



AFFILIATED WITH THE UNIVERSITY OF WATERLOO

**Renison University College**  
Affiliated with the University of Waterloo  
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Phone: 519-884-4404 | [uwaterloo.ca/renison](http://uwaterloo.ca/renison)

## Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Anishinaabeg, Hodinohsyó:ni, and Attawandaran (Neutral) 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 from mouth to source. Our active work toward reconciliation takes place in all corners of our campus through research, learning, teaching, community building and outreach. We are guided by the work of our Reconciliation and Restoring Steering Committee and Anti-Racism and Decolonization Spokesouncil, as well as the [University of Waterloo's Office of Indigenous Relations](#).

## Winter 2023

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**Course Code:** SDS 440R

**Course Title:** Optimal Living

**Class Times/Location:** Mondays, 11:30 am – 2:20pm (REN 2918)

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

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

**Student Drop-In Hours:** Mondays 10:30 – 11:15 am (REN 1603). I am happy to discuss course-related topics, and graduate school options and job opportunities.

**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 are on Course Reserves through the UW Library

## Course Requirements and Assessment

<u>Assessment</u>	<u>Date of Evaluation</u>	<u>Weighting</u>
Class Participation	Feb. 18 & Apr. 6	25%
Thought Paper #1	Jan. 23 or Jan. 30	10%
Thought Paper #2	Mar. 6 or Mar. 13	10%
Final Paper	Apr. 13	20%
Group Seminar Presentation	TBA	35%
Total		100%

### Class Participation

As a seminar class, SDS 440R places high emphasis on attendance and participation. By Monday morning each week (starting in Week 2), you will submit to the designated Dropbox on LEARN a list of 10 (or more) key points or critical 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) - by Feb. 18 and Apr. 6. In both journals, you will indicate your goals in taking SDS 440R and which seminars 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 Feb. 18 and Apr. 6 a copy of the Class Participation Rubric (to be provided on LEARN) - you will rate yourself based on your attendance, class preparation, listening skills, level of engagement, and quality of contribution to the discussions. You will justify your rating with specific examples of your contribution to these discussions.

### Thought Papers

You will submit two Thought Papers to the designated Dropbox online (1 ½ to 2 pages single-spaced). Your first paper will be based on the assigned readings for either Jan. 23 or 30 (your choice) and your second paper will be based on the readings for either Mar. 6 or 13 (your choice). You will be provided with topics for the Thought Papers in class. 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 our course website, sign-up for one of the available seminar topics by Jan. 15th. 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 roughly 40 Power Point slides, including discussion topics and self-reflections (aim for roughly 2 hours of material). Identify the student author for each slide. On the Thursday before your presentation, email Dr. Perretta 1 Self-Reflection Topic and 6-7 Discussion Questions. Your presentation will include a variety of multimedia of your choice (e.g., video-clips with targeted questions, handouts, 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, presentation skills, 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. I am happy to schedule a meeting with you and your group to discuss this project.

### Final Paper

By April 13, 2023, you will submit a movie review (8-10 pages double-spaced, not including title page or references), 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 *Soul*, *Up*, *Moonlight*, *The Farewell*, *Turning Red*, *Room*, *The Color Purple*, *A Beautiful Day in the Neighborhood*, *Inside Out*, *Precious*, *Indian Horse*, *Coco*, *Shawshank Redemption*, *Short Term 12*, *Ikiru*, or one of your choice.

### Course Outline

Week	Date	Readings
1	<b>Jan. 9</b>	<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</i> , 87(2), 216-226.
2	<b>Jan. 16</b>	<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:

		<p><a href="https://slidelegend.com/shifting-gears-the-need-to-address-healthy-eating-physical-activity_59f050c81723dde4db42adcd.html">https://slidelegend.com/shifting-gears-the-need-to-address-healthy-eating-physical-activity_59f050c81723dde4db42adcd.html</a></p> <p>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.</p> <p>Healthy active living: Physical activity guidelines for children and adolescents. (2012). Canadian Pediatric Society.</p>
3	Jan. 23	<p><b><i>Stress Management and Work/Life Balance</i></b></p> <p>Zinger, L. Managing Your Stress. Taken from: <a href="https://slideplayer.com/amp/5218194/">https://slideplayer.com/amp/5218194/</a></p> <p>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	Jan. 30	<p><b><i>Sleep Promotion and Smoking Cessation</i></b></p> <p>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.</p> <p>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></p> <p>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	Feb. 6	<p><b><i>Positive Psychology Interventions</i></b></p> <p>Kauffman, C. (2013). Positive psychology: The science at the heart of coaching.</p> <p>Rashid, T. (2015). Positive psychotherapy: A strengths-based approach. <i>Journal of Positive Psychology, 10(1)</i>, 25-40.</p> <p>Wong, P. (2016). Chinese Positive Psychology Revisited. <i>International Journal of Existential Psychology and Psychotherapy, 6(1)</i>. Taken from: <a href="http://www.drmpaulwong.com/chinese-positive-psychology-revisited/">http://www.drmpaulwong.com/chinese-positive-psychology-revisited/</a></p>
6	Feb. 13	<p><b><i>Social Determinants of Indigenous Peoples' Health</i></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.cnsa-nccah.ca/docs/determinants/RPT-HealthInequalities-Reading-Wien-EN.pdf">https://www.cnsa-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.sac-isc.gc.ca/DAM/DAM-ISC-SAC/DAM-HLTH/STAGING/texte-text/mh-health-wellness_continuum-framework-summ-report_1579120679485_eng.pdf">https://www.sac-isc.gc.ca/DAM/DAM-ISC-SAC/DAM-HLTH/STAGING/texte-text/mh-health-wellness_continuum-framework-summ-report_1579120679485_eng.pdf</a></p>

		Richardson, L., & Crawford, A. (2020). COVID-19 and the decolonization of Indigenous public health. <i>Canadian Medical Association Journal, 192(38)</i> , 1098-1100.
7	<b>Feb. 27</b>	<b><i>Mindfulness, Spirituality, and Religion</i></b> Davis, D. M., & Hayes, J. A. (2011). What are the benefits of mindfulness? A practice review of psychotherapy-related research. <i>Psychotherapy, 48(2)</i> , 198-208. Daniels, C. (2013). Integrating spirituality into counseling and psychotherapy. <i>Canadian Journal of Counseling and Psychotherapy, 47(3)</i> , 315-336. Koenig, H. G. (2012). Religion, spirituality, and health: The research and clinical implications. <i>International Scholarly Research Notices, Vol. 2012</i> , 1-15.
8	<b>Mar. 6</b>	<b><i>Living with Severe Mental Illness</i></b> Arboleda-Florez, J. & Stuart, H. (2012). From sin to science: Fighting the stigmatization of mental illness. <i>Canadian Journal of Psychiatry, 57(8)</i> , 457-463. Drake, R. E., & Whitley, R. (2014). Recovery and severe mental illness: Description and analysis. <i>Canadian Journal of Psychiatry, 59(5)</i> , 236-242. Aldersey, H. M., & Whitley, R. (2015). Family influence in recovery from severe mental illness. <i>Community Mental Health Journal, 15</i> , 346-476.
9	<b>Mar. 13</b>	<b><i>Healthy Relationships and Community Engagement</i></b> Newland, L. A. (2015). Family well-being, parenting, and child well-being: Pathways to healthy adjustment. <i>Clinical Psychologist, 19(1)</i> , 3-14. Murray, C., Ross, R., & Cannon, J. (2021). The Happy, Healthy, Safe Relationships Continuum: Conceptualizing a Spectrum of Relationship Quality to Guide Community-Based Healthy Relationship Promotion Programming. <i>The Family Journal: Counseling and Therapy for Couples and Families, 29(1)</i> , 50—59. Crooks, C. V., Chiodo, D., Thomas, D., & 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, 8(2)</i> , 160-173.
10	<b>Mar. 20</b>	<b><i>Healthy Aging</i></b> Healthy Aging and Wellness Group. (2011). Healthy aging in Canada: A new vision, a vital investment, from evidence to action. Taken from: <a href="https://www.health.gov.bc.ca/library/publications/year/2006/Healthy%20Aging%20in%20Canada%20New%20Vision%20Vital%20Investment%20Discussion%20Brief.pdf">https://www.health.gov.bc.ca/library/publications/year/2006/Healthy Aging in Canada New Vision Vital Investment Discussion Brief.pdf</a> Public Health Agency of Canada. (2019). A dementia strategy for Canada. Taken from: <a href="https://www.canada.ca/content/dam/phac-aspc/documents/services/publications/diseases-conditions/dementia-strategy-brief/dementia-strategy-brief.pdf">https://www.canada.ca/content/dam/phac-aspc/documents/services/publications/diseases-conditions/dementia-strategy-brief/dementia-strategy-brief.pdf</a>

		Kleinplatz, P. J., Menard, D., Paquet, M., Paradis, N., Campbell, M., Zuccarino, D., & Mehak, L. (2009). The components of optimal sexuality: A portrait of “great sex”. <i>Canadian Journal of Human Sexuality, 18(1-2)</i> , 1-13.
11	Mar. 27	<b><i>Environmental Awareness and Education</i></b> Environment and Climate Change Canada. (2020). A Healthy Environment and A Healthy Economy. Taken from: <a href="https://www.canada.ca/content/dam/eccc/documents/pdf/climate-change/climate-plan/healthy_environment_healthy_economy_plan.pdf">https://www.canada.ca/content/dam/eccc/documents/pdf/climate-change/climate-plan/healthy_environment_healthy_economy_plan.pdf</a> Ontario Ministry of Education. (2009). Acting today, shaping tomorrow: A policy framework for environmental education in Ontario schools. 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>
12	Apr. 3	<b><i>End-of-Life Care</i></b> Hughes, M. E. (2015). A strengths-perspective on caregiving at the end-of-life. <i>Australian Social Work, 68(2)</i> , 156-168. Government of Canada. (2019). Action Plan on Palliative Care in Canada. Taken from: <a href="https://www.canada.ca/en/health-canada/services/health-care-system/reports-publications/palliative-care/action-plan-palliative-care.html">https://www.canada.ca/en/health-canada/services/health-care-system/reports-publications/palliative-care/action-plan-palliative-care.html</a> Government of Canada. (2021). Medical Assistance in Dying. Taken from: <a href="https://www.canada.ca/en/health-canada/services/medical-assistance-dying.html">https://www.canada.ca/en/health-canada/services/medical-assistance-dying.html</a>

### Late or Incomplete Work

Students should make every effort to submit their assignments on time. If a student anticipates a conflict with an assignment deadline or has concerns about completing the assignment, the student should contact the instructor as soon as possible once the realization is made.

### Coursework Submission Policy

Dropboxes will be set up on LEARN to submit various assignments. It is the responsibility of the student to notify the instructor, in the first week of term or at the time assignment details are provided if they wish to submit an alternate assignment.

### Policy on Plagiarism

“Policy 71’s glossary defines plagiarism, in part, as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others (whether attributed or anonymous) as one’s own in any work submitted whether or not for grading purposes”...

The Vice-President Academic and Dean has the authority to assess instances of plagiarism and the resultant penalties that are raised by an instructor. An instructor can propose a grade penalty to the Vice-President Academic and Dean, who will decide whether to accept the penalty or initiate a formal inquiry.”

For additional information on how plagiarism is dealt with at Renison, review the policy from where the above text is copied: [Policy 71 - Student Discipline](#).

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 at [uwaterloo.ca/copyright-guidelines/fair-dealing-advisory](http://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory) Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

### **Attendance Policy**

25% of your final grade will be based on your attendance and class participation. Accommodation will be made for student illness or other unforeseen events. You may miss up to two lectures without penalty.

### **Electronic Device Policy**

Students who choose to use electronic devices to support their learning may do so provided that the individuals in the class are not disturbed or prohibited from their own learning. Electronic devices should be used for the purposes of supplementing the learning experience and focus on topics being discussed in class. Phones should be kept on silent during the class.

### **Communication Policy**

Email, using the uWaterloo provided email address, is the approved method of communication for Renison. The Office 365 email that you use to login using your WatIAM login and password is secure and confidential. Take caution when forwarding your WatIAM email to an external email service as confidential information forwarded to a third-party provider could be a data security breach and violation of FIPPA (Freedom of Information and Protection of Privacy Act) under which all students, staff, and faculty are bound by law.

### **Final Examination Policy**

For **Winter 2023**, the established examination period is **April 13-28**. The schedule will be available early February. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time. See the [Final Examination Schedule](#).

## **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 assignments. See [Accommodation due to illness](#).

## **Academic Integrity, Grievance, Discipline, Appeals and Note for Students with Disabilities**

**Academic Integrity:** 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](#) and the [Arts Academic Integrity](#) websites for more information.

Renison University College is committed to the view that when a problem or disagreement arises between a faculty member and a student every effort should be made to resolve the problem through mutual and respectful negotiation. Most issues are resolved by a student/faculty meeting to discuss differences of opinion. It is only after this stage, when a common understanding or agreement is not obtained that further actions listed below could be taken.

**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](#) website 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 or academic advisor. 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](#). For typical penalties check the [Guidelines for the Assessment of Penalties](#).

**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, or Academic Advisor, 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):** The website can be found at [uwaterloo.ca/academic-integrity/](http://uwaterloo.ca/academic-integrity/)

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

[AccessAbility Services](#) is located in Needles Hall, Room 1401, and 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.

Students are encouraged to register with AccessAbility Services (AAS) at the start of each term if they require accommodations due to a disability. However, some students not connected to AAS may require accommodations later in the term. In that case, you should immediately consult with your instructor and/or your Academic Advisor.

### **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](mailto:counselling.services@uwaterloo.ca): counselling.services@uwaterloo.ca / 519-888-4096
- [MATES](#): one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services
- [Health Services](#) – Student Medical Clinic: 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: 844-437-3247
- [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. Email: [ok2bme@kwcounselling.com](mailto:ok2bme@kwcounselling.com) Phone: 519-884-0000

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.

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.

If you feel that you are experiencing the above from any member of the Renison community (students, staff, or faculty), you may contact Melissa Knox, Renison's external anti-harassment and anti-discrimination officer, by email ([mnknox@uwaterloo.ca](mailto: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.

For additional information see Renison's [Harassment, Discrimination, and Abuse](#) policy.