

# APPROACHES TO MENTAL HEALTH AND RESILIENCE

Winter 2023

**Instructor:** Dr. Farah Islam

**Email:** [islamf3@mcmaster.ca](mailto:islamf3@mcmaster.ca)

**Lecture:** Wednesday evenings 7 –10 pm

**Office:** KTH 224

**Office Hours:** by appointment

## Contents

Course Description.....	3
Course Objectives.....	3
Required Materials and Texts .....	3
Class Format.....	3
Course Evaluation – Overview.....	3
Course Evaluation – Details.....	4
Open note test (25%), February 15, 2023 .....	4
Reflection Paper (30%), due March 8, 2023.....	4
Group project presentation (35%), presentations March 29, April 5 & 12, 2023 .....	4
Class participation (10%), throughout term.....	4
Weekly Course Schedule and Required Readings .....	4
Week 1 (January 11) .....	4
Week 2 (January 18) .....	4
Week 3 (January 25) .....	5
Week 4 (February 1).....	5
Week 5 (February 8).....	6
Week 6 (February 15).....	6
Week 7 (February 22).....	7
Week 8 (March 1) .....	7
Week 9 (March 8) .....	7
Week 10 (March 15) .....	8
Week 11 (March 22) .....	9
Week 12 (March 29) .....	9
Week 13 (April 5).....	10

Week 14 (April 12).....	10
Course Policies .....	11
Submission of Assignments.....	11
Grades.....	11
Late Assignments .....	11
Course Modification .....	11
University Policies .....	11
Academic Integrity .....	11
Authenticity / Plagiarism Detection .....	12
Courses with an On-line Element .....	12
Online Proctoring .....	13
Conduct Expectations.....	13
Academic Accommodation of Students With Disabilities .....	13
Requests For Relief For Missed Academic Term Work.....	13
Academic Accommodation For Religious, Indigenous or Spiritual Observances (RISO) .....	13
Copyright And Recording.....	14
Extreme Circumstances.....	14
Faculty of Social Sciences E-mail Communication Policy .....	14

## **Course Description**

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.

## **Course Objectives**

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

- Understand different theories of mental health and resilience used in the fields of social sciences, psychology, mental health, and social work
- Develop an appreciation of Canadian and global research on mental health and resilience, understand gaps in the field, and envision new methods to move the field forward
- Identify the contributions of different factors to mental health and resilience (e.g. trauma, social determinants of mental health, culture, etc.)
- Understand practical strategies to nurture mental health and resilience through the life course
- Recognize different interventions and settings where mental health and resilience can be fostered and innovate your own mental health and resilience program

## **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 – Overview**

1. Open Note Test – 25%, February 15, 2023
2. Reflection Paper – 30%, Due: March 8, 2023
3. Group project presentation – 35%, group presentations will take place March 29, April 5 & 12, 2023
4. Class participation – 10%

## **Course Evaluation – Details**

### **Open note test (25%), February 15, 2023**

This in-class, open note test will help students check their learning and will cover course material from weeks 1 – 5. The test will be submitted electronically.

### **Reflection Paper (30%), due March 8, 2023**

Reflect back on a difficult moment in your life, when you were less savvy about mental health and resilience. What mental health support (both informal and formal) did you receive back then (if any), and what was missing? Discuss mental health and resilience interventions, practices, and training that could have helped you back then. How could these interventions/techniques have supported you? The paper will be submitted electronically. (2 - 3 pages double spaced)

### **Group project presentation (35%), presentations March 29, April 5 & 12, 2023**

Propose your own mental health & resilience intervention based on interventions you learned about in class and/or your own research. Cite scholarly research to support how your intervention meets a gap in the field and what evidence there is to support that it can be an effective program. Structure your 10 minute group PowerPoint presentation “pitch” around: 1) Objective of your intervention 2) Target audience 3) Rationale/the case for why we need this intervention (How does it address a gap in the field?) and 4) Why do you think it will be effective? The PowerPoint presentation will be submitted electronically and the oral presentation will be graded.

### **Class participation (10%), throughout term**

Participation is evaluated on being prepared for class (e.g. through completing the weekly readings), engaging in class discussions, asking questions, being respectful and attentive during lectures and group presentations, and participating in group project work, etc.

## **Weekly Course Schedule and Required Readings**

### **Week 1 (January 11)**

#### **Introduction to Resilience and Mental Health & Course Overview**

No readings

### **Week 2 (January 18)**

#### **Positive psychology, strengths-based resilience, & resilience theory in social work**

Readings:

Seligman, M. E. (2011). Building resilience. *Harvard business review*, 89(4), 100-106.

Seligman, M. E., & Csikszentmihalyi, M. (2014). Positive psychology: An introduction. In *Flow and the foundations of positive psychology* (pp. 279-298). Springer, Dordrecht.

Brown, B. (2006). Shame resilience theory: A grounded theory study on women and shame. *Families in Society*, 87(1), 43-52.

### **Week 3 (January 25)**

#### **Intersectionality & social determinants of mental health and resilience**

Readings:

Allen, J., Balfour, R., Bell, R., & Marmot, M. (2014). Social determinants of mental health. *International review of psychiatry*, 26(4), 392-407.

McKenzie, K., Whitley, R., & Weich, S. (2002). Social capital and mental health. *The British Journal of Psychiatry*, 181(4), 280-283.

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 4 (February 1)**

#### **Educational/academic mental health and resilience**

Readings:

Rashid, T., Loudon, R., Wright, L., Chu, R., Maharaj, A., Hakim, I., ... & Kidd, B. (2017). Flourish: A strengths-based approach to building student resilience. In *Positive psychology interventions in practice* (pp. 29-45). Springer, Cham.

Akeman, E., Kirlic, N., Clausen, A. N., Cosgrove, K. T., McDermott, T. J., Cromer, L. D., ... & Aupperle, R. L. (2020). A pragmatic clinical trial examining the impact of a resilience program on college student mental health. *Depression and anxiety*, 37(3), 202-213.

Nicolaidou, I., Aristeidis, L., & Lambrinos, L. (2022). A gamified app for supporting undergraduate students' mental health: A feasibility and usability study. *Digital Health*, 8, 20552076221109059.

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.

## **Week 5 (February 8)**

### **Trauma, post-traumatic growth, mental health, and resilience**

Readings:

Westphal, M., & Bonanno, G. A. (2007). Posttraumatic growth and resilience to trauma: Different sides of the same coin or different coins?. *Applied Psychology*, 56(3), 417-427.

Ssenyonga, J., Owens, V., & Olema, D. K. (2013). Posttraumatic growth, resilience, and posttraumatic stress disorder (PTSD) among refugees. *Procedia-Social and Behavioral Sciences*, 82, 144-148.

Cénat, J. M., Charles, C. H., & Kebedom, P. (2020). Multiple traumas, health problems and resilience among Haitian asylum seekers in Canada's 2017 migration crisis: Psychopathology of crossing. *Journal of Loss and Trauma*, 25(5), 416-437.

Montgomery, E. (2010). Trauma and resilience in young refugees: A 9-year follow-up study. *Development and psychopathology*, 22(2), 477-489.

## **Week 6 (February 15)**

### **Indigenous understandings of mental health and resilience**

Readings:

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.

Njeze, C., Bird-Naytowhow, K., Pearl, T., & Hatala, A. R. (2020). Intersectionality of resilience: A strengths-based case study approach with Indigenous youth in an urban Canadian context. *Qualitative health research*, 30(13), 2001-2018.

Hatala, A. R., Njeze, C., Morton, D., Pearl, T., & Bird-Naytowhow, K. (2020). Land and nature as sources of health and resilience among Indigenous youth in an urban Canadian context: A photovoice exploration. *BMC Public Health*, 20(1), 1-14.

Zahradnik, M., Stewart, S. H., O'Connor, R. M., Stevens, D., Ungar, M., & Wekerle, C. (2010). Resilience moderates the relationship between exposure to violence and posttraumatic reexperiencing in Mi'kmaq youth. *International Journal of Mental Health and Addiction*, 8(2), 408-420.

Notes: *In-class, open note test on material from weeks 1 – 5; Assign Reflection Paper to work on over Reading Week*

**Week 7 (February 22)**  
**Reading Week**

**Week 8 (March 1)**

**Mental health and resilience in practice: therapeutic interventions**

Readings:

Padesky, C. A., & Mooney, K. A. (2012). Strengths-based cognitive-behavioural therapy: A four-step model to build resilience. *Clinical psychology & psychotherapy*, 19(4), 283-290.

Macpherson, H., Hart, A., & Heaver, B. (2016). Building resilience through group visual arts activities: Findings from a scoping study with young people who experience mental health complexities and/or learning difficulties. *Journal of Social Work*, 16(5), 541-560.

Nila, K., Holt, D. V., Ditzen, B., & Aguilar-Raab, C. (2016). Mindfulness-based stress reduction (MBSR) enhances distress tolerance and resilience through changes in mindfulness. *Mental Health & Prevention*, 4(1), 36-41.

**Week 9 (March 8)**

**Mental health and resilience in practice: community interventions**

Readings:

Ogborn, G., Bowden-Howe, C., Burd, P., Kleijn, M., & Michelson, D. (2022). Barbershops as a setting for supporting men's mental health during the COVID-19 pandemic: a qualitative study from the UK. *BJPsych Open*, 8(4), e118–e118. <https://doi.org/10.1192/bjo.2022.520>

Ungar, M. (2005, December). Pathways to resilience among children in child welfare, corrections, mental health and educational settings: Navigation and negotiation. In *Child and youth care forum* (Vol. 34, No. 6, pp. 423-444). Kluwer Academic Publishers-Human Sciences Press.

Zhang, D., Tian, Y., Wang, R., Wang, L., Wang, P., & Su, Y. (2022). Effectiveness of a resilience-targeted intervention based on “I have, I am, I can” strategy on nursing home older adults' suicidal ideation: A randomized controlled trial. *Journal of affective disorders*, 308, 172-180.

Castillo, E. G., Ijadi-Maghsoodi, R., Shadravan, S., Moore, E., Mensah, M. O., 3rd, Docherty, M., Aguilera Nunez, M. G., Barcelo, N., Goodsmith, N., Halpin, L. E., Morton, I., Mango, J., Montero, A. E., Rahmanian Koushkaki, S., Bromley, E., Chung, B., Jones, F., Gabrielian, S., Gelberg, L., Greenberg, J. M., ... Wells, K. B. (2019). Community Interventions to Promote Mental Health and Social Equity. *Current psychiatry reports*, 21(5), 35.

Notes: *Reflection Paper due March 8. Assign groups for group project and class time to work on group project*

### **Week 10 (March 15)**

#### **Mental health and resilience through the life course: childhood, adolescence, and emerging adulthood**

##### Readings:

Howell, K. H., Miller-Graff, L. E., Martinez-Torteya, C., Napier, T. R., & Carney, J. R. (2021). Charting a course towards resilience following adverse childhood experiences: Addressing intergenerational trauma via strengths-based intervention. *Children*, 8(10), 844.

Singham, T., Viding, E., Schoeler, T., Arseneault, L., Ronald, A., Cecil, C. M., ... & Pingault, J. B. (2017). Concurrent and longitudinal contribution of exposure to bullying in childhood to mental health: the role of vulnerability and resilience. *JAMA psychiatry*, 74(11), 1112-1119.

Herrenkohl, T. I., Fedina, L., Roberto, K. A., Raquet, K. L., Hu, R. X., Rousson, A. N., & Mason, W. A. (2022). Child maltreatment, youth violence, intimate partner violence, and elder mistreatment: A review and theoretical analysis of research on violence across the life course. *Trauma, Violence, & Abuse*, 23(1), 314-328.

Cano, M. Á., Castro, F. G., De La Rosa, M., Amaro, H., Vega, W. A., Sánchez, M., ... & de Dios, M. A. (2020). Depressive symptoms and resilience among Hispanic emerging adults: Examining the moderating effects of mindfulness, distress tolerance, emotion regulation, family cohesion, and social support. *Behavioral Medicine*, 46(3-4), 245-257.

Notes: *Class time to work on group project*



## **Week 11 (March 22)**

### **Mental health and resilience through the life course: adulthood and older adulthood**

#### Readings:

Herrenkohl, T. I., Fedina, L., Roberto, K. A., Raquet, K. L., Hu, R. X., Rousson, A. N., & Mason, W. A. (2022). Child maltreatment, youth violence, intimate partner violence, and elder mistreatment: A review and theoretical analysis of research on violence across the life course. *Trauma, Violence, & Abuse, 23*(1), 314-328.

van Velsen, L., Cabrita, M., op den Akker, H., Brandl, L., Isaac, J., Suárez, M., ... & Brodbeck, J. (2020). LEAVES (optimizing the mental health and resilience of older Adults that have lost their spouse via blended, online therapy): Proposal for an Online Service Development and Evaluation. *JMIR research protocols, 9*(9), e19344.

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

Notes: *Class time to work on group project*

## **Week 12 (March 29)**

### **Family and community mental health and resilience**

#### Readings:

Foster, K., O'Brien, L., & Korhonen, T. (2012). Developing resilient children and families when parents have mental illness: A family-focused approach. *International journal of mental health nursing, 21*(1), 3-11.

Saltzman, W. R. (2016). The FOCUS family resilience program: An innovative family intervention for trauma and loss. *Family process, 55*(4), 647-659.

Wandersman, A., & Nation, M. (1998). Urban neighborhoods and mental health: Psychological contributions to understanding toxicity, resilience, and interventions. *American Psychologist, 53*(6), 647.

Khanlou, N., & Wray, R. (2014). A whole community approach toward child and youth resilience promotion: A review of resilience literature. *International journal of mental health and addiction, 12*(1), 64-79.

Notes: *Group project presentations*

## **Week 13 (April 5)**

### **Hope, optimism, meaning, and purpose**

Readings:

Segovia, F., Moore, J. L., Linnville, S. E., Hoyt, R. E., & Hain, R. E. (2012). Optimism predicts resilience in repatriated prisoners of war: A 37-year longitudinal study. *Journal of traumatic stress, 25*(3), 330-336.

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.

Arslan, G., & Yıldırım, M. (2021). A longitudinal examination of the association between meaning in life, resilience, and mental well-being in times of coronavirus pandemic. *Frontiers in psychology, 12*, 645597.

Notes: *Group project presentations*

## **Week 14 (April 12)**

### **Conclusion**

No readings

Notes: *Group project presentations*

## **Course Policies**

### **Submission of Assignments**

Please submit all written assignments double-spaced with one-inch borders in size 12 font. Please include a list of references and a title page that includes your name, ID number and date. Please use APA style for in-text citations and the reference page. The open note test will take place during class time on Feb. 15 and submitted electronically. Students will be asked to submit their Reflection Paper electronically via Avenue to Learn. The Group Project Presentations and class participation will be assessed during class. The PowerPoint presentation for the group project will be submitted electronically via Avenue to Learn by one of the group members.

### **Grades**

Grades will be based on the McMaster University grading scale:

<b>MARK</b>	<b>GRADE</b>
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](#), 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](http://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](mailto: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**

In the event of an absence for medical or other reasons, students should review and follow the [Policy on 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.