

HLTH AGE 3M03 - APPROACHES TO MENTAL HEALTH AND RESILIENCE

Fall 2021

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Contents

Course Objectives.....	3
Required Materials and Texts	3
Class Format.....	3
Course Evaluation.....	3
Written Assignments.....	3
Weekly Course Schedule and Required Readings	4
INTRODUCTION TO THE COURSE.....	4
Week 1 (September 13 – 17).....	4
PART ONE	4
Week 2 (September 20 – 24).....	4
Week 3 (September 27 – October 1)	4
Week 4 (October 4 – 8).....	5
PART TWO.....	5
Week 5 (October 11 – 15).....	5
Week 6 (October 18 – 22).....	5
Week 7 (October 25 – 29).....	6
Week 8 (November 1 – 5).....	6
Week 9 (November 8 – 12).....	6
PART THREE	7
Week 10 (November 15 – 19).....	7
Week 11 (November 22 – 26).....	7
Week 12 (November 29 – December 3).....	7
Week 13 (December 6 – 10).....	8
Course Policies	9

Grades	9
Late Assignments	9
Course Modification	9
University Policies	9
Academic Integrity	9
Authenticity / Plagiarism Detection	10
Courses with an On-line Element	10
Online Proctoring	10
Conduct Expectations.....	11
Academic Accommodation of Students With Disabilities	11
Requests For Relief For Missed Academic Term Work.....	11
Academic Accommodation For Religious, Indigenous or Spiritual Observances (RISO)	11
Copyright And Recording.....	11
Extreme Circumstances.....	12
Faculty of Social Sciences E-mail Communication Policy	12

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

Classes will consist of a recorded lecture that will be posted to Avenue to Learn at the beginning of each week. There will be times available for students to ask questions or discuss assignments. I will be available by email and Teams to discuss the course.

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 conference style poster submission in the course.

1. Reflection – 35% (due between October 18 and October 22)

- **First** (35%; due between October 18 and October 22; 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 material (Introduction to Mental Health; Academic Resilience and Mental Health; Critical Perspectives on Forms of Resilience).

2. Conference Poster – 30% (due between November 22 and November 26)

- **Second** (30%; due between November 22 and November 26) is conference style poster submission. The purpose of this poster is to analyze a mental health and resilience intervention in relation 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).

3. Writing Assignment – 35% (due between December 13 and December 17)

- **Third** (35%; due between December 13 and December 17; 4-6 pages) is an individual writing assignment that takes a critical perspective on the intervention you studied drawing on course material from the entire course.

Weekly Course Schedule and Required Readings

INTRODUCTION TO THE COURSE

Week 1 (September 13 – 17)

Course Overview

No Readings

PART ONE

Week 2 (September 20 – 24)

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.

Week 3 (September 27 – October 1)

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.

Week 4 (October 4 – 8)

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). “Crippling” 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.

PART TWO

Week 5 (October 11 – 15)

Reading Week

Week 6 (October 18 – 22)

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.

Assignment One is Due between October 18 and October 22

Week 7 (October 25 – 29)

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.

Week 8 (November 1 – 5)

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.

Week 9 (November 8 – 12)

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.

PART THREE

Week 10 (November 15 – 19)

Conference Style Poster Submission Discussion

No Readings

Week 11 (November 22 – 26)

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).

Assignment Two is Due between November 22 and November 26

Week 12 (November 29 – December 3)

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.

Week 13 (December 6 – 10)

Conclusion

No Readings

Assignment 3 is due between December 13 and December 17

Course Policies

Grades

Grades will be based 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.

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

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

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 behaviour 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. For information on the various types of

academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

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 other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

Authenticity / Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

Courses with an On-line Element

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used.

Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

Academic Accommodation of Students With Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

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”.

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 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.

Copyright And Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

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.

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.