

HLTH AGE 4F03 - SELECTED ISSUES IN THE SOCIAL ASPECTS OF HEALTH: EDUCATION AND MENTAL HEALTH

Winter 2019

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Course Objectives

This seminar uses an inquiry-based approach to engage students critically in debates regarding academic resilience. On university campuses, many students will need to face challenges – often related to their mental health – that limit their progression of their studies. The ability to overcome such challenges is in the literature defined as academic resilience. In this course, students will be assisting in designing and developing a new third year course in Health and Aging on academic resilience. Working individually and in groups, students will explore this literature, develop curriculum and write a chapter for a textbook.

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 three written assignments in the course.

1. **First** (20%; due February 13; 4-5 pages) is an individual written assignment in which students reflect on their own experiences of resilience relating them to readings in the first three weeks of the course (Academic Resilience Interventions; Resilience and Mental Health; Critical Perspectives on Forms of Resilience).
2. **Second** (20%; due March 13; 5-6 pages) is an individual written assignment that reviews a popular self-help book that addresses questions of resilience and mental health. Examples might include, *Grit: The Power of Passion and Perseverance*, Angela Duckworth; *Resilient: How to Grow an Unshakable Core of Calm, Strength, and Happiness*, Rick Hanson; *Bouncing Back: Rewiring Your Brain for Maximum Resilience and Well-Being*, Linda Graham. The purpose of this assignment is to assess the appropriateness and value of a third year class reading this book for their course.

3. **Third** (40%; due April 15; 20-25 pages) is the complete draft of the textbook chapter that is for the third year course on Critical Perspectives on Resilience and Mental Health. The chapter ought to include the following elements: overview of the area; a discussion of three to five articles related to the unit; an assignment for the students; reflection questions for discussion; two cases study from the media related to the unit (250-500); and one intervention example from the literature. In class discussions, we will collectively develop a common outline structure for the textbook.

Weekly Presentations (20%)

In each class, there will be informal mandatory 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 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 9)

Introduction and Overview

No Readings

Week 2 (January 16)

Academic Resilience 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).

Week 3 (January 23)

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., Taasobshirazi, 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.

Week 4 (January 30)

Critical Perspectives on Forms of Resilience

Readings:

- 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.
- Crane, T. A. (2010). Of Models and Meanings: Cultural Resilience in Social–Ecological. *Ecology and Society*, 15(4).

Week 5 (February 6)

Physiological/Embodied

Readings:

- Zaharakis, N. M., Mason, M. J., Brown, A., Moore, M., Garcia, C., Foster, R., & Richards, S. (2018). Resiliency Moderates the Influence of Somatization on Externalizing Problems. *Journal of Child and Family Studies*, 1-12.
- Hutcheon, E., & Wolbring, G. (2013). "Crippling" Resilience: Contributions from Disability Studies to Resilience Theory. *M/C Journal*, 16(5).

Week 6 (February 13)

Psychological/Emotional

Readings:

- 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.
- 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.

Assignment 1 is due

Week 7 (February 20)

Reading Week

Week 8 (February 27)

Social Psychological/Interactional

Readings:

- Ergün-Başak, B., & Can, G. (2018). The Relationships Between Self-Compassion, Social-Connectedness, Optimism and Psychological Resilience Among Low-Income University Students. *Ilkogretim Online*, 17(2).
- Aydogdu, B. N., Celik, H., & Eksi, H. (2017). The Predictive Role of Interpersonal Sensitivity and Emotional Self-Efficacy on Psychological Resilience among Young Adults. *Eurasian Journal of Educational Research*, 69, 37-54.

Week 9 (March 6)

Intersectional/Social Relation

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.

Week 10 (March 13)

Community/Organizational

Readings:

- Callaghan, E. G., & Colton, J. (2008). Building sustainable & resilient communities: a balancing of community capital. *Environment, Development and Sustainability*, 10(6), 931-942.
- Mfutso-Bengo, J., Kalanga, N., & Mfutso-Bengo, E. M. (2017). Proposing the LEGS framework to complement the WHO building blocks for strengthening health systems: One needs a LEG to run an ethical, resilient system for implementing health rights. *Malawi Medical Journal*, 29(4), 317-321.

Assignment 2 is due

Week 11 (March 20)

Political/Economic

Readings:

- Siddiqi, A., Kawachi, I., Keating, D. P., & Hertzman, C. (2013). A comparative study of population health in the United States and Canada during the neoliberal era, 1980–2008. *International Journal of Health Services*, 43(2), 193-216.
- Barr, S., & Devine-Wright, P. (2012). Resilient communities: sustainabilities in transition. *Local Environment*, 17(5), 525-532.

Week 12 (March 27)

A Critical Pragmatic Theory of Academic Resiliency

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 (April 3)

Conclusion

No Readings

Assignment 3 is due 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.