



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.

Spring 2023

Course Code: SDS 355R

Course Title: Resilience and Social Support

Instructor: Dr. Jim Perretta, Registered Clinical Psychologist

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Course Description: This course will provide an overview of the theory, research, and practice of resilience and social support – an interdisciplinary field and an applied science. Resilience can be broadly defined as successful adaptation to adversity. We will discuss several dimensions of resilience, including life-span developmental, social, emotional, personality, cognitive, spiritual, cultural, and organization/community. We will also review various applications which usher from the study of resilience and social support, including interventions and public policies.

Course Objectives and Learning Outcomes:

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

- a. describe various dimensions of resilience
- b. evaluate resilience from multiple levels of analysis (e.g. individual, family, community, culture), including how these levels interact with each other
- c. evaluate applications of research on resilience and social support for individuals, families, and communities
- d. apply your theoretical knowledge through real-world examples, class participation, an interview with a local clinician or researcher, and a group presentation.

Required Text

All the readings are available on Course Reserves through the UW Library

Course Requirements and Assessment

<u>Assessment</u>	<u>Due Date</u>	<u>Weighting</u>
Midterm Paper	June 16	25%
Final Exam	TBA	25%
Class Participation Journals	1) June 12	12.5%
	2) July 30	12.5%
Group Presentation	TBA	25%
Total		100%

Midterm Paper

On June 16, you will submit a 6-7 pages (double-spaced) paper (1500-1700 words). You will select a character from a favorite book, TV show or movie whom you consider resilient. You will provide a) a topic sentence about resilience and your chosen character and b) provide a definition of resilience, including multiple perspectives (individual, family, community). The bulk of your paper will involve applying information about your character to the assigned readings, lectures, and your own literature search to support your claims. Further details can be found on the link on LEARN devoted to the Midterm Paper.

Final Exam

A two-hour final exam will be scheduled at the end of the term – featuring a combination of multiple-choice questions and short answer questions drawn from the full course. Roughly 1/3 of the questions will be drawn from the first half of the class, and 2/3 will be based on the second half of the course (after the midterm). One of the short-answer questions (worth 5 points) will be provided to you ahead of time.

Class Participation Journals

SDS 355R emphasizes class participation every week on LEARN, as learning is enhanced by active engagement, open discussion, and application of course material. You will submit two journals - one on June 12 and another on July 30 (1 - 1½ pages single-spaced). In both journals, you will indicate your goals in taking this class and which modules you were particularly engaged in. You will rate your contribution to the Discussion Posts on LEARN and the quality of your Self-Reflections on PebblePad (out of 10): 0-4 = minimal; 5 = passable, 6 = fair, 7 = good, 8 = very good, 9 = excellent, 10 = exceptional. Justify your rating with specific examples of your contribution to the class discussion. 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. Further details can be found on the link on LEARN devoted to Class Participation.

Group Presentation

On the LEARN website for our course, you will sign-up to present on a local community agency. Selections will be made on a first-come, first-choice basis. Your group will provide a roughly 30-minute slide show presentation (including detailed Speaker Notes) regarding your community agency, which promotes resilience for individuals, families, and communities. You will integrate the described work at your community agency with relevant material from lectures, course readings, and your own literature-search on your topic (e.g. resilience in at-risk youth, refugees, cancer, dementia, developmental disabilities, or mental health populations). (Please mark in the footer for each slide the name of the student who prepared the slide). Student evaluation will be based on your background knowledge, focus of presentation, effective use of media, generation of class discussion, and group participation. Each student will provide a 1½ - 2-page summary (single-spaced) of the key points that you covered in your specific portion of the presentation, along with another page listing your own References. You will also attach a copy of the Group Participation Rubric for each member of your group (see LEARN website) – you will rate yourself and your peers on a number of dimensions including workload, organization, showing up for meetings online, participation in discussions, and meeting deadlines. Further details can be found on the link on LEARN devoted to the Group Presentation.

Course Outline

Week	Date	Readings
1	May 8	<i>Introduction</i> Blundo, R. (2001). Learning strengths-based practice: Challenging our personal and professional frames. <i>Families in Society, 82(3)</i> , 296-304. Zautra, A. J., Hall, J. S., & Murray, K. E. (2008). Resilience: A new integrative approach to health and mental health research. <i>Health Psychology Review, 2</i> , 41-64.
2	May 15	<i>Developmental Perspectives on Resilience</i>

		<p>Werner, E. (2005). Resilience and recovery: Findings from the Kauai Longitudinal Study. <i>Research, Policy, and Practice in Children's Mental Health</i>, 19, 11-14.</p> <p>Masten, A. S. (2014). Resilience in a community sample: The Project Competence Longitudinal Study. In <i>Ordinary Magic: Resilience in Development</i> (pp. 53-87). New York: Guilford Press.</p>
3	May 22	<p>Resilience to Loss and Potential Trauma</p> <p>Bonanno. G. A. (2004). Loss, trauma, and human resilience: Have we underestimated the human capacity to thrive after extremely aversive events? <i>American Psychologist</i>, 59(1), 20-28.</p> <p>Cadell, S., Lambert, M. R., Davidson, D., Greco, C., & Macdonald, M. E. (2022). Memorial tattoos: Advancing continuing bonds theory. <i>Death Studies</i>, 46(1), 132-139.</p>
4	May 29	<p>Personality, Emotional and Spiritual Dimensions of Resilience</p> <p>Skodol, A. E. (2010). The Resilient Personality. In J. W. Reich, A. J. Zautra, & J. S. Hall (Eds.), <i>Handbook of Adult Resilience</i> (pp. 112-125). New York: Guilford Press.</p> <p>Pargament, K. L. & Cummings. J. (2010). Anchored by Faith: Religion as a Resilience Factor. In J. W. Reich, A. J. Zautra, & J.S. Hall (Eds.), <i>Handbook of Adult Resilience</i> (pp. 193-210). New York: Guilford Press.</p>
5	June 5	<p>Cognitive Dimensions of Resilience</p> <p>Florez, I. R. (2011). Developing young children's self-regulation through everyday experiences. <i>Young Children</i>, 66(4), 46-51.</p> <p>Carson, S. H., & Langer, E. J. (2006). Mindfulness and self-acceptance. <i>Journal of Rational-Emotive & Cognitive-Behavior Therapy</i>, 24, 29-43.</p>
6	June 12 June 16	<p>Due: Class Participation Journal #1</p> <p>Due: Midterm Paper</p>
7	June 19	<p>Social Dimensions of Resilience</p> <p>Ungar, M., Brown, M., Liebenberg, L., Cheung, M., & Levine, K. (2008). Distinguishing differences in pathways to resilience among Canadian youth. <i>Canadian Journal of Community Mental Health</i>, 27(1), 1-13.</p> <p>Walsh, F. (2016). Family resilience: A developmental systems framework. <i>European Journal of Developmental Psychology</i>, 13(3), 313-314.</p>
8	June 26	<p>Organizational and Community Dimensions of Resilience</p> <p>Denhardt, K. & Denhardt, R. (2010). Building Organizational Resilience and Adaptive Management. In J. W. Reich, A. J.</p>

		<p>Zautra, & J. S. Hall (Eds.), <i>Handbook of Adult Resilience</i> (pp. 333-343). New York: Guilford Press.</p> <p>Palumbo, A., & Pannozzo, K. (2022). Canada HomeShare: The Intergenerational Housing Program. <i>McMaster University Journal of Public Health, 1(1)</i>, 46-48.</p> <p>Stoddart, J., & Wilson, L. (November 2021). Youth Resilience Project Report: 2021.</p>
9	July 3	<p><i>Cultural Dimensions of Resilience</i></p> <p>Ungar, M. (2010). Cultural Dimensions of Resilience among Adults. In J. W. Reich, A. J. Zautra, & J. S. Hall (Eds.), <i>Handbook of Adult Resilience</i> (pp. 404-423). New York: Guilford Press.</p> <p>Kirmayer, I.J., Dandeneau, S., Marshall, E., Phillips, M. K., & Williamson, K. J. (2011). Rethinking resilience from Indigenous perspectives. <i>Canadian Journal of Psychiatry, 56</i>, 84-91.</p>
10	July 10	<p><i>Interventions for Enhancing Resilience, Part I</i></p> <p>Graybeal, C. (2001). Strengths-based social work assessment: Transforming the dominant paradigm. <i>Families in Society, 82(3)</i>, 233-242.</p> <p>Twum-Antwi, A., Jefferies, P., & Ungar, M. (2020). Promoting child and youth resilience by strengthening home and school environments: A literature review. <i>International Journal of School & Educational Psychology, 8(2)</i>, 78-89.</p> <p>Gillham, J., & Reivich, K. (2010). Building resilience in youth: The Penn Resiliency Program. <i>National Association of School Psychologists: Communique, 38</i>, pages 1 and 17-19.</p>
11	July 17	<p><i>Interventions for Enhancing Resilience, Part II</i></p> <p>Padesky, C.A. & Mooney, K. A. (2012). Strengths-based Cognitive-Behavioural Therapy: A four-step model to build resilience. <i>Clinical Psychology and Psychotherapy, 19</i>, 283-290.</p> <p>Coyne, J. C., & Tennen, H. (2010). Positive psychology in cancer care: Bad science, exaggerated claims, and unproven medicine. <i>Annual Behavior Medicine, 39(1)</i>, 16-26.</p>
12	July 24	<p><i>Community and Environmental Resilience Applications</i></p> <p>Case, R. A. (2017). Eco-social work and community resilience: Insights from water activism in Canada. <i>Journal of Social Work, 17(4)</i>, 391-412.</p> <p>Okvat, H. A., & Zautra, A. J. (2011). Community gardening: A parsimonious path to individual, community, and environmental resilience. <i>American Journal of Community Psychology, 47</i>, 374-387.</p>
	July 30	<p><i>Due: Class Participation Journal #2</i></p>

