synthesized.

The term paper will be evaluated based on evidence of depth of knowledge related to the area of inquiry, critical analysis and synthesis of literature, identification of knowledge gaps and suggestions for future steps (e.g. as related to education/ research/ practice/policy/ advocacy), clarity and coherence.

This paper consists of 13-15 pages, excluding references and appendices.

4. Participation and Self-reflection (20%) (self-reflection due Week 12)

Students are expected to participate in-class and on-line discussions which is supported with references to assigned or other relevant readings. Upon completion of the course, students will submit a critical self-reflection of their participation in the course, assessing their level of preparation for and participation in the course throughout the academic term. The instructor will consider the self-reflection and will assign the grade.

The self-reflection consists of 2 pages, excluding references and appendices.