HLTH AGE 3M03 - APPROACHES TO MENTAL HEALTH AND RESILIENCE
Winter 2020

Instructor: Dr. James Gillett
Email: gillett@mcmaster.ca

Room: LRW 1057
Office: KTH 234, ext.24825
Office Hours: [by appointment]
Lecture: Wednesday 7:00 – 10:00

Contents

Course Objectives

Resiliency is a key concept in the field of social sciences and mental health. This course explores approaches to resilience among a range of groups and social contexts. Students will examine topics such as academic resilience, community resilience, and resilience in cultural context as they related to the broad determinants of mental health.

Required Materials and Texts

There is no text in this course. The schedule below lists the readings for each week. All are available through the McMaster library system.

Class Format

Each class will feature a combination of lecture, presentations and discussion. In each class, there is an expectation that students will contribute to learning. The nature of this contribution will vary as the course unfolds.

Course Evaluation

Please submit all written assignments double-spaced with one-inch borders in 12-pitch font. Please include a list of references and a title page that includes your name, ID number and date. Please use APA style or another standardized style found in a scholarly journal.

Written Assignments

There are two written assignments and one group presentation in the course.

1. **First** (25%; due February 12; 3-4 pages) is an individual written assignment in which students reflect on their own experience of completing the Academic Resilience Planner in relation to the first three weeks of the course and the group work on the academic resilience planner (Introduction to Mental Health; Academic Resilience and Mental Health; Critical Perspectives on Forms of Resilience).

2. **Second** (25%; in class presentation and slides; between March 18 to April 1) is a group presentation. The purpose of this presentation is to analyze a mental health and resilience intervention to the course material from the second section of the course, weeks (Psychological Resilience and Mental Health; Social Psychological Resilience and Mental Health; Intersectional Resilience and Mental Health; Community Resilience and Mental Health). Groups are expected to make a 10-15 minute presentation and submit their presentation slides.

3. **Third** (25%; due between April 1 and April 15; 4-6 pages) taking a critical perspective write an analysis of the intervention you studied in your groups drawing on course material from the second section of the course (Psychological Resilience and Mental Health; Social Psychological Resilience and Mental Health;

Intersectional Resilience and Mental Health; Community Resilience and Mental Health).

Weekly Group Work and Presentations (25%)

In each class, there will be informal mandatory group work and presentations marked pass or fail. For inadequate or missed presentations, students can submit a two page written summary. Assigning full marks happens once students and/or groups have provided an adequate presentation or summary for each week. For completed presentations students automatically receive a grade in the A range.

Weekly Course Schedule and Required Readings

Week 1 (January 8)

Course Overview
No Readings

PART ONE

Week 2 (January 15)

Introduction to Resilience and Mental Health
Readings:
- Southwick, S. M., Bonanno, G. A., Masten, A. S., Panter-Brick, C., & Yehuda, R. (2014). Resilience definitions, theory, and challenges: interdisciplinary perspectives. *European journal of psychotraumatology*, *5*(1), 25338.

- Luthar, S. S., Cicchetti, D., & Becker, B. (2000). The construct of resilience: A critical evaluation and guidelines for future work. *Child development*, *71*(3), 543-562.

- Friedli, L., & World Health Organization. (2009). *Mental health, resilience and inequalities* (No. EU/08/5087203). Copenhagen: WHO Regional Office for Europe:

- Herrman, H., Stewart, D. E., Diaz-Granados, N., Berger, E. L., Jackson, B., & Yuen, T. (2011). What is resilience?. *The Canadian Journal of Psychiatry*, *56*(5), 258-265.

Group Work: Establishing Groups and Setting Learning Objectives

Week 3 (January 22)

Academic Resilience and Mental Health
Readings:
- Hartley, M. T. (2011). Examining the relationships between resilience, mental health, and academic persistence in undergraduate college students. Journal of American College Health, 59(7), 596-604.

- Johnson, M. L., Taasoobshirazi, G., Kestler, J. L., & Cordova, J. R. (2015). Models and messengers of resilience: A theoretical model of college students' resilience, regulatory strategy use, and academic achievement. Educational Psychology, 35(7), 869-885.

- Martin, A. J. (2013). Academic buoyancy and academic resilience: Exploring 'everyday' and 'classic' resilience in the face of academic adversity. School Psychology International, 34(5), 488-500.

- Korgan, C., & Durdella, N. (2016). Exploring Capacity for Meaning Making in Relation to Educational Resilience in First-Year, Full-Time College Students. Journal of the First-Year Experience & Students in Transition, 28(1), 109-127.

Group Work: Surviving and Thriving Planner

Week 4 (January 29)
Critical Perspectives on Forms of Resilience and Mental Health
Readings:
- Crane, T. A. (2010). Of Models and Meanings: Cultural Resilience in Social–Ecological. Ecology and Society, 15(4).

- Hutcheon, E., & Wolbring, G. (2013). "Cripping" Resilience: Contributions from Disability Studies to Resilience Theory. M/C Journal, 16(5).

- Schwarz, S. (2018). Resilience in psychology: A critical analysis of the concept. *Theory & Psychology*, *28*(4), 528-541.

- Bottrell, D., & Keating, M. (2019). Academic Wellbeing Under Rampant Managerialism: From Neoliberal to Critical Resilience. In *Resisting Neoliberalism in Higher Education Volume I* (pp. 157-178). Palgrave Macmillan, Cham.

Group Work: Critique of the Academic Planner

PART TWO

Week 5 (February 5)
Psychological Resilience and Mental Health
Readings:

- Rutten, B. P., Hammels, C., Geschwind, N., Menne-Lothmann, C., Pishva, E., Schruers, K., ... & Wichers, M. (2013). Resilience in mental health: linking psychological and neurobiological perspectives. Acta Psychiatrica Scandinavica, 128(1), 3-20.

- Tugade, M. M., Fredrickson, B. L., & Feldman Barrett, L. (2004). Psychological resilience and positive emotional granularity: Examining the benefits of positive emotions on coping and health. Journal of personality, 72(6), 1161-1190.

- Martínez-Martí, M. L., & Ruch, W. (2017). Character strengths predict resilience over and above positive affect, self-efficacy, optimism, social support, self-esteem, and life satisfaction. The Journal of Positive Psychology, 12(2), 110-119.

- Haddadi, P., & Besharat, M. A. (2010). Resilience, vulnerability and mental health. *Procedia-Social and Behavioral Sciences*, *5*, 639-642.

Group Work: Identifying Mental Health and Resilience Intervention

Week 6 (February 12)
Social Psychological Resilience and Mental Health
Readings:
- Manning, L., Ferris, M., Narvaez Rosario, C., Prues, M., & Bouchard, L. (2019). Spiritual resilience: Understanding the protection and promotion of well-being in the later life. *Journal of Religion, Spirituality & Aging*, *31*(2), 168-186.

- Tuck, I., & Anderson, L. (2014). Forgiveness, flourishing, and resilience: The influences of expressions of spirituality on mental health recovery. *Issues in mental health nursing*, *35*(4), 277-282.

- Smith, J. L., & Hollinger-Smith, L. (2015). Savoring, resilience, and psychological well-being in older adults. *Aging & mental health*, *19*(3), 192-200.

- Ong, A. D., Standiford, T., & Deshpande, S. (2018). Hope and stress resilience. In The Oxford Handbook of Hope.

- Webb, R. E., & Rosenbaum, P. (2019). Resilience and thinking perpendicularly: A meditation or morning jog. *Journal of College Student Psychotherapy*, *33*(1), 75-88.

Group Work: Describing Resilience and Mental Health Interventions

Assignment 1 is due

Week 7 (February 19)
Reading Week

Week 8 (February 26)
Intersectional Resilience and Mental Health
Readings:

- Clauss-Ehlers, C. S., Yang, Y. T. T., & Chen, W. C. J. (2006). Resilience from childhood stressors: The role of cultural resilience, ethnic identity, and gender identity. Journal of Infant, Child, and Adolescent Psychotherapy, 5(1), 124-138.

- Follins, L. D., Walker, J. N. J., & Lewis, M. K. (2014). Resilience in Black lesbian, gay, bisexual, and transgender individuals: a critical review of the literature. Journal of Gay & Lesbian Mental Health, 18(2), 190-212.

- Scandurra, C., Bochicchio, V., Amodeo, A., Esposito, C., Valerio, P., Maldonato, N., ... & Vitelli, R. (2018). Internalized transphobia, resilience, and mental health: Applying the Psychological Mediation Framework to Italian transgender individuals. *International journal of environmental research and public health*, *15*(3), 508.

- Haines-Saah, R. J., Hilario, C. T., Jenkins, E. K., Ng, C. K., & Johnson, J. L. (2018). Understanding adolescent narratives about "bullying" through an intersectional lens: implications for youth mental health interventions. *Youth & Society*, *50*(5), 636-658.

Group Work: Analyzing Resilience and Mental Health Interventions

Week 9 (March 4)
Community Resilience and Mental Health
Readings:
- Panter-Brick, C., & Eggerman, M. (2012). Understanding culture, resilience, and mental health: The production of hope. In *The social ecology of resilience* (pp. 369-386). Springer, New York, NY.

- MacDonald, J. P., Willox, A. C., Ford, J. D., Shiwak, I., Wood, M., Government, R. I. C., & IMHACC Team. (2015). Protective factors for mental health and well-being in a changing climate: Perspectives from Inuit youth in Nunatsiavut, Labrador. *Social Science & Medicine*, *141*, 133-141.

- Springgate, B. F., Wennerstrom, A., Meyers, D., Allen III, C. E., Vannoy, S. D., Bentham, W., & Wells, K. B. (2011). Building community resilience through mental health infrastructure and training in post-Katrina New Orleans. *Ethnicity & disease*, *21*(3 0 1), S1.

- Kirmayer, L. J., Dandeneau, S., Marshall, E., Phillips, M. K., & Williamson, K. J. (2011). Rethinking resilience from indigenous perspectives. *The Canadian Journal of Psychiatry*, *56*(2), 84-91.

Group Work: Presentation Planning

PART THREE

Week 10 (March 11)

Group Work and Assignment Three Discussion
No Readings

Week 11 (March 18)

Resilience and Mental Health Interventions
Readings:
- Sarkar, K., Dasgupta, A., Sinha, M., & Shahbabu, B. (2017). Effects of health empowerment intervention on resilience of adolescents in a tribal area: A study using the Solomon four-groups design. Social Science & Medicine, 190, 265-274.

- Mirza, M. S., & Arif, M. I. (2018). Fostering Academic Resilience of Students at Risk of Failure at Secondary School Level. Journal of Behavioural Sciences, 28(1).

Group Work: Presentations

Week 12 (March 25)

A Critical Pragmatic Theory of Resiliency and Mental Health
Readings:
- Holdsworth, S., Turner, M., & Scott-Young, C. M. (2018). … Not drowning, waving. Resilience and university: a student perspective. Studies in higher education, 43(11), 1837-1853.

- Dray, J., Bowman, J., Campbell, E., Freund, M., Hodder, R., Wolfenden, L., ... & Oldmeadow, C. (2017). Effectiveness of a pragmatic school-based universal intervention targeting student resilience protective factors in reducing mental health problems in adolescents. Journal of adolescence, 57, 74-89.

Group Work: Presentations

Week 13 (April 1)

Conclusion
No Readings

Group Work: Presentations

Assignment 3 is due between April 1 and April 15

Course Policies

Grades
Grades are on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments
Please contact the professor if you have a late assignment or anticipate that an assignment will be late.

Requests for Relief for Missed Academic Term Work
McMaster Student Absence Form (MSAF)
In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work".

Course Modification
The instructor reserves the right to modify elements of the course during the term. If any modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

University Policies

Academic Integrity Statement
You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at www.mcmaster.ca/academicintegrity.

The following illustrates only three forms of academic dishonesty:

- Plagiarism, e.g. the submission of work that is not one's own or for which credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities.

If you require this course outline in an alternate/accessible format, please contact the Department of Health, Aging & Society (ext. 27227 | e-mail: hasdept@mcmaster.ca).

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster

account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.