Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabeg, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land granted to the Six Nations that includes ten kilometres on each side of the Grand River.

Winter 2022

Course Code: SDS 355R
Course Title: Resilience and Social Support

Class Times/Location: REN 0402, remote learning

Instructor: Dr. Arshi Shaikh
Office: 1601, Department of Social Development Studies, Renison University College
Office Phone: 519-884-4401. Ext. 28688
Office Hours: Zoom meetings as requested
Email: arshi.shaikh@uwaterloo.ca

Course Description

This course explores resilience from Eurocentric, Indigenous and Eastern perspectives. Students will learn about interconnectedness of individual, familial, community, and collective resilience. Students will examine and apply these varied concepts of resilience through weekly readings and discussions, and three written assignments involving media stories, art and literature, and their personal life within the larger familial, social, cultural and political context.
Course Objectives and Learning Outcomes

Upon completion of this course, students should be able to:

A. Understand the concept of resilience from different perspectives

B. Examine the concept of resilience within larger familial, social, cultural and political context

C. Engage in critical discourse about meaning and manifestation of resilience at individual, familial, community and collective levels

D. Apply the above knowledge by examining resilience and articulating its relevance in media stories, art and literature, and personal life/story.

Required Text
- There is no textbook for this course.

Readings Available on LEARN VIA COURSE RESERVE

- **Week 3 (Jan 17-23)**
  1. *International Journal of Arts and Sciences*
     Deconstructing Resilience: Myriad Conceptualizations and Interpretations
     Shaikh, A., & Kauppi, C.
  
  2. *Resilience and recovery*
     Resilience and recovery: Findings from the Kauai Longitudinal Study
     Emmy Werner

- **Week 4 (Jan 24-30)**
  1. *Canadian Journal of Psychiatry*
     Rethinking Resilience from Indigenous Perspectives
     Kirmayer, I.J., Dandeneau, S., Marshall, E., Phillips, M.K., Williamson, K.J.,
  
  2. *Rural Sociology*
     K. Whitney Mauer
• **Week 5 (Jan 31-Feb 6)**
  1. *Canadian Journal of Community Mental Health*
     Distinguishing differences in pathways to resilience among Canadian youth
     Ungar, M., Brown, M., Liebenberg, L., Cheung, M., & Levine, K.

  2. *Health Psychology Review*
     Resilience: A new integrative approach to health and mental health research
     Zautra, A. J., Hall, J. S., & Murray, K. E.

• **Week 6 (Feb 7-13)**
  1. *Journal of College Counseling*
     Self-Compassion, Trait Resilience, and Trauma Exposure in Undergraduate Students
     Karen Shebuski, Jhodi-Ann Bowie, and Jeffrey S. Ashby

  2. *RACE ETHNICITY AND EDUCATION*
     Trauma and resilience in the lives and education of Hmong American students: forging pedagogies of remembrance with critical refugee discourse
     Rican Vue

• **Week 7 (Feb 14-20)**
  1. *Challenges*
     Global Mapping of Indigenous Resilience Facing the Challenge of the COVID-19 Pandemic
     Diosey Ramon Lugo-Morin

  2. *Transcultural Psychiatry*
     Looking across three generations of Alaska Natives to explore how culture fosters indigenous resilience
     Lisa Wexler

• **Week 8 (Feb 28-Mar 6)**
  1. *Family Relations*
     Family Resilience amid Stigma and Discrimination: A Conceptual Model for Families Headed by Same-Sex Parents
     Sarah Prendergast and David MacPhee

  2. *Clinical child and family psychology review*
     Enhancing Family Resilience Through Family Narrative
     Co-construction (military families)
     William R. Saltzman • Robert S. Pynoos • Patricia Lester • Christopher M. Layne • William R. Beardslee
• **Week 9 (Mar 7-13)**  
  1. *Journal of Humanistic Psychology*  
     Centering at the Margins: Critical Community Resilience Praxis  
     Devin G. Atallah, Gonzalo Bacigalupe and Paula Repetto  
  
  2. *Natural hazards and Earth systems sciences*  
     Conceptualizing community resilience to natural hazards –the emBRACE framework  
     Kruz et al.  

• **Week 10 (Mar 14–20)**  
  1. *Behavioral Medicine*  
     Redefining Resilience and Reframing Resistance: Empowerment Programming with Black Girls to Address Societal Inequities  
     Sara Goodkind, Britney G. Brinkman & Kathi Elliott  
  
  2. *PEACE & CHANGE*  
     Constructive Resilience: The Baha’í Response to Oppression  
     Michael Karlberg  

• **Week 11 (Mar 21–27)**  
  1. *CONTEMPORARY BUDDHISM*  
     RESILIENCE, AGENCY, AND EVERYDAY LOJONG IN THE TIBETAN DIASPORA  
     Sara E. Lewis  
  
  2. *Frontiers in Human Neuroscience*  
     Can Embodied Contemplative Practices Accelerate Resilience Training and Trauma Recovery  
     Joseph J. Loizzo*  
  
  3. *Indian Journal of Psychiatry*  
     Building resilience in the COVID-19 era: Three paths in the Bhagavad Gita  
     Matcheri S. Keshava  

• **Week 12 (Mar 28–April 3)**  
  1. *Clinical Psychology and Psychotherapy*  
     Strengths-based Cognitive-Behavioural Therapy: A four-step model to build resilience  
     Christine A. Padesky and Kathleen A. Mooney  
  
  2. *Community Resilience Assessment and Intervention*  
     Community Resilience Interventions: Participatory, Assessment-Based, Action-Oriented Processes  
     Betty Pfefferbaum, Rose L. Pfefferbaum, and Richard L. Van Horn
3. Journal Community Psychology
The development of a family resilience-strengthening programme for families in a South African rural community
Serena Ann Isaacs Nicolette V. Roman Shazly Savahl

• Week 13 (Apr 4-5)
  1. EDUCATIONAL GERONTOLOGY
     The expressive arts and resilience in aging
     Robin A. Majeski and Merrily Stoverb

  2. Journal of Intercultural Studies
     Dance and Martial Arts in Timor Leste: The Performance of Resilience in a Post-Conflict Environment
     Jacqueline Siapno

Course Requirements and Assessment
Information on course requirements and assessments.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Date of Evaluation (if known)</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Group Paper 1: Resilience and Media Story</td>
<td>February 4, 2022</td>
<td>25</td>
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<tr>
<td>Paper 2: Resilience and Arts, Literature, Movies</td>
<td>March 4, 2022</td>
<td>25</td>
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<tr>
<td>Paper 3: Resilience and Personal Story</td>
<td>April 4, 2022</td>
<td>30</td>
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<tr>
<td>Discussion Participation Self-Evaluation (Weeks 3-12)</td>
<td>April 5, 2022</td>
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Group Paper 1
Paper 1 is about resilience and media story. Students will work in a group of 4-5 members. Groups will be created randomly on LEARN.

Each group will find and analyze a media story about resilience in the face of major adversity or crisis. This media story can be about individual, family, community or collective resilience. Each group will prepare a paper in which they will include the following.

• A brief description of the story
• A rationale for the selection of this story
• Identify resilience and adversity(ies) within the story
• Identify the larger social, cultural and/or political context within which resilience is manifested
• Their own learnings/reflections about resilience based on media story.

The group paper should be written in Times New Roman font, 12 points, double-spaced with a page limit of 2 pages. (Instructor will not mark additional pages).

Include the name of group members who contributed to this paper.

Every member in the group will receive the same grade. Those group members who do not participate and contribute to this paper will receive a grade of 0.

Due Date: February 4, 2022. Please submit your group paper in PDF or WORD Format in a dropbox on LEARN.

Paper 2

Paper 2 is about resilience and art/literature/movie. This is an individual assignment to be completed independently.

Each student will find or identify a particular work of art (e.g., photograph, painting) or a character in literature (e.g., real or fictional work of writing) or a character in a movie that manifests resilience, strength and power in the face of adversity(ies).

In the paper, students will include the following.

• A brief description of the work of art/a character in literature or movie
• Rationale for the selection this work of art or character
• Elements of resilience in the face of adversities and other relevant contextual details
• Lessons learned and reflections about resilience based on this artwork/character

The paper should be written in Times New Roman font, 12 points, double-spaced with a page limit of 2 pages. (Instructor will not mark additional pages).
Due Date: March 4, 2022. Please submit your paper in a PDF or Word Format in a dropbox on LEARN.

Paper 3
Paper 3 is about personal story of resilience. This is an individual assignment to be completed independently.

Students will identify a lived experience/demonstration of resilience, strength and power in the face of adversity(ies) and write a paper including the following.

- Describe personal concept or meaning of resilience
- Describe adversity faced in life
- Identify personal strengths, resilience in the face of adversity
- Identify the context, protective factors and risk factors surrounding this experience of resilience-adversity
- Analyze how personal resilience was impacted by contextual factors
- Lessons learned and reflections about significance of this experience/demonstration of personal resilience

The paper should be written in Times New Roman font, 12 points, double-spaced with a page limit of 5 pages. (Instructor will not mark additional pages).

Due Date: April 4, 2022. Please submit your paper in PDF or Word Format in a dropbox on LEARN.

4. Weekly Discussion Participation Self-Evaluation Form
Students are required to complete readings and participate in weekly discussions during Weeks 3 to 12 either via LEARN (Remote learning) or in-person in classroom.

While we remain in the remote learning mode, discussions will take place via LEARN in asynchronous manner. This means students will have the opportunity to complete readings and post their responses to questions on discussion board each week as per the time and day convenient to them. Each student will make 1 original post and 2 posts responding to other students’ posts.
When we return to classroom, the discussions will take place in classroom setting in a synchronized manner. This means students will have to complete readings ahead of the class time.

At the end of the term, students will complete Weekly Discussion Participation Self-Evaluation Form (Weeks 3-12) and submit the Form in a dropbox on LEARN it by the due date of April 5, 2022.

Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 5-7</td>
<td>Welcome announcement on LEARN</td>
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</tbody>
</table>
| 2    | Jan 10-16 | **Introduction and Course Outline Overview**  | 1. *International Journal of Arts and Sciences*  
Deconstructing Resilience: Myriad Conceptualizations and Interpretations  
Shaikh, A., & Kauppi, C.  
2. *Resilience and recovery*  
Resilience and recovery: Findings from the Kauai Longitudinal Study  
Emmy Werner |
| 3    | Jan 17-23 | **Resilience: Eurocentric Perspective**        | 1. *International Journal of Arts and Sciences*  
Deconstructing Resilience: Myriad Conceptualizations and Interpretations  
Shaikh, A., & Kauppi, C.  
2. *Resilience and recovery*  
Resilience and recovery: Findings from the Kauai Longitudinal Study  
Emmy Werner |
Rethinking Resilience from Indigenous Perspectives  
Kirmayer, I.J., Dandeneau, S., |
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<tr>
<th>Week</th>
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</table>
K. Whitney Mauer |
| 5    | Jan 31-Feb 6 | **Resilience and Mental Health**  
On campus class on January 31 (contingency plan: zoom class)  
Asynchronized: Weekly readings and discussion on LEARN  
*Paper 1: Due on February 4, 2022* | 1. **Canadian Journal of Community Mental Health**  
Distinguishing differences in pathways to resilience among Canadian youth  
Ungar, M., Brown, M., Liebenberg, L., Cheung, M., & Levine, K.  
2. **Health Psychology Review**  
Resilience: A new integrative approach to health and mental health research  
Zautra, A. J., Hall, J. S., & Murray, K. E. |
| 6    | Feb 7-13   | **Resilience, Trauma and Oppression**  
On campus class on Feb 7 (contingency plan: zoom class) | 1. **Journal of College Counseling**  
Self-Compassion, Trait Resilience, and Trauma Exposure in Undergraduate Students  
Karen Shebuski, Jhodi-Ann Bowie, and Jeffrey S. Ashby  
2. **RACE ETHNICITY AND EDUCATION**  
Trauma and resilience in the lives and education of Hmong American students: forging pedagogies of remembrance with critical refugee discourse  
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<td>On campus class on Feb 14 (contingency plan: zoom class)</td>
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<td>Feb 21 Family Day&lt;br&gt;Feb 22-25 Reading Week</td>
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<td>8</td>
<td>Feb 28-&lt;br&gt;Mar 6</td>
<td>Family Resilience</td>
<td>1. Family Relations&lt;br&gt;Family Resilience Amid Stigma and Discrimination: A Conceptual Model for Families Headed by Same-Sex Parents&lt;br&gt;Sarah Prendergast and David MacPhee 2. Clinical child and family psychology review&lt;br&gt;Enhancing Family Resilience Through Family Narrative Co-construction (military families)&lt;br&gt;William R. Saltzman • Robert S. Pynoos • Patricia Lester • Christopher M. Layne • William R. Beardslee</td>
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<td>On campus class on Feb 28 (contingency plan: zoom class)</td>
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<td>In-class Discussion&lt;br&gt;(contingency plan: asynchronized readings and discussions on LEARN)</td>
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<td>Paper 2: Due on March 4, 2022</td>
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<td>In-class Discussion (contingency plan:</td>
<td>Bacigalupe and Paula Repetto</td>
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<td>asynchronous readings and discussions on LEARN)</td>
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<td>Mar 14-20</td>
<td>**Resilience and Collective/Constructive</td>
<td>1. <strong>Behavioral Medicine</strong></td>
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<td>Resistance**</td>
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<td>2. <strong>PEACE &amp; CHANGE</strong></td>
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<td>Constructive Resilience: The Bahá’í’í Response to Oppression</td>
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<td>Michael Karlberg</td>
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<td>11</td>
<td>Mar 21-27</td>
<td><strong>Resilience: Eastern Perspective</strong></td>
<td>1. <strong>CONTEMPORARY BUDDHISM</strong></td>
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<td>RESILIENCE, AGENCY, AND EVERYDAY LOJONG IN THE TIBETAN DIASPORA Sara E. Lewis</td>
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<td>Trauma Recovery Joseph J. Loizzo*</td>
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| 12   | Mar 28-    | Resilience: Interventions, Programs                  | 1. **Clinical Psychology and Psychotherapy**  
Strengths-based Cognitive-Behavioural Therapy: A four-step model to build resilience  
Christine A. Padesky and Kathleen A. Mooney  

2. **Community Resilience Assessment and Intervention**  
Community Resilience Interventions: Participatory, Assessment-Based, Action-Oriented Processes  
Betty Pfefferbaum, Rose L. Pfefferbaum, and Richard L. Van Horn  

3. **Journal Community Psychology**  
The development of a family resilience-strengthening programme for families in a South African rural community  
Serena Ann Isaacs Nicolette V. Roman Shazly Savahl |
|      | April 3    |                                                      |                                                                                                |
|      |            | On campus class on March 28 (contingency plan: zoom class) |                                                                                                |
|      |            | In-class Discussion (contingency plan: asynchronized readings and discussions on LEARN) |                                                                                                |
| 13   | April 4-5  | **Resilience and Arts**                              | 1. **EDUCATIONAL GERONTOLOGY**  
The expressive arts and resilience in aging  
Robin A. Majeskia and Merrily Stover  

2. **Journal of Intercultural Studies**  
Dance and Martial Arts in Timor Leste: The Performance of Resilience in a Post-Conflict Environment  
Jacqueline Siapno |
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<td><em>Discussion Participation Self-Evaluation FORM Due on April 5, 2022.</em></td>
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**Late Work**
I would suggest that you negotiate a new due date if you are unable to complete papers or discussion activities due to unforeseen circumstances such as medical emergencies and family circumstances.

**Attendance Policy**
Students are expected to attend zoom and/or in-person classes regularly.

**Final Examination Policy**
For **Winter 2022**, the established examination period is **April 8-26**. The schedule will be available early in the winter. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: Final Examination Schedule [https://uwaterloo.ca/registrar/final-examinations](https://uwaterloo.ca/registrar/final-examinations)).

**Accommodation for Illness or Unforeseen Circumstances:**
The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See [http://www.registrar.uwaterloo.ca/students/accom_illness.html](http://www.registrar.uwaterloo.ca/students/accom_illness.html)

**Academic Integrity:**
In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity webpage](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity webpage](https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour/) for more information.

**Discipline:** Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. [Check the Office of Academic Integrity](https://uwaterloo.ca/academic-integrity) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g.,
plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course professor, academic advisor, or Academic Dean. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to Policy 71 - Student Discipline (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71). For typical penalties check Guidelines for the Assessment of Penalties (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines-assessment-penalties).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo’s policy on Fair Dealing is available here: https://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory. Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

**Grievance:** A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

**Appeals:**

A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to Policy 72, Student Appeals.

**Academic Integrity Office (uWaterloo):**
http://uwaterloo.ca/academic-integrity/

**Accommodation for Students with Disabilities:** AccessAbility Services, located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen
the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

**Intellectual Property.** Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

**Contingency Planning**

**Inclement Weather**
In the event of a short-term campus closure or the cancellation of an in-person class due to snow or inclement weather, online and remote classes will not be affected.

**Interruption or Cancellation of In-Person Classes**
In the event of a pandemic-related interruption of in-person classes, including a 'pivot' to remote learning, your Instructor will post details in LEARN. Please check the Announcements section of the course homepage in LEARN for updates.

**Interruption or Cancellation of In-Person Examinations**
In the event of a pandemic-related interruption of in-person exams, your Instructor will post details in LEARN. Please check the Announcements section of the course homepage in LEARN for updates.
Absence Due to Influenza-like Illness or Required Self-Isolation

If you need to be absent due to influenza-like illness or due to mandatory self-isolation, please complete an **Illness Self Declaration**. The form is available in the Personal Information section of Quest. Accommodations may be made for students who have completed an Illness Self Declaration without the need for a medical note.

**Mental Health Support**

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

**On Campus**

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655
- **MATES**: one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

**Off campus, 24/7**

- **Good2Talk**: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- **Empower Me**: Confidential, multilingual, culturally sensitive, faith inclusive mental health and wellness service.
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- **Here 24/7**: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME**: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS website

Download **UWaterloo and regional mental health resources (PDF)**

Download the **WatSafe app** to your phone to quickly access mental health support information

**A respectful living and learning environment for all**

Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.
You may contact Melissa Knox, Renison’s external anti-harassment and anti-discrimination officer, by email (mnknox@uwaterloo.ca) or by phone or text (226-753-5669). Melissa is an employment and human rights lawyer and part-time Assistant Crown Attorney for the Ontario Ministry of the Attorney General. Melissa is experienced in case management, discipline and complaints processes, and works with organizations across Canada to foster safe, respectful, and inclusive work and learning environments through policy development, educational workshops, conflict mediation and dispute resolution, and organizational culture audits.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.

According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.