

The University of Western Ontario
School of Health Studies
HS 2110A
Resilience and the Creation of Wellbeing
Term: Summer 2021

Land Acknowledgement

Western University recognizes that its campus is situated on First Nations territory. The Great Lakes woodland region of Turtle Island has been home to many Nations over centuries, and at different times, including the Anishinaabek, Haudenosaunee, Lunaapeewak, Chonnonton (Neutral) and Huron-Wendat peoples.

Syllabus Outline

This syllabus was created from another syllabus, the work of Dr. Marnie Wedlake, PhD, RP, who generously gave permission for its use.

Course Instructor: Stewart J. Smith, PhD (c)

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Office Hours: Online by appointment on Wednesdays 1:00 to 3:00 pm (Eastern Standard Time). Email instructor to arrange for a meeting.

Delivery Format: Asynchronous

Course Description: In this course the focus will be on an examination of resilience and well-being as these relate to personal and social determinants of health. Consideration will be given to Indigenous and Western worldviews related to life challenges and wellness. Throughout the course the complexities and tensions between human behaviour and social discourse will be studied.

Learning Goals: The major objectives are to expose students to the larger themes in the study of personal and social determinants of health. Understandings of the general research on resilience and well-being will lead to specific considerations of personal and social factors that affect health.

Learning Outcomes:

At the end of the course, student should be able to:

- Demonstrate knowledge of definitions and research trends related to resilience and well-being.
- Be able to apply resilience and well-being ideas to analyze personal and social factors related to overall health.
- Demonstrate knowledge related to Indigenous and western holistic principles related to overall health.
- Demonstrate knowledge of how principles of resilience and well-being relate to health care professionals.

Course Resources:

All required course readings can be accessed through the course site in OWL in the Course Readings section.

Statement on prerequisite checking

Unless you have either the requisites for this course or written special permission from your Dean to enroll 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

Course Topics & Required Readings

Date	Topic(s)	Required Readings and Recommended Resources
TOPIC 1 DATE 03 May 2021	Introduction Syllabus Course OWL site Expectations	<i>required readings</i> none for the first lecture.
TOPIC 2 DATE 05 May 2021	Well-being	<i>required readings</i> Dodge, R., Daly, A., Huyton, J., & Sanders, L. (2012). The challenge of defining wellbeing. <i>International Journal of Wellbeing</i> , 2 (3), 222-235. Tamir, M., Schwartz, S. H., Oishi, S., & Kim, M. Y. (2017, August 14). The Secret to Happiness: Feeling Good or Feeling Right? <i>Journal of Experimental Psychology</i> , 146(10), 1448-1459.
TOPIC 3 DATE 10 May 2021	Resilience	<i>required readings</i> Mazur L. (2013) Cultivating Resilience in a Dangerous World. In Worldwatch Institute (Eds.), <i>State of the World 2013</i> . (pp. 353-362). Washington, DC: Island Press. Southwick, S. M., Bonanno, G. A., Masten, A. S., Panter-Brick, C., & Yehuda, R. (2014). Resilience definitions, theory, and challenges: interdisciplinary perspectives. <i>European journal of psychotraumatology</i> , 5, 1-14.
TOPIC 4 DATE 12 May 2021	Suffering	<i>required readings</i> Gonzales, L. (2012). Surviving survival: The art and science of resilience. NY: W.W. Norton & Company, Inc. Chapter 4, <i>The Gift of Adversity: A Survivor's Attitude and the Personal Scum Line</i> , pp.50-65. Staub, E. & Vollhardt, J. (2008). Altruism Born of Suffering: The Roots of Caring and Helping After Victimization and Other Trauma., <i>American Journal of Orthopsychiatry</i> , 78(3), 267–280. <i>recommended resource</i> Grenny, J. (2019). How to be resilient in the face of harsh criticism. <i>Harvard Business Review</i> . https://hbr.org/2019/06/how-to-be-resilient-in-the-face-of-harsh-criticism Gonzales, L. (2012). Surviving survival: The art and science of resilience. NY: W.W. Norton & Company, Inc. Chapter 13, <i>The Courage to Suffer: If He Can Do It, You Can, Too</i> , pp.187-200.
TOPIC 5 DATE	Uncertainty	<i>required readings</i> Dugas, M.J., Gosselin, P. & Ladouceur, R. (2001). Intolerance of uncertainty and worry: Investigating specificity in a nonclinical sample.

17 May 2021		<p><i>Cognitive Therapy and Research</i>, 25(5), 551-558. https://doi.org/10.1023/A:1005553414688</p> <p>Charnin, L. Saying Yes to Life: How to Practice Radical Acceptance. https://www.psychbytes.com/how-to-practice-radical-acceptance/</p>
TOPIC 6 DATE 19 May 2021	The self, and the self in relation	<p>required readings Laing, R.D. (1967). The politics of experience and the bird of paradise. UK: Penguin Books. Chapter 1, <i>Persons and Experience</i>.</p> <p>Stitt, J. (2017). Before you can be with others, first learn to be alone. Aeon. https://aeon.co/ideas/before-you-can-be-with-others-first-learn-to-be-alone</p>
TOPIC 7 DATE 24 May 2021	Connecting with our self to enable resilience and wellbeing	<p>required readings Armstrong, A.R., Galligan, R.F. & Critchley, C.R. (2011). Emotional intelligence and psychological resilience to negative life events. <i>Personality and Individual Differences</i>, 51, pp. 331-336.</p> <p>Jordan, T (2001) Self-awareness, meta-awareness and the witness self, unpublished paper, available at http://www.perspectus.se/tjordan/</p> <p>recommended resource Meade, M. (2010). Fate and destiny: The two agreements of the soul. WA: Greenfire Press. Chapter 2, <i>Know Thyself</i>.</p>
TOPIC 8 DATE 26 May 2021	Exploring Social Determinant s to Wellbeing	<p>required readings <i>Canadian Public Opinion on Aboriginal Peoples: Final Report, June 2016</i>. READ: Introduction (pp. 1-4); Executive Summary (pp. 5-7), <i>The Big Picture</i>, pp. 45-50.</p> <p><i>Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada</i>. READ: Preface, pp. v-vi; Introduction, pp. 1-22.</p>
TOPIC 9 DATE 31 May 2021	Meaning & purpose	<p>required readings Chalofsky, N. & Cavallaro, L. (2013). A good living versus a good life: Meaning, purpose, and HRD. <i>Advances in Developing Human Resources</i>, 15(4), pp. 331-340.</p> <p>Popova, M. (2013). Viktor Frankl on the Human Search for Meaning. Brain Pickings. https://getpocket.com/explore/item/viktor-frankl-on-the-human-search-for-meaning?utm_source=pocket-newtab</p>
TOPIC 10 DATE 02 June 2021	Creativity	<p>required readings Robinson, K. (2011). <i>Out of our minds: Learning to be creative</i>. UK: Capstone Publishing Ltd. Chapter 1, Out of Our Minds. AND Chapter 10, Learning to be Creative.</p> <p>Simmons, M. (2017). Why Successful People Spend 10 Hours A</p>

		Week On “Compound Time”. https://medium.com/accelerated-intelligence/why-successful-people-spend-10-hours-a-week-on-compound-time-79d64d8132a8
TOPIC 11 DATE 07 June 2021	Tolerance & wellbeing	<p>required readings</p> <p>Alnaji, L., Askari, M.Y. & El Refae, G.A., (2016). Can tolerance of diverse groups improve the wellbeing of societies? <i>International Journal of Economics and Business Research</i>, 11(1), 48-57.</p> <p>Carver, L. (2016). 8 Tips to build tolerance in your life. Chopra.com https://chopra.com/articles/8-tips-to-build-tolerance-in-your-life</p> <p>Howard. M. (2010). Why we need eccentricity. The Guardian. https://www.theguardian.com/commentisfree/2010/apr/01/eccentricity-einstein-prince-society</p> <p>Jarrett, C. (2019). Xenophobic one minute, tolerant the next: Humans are strange primates. Aeon Psyche. https://aeon.co/ideas/xenophobic-one-minute-tolerant-the-next-humans-are-strange-primates</p> <p>Mohsene, L. (2019). The benefits of being an outsider. <i>Medium Psychology</i>. September 19, 2019. https://medium.com/@lauramohsene/the-benefits-of-being-an-outsider-875d6cabc6cb</p>
TOPIC 12 DATE 09 June 2021	Resilience and the creation of wellbeing Final Exam Format & General Content	<p>required readings</p> <p>Bodhi , B. (1998). The Noble Eightfold Path: The Way to the End of Suffering. <i>The Wheel Publication</i> No. 308/311 (Kandy: Buddhist Publication Society, 1984), second edition (revised) 1994. READ: Preface AND Chapter I (pp. 1 to 11).</p> <p>Gonzales, L. (2012). Surviving survival: The art and science of resilience. NY: W.W. Norton & Company, Inc. Chapter 15, <i>The Rules of Life</i>, pp.210-221.</p> <p>Hoff, B. (1982). <i>The Tao of Pooh</i>. UK: Penguin Books. Chapter, The Pooh Way.</p>

Evaluation:

Students will be required to:

- Submit a weekly 1 to 2- page reflection paper (5 in total over the entire course).
- Submit a final paper, 10 to 12 double-spaced pages plus title page and references.
- Write a final exam that covers the content of the entire course. The exam format will contain multiple choice and short answer questions.

<i>activity</i>	<i>Description</i>	<i>dates due</i>	<i>% of mark</i>
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Participation reflection papers after asynchronous talks	5 separate reflections 1 to 2 pages single spaced, 12-point font, APA referencing. Respond to the weekly question related to the topics covered each week will be posted.	07 May 2021 14 May 2021 21 May 2021 28 May 2021 04 June 2021	35
Final paper	Research Paper – 10 to 12 pages plus title page and reference list. APA referencing. Papers to be informed by at least 6 course resources and 5 external peer reviewed references.	11 June 2021	25
Final exam	Final exam/test based on the entire course content including information from lectures, web resources, and course readings. The exam will include multiple choice and short answer questions.	to be announced	40

Turnitin -computer checking software:

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>)

Multiple choice exam

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

Academic consideration

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances, including short-term illness or injury. Reasonable academic consideration is a cooperative process between the University, the student, and academic staff. All participants in the process must act in good faith, and fulfil their respective obligations, if it is to succeed.

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant as to temporarily render them unable to meet academic requirements, may submit a request for academic consideration through the following routes:

- (i) Submitting a Self-Reported Absence form, provided that the conditions for submission are met;*
- (ii) For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner, in order to be eligible for Academic Consideration; or*
- (iii) For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration, in order to be eligible for academic consideration.*

Students seeking academic consideration:

- *Are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;*
- *Are encouraged to make appropriate decisions, based on their specific circumstances, recognizing that minor ailments (e.g., upset stomach) or upsets (e.g., argument with a friend) are not normally an appropriate basis for a self-reported absence;*
- ***Must communicate with their instructors no later than 24 hours after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence;***
- ***Are advised that all necessary documentation, forms, etc. are to be submitted to academic counselling within two business days after the date specified for resuming responsibilities***

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe as to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less. The following conditions are in place for self-reporting of medical or extenuating circumstances:

- Students will be allowed a maximum of two self-reported absences between September and April, and one self-reported absence between May and August;*
- The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30am the following morning if the form is submitted after 4:30pm;*
- The duration of the excused absence will terminate prior to the end of the 48 hour period, should the student undertake significant academic responsibilities (e.g., write a test, submit a paper) during that time;*
- The duration of an excused absence will terminate at 8:30am on the day following the last day of classes each semester, regardless of how many days of absence have elapsed;*
- Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations (i.e., “bellringers”);*
- Self-reporting may not be used for assessments (e.g., midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course;*
- Students must be in touch with their instructors no later than 24 hours after the end of the period covered by the Self-Reported Absence form, to clarify how they will be expected to fulfil the academic expectations they may have missed.*

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Support Services

There are various support services around campus, and these include, but are not limited to:

1. Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>
2. Student Health -- <http://www.shs.uwo.ca/student/studenthealthservices.html>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>

4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

Health and Wellness

As part of a successful undergraduate experience at Western, we encourage you to make your health and wellness a priority. Western provides several on-campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your degree. For example, to support physical activity, all students receive membership in Western's Campus Recreation Centre as part of their registration fees. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page (<http://www.music.uwo.ca/>), or the McIntosh Gallery (<http://mcintoshgallery.ca/>). Further information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>. If you are in emotional or mental distress, please visit Western Psychological Services (<https://www.uwo.ca/health/psych>) for a list of options for obtaining help. To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: <https://uwo.ca/health/wec/education/learning.html>.

School of Health Studies grade policy

The university-wide descriptor of the meaning of letter grades, as approved by Senate:

A+	90-100	<i>One could scarcely expect better from a student at this level</i>
A	80-89	<i>Superior work that is clearly above average</i>
B	70-79	<i>Good work, meeting all requirements and eminently satisfactory</i>
C	60-69	<i>Competent work, meeting requirements</i>
D	50-59	<i>Fair work, minimally acceptable.</i>
F	below 50	<i>Fail</i>

It is expected that the grades for this course will fall between [INSERT EXACT RANGE FROM POLICY BELOW THAT APPLIES TO YOUR COURSE]. In the event that the course average falls outside this range, a constant may be added (or subtracted) from each student's grade, by the instructor, to bring the class average in line with school policy.

Year 1: 68-72

Year 2: 70-74 (core) and 72-76 (elective)

Year 3: 72-76 (core) and 74-78 (elective)

Year 4: 74-80

Important Dates

- 24 May 2021 Victory Day statutory holiday.
- 31 May 2021 students will receive 21% of their marks.
- A final exam date will be issued by the office of the Registrar.