

Cross Currents: Thinking About Resilience

UNAS 3348 Section 02 | Fall | M 4:30-5:45 pm

Instructors | Office hours by appointment

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Course Description

Thinking About Resilience is a seminar course designed to provide students an opportunity to learn about, and explore, the quality of resilience through an approach which creates a space for students to develop their own competencies in this area. The following building blocks of resilience will be incorporated into each class meeting: active coping, building on strengths, and cultivating connections. The seminar format will allow for students to learn about resilience, while engaging in activities and dialogue designed to move students from theory to practice.

Course Objectives

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

- Analyze individual strengths;
- Utilize health-promoting stress management strategies;
- Foster a sense of community across lines of difference;
- Promote individual resilience;
- Negotiate a social support network of mentors, role models, and peers.

Required Materials

- Chandler, Genevieve E. *Posi+ive Prac+ices: From Stress to Strength* (2Trees, LLC, 2021). This is a digital document. Download the e-book onto your computer. Purchase at <https://www.2treesresilience.com/product-page/posi-ive-prac-ices-from-stress-to-strength>
- Clifton Strengths for Students, Top 5 (online strengths assessment). Purchase and complete at <https://store.gallup.com/p/en-us/10265/cliftonstrengths-for-students-top-5>

Course Requirements

- *Attendance*
Students are required to attend all classes and to arrive on time for class. Students who miss class will be required to complete any make-up assignments, but will not receive credit for class discussion and attendance. Attendance is critical to the learning outcomes, and as such **students who miss more than two classes will be unable to pass the course.**
- *Participation*
This class is designed in a way that requires active participation on the part of each student. This includes participation in active coping exercises, written exercises, and providing feedback to others.
- *Assignments*
Students will be expected to complete an individualized strengths assessment and complete assigned readings. Written assignments are detailed below. Students are expected to complete all assignments on time.

Grading

At the end of the semester, each student will be assigned a final grade of a Pass or Fail based on the Instructors' assessment of attendance, participation, and completion of assignments.

Evaluation Components:

● In-class structured writing and feedback	20
● Strength assessment and strength plan	10
● Weekly positive practices homework and writing	20
● Class discussion	20
● Midterm Assignment	10
● Final presentation	<u>20</u>
Total	100

Academic Integrity

It is your responsibility, as a student, to be familiar with the University's policy on academic integrity. We expect each student in this course to complete independent work and appropriately document work which is not your own: <https://www.bc.edu/content/bc-web/academics/sites/university-catalog/policies-procedures.html#tab-academic-integrity-policies>

Disabilities and Request for Accommodations

We committed to supporting the learning of all students in this class. If you have already registered with [Connors Family Learning Center](#) (learning disabilities and ADHD) or [Disability Services](#) (all other disabilities) and have your letter of accommodations, please meet with us early in the course to discuss, plan, and implement your accommodations in the course. If you

have or think you have a disability but are not registered, the Connors Family Learning Center and Disability Services websites provide information on the registration process.

Bias-Related Incident Reporting

In order to advance Boston College's goal of creating a community in which everyone is treated with respect, dignity, and compassion and where acts of prejudice, hatred, and discrimination are not tolerated, the university created the **bias-related incident reporting form**. This form allows targets and witnesses to hate crimes or bias-related incidents to easily report the behavior and get connected to networks of care. In subsequent conversations with the Dean of Students Office, students can also get a better handle on the available institutional processes for addressing harm. You can learn more about the process at the **Hate Crimes & Bias-Related Incidents Protocol website**.

Course Schedule and Assignments

*Please note: this seminar begins the first full week of classes (the week of August 28).

All written homework assignments are due within 24 hours after the class meeting in which homework is assigned. These should be uploaded to the course Canvas site.

Class 1 (August 28)

- Topic: Introduction, Pre-Assessment
- Homework for next week:
 - Upload in-class writing assignment (within 24 hours)
 - *Positive Practices* – Introduction, Chapter 1
 - Writing Assignment – Submit the prompted writing exercise in Chapter 1 (due before next class).

Labor Day (September 4) - No Class

Class 2 (September 11)

- Topic: Honing Your Resilience
- Homework for next week:
 - Upload in-class writing assignment (within 24 hours)
 - *Positive Practices* – Section 1: Start with Strengths. Choose one chapter from this section (Chapters 2-13) to read. Follow instructions in the chapter.
 - Writing Assignment – Submit the prompted writing exercise from the chapter you chose to read (due before next class).

Class 3 (September 18)

- Topic: Building Strengths
- Homework for next week:
 - Upload in-class writing assignment (within 24 hours)

- *Positive Practices* – Choose another chapter in Section 1 to read.
- Writing Assignment – Submit the prompted writing exercise from the chapter you chose to read (due before next class).
- Complete the StrengthsQuest assessment

Class 4 (September 25)

- Topic: Strengths, continued
- Homework for next week:
 - *Positive Practices* – Section 2: Take the Lead. Choose one chapter from this section (Chapters 14-25) to read.
 - Writing Assignment – Submit the prompted writing exercise from the chapter you chose to read (due before the next class)
 - Upload your 5 strengths and a definition of each from StrengthsQuest (due before the next class)
 - Complete the Strength Plan for all 5 strengths and upload this (due before the next class)

Class 5 (October 2)

- Topic: Resilience
- Homework for next week:
 - Upload in-class writing assignment (within 24 hours)
 - *Positive Practices* – Choose another chapter in Section 2 to read.
 - Writing Assignment – Submit the prompted writing exercise from the chapter you chose to read (due before the next class).
 - Choose one of your 5 strengths to put into action this week. Write a brief reflection on this experience (due before the next class).

Class 6 (October 10) (Tuesday)

- Topic: Leadership
- Homework for next class:
 - Upload in-class writing assignment (within 24 hours)
 - *Positive Practices* – Section 3: Lift your Heart. Choose one chapter from this section (Chapters 26-38) to read.
 - Writing Assignment – Submit the prompted writing exercise from the chapter you chose to read (due before the next class).
 - Choose one of your 5 strengths to put into action this week. Write a brief reflection on this experience (due before the next class).
- **Midterm Assignment: Focusing on Strengths**
 Choose one activity from the Midterm Google Folder (linked in Canvas), and complete the activity by following the directions and recording your responses on the worksheet (please be sure to download and save your own version). Then write a reflection of at least 500 words that includes:

(1) your takeaways from completing this activity, and (2) a plan for how you will incorporate what you gained from this activity moving forward. Submit both the completed activity worksheet and your reflection to Canvas.

Class 7 (October 16)

- Topic: The Neurobiology of Stress
- Homework for next week:
 - Upload in-class writing assignment (within 24 hours)
 - *Positive Practices* – Choose another chapter in Section 3 to read.
 - Writing Assignment – Submit the prompted writing exercise from the chapter you chose to read (due before the next class)
 - Choose one of your 5 strengths to put into action this week. Write a brief reflection on this experience (due before the next class).

Class 8 (October 23)

- Topic: Stress, Health, Adversity, and Resilience
- Homework for next week:
 - Upload in-class writing assignment (within 24 hours)
 - *Positive Practices* – Section 4: Cultivate Connection. Choose one chapter from this section (Chapters 39-46) to read.
 - Writing Assignment – Submit the prompted writing exercise from the chapter you chose to read (due before the next class).
 - Choose one of your 5 strengths to put into action this week. Write a brief reflection on this experience (due before the next class).

Class 9 (October 30)

- Topic: Automatic Thinking
- Homework for next class:
 - Upload in-class writing assignment (within 24 hours)
 - *Positive Practices* – Choose another chapter in Section 4 to read.
 - Writing Assignment – Submit the prompted writing exercise from the chapter you chose to read (due before the next class).
 - Choose one of your 5 strengths to put into action this week. Write a brief reflection on this experience (due before the next class)
 - Fill out the Automatic Thinking chart with another example.

Class 10 (November 6)

- Topic: Connections
- Homework for next week:
 - Upload in-class writing assignment (within 24 hours)

- *Positive Practices* – Section 5: Create the environment. Choose one chapter from this section (Chapters 47-52) to read.
- Writing Assignment – Submit the prompted writing exercise from the chapter you chose to read (due before the next class).
- Choose one of your 5 strengths to put into action this week. Write a brief reflection on this experience (due before the next class).
- Start thinking about your final presentation.

Class 11 (November 13)

- Topic: Self-Compassion
- Homework for next week:
 - Upload in-class writing assignment (within 24 hours)
 - *Positive Practices* – Choose one new chapter from any section to read.
 - Writing Assignment – Submit the prompted writing exercise from the chapter you chose to read (due before the next class).
 - Choose one of your 5 strengths to put into action this week. Write a brief reflection on this experience (due before the next class).
 - Work on the final presentation.

November 20, 2013 Thanksgiving Break- No Class

Class 12 (November 27)

- Final Presentations: Seeing your own Resilience
- Homework for next week: Write a final resilience reflection in response to a prompt (provided separately).

Class 13 (December 4)

- Final Presentations: Seeing your own Resilience
- Post-course Survey

Class 14 – Finals Week