



**PSYCHOLOGY 2022B (670)**  
**Mental Health and Wellness**  
**Summer 2026**

Instructor: Dr. Eunjung Choi  
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**Course Information**

**Calendar Description:**

An introduction to scientific understandings of psychological well-being and common mental health challenges. This course will emphasize evidence-based and culturally responsive wellness strategies that are designed to optimize mental health.

**Prerequisite(s):**

**Antirequisite(s):** [Psychology 2030A/B](#), [Psychology 2050](#), [Psychology 3337F/G](#).

**Extra Information:** 3 lecture hours.

**Course Weight:** 0.50

**Breadth:** Category A

**Subject Code:** PSYCHOL

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), or special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

**King's University College**

**Psychology 2022B 670  
Mental Health and Wellness**

Summer 2026 Online Asynchronous

**Course information:**

Course Name, Number, Section: Mental Health and Wellness, 2022B, 670

Instructor(s): Dr. Eun Jung Choi

Office hours: Wednesday 10:00-11:00 am EST, Zoom, by appointment

**Course description:**

This course explores these questions.

- ✓ Is the absence of mental illness the same as mental well-being?
- ✓ Why do we struggle to live well, even when we know what matters?
- ✓ If we know many names of mental illness, what do those labels really mean?
- ✓ What actually shapes mental difficulty, and how do people recover?
- ✓ And perhaps most importantly, what does it mean to live well?

Part 1 focuses on well being. We ask why it is hard to live well, even when we understand what is important. We will learn how our thinking, habits, and daily choices shape our lives.

Part 2 focuses on mental health and mental illness. We will look at the limits of mental illness labels and what they really mean. We will also explore how mental difficulty develops over time through the interaction of biology, life experience, and relationships.

Throughout the course, we will learn from current research, but we will also connect the ideas to our own lives. The goal is to better understand ourselves and others, and to find practical ways to move toward well being.

**Course learning outcomes:**

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

- (1) Understand what mental well being, mental health, and mental illness are, and how they are related but not the same.
- (2) Explain key psychological processes associated with well being, including cognitive biases, habits, and decision making.
- (3) Describe different factors that contribute to mental difficulty, including biological sensitivity, early life experiences, and social relationships.
- (4) Explain the limits of mental illness labels, including overlap in symptoms and differences across individuals with the same diagnosis.
- (5) Apply course concepts to real life situations, including their own experiences and the experiences of others.

- (6) Analyze how mental difficulty develops over time using a framework that integrates biology, environment, and relationships.
- (7) Identify conditions that support recovery and well being, including social connection, environment, and meaning.
- (8) Reflect on their own patterns of thinking, behaviour, and relationships and apply this understanding to promote mental health and well being.

**Mode of Instruction:** online asynchronous

**Course textbooks/materials:**

There are no required textbooks or materials to purchase for this course. For each unit, two lecture sessions (about 1 to 1.5 hours each) will be provided on the scheduled lecture day. Each session includes lecture slides, recorded lecture videos, and suggested reading materials. The reading materials are intended to support and deepen your understanding of the lectures, but they are not mandatory, and detailed contents from these readings will not be included in exams. The lecture slides and videos will be sufficient to understand the course content and to prepare for assignments and exams. If you have any questions, you are encouraged to attend office hours or contact the instructor by email for clarification.

**Method of evaluation:**

Evaluation	Weight	Due Date
Assignments (4 x 8%)	32%	See detailed information below.
Midterm exam (2 hours)	30%	<ul style="list-style-type: none"> <li>✓ Date: Thursday, July 2, 2026</li> <li>✓ Time: 1:00 PM to 3:00 PM</li> <li>✓ Duration: 2 hours</li> <li>✓ Location: Online via ProctorTrack</li> <li>✓ Closed book</li> <li>✓ Multiple choice and short answer questions</li> </ul>
Final exam (2 hours)	38%	<ul style="list-style-type: none"> <li>✓ Date/Time: TBD</li> <li>✓ Duration: 2 hours</li> <li>✓ Location: Online via ProctorTrack</li> <li>✓ Closed book</li> <li>✓ Multiple choice and short answer questions</li> </ul>

- Assignments: All the assignments should be maximum 2 pages. Below is the simple description and detailed instructions will be available on OWL when the course starts.
  - ✓ Assignment 1 (Due on June 21, 11:59pm): Understanding Happiness  
Watch 2–3 short YouTube videos by Sonja Lyubomirsky on happiness (example video links will be provided, and you may also choose other relevant videos by the same speaker).

Based on the videos, briefly summarize what happiness is and what factors influence it. Then, reflect on what you may have misunderstood about happiness and how Lyubomirsky's ideas apply to your own life. What are you currently doing that supports your happiness? What could you change? What is your action plan? Your response should include both a summary and personal reflection.

- ✓ Assignment 2 (Due on June 28, 11:59pm): Habit and Behaviour Change  
Based on the reading by “Neal, D. T., Wood, W., & Quinn, J. M. (2006). Habits—A repeat performance. *Current directions in psychological science*, 15(4), 198-202.”, identify one of your own habitual behaviours. Your analysis must be grounded in the concepts and definitions from the paper, rather than general descriptions. Then based on this understanding, develop a concrete plan for change - either modifying an existing habit or setting a new goal directed behaviour to practice while you are taking this course. Your submission should include both analysis and a clear action plan.
- ✓ Assignment 3 (Due on July 12, 11:59pm): Same Score, Different People  
You will review a set of brief case descriptions in which different individuals receive the same overall mental health score based on a standardized questionnaire. Despite having identical total scores, each individual shows a different pattern of experiences (e.g., sleep, energy, thoughts, behaviour). Based on these cases, compare the individuals and identify key differences in their experiences. Then, reflect on whether a single total score can adequately represent a person's mental state. Your analysis should go beyond surface-level descriptions and consider what important information may be lost when complex experiences are reduced to one number. Finally, discuss what this exercise suggests about how we understand and measure mental health.
- ✓ Assignment 4 (Due on July 19, 11:59pm): Early Experience and Mental Health  
You will reflect on your early life experiences, including both positive and challenging aspects of your environment and relationships. You may consider factors such as caregiving, support systems, or stressful experiences. Based on this reflection, discuss how these experiences may be connected to your current patterns of thinking, emotion, or behaviour. Your response should consider both potential risk and protective factors and aim for a balanced perspective. This assignment is intended as a reflective exercise. You are encouraged to think critically about possible connections while recognizing that many factors influence mental health over time. Your submission should include both personal reflection and thoughtful consideration of these complexities.
- Midterm and Final exams
  - ✓ Students are expected to be available to complete all tests and examinations at the scheduled date and time. Tests and examinations in this course will be conducted using the ProctorTrack remote proctoring service. Students are required to meet the technical requirements for this service. For detailed information regarding remote proctoring,

including consent, data collection, and technical requirements, please refer to the “Academic Integrity / Remote Proctoring” section below.

- ✓ The midterm test will be held on July 2 at 1:00 PM for 2 hours. Students are expected to complete the test at the scheduled time. A make-up test will be offered on July 10 at 2:00 PM only for students who receive academic consideration in accordance with university policy. Students who miss the midterm without approved academic consideration will receive a grade of zero.
- ✓ The final examination date and details will be on Brightspace. Students who are unable to write the final exam must follow university procedures for academic consideration. Any make-up or deferred examination will be arranged only for students who receive academic consideration in accordance with university policy and the guidelines of the registrar office.

### **Academic Considerations:**

- “Academic consideration” refers to consideration granted due to “personal circumstances beyond the student’s control that have a substantial but temporary impact on the student’s ability to meet essential academic requirements.
- Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. For this course, the midterm exam requires formal supporting documentation for academic consideration requests. All requests for academic consideration must be approved in accordance with university policy; however, formal supporting documentation is specifically required for the midterm exam. Students with approved academic consideration for a missed midterm will be required to complete a make-up test at a designated date and time arranged by the instructor.

### **Academic Integrity / Remote Proctoring:**

- King’s is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, posted at:  
[https://uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](https://uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)
- Within this course, use of generative artificial intelligence (AI) tools (such as ChatGPT, Claude, Gemini, co-pilot, translation tools, and grammar-checking tools) is not permitted for written work submitted for evaluation. Unauthorized use of AI will be subject to academic discipline.
- Notice of Turnitin Analysis: 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>).

- Notification on Remote Proctoring: Tests and examinations in this course will be conducted using ProctorTrack remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide personal information (including some biometric data) and the session will be recorded. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>

### Schedule of Classes, Readings, Assessments:

Unit	Date	Part	Topic	Note
1	June 15	Overview	What Are Well-being, Mental Health, and Mental Illness?	
2	June 18	Well-being	What We Chase: Rethinking What Matters	Assignment 1 (Due on June 21, 11:59pm)
3	June 22		How We Misjudge: Bias & Perception	
4	June 25		Why We Don't Act: Habits & Self-control	Assignment 2 (Due on June 28, 11:59pm)
5	June 29		How We Live Well: Social Connection and Meaning	
	July 2		Midterm Exam	Unit 1-5
6	July 6	Mental Health & Illness	Rethinking Mental Health and Illness: Labels and Their Limits	
7	July 9		What Makes Differences I: Biology and Sensitivity	Assignment 3 (Due on July 12, 11:59pm)
8	July 13		What Makes Differences II: Environment and Development	
9	July 16		How Early Adversity Shapes Mental Health	Assignment 4 (Due on July 19, 11:59pm)
10	July 20		How People Heal: Pathways to Recovery and Treatment	
11	July 23	Summary & Conclusion	Understanding Ourselves: Integration and Reflection	
	TBD	Final Exam	Unit 6-11	ProctorTrack

## Department of Psychology Policies Related to AI Tools

### 1. Policy on the Use of Generative AI Tools

**The Department of Psychology expects that students will submit work that is truly their own, completed without external assistance (human or artificial).**

**The use of generative AI tools (such as ChatGPT) is not permitted for any submitted coursework unless express permission has been granted by your instructor.**

Students **should not have AI tools write any part of their assignments or papers, either by copying and pasting or by paraphrasing the output.** Unauthorized use of AI constitutes an academic offence and will be subject to academic discipline.

**Additional information:** Students can use AI tools to clarify questions they have about course content (e.g., you can ask ChatGPT about a course concept to help with your understanding), but students should be aware that the response may be inaccurate or inconsistent with the course content. Asking your instructor is a more effective strategy. Students should note that information provided by AI tools such as ChatGPT can include mistakes, inaccuracies, biases, and outdated information. Whenever these tools are used, students should cross-verify the information provided to them. This means verifying that the sources used by AI exist and have been accurately summarized, consulting multiple original and reputable up-to-date sources to verify information, and being cautious of bias that could be present in the information provided.

### 2. Policy on Use of Translation Tools\*

**The Department of Psychology views the unapproved use of translation or language applications as an academic offence.**

Any usage of translation applications or language generation by students to complete specific assigned work for this course **must be approved** by the instructor **prior** to submitting the work **and noted by the student in the submitted work** itself.

Writing text and then feeding it into a computer application to improve or translate your own words, changing a few words, and then submitting this text as if it was your own **constitutes plagiarism.** You must compose text, choose words, construct logic flow, structure sentences and paragraphs to organize, synthesize, interpret information with your own mind. When you borrow language or ideas from another person or from a machine this must be acknowledged with quotation marks and/or citations.

#### **Why do we have this policy?**

- Translation is intellectual work and produces intellectual property, thus any text which is translated must cite the translator.
- Psychology endeavors to advance students' linguistic, analytic, and reasoning competencies – this can not happen outside of specific language competencies.
- Earning a university degree signals that an individual has advanced literacy and communicative skill in the language of instruction at the university; this is English at King's University College at Western University. If translation machines are used by students without regulation, we will have no way of certifying whether these competencies exist and fewer mechanism for encouraging students to do the hard work to develop them.

*\* Based on the policy developed by the Department of Child and Youth Studies*

# King's University College General Course Policies 2025-2026

## **1. Academic Accommodations, Consideration for Absences**

### **Academic Accommodation (Accessibility)**

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

### **Academic Consideration for Student Absence**

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at [here](#).

Students are permitted one academic consideration request without supporting documentation per term per course. Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course. For further information, please see:

<https://mykings.ca/intranet/app/#/academics/academic-advising/academic-consideration-requests-and-student-absence-portal>

### **Absences from Final Examinations**

If you miss the Final Exam, contact the Academic Advising Office of your faculty/college of registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a “Multiple Exam Situation” (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details [https://academicsupport.uwo.ca/accessible\\_education/exams/index.html](https://academicsupport.uwo.ca/accessible_education/exams/index.html).

Please note, Friday Make-Up Exams may only be written with the instructor's consent.

## **Religious Accommodation**

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

## **2. Support Services**

Accessibility, Counselling and Student Development at King's University College:

<https://mykings.ca/intranet/app/#/student-supports-and-services>

Students experiencing emotional or mental health distress can access services at King's University College: <https://mykings.ca/intranet/app/#/student-supports-and-services/personal-counselling>

Good2talk is a good online and phone 24/7 resource for students and is available in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options about how to obtain help: <https://www.uwo.ca/health/psych/index.html>

Academic Support Services at King's University College:

<https://mykings.ca/intranet/app/#/academics/academic-advising>

## **GBSV Support:**

King's is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at: <https://mykings.ca/intranet/app/#/student-supports-and-services/campus-safety-and-reporting/gender-and-sexual-violence>

You can reach someone supports at Kings by emailing [Care@kings.uwo.ca](mailto:Care@kings.uwo.ca) or calling 519-930-4640 to reach a social worker who can offer help.

You can also reach Western's Gender-Based Violence & Survivor Support Case Manager by [email](#) or by calling 519-661-3568.

See also [https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html)

University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/services/>

### **3. Statement on Use of Electronic Devices**

**Use of Electronic Devices:** Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

**Use of Laptops, Tablets, and Smartphones in the Classroom:** King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see <https://mykings.ca/intranet/app/#/student-supports-and-services/campus-safety-and-reporting/student-code-of-conduct>

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

### **4. Statement on Academic Offences**

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at [here](#).

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Check with you instructor on what tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in the course. Because a tool is permitted in one course, that does not mean it is permitted in other courses.

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; see <https://elearningtoolkit.uwo.ca/tools/OriginalityReports-TurnItIn.html>.

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.

## **5. Copyright of Course Material**

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member.

Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

## **6. Use of Recordings**

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

## **7. Policy on Attendance**

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.