

# Health Sciences 1110

Personal and Social Determinants of Resilience and Wellbeing  
Fall 2022

Location of classes: HSB-40  
Lectures (2 hours): Tuesdays 12:30 to 2:30pm  
Tutorials (1 hour): Students will be assigned a tutorial  
Instructor: Dr. Anushka Ataullahjan  
Contact information: [anushka.ataullahjan@uwo.ca](mailto:anushka.ataullahjan@uwo.ca)  
Teaching Assistants: TBA  
Course Materials posted on OWL

## Email Policy:

Please check the syllabus for any relevant information before sending your TA an email. If the requested information is in the syllabus, we will respond with a quick, pleasant response indicating this. If the request falls outside of the syllabus, we will respond accordingly and, on a case-by-case basis. In alignment with policies at Western University, I do not check my email on evenings or weekends, and the same is true of our TAs. Please include the course title in your email subject line.

## Prerequisite Checking:

Registration is restricted to first-year students registered in the School of Health Studies.

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 Description:

Personal resilience is a cornerstone of wellbeing, and it is considered essential to achieving success in environments ranging from schools to workplaces. This course introduces an evidence-informed framework for the study of resilience and wellbeing through a holistic, interdisciplinary lens. Key course concepts explored include happiness, mindfulness, and critical thinking. Students will also learn helpful strategies to manage their time, stress, and emerging professionalization, all of which will enhance success in university and future careers. The course will also include some exciting guest lectures from other context experts from within the School of Health Studies and the broader Western community.

## Learning Objectives:

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

- Describe key concepts related to resilience and wellbeing
- Understand key strategies that they can use to support their wellbeing and resilience
- Enhance understanding of professionalization
- Participate in the co-creation of a learning experience that is vital and engaging

## Evaluation:

Item	Description	Weight
Mid-term Examination	Exam will be multiple choice	35%

	Exam: October 18 <sup>th</sup>	
Reflections assignment	Students will be asked to choose one lecture and draft a reflection piece that highlights how they have used the course material in their own academic practices, what strategies they have learnt, and any barriers or facilitators they have experienced when trying to implement these practices. Please note, although this is a reflection piece, students are expected to use references on resilience and wellbeing to ground their personal experience within the relevant literature (5 references minimum with at least 3 academic references and 2 potential references from grey literature, all references should be outside course readings)  Due Nov 15 <sup>th</sup> (500 words max, double spaced, Times New Roman Font 12 pt, references are not included in word count, please clearly state word count at top of page)	20%
Final Exam	Exam will be cumulative and multiple choice format  To be scheduled by registrar	35%
Active Class Engagement	Students will receive 5% for attendance and will be required to write 3 to 4 questions or reflection statements about the week's lecture theme and/or materials. These questions or statements must either be emailed or handed in to the TA prior to the start of the tutorial. Students will receive an additional 5% for these written contributions.	10%

Please Note:

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

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>)

Week	Date	Topic and Readings
1	Sept 13, 2022	<b><i>Introduction</i></b>
2	Sept 20, 2022	<b><i>Resilience</i></b>  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.  Hone, Lucy., (2019) "The three secrets of resilient people   Lucy Hone   TEDxChristchurch" <i>YouTube</i> uploaded by TedXTalk 25 Sept 2019 <a href="https://www.youtube.com/watch?v=NWH8N-BvhAw">https://www.youtube.com/watch?v=NWH8N-BvhAw</a>

3	Sept 27, 2022	<p><b>Wellbeing</b></p> <p>Dodge, R., Daly, A., Huyton, J., &amp; Sanders, L. (2012). The challenge of defining wellbeing. <i>International Journal of Wellbeing</i>, 2 (3), 222-235.</p> <p>Diener, E., &amp; Tay, L. (2015). Subjective well-being and human welfare around the world as reflected in the Gallup World Poll. <i>International Journal of Psychology</i>, 50(2), 135-149.</p> <p>Case Study Example Provided by Dr. Marnie Wedlake</p>
4	Oct 4, 2022	<p><b>Happiness: Global Perspectives</b></p> <p>Tamir, M., Schwartz, S. H., Oishi, S., &amp; 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.</p> <p>Chapter 3 Trends in Conceptions of Progress and Well-being in Helliwell, J. F., Layard, R., Sachs, J. D., &amp; Neve, J. E. D. (2022). <i>World happiness report 2022</i>, 55-76</p>
5	Oct 11, 2022	<p><b>Mindfulness and Creativity</b></p> <p>Pidgeon, A. M., &amp; Keye, M. (2014). Relationship between resilience, mindfulness, and psychological well-being in University students. <i>International Journal of Liberal Arts and Social Science</i>, 2(5), 27-32.</p> <p>Davidson, R.J., (2019) “How mindfulness changes the emotional life of our brains   TEDxSanFrancisco” <i>YouTube</i> uploaded by TedXTalk 12 Dec 2019 <a href="https://www.youtube.com/watch?v=7CBfCW67xT8">https://www.youtube.com/watch?v=7CBfCW67xT8</a></p>
6	Oct 18, 2022	Midterm
7	Oct 25, 2022	<p><b>Biases and Critical Thinking</b></p> <p>Nixon, S. A. (2019). The coin model of privilege and critical allyship: implications for health. <i>BMC Public Health</i>, 19(1), 1-13.</p> <p>Institute for Healthcare Improvement (2017). “How Does Implicit Bias Affect Health Care?” <i>YouTube</i> uploaded by Institute for Healthcare Improvement 3 Jul 2017 <a href="https://www.youtube.com/watch?v=ze7Fff2YKfM">https://www.youtube.com/watch?v=ze7Fff2YKfM</a></p> <p>Warzel, C. (2021). Don’t Go Down the Rabbit Hole. <i>The New York Times</i>. <a href="https://www.nytimes.com/2021/02/18/opinion/fake-news-media-attention.html">https://www.nytimes.com/2021/02/18/opinion/fake-news-media-attention.html</a></p>

8	Nov 1, 2022	Reading Week
9	Nov 8, 2022	<p><b><i>Attention or Time Management?</i></b></p> <p>Grant, A. (2019) Productivity Isn't About Time Management. It's About Attention Management. The New York Times. <a href="https://www.nytimes.com/2019/03/28/smarter-living/productivity-isnt-about-time-management-its-about-attention-management.html">https://www.nytimes.com/2019/03/28/smarter-living/productivity-isnt-about-time-management-its-about-attention-management.html</a></p> <p>Alter A. (2017) "Why our screens make us less happy  " <i>YouTube</i> uploaded by TED 1 Aug 2017 <a href="https://www.youtube.com/watch?v=0K5OO2ybueM">https://www.youtube.com/watch?v=0K5OO2ybueM</a></p>
10	Nov 15, 2022	<p><b><i>Managing Stress</i></b></p> <p>Parker-Pope, T. How to Be Better at Stress. The New York Times. <a href="https://www.nytimes.com/guides/well/how-to-deal-with-stress">https://www.nytimes.com/guides/well/how-to-deal-with-stress</a></p> <p>Stein, L. (2020) What Is Self Care Now, Anyway?. The New York Times <a href="https://www.nytimes.com/2020/10/26/us/women-self-care-beauty-leigh-stein.html">https://www.nytimes.com/2020/10/26/us/women-self-care-beauty-leigh-stein.html</a></p> <p>Guest Speaker: TBD</p>
11	Nov 22, 2022	<p><b><i>Community and Belonging</i></b></p> <p>Grüttner, M. (2019). Belonging as a resource of resilience: Psychological wellbeing of international and refugee students in study preparation at German higher education institutions. <i>Student Success</i>, 10(3), 36-44.</p> <p>Southwick, S. M., Sippel, L., Krystal, J., Charney, D., Mayes, L., &amp; Pietrzak, R. (2016). Why are some individuals more resilient than others: the role of social support. <i>World psychiatry</i>, 15(1), 77-79.</p>
12	Nov 29, 2022	<p><b><i>Professionalism</i></b></p> <p>Alexis, D. A., Kearney, M. D., Williams, J. C., Xu, C., Higginbotham, E. J., &amp; Aysola, J. (2020). Assessment of perceptions of professionalism among faculty, trainees, staff, and students in a large university-based health system. <i>JAMA network open</i>, 3(11), e2021452-e2021452.</p> <p>Campbell, S. Student Guide to Personal Professionalism <a href="http://surreyprofessionaltraining.pbworks.com/f/PERSONAL+PROFESSIONALISM+LEAFLET+FINAL.pdf">http://surreyprofessionaltraining.pbworks.com/f/PERSONAL+PROFESSIONALISM+LEAFLET+FINAL.pdf</a></p> <p>Guest Speaker: TBD</p>
13	Dec 6, 2022	<p><b><i>Ethical Conduct</i></b></p> <p>Resnik, D.B (2020) What Is Ethics in Research &amp; Why Is It Important? <i>National Institute of Environmental Health Sciences</i>. <a href="https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm">https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm</a></p>

		<p>Hughes, J. M. C., &amp; McCabe, D. L. (2006). Academic misconduct within higher education in Canada. <i>Canadian Journal of Higher Education</i>, 36(2), 1-21.</p> <p>Guest Speaker: TBD</p>
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**Contingency plan for an in-person class pivoting to 100% online learning:**

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any remaining assessments will also be conducted online as determined by the course instructor.

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, tests and examinations in this course will be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide personal information (including some biometric data) and the session will be recorded. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western’s Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

**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) 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
- (ii) For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to academic advising office 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 the SMC, or immediately upon their return following a documented absence;
- **Are advised that all necessary documentation, forms, etc. are to be submitted to academic advising office within two business days after the date specified for resuming responsibilities**

**Use of Laptops and Electronic Devices:**

**During Exams:** Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices during ANY tests, quizzes, midterms, examinations, or other in-class evaluations.

**During Lectures and Tutorials:** Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. **Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

**Scholastic offenses:**

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: [Academic Calendar - Western University \(uwo.ca\)](#)

**Support Services:**

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

1. Student Development Centre -- <http://academicsupport.uwo.ca/>
2. Student Health -- <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombudsperson Office -- <http://www.uwo.ca/ombuds/>

The undergraduate experience is rewarding and challenging socially, emotionally, and intellectually. Finding ways to balance scholarly life with our personal lives can be tough, but it's important to learn how to manage stress. Western provides several health and wellness-related services to students, which may be found at <http://www.health.uwo.ca/>. You can also check out the Campus Recreation Centre or the McIntosh Gallery (<http://www.mcintoshgallery.ca/>), for alternative spaces to reconnect with your bodies and restore your spirit. You may also want to access local resources that are closer to where you are living during the school year. Recalibrating ourselves emotionally begins with slowing down, reminding ourselves that we are ok, and taking a few deep, slow breaths. This remarkably effective strategy brings the body from stress mode into a more relaxed state.

If you are in emotional or mental distress should refer to Mental Health@Western [Mental Health Support - Health & Wellness - Western University \(uwo.ca\)](#) for a complete list of options about how to obtain help or Thames Valley Family Services (<https://www.family servicethamesvalley.com/>), a trusted provider within the community. To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: [Health & Wellness - Western University \(uwo.ca\)](#). It's also advisable to have a wellness safety plan if you don't want to reach out to formal services. Having the numbers of a few trusted individuals is another strategy.

**Grading Policy:**

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

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work that is clearly above average

B	70-79	Good work, meeting all requirements and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable.
F	below 50	Fail

It is expected that the grades for this course will fall between 68-72. 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.