



AFFILIATED WITH THE UNIVERSITY OF WATERLOO

**Renison University College**  
Affiliated with the University of Waterloo  
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## **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), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

### **Fall 2020**

**Course Code: SDS 440R**

**Course Title: Optimal Living**

**Instructor: Dr. Jim Perretta, Registered Clinical Psychologist**

**Email: [jim.perretta@uwaterloo.ca](mailto:jim.perretta@uwaterloo.ca)**

- Video-chat can be arranged with the prof by sending an email request

**Course Description:** This seminar course will take an interdisciplinary perspective in examining wellness and optimal living across the life spectrum. We will discuss several topics including the promotion of healthy lifestyles and relationships, work/life balance, the mind-body connection, spirituality, community engagement, and environmental awareness. A variety of methods will be used including lectures, class discussion, experiential exercises, and student presentations.

### **Course Objectives and Learning Outcomes:**

Upon successful completion of this course, students will be able to :

- a. Explain the principal components of wellness and optimal living.
- b. Critically examine the concept of optimal living from multiple perspectives (bio-psycho-social-spiritual).
- c. Develop strategies to enhance optimal living for individuals, families, and communities (including public policies).
- d. Apply your theoretical knowledge through real-world examples, class participation, thought papers, and student-led seminars.

### **Required Readings**

All assigned readings on Course Reserves through the University Library

## Course Requirements and Assessment

<u>Assessment</u>	<u>Date of Evaluation</u>	<u>Weighting</u>
Class Participation	Oct. 19 & Dec. 4	25%
Thought Paper#1	Sept. 21 or 28	10%
Thought Paper #2	Nov. 2 or 9	10%
Movie Review	Dec. 7	20%
Group Seminar Presentation	TBA	35%
Total		100%

### Class Participation

As a seminar class, SDS 4405R places high emphasis active participation. You are encouraged to complete all the Discussions and Self-Reflections each week. For the online discussions, you are encouraged to respond to 4-5 of your peers over the course of each week. By Monday morning each week, you will submit to the designated Dropbox on LEARN a list of 10 (or more) key points or questions that you have developed based on the assigned readings. You will also submit two Class Participation Journals in a Dropbox on LEARN (1 - 1½ pages single-spaced) - on Oct. 19 and Dec. 4. In both journals, you will indicate your goals in taking SDS 440R and which modules you found most engaging. In your first journal, describe a plan of action to improve your participation in the second half of the class. In your second journal, comment on whether you were able to implement your plan of action and whether you achieved your goals from your first journal. You will attach to your journal on Oct. 19 and Dec. 4 a copy of the Class Participation Rubric (see LEARN website) - you will rate yourself based on your class preparation, self-reflections, level of engagement, and quality of contribution to the online discussions. Justify your rating with specific examples of your contribution to these discussions.

### Thought Papers

You will submit two thought papers in the designated Dropbox online (1 ½ to 2 pages single-spaced). Your first paper will be based on the assigned readings for either Sept. 21 or 28 (your choice) and your second paper will be based on the readings for either Nov. 2 or 9 (your choice). You will be provided a topic for the Thought Paper in an Announcement on LEARN the week before the assignment is due. Evaluation will be based on your ability to a) integrate information from the assigned readings and b) include your own critical reflection in applying this information to the posed question.

## **Group Seminar Presentation**

On the LEARN website for our course, sign-up for one of the available seminar topics. Selections will be made on a first-come, first-choice basis. You and two of your peers will review the assigned readings for your seminar topic in addition to extending the discussion with your own review of relevant research. Potential topics to explore include treatment options, education, prevention, and policy issues, and future areas of research. You are also encouraged to discuss how COVID-19 has influenced your topic.

Your seminar will include Power Point slides with detailed Speaker Notes (roughly 30-35 slides), including discussion topics and self-reflections (aim for roughly 2 hours of material). On the Thursday before your presentation, email Dr. Perretta one or two Self-Reflection Topics and 4-5 Discussion Questions, which he will upload. Your presentation will include a variety of multimedia of your choice (e.g. video-clips with targeted questions, Padlet, handouts, questionnaires/surveys, case studies, debates, songs, or poetry), which will highlight effective applications of your topic. Evaluation will be based on your background knowledge, focus of presentation, effective use of a variety of media, generation of class discussion, and group participation. Each student will provide a summary (1½ - 2 pages single-spaced) of the key points that you covered in your portion of the presentation, along with additional pages listing your own References. You will also submit on LEARN the Group Participation Rubric (see LEARN website) – you will rate yourself and your peers on a number of dimensions including workload, organization, showing up for meetings and meeting deadlines.

## **Movie Review**

On Dec. 7, 2020, you will submit a movie review (8-10 pages double-spaced), in which you will explain how this movie demonstrates some of the principal characteristics and components of wellness and optimal living. Critically examine the concept of optimal living from multiple perspectives (bio-psycho-social-spiritual) and **apply relevant information from several seminars (5 or more)**, assigned readings, and your own literature search (include a list of References). Comment on some changes that you would make in order to demonstrate optimal living even more powerfully in the movie. Sample movies to review include *Moonlight*, *The Color Purple*, *A Beautiful Day in the Neighborhood*, *Inside Out*, *Precious*, *Up*, *Indian Horse*, *Coco*, *Room*, *Shawshank Redemption*, *Short Term 12*, *Ikiru*, *A Beautiful Mind*, *The Diving Bell and The Butterfly*, or one of your choice.

## Course Outline

Week	Date	Readings
1	<b>Sept. 8 - 11</b>	<p><b><i>Introduction to Optimal Living</i></b>            Roscoe. L. J. (2009). Wellness: A review of theory and measurement for counselors. <i>Journal of Counseling &amp; Development, 87(2)</i>, 216-226.</p>
2	<b>Sept. 14 - 18</b>	<p><b><i>Healthy Eating and Active Living</i></b>            Region of Waterloo Public Health. (2014). Shifting gears: The need to address healthy eating, physical activity, and mental health together. Taken from:  <a href="https://www.regionofwaterloo.ca/en/regional-government/resources/Reports-Plans--Data/Public-Health-and-Emergency-Services/ShiftingGears_Report.pdf">https://www.regionofwaterloo.ca/en/regional-government/resources/Reports-Plans--Data/Public-Health-and-Emergency-Services/ShiftingGears_Report.pdf</a>            Spitters, H., Schwartz, M., &amp; Veugelers, P. (2009). Parent and student support for policies that promote healthy eating and active living. <i>Physical and Health Education, 75(2)</i>, 30-34.            Healthy active living: Physical activity guidelines for children and adolescents. (2012). Canadian Pediatric Society. Taken from: <a href="http://www.cps.ca/en/documents/position/physical-activity-guidelines">http://www.cps.ca/en/documents/position/physical-activity-guidelines</a></p>
3	<b>Sept. 21 - 25</b>	<p><b><i>Stress Management and Work/Life Balance</i></b>            Zinger, L. (2011). Managing Your Stress. Taken from:  <a href="https://www.lahc.edu/classes/pe/health/health11media/Health_11_Chapter_3_Stress-PDF.pdf">https://www.lahc.edu/classes/pe/health/health11media/Health_11_Chapter_3_Stress-PDF.pdf</a>            Canadian Centre for Occupational Health and Safety. Work/Life Balance. Taken from:  <a href="http://www.ccohs.ca/oshanswers/psychosocial/worklife_balance.html">http://www.ccohs.ca/oshanswers/psychosocial/worklife_balance.html</a></p>
4	<b>Sept. 28 - Oct. 2</b>	<p><b><i>Sleep Promotion and Smoking Cessation</i></b>            Gruber, R. (2013). Making room for sleep: The relevance of sleep to psychology and the rationale for development of preventative sleep education programs for children and adolescents in the community. <i>Canadian Psychology, 54(1)</i>, 62-71.            Mayo Clinic. (2016). Insomnia Treatment: Cognitive-Behavioral Therapy Instead of Sleeping Pills. Taken from:  <a href="https://www.mayoclinic.org/diseases-conditions/insomnia/in-depth/insomnia-treatment/art-20046677">https://www.mayoclinic.org/diseases-conditions/insomnia/in-depth/insomnia-treatment/art-20046677</a>            Schmelzle, J., Rosser, W., &amp; Birthwhistle, R. (2008). Update on pharmacologic and nonpharmacologic therapies for smoking cessation. <i>Canadian Family Physician, 54</i>, 994-999.</p>

5	<b>Oct. 5 – 9</b>	<p><b>Positive Psychology Interventions</b></p> <p>Rashid, T. (2015). Positive psychotherapy: A strengths-based approach. <i>Journal of Positive Psychology, 10(1)</i>, 25-40.</p> <p>Kauffman, C. (2013). Positive psychology: The science at the heart of coaching.</p>
6	<b>Oct. 19 - 23</b>	<p><b>Social Determinants of Indigenous Peoples' Health</b></p> <p>National Collaborating Centre for Aboriginal Health. (2009). Health inequalities and social determinants of Aboriginal Peoples' health. Taken from: <a href="https://www.ccnsa-nccah.ca/docs/determinants/RPT-HealthInequalities-Reading-Wien-EN.pdf">https://www.ccnsa-nccah.ca/docs/determinants/RPT-HealthInequalities-Reading-Wien-EN.pdf</a></p> <p>Health Canada and Assembly of First Nations. (2014). First Nations Mental Wellness Continuum Framework. Taken from: <a href="https://www.canada.ca/en/health-canada/services/first-nations-inuit-health/reports-publications/health-promotion/first-nations-mental-wellness-continuum-framework-summary-report.html">https://www.canada.ca/en/health-canada/services/first-nations-inuit-health/reports-publications/health-promotion/first-nations-mental-wellness-continuum-framework-summary-report.html</a></p>
7	<b>Oct. 26 – 30</b>	<p><b>Mindfulness, Spirituality, and Religion</b></p> <p>Davis, D. M., &amp; Hayes, J. A. (2011). What are the benefits of mindfulness? A practice review of psychotherapy-related research. <i>Psychotherapy, 48(2)</i>, 198-208.</p> <p>Daniels, C. (2013). Integrating spirituality into counseling and psychotherapy. <i>Canadian Journal of Counseling and Psychotherapy, 47(3)</i>, 315-336.</p> <p>Koenig, H. G. (2012). Religion, spirituality, and health: The research and clinical implications. <i>International Scholarly Research Notices, Vol. 2012</i>, 1-15.</p>
8	<b>Nov. 2 - 6</b>	<p><b>Living with Severe Mental Illness</b></p> <p>Arboleda-Florez, J. &amp; Stuart, H. (2012). From sin to science: Fighting the stigmatization of mental illness. <i>Canadian Journal of Psychiatry, 57(8)</i>, 457-463.</p> <p>Aubrey, T., Nelson, G., &amp; Tsemberis, S. (2013). Housing first for people with severe mental illness. <i>Canadian Journal of Psychiatry, 60(11)</i>, 467-474.</p> <p>Drake, R. E., &amp; Whitley, R. (2014). Recovery and severe mental illness: Description and analysis. <i>Canadian Journal of Psychiatry, 59(5)</i>, 236-242.</p> <p>Aldersey, H. M., &amp; Whitley, R. (2015). Family influence in recovery from severe mental illness. <i>Community Mental Health Journal, 15</i>, 346-476.</p>
9	<b>Nov. 9 - 13</b>	<p><b>Healthy Relationships and Community Engagement</b></p> <p>Newland, L. A. (2015). Family well-being, parenting, and child well-being: Pathways to healthy adjustment. <i>Clinical Psychologist, 19(1)</i>, 3-14.</p>

		<p>Pepler, D., Craig, W. M., et al (2017). Mobilizing Canada to promote healthy relationships and prevent bullying among children and youth. Taken from:  <a href="https://www.prevnet.ca/sites/prevnet.ca/files/whbva123.pdf">https://www.prevnet.ca/sites/prevnet.ca/files/whbva123.pdf</a></p> <p>Crooks, C. V., Chiodo, D., Thomas, D., &amp; Hughes, R. (2010). Strengths-based programming for First Nations Youth in schools: Building engagement through healthy relationships and leadership skills. <i>International Journal of Mental Health and Addictions</i>, 8(2), 160-173.</p>
10	<b>Nov. 16 - 20</b>	<p><b>Healthy Aging</b></p> <p>Healthy Aging and Wellness Group. (2011). Healthy aging in Canada: A new vision, a vital investment, from evidence to action. Taken from:  <a href="http://www.gov.mb.ca/shas/fpt/docs/healthy_aging_in_canada_long.pdf">http://www.gov.mb.ca/shas/fpt/docs/healthy_aging_in_canada_long.pdf</a></p> <p>CARP – A new vision of aging for Canada. (2014). CARP’s new vision for living in the world of dementia.</p> <p>Kleinplatz, P. J., Menard, D., Paquet, M., Paradis, N., Campbell, M., Zuccarino, D., &amp; Mehak. L. (2009). The components of optimal sexuality: A portrait of “great sex”. <i>Canadian Journal of Human Sexuality</i>, 18(1-2), 1-13.</p>
11	<b>Nov. 23 - 27</b>	<p><b>Environmental Awareness and Education</b></p> <p>Ontario Ministry of Education. (2009). Acting today, shaping tomorrow: A policy framework for environmental education in Ontario schools.</p> <p>Canadian Green Building Council. Health and well-being. Taken from:  <a href="http://www.cagbc.org/CAGBC/Resources/Health_and_Wellbeing/CAGBC/Resources/Health_and_Wellbeing.aspx?hkey=7ed53dc2-aa92-417d-8c15-75ee6741f0f6">http://www.cagbc.org/CAGBC/Resources/Health_and_Wellbeing/CAGBC/Resources/Health_and_Wellbeing.aspx?hkey=7ed53dc2-aa92-417d-8c15-75ee6741f0f6</a></p> <p>Cedeno-Laurent, J. G., Williams, A., MacNaughton, P., Cao, X., Eitland, J., Spengler, J., &amp; Allen, J. (2018). Building evidence for health: Green buildings, current science, and future challenges. <i>Annual Review of Public Health</i>, 39, 291-308.</p>
12	<b>Nov. 30 - Dec. 4</b>	<p><b>End-of-Life Care</b></p> <p>Funk, L. et al. (2010). Home-based family caregiving at the end of life: A comprehensive review of published qualitative research (1998-2008). <i>Palliative Medicine</i>, 24(6), 594-607.</p> <p>Leclerc, B. et al (2014). The effectiveness of interdisciplinary teams in end-of-life palliative care. <i>Journal of Palliative Care</i>, 30(1), 44-54.</p> <p>Hughes, M. E. (2015). A strengths-perspective on caregiving at the end-of-life. <i>Australian Social Work</i>, 68(2), 156-168.</p>

## **Late Work**

All assignments are due on their specified due dates. 5% will be deducted on these assignments for each day that they are late. Missed due dates are only acceptable in the case of medical problems (with a doctor's note).

## **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 \(https://uwaterloo.ca/academic-integrity/\)](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity webpage \(https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour\)](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 \(https://uwaterloo.ca/academic-integrity\)](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 \(https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71\)](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71). For typical penalties check [Guidelines for the Assessment of Penalties \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties\)](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/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 university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4 (<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>). 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 are grounds. Students who believe they have grounds for an appeal should refer to [Policy 72, Student Appeals](#) (<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72>).

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

### **Accommodation for Students with Disabilities:**

**Note for Students with Disabilities:** The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 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 the AAS office 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.

## **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](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 xt 32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) 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
- 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.

If you experience or witness harassment or discrimination, seek help. You may contact Credence & Co., Renison's external anti-harassment and anti-discrimination officers, by email ([info@credenceandco.com](mailto:info@credenceandco.com)) or by phone (519-883-8906). Credence & Co. is an independent K-W based firm which works with organizations toward thriving workplace cultures, including professional coaching, consulting, facilitation, policy development, conflict mediation and ombudsperson functions.

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.