

**Department of Sociology
University of Toronto, St. George Campus**

**SOC463H1F L0101
MENTAL HEALTH AND EDUCATION
Mondays & Wednesdays 2:00pm-4:00pm EST¹
Online Synchronous
Summer 2021**

Instructor	Dr. Valerie G. Damasco
Department(s)	Department of Leadership, Higher and Adult Education, OISE Department of Sociology, St. George Campus
E-mail	valerie.damasco@utoronto.ca
Office hours	By appointment (virtual office hours)
Quercus page	https://q.utoronto.ca/courses/219061

COURSE INFORMATION

Course Description

In this course, we examine institutions of higher education as unique social contexts within which student mental health unfolds. In doing so, we will address mediating and moderating factors, which characterize the unique and varied socio-emotional experiences of students attending post-secondary institutions. As such, we will distinguish and clarify social approaches to studying mental health – focusing on mentorship, funding, social support, academic demands, and healthcare resources – from mental illness as characterized in medical disciplines. Students will be expected to read thoroughly and apply insights from the course to authentic mental health concerns facing institutions of higher education today.

Goals and Learning Objectives

- Critically read, analyze, discuss, and develop arguments pertaining to the social approaches for studying mental health at higher education institutions.
- Analyze the intersection of the sociologies of inequality, education, and mental health as experienced by students in higher education institutions.
- Apply the theories, principles, and concepts from the course to authentic mental health concerns facing institutions of higher education today.
- Critically analyze a broad range of research studies on mental health and education, identifying their strengths, limitations, and implications for the field as a whole.

Prerequisite and Exclusion Criteria

The prerequisite for this course is 1.0 SOC FCE at the 300+ level. Students who do not meet this requirement will be removed without notice. Additionally, those who have completed SOC493H1 (*New Topics in Sociology: Mental Health and Education*), offered in Fall 2018, Winter 2020, and Summer 2020 are ineligible to take this course.

¹ The course will be delivered during Eastern Standard Time (EST). Weekly online synchronous classes and assignment deadlines adhere to this time zone.

Course Delivery, Structure, and Organization

This online synchronous course is delivered through Quercus with **mandatory** weekly synchronous online classes on Zoom, **Mondays and Wednesdays from 2:00pm-4:00pm EST**.

You will require speakers, microphone or headphones, video camera, and internet connectivity to participate in weekly online synchronous classes. Please visit this [link](#) for information about the recommended minimum specs for technology to facilitate remote learning and financial support to meet these requirements.

All communication and coursework will be delivered online through Quercus and Zoom. Quercus will serve as the Learning Management System (LMS) to facilitate this online synchronous course. The course page on Quercus contains the syllabus, announcements, lectures (where applicable), readings, supplementary resources, assignment guidelines, and grades. Moreover, all other course information, documents, assignment information, and electronic copies of handouts will be posted on Quercus. We will use Zoom as a platform for weekly online synchronous classes.

Quercus – Accessing the Course Page

Please follow the instructions below to access the SOC463H1F course page on Quercus:

- Go to <https://q.utoronto.ca>
- Use your UTORid and password to log in.
- Once you have logged in, you will be in your dashboard.
- You should see a course card for each of the courses you are or enrolled in.
- Click on the SOC463H1F course card to access the course.
- If you do not see your courses listed, try [activating your UTORid](#) and/or [verifying your UTORid](#)

Zoom – Accessing and Connecting to Weekly Online Synchronous Classes

Please follow the instructions below to join weekly online synchronous classes on Zoom:

- Click on the invitation link.
- You will be prompted to download the Zoom plugin.
- Follow the prompts to join the meeting.
- You will be asked to verify if you would like to join the meeting using video from the camera and audio from the microphone on your device.

Course Structure

Each week, what you will see posted under the *Modules* section in Quercus is a step-by-step process for learning. The folders and associated subfolders will have the same headings weekly to enable you navigate the materials in a sequential and logical manner.

We will learn together through:

- Course materials
- Online synchronous classes which will take place weekly on Zoom.
- Weekly class discussions will reflect theories, principles, and concepts, and applying them to authentic mental health concerns facing institutions of higher education today.

Each week will contain the following folders and contents in each folder:

(i) WEEK X – Overview of the Week

- Summary of learning outcomes from the previous week.
- Overview and summary of the theme/topic(s) of the current week.
- Learning goals and guidance for the class discussion and/or assignments for current week.
- Intended learning goals for the following week, building from the previous week(s).
- Lecture presentations, where necessary, will be posted the day *after* class.

(ii) WEEK X – Reading and/or Viewing Materials

- Assigned course materials (e.g., academic journal articles, book chapters, news articles, multimedia) related to the theme/topic(s) of the week.
- Course materials reveal multiple perspectives about, for example, key theories, perspectives, and concepts regarding the theme/topic(s) covered during the week.

Course Readings

Prior to the start of each synchronous class, please complete only the [required readings](#) assigned for the week. You are not required to read the supplementary/recommended readings; they serve as resources for those interested in reading more deeply about a particular theme/topic(s) and could be used as sources for assignments. On the Quercus course page under each weekly module, supplementary readings (e.g., news articles) and media sources (e.g., documentaries, YouTube videos, TED/TEDx talks) that offer additional content on certain themes or topics.

My Approach to Teaching and Learning and Responsibilities of SOC463H1F Class Members

My role as instructor is to act as a guide and facilitator for your learning experience this term in relation to the subject area.

We will each contribute to a [conducive and respectful learning atmosphere](#) by:

- Reading and engaging with the assigned weekly materials and being fully prepared to discuss them with peers.
- Sharing analyses, critiques, thoughts, and observations in a respectful manner.
- Maintaining confidentiality. Sensitive information that is contributed is to be respected as confidential.
- Helping others learn and accepting assistance from others in our own learning.

[We must always conduct ourselves in a collegial and respectful manner in all teaching and learning environments, which includes online formats. Please note that language or behaviour that is combative, abusive, or offensive will not be accepted.](#)

EVALUATION CRITERIA

The following are the course deliverables and their relative weights for the final grade.

COURSE DELIVERABLES	%	DUE DATE
Critical Reading Responses, Questions, and Case Example	25%	By 12:00pm EST day of class
Group Presentation and Discussion Facilitation	10%	Once per term
Assignment Part I: Analysis of Mental Health Program or Service at HEIs	15%	May 24 th by 11:59pm EST
Assignment Part II: Policy Brief Concerning Student Mental Health in HEIs	30%	June 14 th by 11:59pm EST
Participation in Class Seminar	20%	Ongoing throughout term

I. Critical Reading Responses and Questions (25%)

Students are to submit 6 critical reading responses throughout the term, anytime between WEEK 2 and WEEK 12. Each response should be followed by 2 critical questions, which will be used as discussion points in our class seminar, and 1 real-life social example that reflects the themes of the readings and represents these issues since the onset of the COVID-19 pandemic.

Each critical reading response should be 300 words excluding citations and references. Students should move away from descriptive writing and instead infuse analytical and critical accounts in their responses. This word count is inclusive of the 2 critical questions but not of the 1 real-life social example.

The critical response should answer at least some of the questions below:

- What do you perceive to be important insights or ideas from the assigned readings?
- What are your critical reactions to the readings?
 - What are their strengths? What are their weaknesses?
 - What issues did you find particularly interesting?
 - Do they provide different or new perspectives?

In developing the two critical questions, students may consider the following:

- What questions do the readings raise?
 - What issues are left unanswered by the article(s)?
 - What appears to be missing from the article(s)?
 - What is in need of greater clarification?
- What would you like to discuss in class?

The accompanying real-life social case can be simply, for example, a link to:

- A news article, news media coverage, podcast, digital story, infographic, photo essay, documentary, video, YouTube video, TED/TEDx talk, etc.
- If there is a case/example that does not fall under one of these mediums, that is completely fine as well. If you are unsure, please do not hesitate to contact me about it.

Please upload your critical responses with the accompanying 2 questions and link to 1 real-life social example to the designated board Quercus no later than by 12:00pm EST the day of class.

The purpose of these critical responses is to prepare students for an engaging in-class discussion. Therefore, late responses will not be accepted. Responses should reflect the readings assigned for the week, demonstrate your thoughts about them, and raise discussion points for the class discussion.

Please note that you cannot submit a critical reading response for the week that your group will facilitate a class discussion (see next section).

II. Group Presentation and Facilitation of Class Discussion (10%)

Each student will sign-up for a discussion facilitation group for one of the weeks (WEEK 8 to WEEK 11). For each weekly topic, depending on course enrollment, there will be 3-4 students maximum. Students should sign-up for a presentation date no later than WEEK 5 to ensure ample time for preparation with group members. Please refer to the sign-up sheet posted on Quercus.

Group members will begin the class with a brief presentation followed by a class discussion. All students in the class are required to read the required readings for each week and to be prepared to discuss them with their peers. The presentation should be 15-20 minutes followed by a class discussion of approximately 25-30 minutes. Students should divide the work amongst themselves however they choose. It is important that the work is divided equitably among group members.

Brief Group Presentation

The short group presentation to the class should reflect the following:

- Infuse key points from the required readings.
- Infuse key arguments from the readings.
- Infuse key concepts used in the readings.
- Apply a sociological lens to raise critical connections and critiques across the readings, rather than summarizing the readings.

Facilitation of Class Discussion

Group members are welcome to use creative pedagogical techniques to keep the discussion dynamic and focused. Group members are not expected to do additional readings or prepare a formal slide show, only if you choose to do so.

In the facilitation of the class discussion, group members should:

- Propose two to three questions after the presentation related to issues of mental health and higher education and in connection with the readings.
- Leading the discussion will require that all class members will have a strong grasp of the required readings for the week.
- Group members should assist guide the class discussion.
- Group members should assist their peers in the audience relate the course readings to broader sociological themes and concepts, develop critiques, make connections across course materials, and connect course readings to current policy issues.
- Students are encouraged to share their own individual insights/perspectives on the readings and their current relevance by, for example, making connections to related real life experiences.

III. Analysis of Mental Health Program or Service at Higher Education Institutions (15%)

Drawing on the readings from WEEK 2 to WEEK 6, students will be required to apply the material into their analysis of a mental health program or service that has been offered at the University of Toronto or another higher education institution of their choice (domestic or international). It should be one that has been offered since the beginning of the COVID-19 lockdown restrictions in March 2020, and analyzed in relation to the socio-emotional experiences and mental health issues of students.

The analysis should be 1000 words excluding references and due by Monday, May 24th by 11:59pm EST. More details about this assignment (i.e., questions, structure, format) will be provided during class.

IV. Policy Brief Concerning Student Mental Health in Higher Education Institutions (30%)

This assignment should build on or emphasize a connection with the first assignment, *Analysis of Mental Health Program or Service at Higher Education Institutions*. Students will be required to draw on materials from throughout the course. Students should identify a case/issue(s) pertaining to the relationship between mental health and higher education institutions, which they are interested in examining.

Identifying the case/issue(s):

- Describe what the case/issue(s) is.
 - Among the theme(s) presented between WEEK 4 and WEEK 9, which theme(s) does the case/issue(s) represent?
 - What is the case/issue(s) to be analyzed?
 - Who are the population(s) implicated by such issue(s)?
 - Who are the institutional actors/stakeholders involved? (if applicable)
- How should the identified case/issue(s) be analyzed?
 - Drawing from frameworks/lens that have been introduced throughout the course regarding social approaches to studying mental health, which will be applied?
 - Why is the chosen approach best suited for analyzing the identified case/issue(s)?

In the assignment, students should address the following:

- Investigate the broader context of mental health and education.
- What are the conditions that have created specific forms of inequality related to the case/issue(s) that is being analyzed?
- What is being done to bring about change? (if applicable)
- What should be done to bring about change? Why and how?
- How does the case/issue(s) you have examined deepen our understanding about mental health and higher education institutions?

The assignment should be written in a policy brief format. It should be 2000 words excluding references and is due by Monday, June 14th by 11:59pm EST. More details about this assignment (i.e., questions, structure, format) will be provided in class.

V. Participation (20%)

Participation grades will be based on two weighted components: attendance and active participation in class discussions. Students are expected to participate regularly and demonstrate an active and critical engagement of course materials.

Class attendance is mandatory. An absence declaration is required to justify an absence. Since this is a seminar course, students are expected to attend class each week and participate in class discussions. If students are unable to attend due to illness or serious personal reasons, they must provide an absence declaration on ACORN.

Absence Declaration

The University is temporarily suspending the need for a doctor's note or medical certificate for any absence from academic participation. Please use the Absence Declaration tool on ACORN found in the Profile and Settings menu to formally declare an absence from academic participation in the University. The tool is to be used if you require consideration for missed academic work based on the procedures specific to your faculty or campus. If a personal or family crisis prevents you from meeting a deadline, you must have your college registrar email the instructor directly – (it is a good idea anyway to advise your college registrar if a crisis is interfering with your studies). **In addition to this declaration, you are responsible for contacting me to request the academic consideration you are seeking.** You will be notified by the University if this policy changes.

COURSE SCHEDULE AND READINGS

Every attempt will be made to follow this course schedule; however, it is subject to change at the discretion of the instructor. Any adjustments to topics or readings will be announced on Quercus.

Prior to the start of each synchronous class, please complete only the **required readings** assigned for the week. Supplementary readings serve as resources for further reference on each theme or topic.

All the readings below can be downloaded from a shared folder which is uploaded to the Quercus course page entitled, [SOC463H1F Summer 2021 Library](#). The shared folder is organized according to weekly themes as follows:

WEEK 1

MAY 3

Introduction to Mental Health and Education

During our first synchronous class, I will provide an overview of the main themes of the course. I will also review the course policies, course deliverables (i.e., assignments, participation), and my expectations for your success in the course. [Please read the course outline thoroughly.](#)

We will begin by examining how society shapes what is considered to be mental illness. Many assume that the nature, causes, and cures of mental illness are aspects of individuals. However, these individualistic conceptions are rooted in belief systems as well as in mental health professions which define, study, and treat mental illness. Sociologists therefore challenge these entrenched beliefs and models by studying mental health beyond the medical model and consider alternative perspectives, including the social construction of mental illness.

WEEK 2

MAY 5

Understanding the Socio-Emotional Experiences of Students in Higher Education Institutions: From a Mental Illness Approach to a Social Approach

The sociological study of mental health is both distinct from and complementary to individualistic psychological and biological approaches to these topics. First, we will briefly review mental illness as characterized in medical disciplines. We will then review the sociological approaches for examining mental health as aspects of social circumstances, which involve social conditions as well as social and cultural influences. These shape the definitions of and responses to mental health issues. We will also review four sociological styles of thinking about mental health, including the *etiological style*, *social psychology approach*, *social response model*, and *social constructionist approach*.

Required Readings

Aneshensel, Carol S., Jo C. Phelan and Alex Bierman. 2013. "The Sociology of Mental Health: Surveying the Field." Pp. 1-19 in *Handbook of the Sociology of Mental Health*, edited by C. S. Aneshensel, J. C. Phelan and A. Bierman. Dordrecht: Springer.

Horwitz, Allan V. 2013. "The Sociological Study of Mental Illness: A Critique and Synthesis of Four Perspectives." Pp. 95-112 in *Handbook of the Sociology of Mental Health*, edited by C. S. Aneshensel, J. C. Phelan and A. Bierman. Dordrecht: Springer.

Supplementary Readings

Mirowsky, John. 2013. "Analyzing Associations between Mental Health and Social Circumstances." Pp. 143-65 in *Handbook of the Sociology of Mental Health*., edited by C. S. Aneshensel, J. C. Phelan and A. Bierman. Dordrecht: Springer.

Pascoe, M. C., Hetrick, S. E., & Parker, A. G. (2020). The impact of stress on students in secondary school and higher education. *International Journal of Adolescence and Youth*, 25(1), 104-112.

*Pearlin, Leonard I. and Alex Bierman. 2013. "Current Issues and Future Directions in Research into the Stress Process." Pp. 325-40 in *Handbook of the Sociology of Mental Health*, edited by C. S. Aneshensel, J. C. Phelan and A. Bierman. Dordrecht: Springer.

WEEK 3

MAY 10

Meritocracy, Social Inequality, and Mental Health in Higher Education Institutions: The Impact of Economic, Social, and Cultural Capital

Despite the meritocratic rationale in education systems, scholars have argued that it is largely associated with the reproduction of social inequalities. We will examine the intersection of the sociologies of inequality, education, and mental health as experienced by students in higher education institutions. Moreover, we will analyze the impact of economic, social, and cultural capital on the social inequality in health. Although participation in educational opportunities has increased, it has also created a context for elevated rates of mental health issues to emerge. For instance, systems of stratification have contributed to mental health disparities. We will therefore examine the processes that produce these inequalities, which includes the distribution of life conditions (e.g., social capital, economic resources, power) and social evaluation processes (e.g., accomplishments).

Required Readings

Cant, Sarah. 2018. "Hysteresis, Social Congestion and Debt: Towards a Sociology of Mental Health Disorders in Undergraduates." *Social Theory & Health* 16(4):311-25.

Pinxten, Wouter and John Lievens. 2014. "The Importance of Economic, Social and Cultural Capital in Understanding Health Inequalities: Using a Bourdieu-Based Approach in Research on Physical and Mental Health Perceptions." *Sociology of Health & Illness* 36(7):1095-110.

Supplementary Readings

Baker, Sally, B. J. Brown and John A. Fazey. 2006. "Mental Health and Higher Education: Mapping Field, Consciousness and Legitimation." *Critical Social Policy* 26(1):31-56.

- Frie, Kirstin Grosse and Christian Janssen. 2009. "Social Inequality, Lifestyles and Health – a Non-Linear Canonical Correlation Analysis Based on the Approach of Pierre Bourdieu." *International Journal of Public Health* 54(4):213-21.
- Gatrell, Anthony C., Jennie Popay and Carol Thomas. 2004. "Mapping the Determinants of Health Inequalities in Social Space: Can Bourdieu Help Us?". *Health & Place* 10(3):245-57.
- *McLeod, Jane D. 2013. "Social Stratification and Inequality." Pp. 229-53 in *Handbook of the Sociology of Mental Health.*, edited by C. S. Aneshensel, J. C. Phelan and A. Bierman. Dordrecht: Springer.

WEEK 4
MAY 12

**Psychosocial Adjustment, Retention, Academic Success, and Inclusive Environments:
Exploring Gender, Race, and Cross-Cultural Differences**

Psychosocial adjustment and student determination have received relatively less attention than academic and social integration in the literature regarding mental health and education. We will examine how racial/ethnic minority students face unique challenges to psychosocial adjustment in higher education institutions as a result of, for example, prejudice, discrimination, and unwelcoming campus environments. Moreover, we will examine how international students experience a range of economic, social, and academic pressures which are different in degree from those experienced by domestic students. Scholars have claimed that in extreme cases, these factors may trigger and/or exacerbate the mental health issues of students. It is therefore also crucial to understand whether culturally appropriate counselling resources and strategies exist which can foster inclusive policies, resources, and campus environments that empower students and maximize their success.

Required Readings

- Hop Wo, Nolan K., Kelly K. Anderson, Lloy Wylie and Arlene MacDougall. 2019. "The Prevalence of Distress, Depression, Anxiety, and Substance Use Issues among Indigenous Post-Secondary Students in Canada." *Transcultural Psychiatry* 57(2):263-74.
- Iacovino Juliette, M. and A. James Sherman. 2016. "Retaining Students of Color in Higher Education: Expanding Our Focus to Psychosocial Adjustment and Mental Health." Pp. 61-84 in *The Crisis of Race in Higher Education: A Day of Discovery and Dialogue*, Vol. 19, *Diversity in Higher Education*: Emerald Group Publishing Limited.

Supplementary Readings

- Billingsley, Janelle T. and Noelle M. Hurd. 2019. "Discrimination, Mental Health and Academic Performance among Underrepresented College Students: The Role of Extracurricular Activities at Predominantly White Institutions." *Social Psychology of Education* 22(2):421-46.
- Bouris, Alida and Brandon J. Hill. 2017. "Out on Campus: Meeting the Mental Health Needs of Sexual and Gender Minority College Students." *Journal of Adolescent Health* 61(3):271-72.

- Bradley, Greta. 2000. "Responding Effectively to the Mental Health Needs of International Students." *Higher Education* 39(4):417-33.
- *Brown, Tony N., Katharine M. Donato, Mary Therese Laske and Ebony M. Duncan. 2013. "Race, Nativity, Ethnicity, and Cultural Influences in the Sociology of Mental Health." Pp. 205-27 in *Handbook of the Sociology of Mental Health.*, edited by C. S. Aneshensel, J. C. Phelan and A. Bierman. Dordecht: Springer.
- *Kam, Brandt, Hadrian Mendoza and Akihiko Masuda. 2019. "Mental Health Help-Seeking Experience and Attitudes in Latina/O American, Asian American, Black American, and White American College Students." *International Journal for the Advancement of Counselling* 41(4):492-508.
- Yorgason, Jeremy B., Deanna Linville and Bryan Zitzman. 2008. "Mental Health among College Students: Do Those Who Need Services Know About and Use Them?". *Journal of American College Health* 57(2):173-82.

WEEK 5
MAY 17

**Internalized Individual-Level Stigma, Discrimination, and Barriers:
Effects on Disclosure of Mental Health and Self-Seeking Support**

Scholars have argued that traditional barriers, such as stigma, can only partially explain the high prevalence of untreated mental health disorders of students and their access to appropriate supports. At the micro-level, although self-stigma has been characterized as one of the many barriers to accessing support, other factors interact with help-seeking, including disclosure, educational impact, previous diagnosis, suspected diagnosis, and mental health symptoms. Moreover, fear of discrimination in academic studies and in professional employment lead students to non-disclosure of mental health issues to staff at higher education institutions. We will examine stigma and their effects on the ways in which students gain access to appropriate support. Furthermore, we will explore a range of measures which seek to address the impact of stigma and mental health, and to empower students to disclose in confidence with staff, stakeholders, and peers.

Required Readings

- Cage, Eilidh, Melissa Stock, Alex Sharpington, Emma Pitman and Rachel Batchelor. 2020. "Barriers to Accessing Support for Mental Health Issues at University." *Studies in Higher Education* 45(8):1637-49.
- Hartrey, Laura, Suzanne Denieffe and John S. G. Wells. 2017. "A Systematic Review of Barriers and Supports to the Participation of Students with Mental Health Difficulties in Higher Education." *Mental Health & Prevention* 6:26-43.

Supplementary Readings

- Eisenberg, Daniel, Justin Hunt and Nicole Speer. 2012. "Help Seeking for Mental Health on College Campuses: Review of Evidence and Next Steps for Research and Practice." *Harvard Review of Psychiatry* 20(4):222-32.

*Link, Bruce G. and Jo C. Phelan. 2013. "Labeling and Stigma." Pp. 525-41 in *Handbook of the Sociology of Mental Health.*, edited by C. S. Aneshensel, J. C. Phelan and A. Bierman.

*Martin, Jennifer Marie. 2010. "Stigma and Student Mental Health in Higher Education." *Higher Education Research & Development* 29(3):259-74.

Thornicroft, Graham, Nisha Mehta, Sarah Clement, Sara Evans-Lacko, Mary Doherty, Diana Rose, Mirja Koschorke, Rahul Shidhaye, Claire O'Reilly and Claire Henderson. 2016. "Evidence for Effective Interventions to Reduce Mental-Health-Related Stigma and Discrimination." *The Lancet* 387(10023):1123-32.

WEEK 6 MAY 19

Institutional-Level Stigma and their Perpetuation of Social Inequality: Effects on Mental Health Symptoms and Socio-Emotional Experiences

The conceptualization of mental health stigma as an individual-level generalization has been challenged by several scholars. We will examine the operation of mental health stigma at the meso-level and contextualize its emergence in higher education institutions, its effects on the socio-emotional experiences of students, and its perpetuation of social inequality. Scholars have noted that institutional-level stigma has been associated with screening for mental health issues, counselling access and visits, medication use, and informal support. We will thus also examine the environment in which such stigma manifests and explore ways in how change could be implemented to reduce it at this level. Two strands of sociological theory will be explored to understand the causal processes related to the production of social inequalities and mental health disparities at higher education institutions, including the social stratification model and the relational processes model, which includes social closure (i.e., credentialism and unequal control over economic resources) and social class.

Required Readings

Gaddis, S. Michael, Daniel Ramirez and Erik L. Hernandez. 2018. "Contextualizing Public Stigma: Endorsed Mental Health Treatment Stigma on College and University Campuses." *Social Science & Medicine* 197:183-91.

Smith, Rachel A. and Amanda Applegate. 2018. "Mental Health Stigma and Communication and Their Intersections with Education." *Communication Education* 67(3):382-93.

Supplemental Readings

Gaddis, S. Michael, Daniel Ramirez and Erik L. Hernandez. 2020. "Variations in Endorsed and Perceived Mental Health Treatment Stigma across U.S. Higher Education Institutions." *Stigma and Health* 5(3):323-30.

Kitzrow, Martha Anne. 2003. "The Mental Health Needs of Today's College Students: Challenges and Recommendations." *NASPA Journal* 41(1):167-81.

*Muntaner, Carles, Edwin Ng, Christophe Vanroelen, Sharon Christ and William W. Eaton. 2013. "Social Stratification, Social Closure, and Social Class as Determinants of Mental Health Disparities." Pp. 205-27 in *Handbook of the Sociology of Mental Health.*, edited by C. S. Aneshensel, J. C. Phelan and A. Bierman. Dordrecht: Springer.

Quinn, Neil, Alistair Wilson, Gillian MacIntyre and Teresa Tinklin. 2009. "'People Look at You Differently': Students' Experience of Mental Health Support within Higher Education." *British Journal of Guidance & Counselling* 37(4):405-18.

WEEK 7

MAY 26

Social Support, Mental Health Education, and Knowledge-Based Interventions: Effects on Access to Mental Health Assistance

Social support and mental health education in higher education institutions need to be continuously strengthened and improved. Developing these domains are predicted to promote positive attitudes toward the mental health help-seeking of students. Moreover, providing mental health education to those who are at risk for mental health illness, as well as to others who are likely to influence help-seeking attitudes of those with mental health issues, is crucial. According to scholars, given the high rates of students who seek support from staff at higher education institutions regarding mental health issues, there is a critical need to examine whether such personnel are equipped with knowledge on how to respond to such issues and to provide appropriate support within a higher education context. We will therefore examine how attitudes to and knowledge about mental health issue influence the socio-emotional experiences of students regarding their access to assistance and support.

Required Readings

Clough, Bonnie A., Sonia M. Nazareth and Leanne M. Casey. 2020. "Making the Grade: A Pilot Investigation of an E-Intervention to Increase Mental Health Literacy and Help-Seeking Intentions among International University Students." *British Journal of Guidance & Counselling* 48(3):347-59.

Gulliver, Amelia, Louise Farrer, Kylie Bennett and Kathleen M. Griffiths. 2019. "University Staff Mental Health Literacy, Stigma and Their Experience of Students with Mental Health Problems." *Journal of Further and Higher Education* 43(3):434-42.

Supplementary Readings

Clough, Bonnie A., Sonia M. Nazareth, Jamin J. Day and Leanne M. Casey. 2019. "A Comparison of Mental Health Literacy, Attitudes, and Help-Seeking Intentions among Domestic and International Tertiary Students." *British Journal of Guidance & Counselling* 47(1):123-35.

Gulliver, Amelia, Louise Farrer, Kylie Bennett, Kathina Ali, Annika Hellsing, Natasha Katruss and Kathleen M. Griffiths. 2018. "University Staff Experiences of Students with Mental Health Problems and Their Perceptions of Staff Training Needs." *Journal of Mental Health* 27(3):247-56.

- Jung, Hyejin, Kirk von Sternberg and King Davis. 2017. "The Impact of Mental Health Literacy, Stigma, and Social Support on Attitudes toward Mental Health Help-Seeking." *International Journal of Mental Health Promotion* 19(5):252-67.
- Rafal, Gregor, Amy Gatto and Rita DeBate. 2018. "Mental Health Literacy, Stigma, and Help-Seeking Behaviors among Male College Students." *Journal of American College Health* 66(4):284-91.
- *Turner, J. Blake and R. Jay Turner. 2013. "Social Relations, Social Integration, and Social Support." Pp. 341-56 in *Handbook of the Sociology of Mental Health.*, edited by C. S. Aneshensel, J. C. Phelan and A. Bierman. Dordrecht: Springer.

WEEK 8
MAY 31

**Institutional Social Support and Crisis Intervention:
Social Structural Causes of Emotional Consequences and Mental Health**

Students experience increased levels of stress while completing postsecondary education. As such, there is a need to ensure that they receive support throughout their studies to successfully complete their program, and transition from university into the workforce. We will examine institutional approaches in combination with specialized supports which seek to meet the needs of students with mental health issues. Furthermore, we will examine the role that health and wellness services (e.g., counselling) have played in responding to student needs and their expansion within the broader influences of the mental health field, federal government policy on education, and the higher education environment. For example, their shift from providing academic guidance to health promotion and crisis intervention will be examined. Importantly, this will be explored particularly in the context of how students interact with entities at higher education institutions and the impact on their mental health and quality of life.

Required Readings

Cleofas, Jerome Visperas. 2020. "Student Involvement, Mental Health and Quality of Life of College Students in a Selected University in Manila, Philippines." *International Journal of Adolescence and Youth* 25(1):435-47.

Murphy, Esther. 2017. "Responding to the Needs of Students with Mental Health Difficulties in Higher Education: An Irish Perspective." *European Journal of Special Needs Education* 32(1):110-24.

Supplementary Readings

Bewick, Bridgette, Gina Koutsopoulou, Jeremy Miles, Esther Slaa and Michael Barkham. 2010. "Changes in Undergraduate Students' Psychological Well-Being as They Progress through University." *Studies in Higher Education* 35(6):633-45.

Mori, Sakurako Chako. 2000. "Addressing the Mental Health Concerns of International Students." *Journal of Counseling & Development* 78(2):137-44.

- *Pescosolido, Bernice A., Carol A. Boyer and Tait R. Medina. 2013. "The Social Dynamics of Responding to Mental Health Problems." Pp. 505-24 in *Handbook of the Sociology of Mental Health*, edited by C. S. Aneshensel, J. C. Phelan and A. Bierman. Dordecht: Springer.
- *Ross, Catherine E. and John Mirowsky. 2013. "The Sense of Personal Control: Social Structural Causes and Emotional Consequences." Pp. 379-402 in *Handbook of the Sociology of Mental Health.*, edited by C. S. Aneshensel, J. C. Phelan and A. Bierman. Dordecht: Springer.
- Simpson, Andrea and Kerry Ferguson. 2012. "Mental Health and Higher Education Counselling Services - Responding to Shifting Student Needs." *Journal of the Australian & New Zealand Student Services Association* (39):1-8.

WEEK 9 JUNE 2

Community-Led Initiatives and Peer Support Mental Health Services: Towards the Normalization of Experiences and Belonging

Scholars have noted that while various populations of students report public stigma as a barrier to help-seeking for mental health support, undergraduate students are most likely to seek help for mental health issues from peers. According to the literature, three areas that are perceived to promote mental health include perceptions of the environment related to community learning, experiences of students on campus, and community engagement. We will examine the effects of peer support services and the extent to which they could foster the normalization of mental health experiences and promote belonging. Additionally, we will examine the individual (e.g., coping abilities), interpersonal (e.g., intergroup awareness) and institutional (e.g., campus climate/tension) level influences on the mental health support for students.

Required Readings

- Batchelor, Rachel, Emma Pitman, Alex Sharpington, Melissa Stock and Eilidh Cage. 2020. "Student Perspectives on Mental Health Support and Services in the UK." *Journal of Further and Higher Education* 44(4):483-97.
- Mitchell, Joshua J., Robert D. Reason, Kevin M. Hemer and Ashley Finley. 2016. "Perceptions of Campus Climates for Civic Learning as Predictors of College Students' Mental Health." *Journal of College and Character* 17(1):40-52.

Supplementary Readings

- Alsubaie, M. M., Stain, H. J., Webster, L. A. D., & Wadman, R. (2019). The role of sources of social support on depression and quality of life for university students. *International Journal of Adolescence and Youth*, 24(4), 484-496.
- Byrom, Nicola. 2018. "An Evaluation of a Peer Support Intervention for Student Mental Health." *Journal of Mental Health* 27(3):240-46.

Laidlaw, Anita, Julie McLellan and Gozde Ozakinci. 2016. "Understanding Undergraduate Student Perceptions of Mental Health, Mental Well-Being and Help-Seeking Behaviour." *Studies in Higher Education* 41(12):2156-68.

Mantzios, Michail. 2020. "Mental Health First Aid and Exciting Opportunities for Peer-Support Networks within Universities with Prospects of Influencing Public Health and Treatment." *Journal of Public Health* 28(2):219-21.

*Thoits, Peggy A. 2013. "Self, Identity, Stress, and Mental Health." Pp. 357-77 in *Handbook of the Sociology of Mental Health.*, edited by C. S. Aneshensel, J. C. Phelan and A. Bierman. Dordrecht: Springer.

WEEK 10 JUNE 7

Production-Based to Knowledge-Based Economy and Effects of the Restructuring of Higher Education Institutions on the Mental Health of Students

While concerns about the mental health of students has been largely examined, literature that addresses variations across the diversity of higher education institutions regarding these issues is limited. We will examine the effects of globalization, from production based to a knowledge-based economy which has drastically shifted the role and value of higher education. For instance, throughout the years, research universities have been restructured and transformed, specifically in the areas of research and innovation, teaching and learning, and industry and community partnerships. As such, while the reorganization of higher education institutions is likely to affect institutions, it also has potential consequences on the mental wellbeing of students. We will therefore examine institutional characteristics of educational institutions and their effects on students. That is, we will explore how the transformation of higher education institutions affect the mental health of those who are exposed to such changing environments.

Required Readings

Lipson, Sarah Ketchen, S. Michael Gaddis, Justin Heinze, Kathryn Beck and Daniel Eisenberg. 2015. "Variations in Student Mental Health and Treatment Utilization across US Colleges and Universities." *Journal of American College Health* 63(6):388-96.

Mey, See Ching and Chuah Joe Yin. 2015. "Mental Health and Wellbeing of the Undergraduate Students in a Research University: A Malaysian Experience." *Social Indicators Research* 122(2):539-51.

Supplementary Readings

Carr, Daniel and Liang Choon Wang. 2017. "The Effect of after-School Classes on Private Tuition, Mental Health and Academic Outcomes: Evidence from Korea." *Sociology* 52(5):877-97.

Lipson, Sarah Ketchen, Sasha Zhou, Blake Wagner, Katie Beck and Daniel Eisenberg. 2016. "Major Differences: Variations in Undergraduate and Graduate Student Mental Health and Treatment Utilization across Academic Disciplines." *Journal of College Student Psychotherapy* 30(1):23-41.

Lipson, Sarah Ketchen and Daniel Eisenberg. 2018. "Mental Health and Academic Attitudes and Expectations in University Populations: Results from the Healthy Minds Study." *Journal of Mental Health* 27(3):205-13.

Macaskill, Ann. 2018. "Undergraduate Mental Health Issues: The Challenge of the Second Year of Study." *Journal of Mental Health* 27(3):214-21.

WEEK 11 JUNE 9

Embedded Services, Alternative Supports, and Institutional Funding: Integrated Model of Services for the Mental Health of Diverse Student Populations

Changing policies to expand the participation of students in higher education and their effects on increased tuition fees have created new challenges for students and counselling services. That is, surges in student enrollment, in conjunction with reduction in funding, has led to an increase in staff-to-student ratios and a decrease in the amount of available time to support students. This is particularly important in higher education institutions where the reduction of government funding has led to, for example, closures of student counselling services. Although traditional interventions have focused on the individual level, it is also crucial to examine the changing dynamics of the higher education environment and its influence on the learning experience and mental health of students. We will examine alternative mental health supports that are provided in addition to traditional services, including self-help and mobile apps, and analyze their relationship to the diverse needs of students.

Required Readings

*Ayala, Erin E., Aisha M. Omorodion, Dennis Nmecha, Jeffrey S. Winseman and Hyacinth R. C. Mason. 2017. "What Do Medical Students Do for Self-Care? A Student-Centered Approach to Well-Being." *Teaching and Learning in Medicine* 29(3):237-46.

Brogli, Emma, Abigail Millings and Michael Barkham. 2018. "Challenges to Addressing Student Mental Health in Embedded Counselling Services: A Survey of UK Higher and Further Education Institutions." *British Journal of Guidance & Counselling* 46(4):441-55.

Supplementary Readings

Damasco, Valerie G., Grace Karram Stephenson, and Gerald C. Cupchik. (in press). Addressing the Mental Health and Learning of Students in Higher Education Institutions During the COVID-19 Pandemic and Beyond: A Co-Regulation Model of the Self and the Institution. In I. Fayed and Cummings, J. (Eds.), *Teaching in the Post COVID-19 Era*. New York: Springer Publishing.

*Eisenberg, Daniel, Sarah Ketchen Lipson and Julie Posselt. 2016. "Promoting Resilience, Retention, and Mental Health." *New Directions for Student Services* 2016(156):87-95.

Han, Xuesong, Xuemei Han, Qianlai Luo, Selby Jacobs and Michel Jean-Baptiste. 2013. "Report of a Mental Health Survey among Chinese International Students at Yale University." *Journal of American College Health* 61(1):1-8.

Tinklin, Teresa, Sheila Riddell and Alastair Wilson. 2005. "Support for Students with Mental Health Difficulties in Higher Education: The Students' Perspective." *British Journal of Guidance & Counselling* 33(4):495-512.

WEEK 12
JUNE 14

**Re-Examining Mental Health Policies and Practices in Higher Education Institutions:
Collaboration Between Students, Educators, and Administrators**

Scholars have argued that increasing numbers of students with mental health issues in higher education institutions has developed into a policy concern. However, research that examines the perspectives of students regarding stressors in higher education environments, and the necessary institutional response that is required to better support student mental health is limited. Several have noted that the process of taking into consideration the perspectives and suggestions of students would promote their sense of inclusion and empowerment at these institutions. Improving the mental health of students could potentially be achieved through an effective partnership between students and institutional actors. We will examine existing mental health policies and practices in higher education institutions and explore the ways in which university educators and administrators can better support student wellbeing and prevent high rates of psychological distress.

Required Readings

Baik, Chi, Wendy Larcombe and Abi Brooker. 2019. "How Universities Can Enhance Student Mental Wellbeing: The Student Perspective." *Higher Education Research & Development* 38(4):674-87.

Brown, June S. L. 2018. "Student Mental Health: Some Answers and More Questions." *Journal of Mental Health* 27(3):193-96.

Supplementary Readings

Byrd, DeAnnah R. and Kristen J. McKinney. 2012. "Individual, Interpersonal, and Institutional Level Factors Associated with the Mental Health of College Students." *Journal of American College Health* 60(3):185-93.

Francis, Perry C. and Aaron S. Horn. 2017. "Mental Health Issues and Counseling Services in US Higher Education: An Overview of Recent Research and Recommended Practices." *Higher Education Policy* 30(2):263-77.

Xiao, Henry, Dever M. Carney, Soo Jeong Youn, Rebecca A. Janis, Louis G. Castonguay, Jeffrey A. Hayes and Benjamin D. Locke. 2017. "Are We in Crisis? National Mental Health and Treatment Trends in College Counseling Centers." *Psychological Services* 14(4):407-15.

COURSE POLICIES AND RESOURCES

Communication

I respond to e-mail correspondence within one to two business days (except weekends and holidays). Students should bear this in mind if last-minute questions or issues arise, especially before any assignment deadlines. In the subject line of your email, please kindly include the course code SOC463. Adhering to policy at the University of Toronto, please ensure that all correspondence is sent from your University of Toronto email address.

If you have any questions regarding illness, special accommodations, missed assignments, deadline extensions, grading inquiries, or any other matters you would like to discuss privately, please email me. Please note that emails that contain questions that are answered in the course syllabus will not receive a response. Please always ensure you carefully read through the syllabus first.

Please set your notifications on Quercus to receive announcements. I will send out announcements through Quercus rather than delivering individual e-mails. You will receive a notice from me via the *Announcements* section on Quercus. Please check your University of Toronto e-mail address regularly for official communication from the Faculty of Arts and Science (or your associated faculty) and your instructor(s).

Office Hours

My office hours are by appointment. If you wish to meet with me, please kindly send me an e-mail and we will schedule an appointment. I could meet with you via your preferred method of communication (e.g., Zoom, MS Teams, Skype).

Please note that for simple and concise questions, email is the preferred method of communication. However, for more in-depth questions, students should book office hours and/or schedule an appointment to meet with me.

Best Practices for Online Participation

There are a few guidelines and expectations for engagement in synchronous environments:

- Be respectful to the speakers and your peers.
- Mute your microphones unless you are speaking to reduce background noise.
- Use the 'raise your hand' feature and wait to be called upon before you speak.
- [Recording online discussions is strictly forbidden without the instructor's permission.](#)

Missed Sessions, Deadline Extensions, and Late Penalties

Students who are unable to attend synchronous classes are responsible for obtaining notes on all material covered, as well as information regarding administrative announcements. Video recordings will be made available on Quercus by your instructor for those who are unable to attend these sessions.

Electronic copies of assignments are due on Quercus by the designated time on the scheduled due dates unless otherwise stated. Please note that I will NOT accept electronic copies of assignments via email.

Late assignments are penalized at a rate of 5% per day (24-hour period, including weekends and holidays). After 10 days, the late assignment will no longer be accepted. Exceptions for late penalties will only be considered in cases that align with declared absences or accessibility accommodations.

The process for requesting deadline extensions are as follows:

- Students must use the Absence Declaration tool on ACORN to formally declare an absence from academic participation on the day of the assignment submission.
- Students must also inform the instructor in writing within 3 days of the missed assignment.
- Students eligible to get an extension will be informed by email.
- For extensions on the basis of family or other personal reasons, students should have their College Registrar email the instructor within 3 days on the missed deadline. Students eligible to receive an extension will then be informed by email.
- For extensions on the basis of accessibility accommodations, students should contact the instructor as soon as possible.

Grade Appeals

Instructors (and teaching assistants) take the marking of assignments very seriously and will work diligently to be fair, consistent, and accurate. Nonetheless, mistakes and oversights occasionally happen. In the case of a mathematical error, please simply alert me of the error.

For more substantive appeals you must adhere to the following policies. To appeal a grade and have your work re-assessed, you must provide written justification to me explaining the basis for this reconsideration and, where relevant, attach your original assignment with comments. You should specifically address how you believe your assignment better met the criteria from the assignment guidelines while also considering the individual comments or community feedback.

To start this re-assessment process, students must wait 24 hours following the return of the grades and comments—any grade appeals sent within this timeframe will not be considered. Note, that as per FAS policy, once your work has been re-assessed, the grade can go up, down, or remain the same based on this second evaluation. Subsequent appeals will go to the course instructor. Furthermore, no requests for grade appeals will be granted after two weeks following the return of the assignment's grade and feedback.

Academic Integrity

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the University of Toronto degree that you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

Familiarize yourself with the University of Toronto's *Code of Behaviour on Academic Matters* ([link](#)). To avoid issues related to plagiarism, please see the advice on documentation format and methods of integrating sources ([link](#)).

Students agree that by taking this course, submitted works may be subjected to processing through *Turnitin* for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the *Turnitin* reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the *Turnitin* service are described on the *Turnitin.com* website.

Assignments not submitted through *Turnitin* will receive a grade of zero (0%) unless a student instead provides, along with their paper, sufficient secondary material (e.g., reading notes, outlines of paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own. The alternative (not submitting via *Turnitin*) is in place because, strictly speaking, using *Turnitin* is voluntary for students at the University of Toronto.

Accessibility

The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, contact the instructor as soon as possible to discuss how best to assist you in the course. Furthermore, if you are registered with Accessibility Services, you will need to supply the appropriate documentation, or your counselor will need send an email message on your behalf. You can visit this [link](#) for more information.

Writing Support

Students are encouraged to make use of the available writing support at the University of Toronto. All seven [writing centres](#) will be operating during this session, and all will be offering remote instruction. The modality may differ by college. Students should visit each individual centre's site for information on how to make an appointment. There are also more than 60 advice files on all aspects of academic writing available from this [link](#). Furthermore, students can take advantage of the offerings through the [English Language Learning \(ELL\) Program](#).