Mental

Foundational Knowledge

LO1. *Define* mental health/community participation/social inclusion within the disciplinary context using one's own words.

Emotional

Caring

LO6. *Examine* how power structures in health care practice impact social inclusion/community participation norms in relation to disability.

Spiritual

Human Dimension

LO5. *Reflect* on how one's possible innate bias, privilege, and discrimination about disability may impact their professional encounters in intercultural contexts.

Integration

LO2. *Explore* how disability/health/mental health are defined in North America and globally to *compare* underlying assumptions and cultural values.

LO3. *Describe* intersectional considerations of disability and mental health in relation to race, gender, class, etc. using plain language.

LO4. *Analyze* how to apply different disability models (e.g., biomedical, social, critical) contextually in real world practice.

Physical

Learning How to Learn

LO7. *Develop skills* to ask textually engaged and analytic questions using mapping strategies, curiosity cues, etc.

Mental

Application

LO8. *Critically evaluate* community participation/social inclusion initiatives in health care globally to *identify* gaps, barriers, and assumed participants.

LEARNING OUTCOMES

LO1. *Define* mental health/community participation/social inclusion within the disciplinary context using one's own words.

LO2. *Explore* how disability/health/mental health are defined in North America and globally to *compare* underlying assumptions and cultural values.

LO3. *Describe* intersectional considerations of disability and mental health in relation to race, gender, class, etc. using plain language.

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LO6. *Examine* how power structures in health care practice impact social inclusion/community participation norms in relation to disability.

LO7. *Develop skills* to ask textually engaged and analytic questions using mapping strategies, curiosity cues, etc.

LO8. *Critically evaluate* community participation/social inclusion initiatives in health care globally to *identify* gaps, barriers, and assumed participants.

ASSESSMENT TOOLS

Participation (Self-Evaluation): 10%

Weekly Questions: 20%

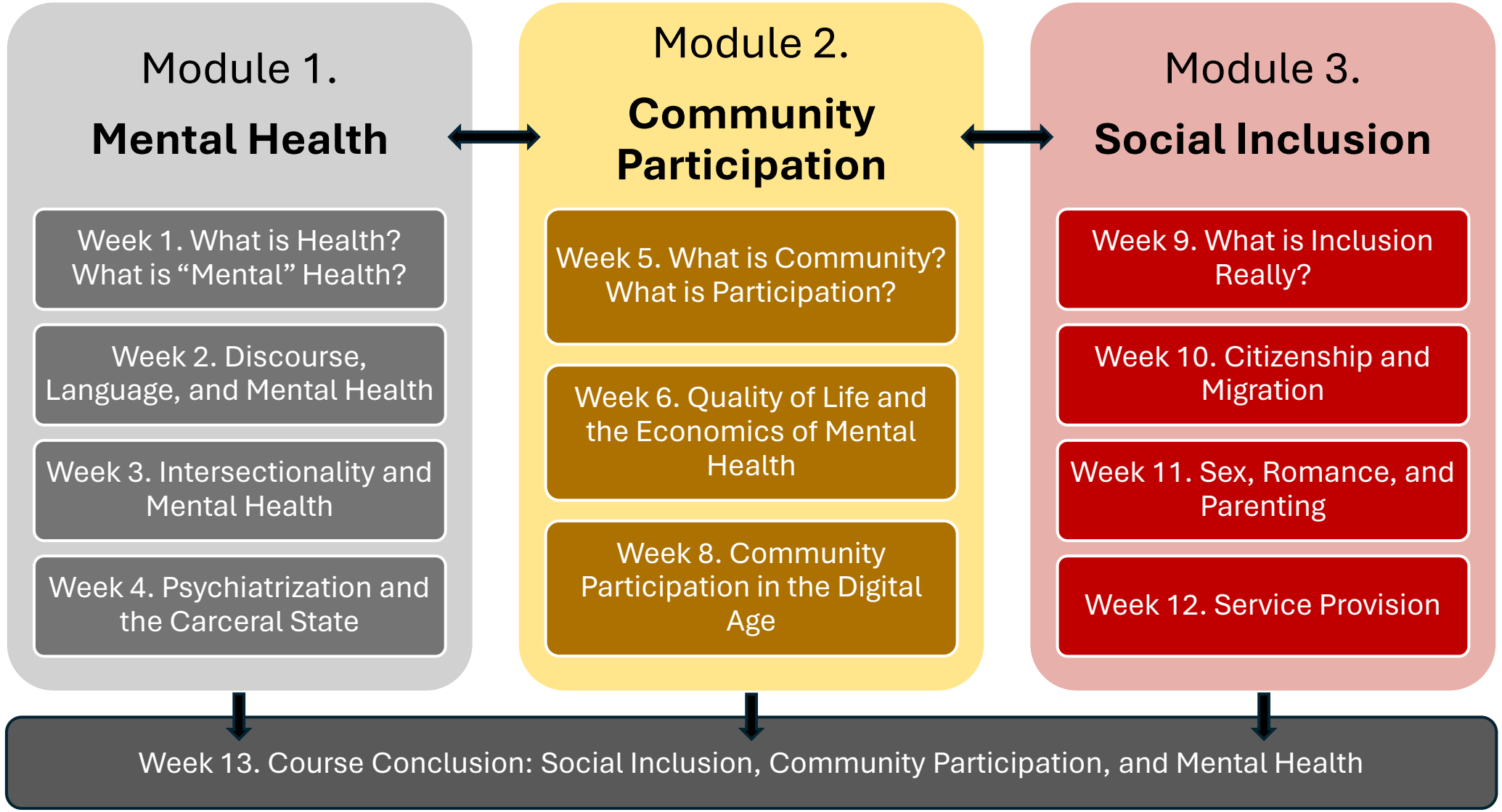
Reading Facilitation: 10%

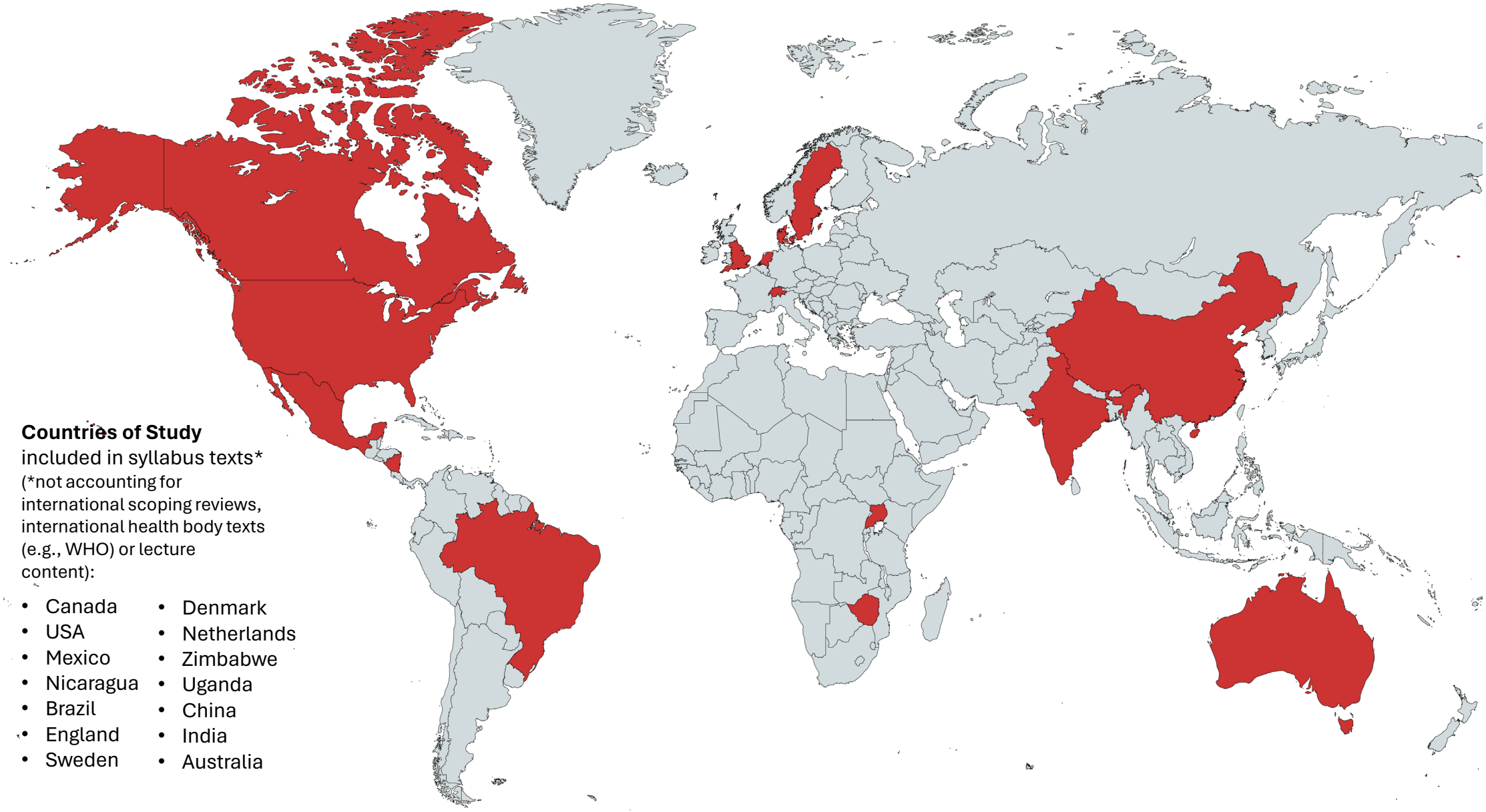
Project/Paper Proposal: 5%

Final Project Draft Component: 15%

Final Project/Paper: 40%

COURSE SCHEDULE AND MODULE FORMAT





Countries of Study
included in syllabus texts*
(*not accounting for international scoping reviews, international health body texts (e.g., WHO) or lecture content):

- Canada
- USA
- Mexico
- Nicaragua
- Brazil
- England
- Sweden
- Denmark
- Netherlands
- Zimbabwe
- Uganda
- China
- India
- Australia

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