

Science of Resilience

Instructor: Dr. Charisse Nixon
Office: Susan Hirt Hagen Center CORE Bldg. (by Junker Center)
Phone: Cell 602-0786

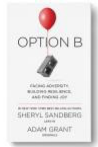
E-mail: cln5@psu.edu
Time: Tues/Thurs 1:35 – 2:50
Classroom: CORE

***Mentor coordinators:** Erika Berlin (eld130@psu.edu)

Graduate Students

TA – Angel Mora (aem5946@psu.edu) Maggie Lawrence (mll5388@psu.edu) Zach Babb (zab5165@psu.edu)

Office hours: Tuesdays and Thursdays 12:00 to 1:00 p.m., Wed. 3:00 to 4:00 & by appt.



When life pulls you under, you can kick against the bottom, break the surface, and breathe again."
— Sheryl Sandberg & Adam Grant

Required book: Option B by Sheryl Sandberg and Adam Grant

Course Objectives: This course is designed to introduce students to the science of resilience. Course components will include a focus on prevention efforts intended to optimize developmental outcomes. Particular emphasis will be directed towards building resilience levels and decreasing at-risk factors. Basic and applied research will be included. The successful student will be able to

apply germane research findings in such a way as to increase resilience levels.

TWO PARTS OF COURSE: This course consists of two components: (1) RESEARCH and (2) PRACTICUM/ LEADERSHIP SKILLS.

(1) **Research:** All aspects of this course are based upon empirical research. To be able to effectively work with children and adolescents, it is imperative that you *understand* and can *apply* relevant research. Our goal in working directly with the youth is to promote positive developmental outcomes, while reducing deleterious behaviors. To this end, we will be reviewing original research.

Readings: You will be assigned readings relevant to the science of resilience and children's development throughout the course. The articles will be posted on CANVAS. **You are responsible to read everything assigned.** However, you are only required to turn in eight summaries. They are all assigned with due dates on CANVAS. This will help you to be prepared for class and participate fully in class. Summaries are worth 10 points each. To gain all points, you must: a) **summarize** the reading (using outlines), b) **apply** the reading to your own life and/or your mentees (80 points) *

***THE READINGS ARE NOTED ON THE SYLLABUS as HOMEWORK to prepare for the next class.**

(2) **LEADERSHIP** – An important objective of this course is to grow your leadership skills. Leadership is not about being an extrovert or introvert. It is much more than that. We have seen introverted students with effective leadership skills and extroverted students with ineffective skills. All of us have come to the world wired with specific proclivities that have influenced our temperament. Leadership is not solely about temperament. Leadership is about influence. According to Forbes, **leadership** is a process of social influence, which maximizes the efforts of others, towards the achievement of a goal. Working with children and being an effective mentor requires you to grow your leadership skills. Throughout this course, you will have the opportunity to facilitate discussions and work with students, as well as your peers. *To help promote leadership skills, team building, communication skills and trust, we will all engage in mentor training towards the beginning of the semester.*

Class participation: You are responsible for learning the material and being prepared to discuss relevant issues during class time. Active class participation is an integral component of this course. You must be present to receive all 40 points. Attendance will be taken each class. However, I will honor two excused absences (e.g., illness, emergencies, etc.). Please be sure to notify me prior to the missed class. If there are any extenuating circumstances, please let me know. To respect others, please make EVERY effort to be on time. Your grade will be adjusted accordingly. (40 points)

Participation in Mentoring Sites: Your attendance is required for each weekly mentoring session. Additionally, you will be graded weekly on your active participation throughout the mentoring session, attitude, communication with students/administrators, and leadership skills. If you will be absent due to illness, you

MUST email Erika Berlin ahead of time and explain your illness or emergency. This must be **received by 9am** the morning of the mentoring session or your absence will be counted against you. If you are ill and are the designated driver, please have backup plans for the team to arrive at the site. (80 points)

Journals: Upload to CANVAS (under 'assignment') by each Sunday at 11:59 pm. What did you learn this week? How will you *apply* the knowledge? Describe any issues you may be having. What do you need help with? You are required to complete 7 journal entries. Once you are working with the children, you will discuss what you did, what worked, what didn't work, etc. (35 points)

READ Option B – DUE

Part I. *Summary:* Summarize Book. Please do NOT provide a summary chapter by chapter. Instead, provide a concise, thematic summary. II. *Application:* After reading this book, please *apply* the book to develop specific ideas/curriculum appropriate for youth. Please be specific. Your goal is to optimize youth outcomes. Please be sure to identify which outcomes you are targeting. (50 points)

Final Self-Evaluation: Requirements will be discussed in detail towards the end of the semester. (10 points)

Midterm and final comprehensive exam: This exam will cover articles, other readings and class notes. (100 points)

Online assignments

*Growth Mindset Training – online*__Due Jan. 18th

The Science of Resilience- <https://video-alexanderstreet-com.ezaccess.libraries.psu.edu/watch/resilience>

Please provide a summary and application to this course. (20 points).



Syllabus is subject to change

Week	Dates	Topic	Reading/Homework
1	Jan. 9 Jan. 11	Introduction to the course Resilience - Blind Spots Resilience & Connection	How people learn to become resilient WebMD, <i>Loneliness</i>
2	Jan. 16 Jan. 18	Mentor Training Mentor Training	Complete growth mindset training on CANVAS Prepare for story exchange
3	Jan. 23 Jan. 25	Story exchange ACES, stress	Connecting brain to body/ACES and toxic stress 3Principles to Improve Outcomes
4	Jan. 30 Feb. 1	Principles to improve outcomes Children & Resilience	Werner, 2005, 2012
5	Feb. 6 Feb. 8	Training skills – Prep for Week 1 Resilience/Purpose	Harvard Bus Review, 2017 Purpose/APA Building Resilience
6	Feb. 13 Feb. 15	Mentor Skills Training Empathy/Growth Mindset Neuroscience of empathy	Abramson, 2021 (empathy) Schumann et al 2014
7	Feb. 20 Feb. 22	Mentor Prep for Week 2 Post Traumatic Growth/3 mindset shifts	PTG: Kaufman et al., 2020; 3 mindset shifts
8	Feb. 27 Feb. 29	Mentor Training skills/ Teen Brain Still Under Construction Midterm	
<u>SPRING BREAK!!</u>			
9	Mar. 12 Mar. 14	Discuss Option B Prep for Week 4	
10	Mar. 19 Mar. 21	Prep for Week 5 Pennebaker & Ferrell, 2013 Power of the Narrative – J. Christian	Write your own narrative The Developing Brain, Child Trends, 2015
11	Mar. 26 Mar. 28	Brain and Resilience Prep for Week 6 Mentoring	
12	Apr. 2 Apr. 4	Prep for week 7 Hope	Synder et al., 2003; Feldman & Dreher, 2012
13	April 9 April 11	Prep for week 8 Resilience-Steeling Effect	Rutter, 2012 Froh et al., 2014; How gratitude changes your brain
14	April 16 April 18	The Science of Gratitude Optimism	Molinero et al., 2018
15	April 23 April 25	Review - Brain, plasticity, mindset, resilience Celebration and feedback	

ACADEMIC INTEGRITY

<https://behrend.psu.edu/for-faculty-staff/faculty-resources/academic-integrity>

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment by all members of the University community not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

DISABILITY ACCOMMODATION

Penn State welcomes students with disabilities into the University's educational programs. Every Penn State campus has an office for students with disabilities. Student Disability Resources (SDR) website provides [contact information for every Penn State campus \(http://equity.psu.edu/sdr/disability-coordinator\)](http://equity.psu.edu/sdr/disability-coordinator). For further information, please visit [Student Disability Resources website \(http://equity.psu.edu/sdr/\)](http://equity.psu.edu/sdr/).

In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: [See documentation guidelines \(http://equity.psu.edu/sdr/guidelines\)](http://equity.psu.edu/sdr/guidelines). [If the documentation supports your request for reasonable accommodations, your campus disability services office will provide you with an accommodation letter. Please share this letter with your instructors and discuss the accommodations with them as early as possible. You must follow this process for every semester that you request accommodations.](#)

COUNSELING AND PSYCHOLOGICAL SERVICES

Many students at Penn State face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

[Counseling and Psychological Services at University Park \(CAPS\) \(http://studentaffairs.psu.edu/counseling/\)](http://studentaffairs.psu.edu/counseling/): 814-863-0395

Counseling and Psychological Services at [Commonwealth Campuses \(http://senate.psu.edu/faculty/counseling-services-at-commonwealth-campuses/\)](http://senate.psu.edu/faculty/counseling-services-at-commonwealth-campuses/)

Penn State Crisis Line (24 hours/7 days/week): 877-229-6400 Crisis Text Line (24 hours/7 days/week): Text LIONS to 741741

EDUCATIONAL EQUITY/REPORTING BIAS

Penn State takes great pride in fostering a diverse and inclusive environment for students, faculty, and staff. Acts of intolerance, discrimination, or harassment due to age, ancestry, color, disability, gender, gender identity, national origin, race, religious belief, sexual orientation, or veteran status are not tolerated and can be reported through Educational Equity via the [Report Bias webpage \(http://equity.psu.edu/reportbias/\)](http://equity.psu.edu/reportbias/).

EMERGENCY PROCEDURES

Faculty, staff, and students may need to evacuate campus buildings for several reasons (fire or alarm activation, discovery of a suspicious object, etc.). The following points provide guidance on emergency evacuations:

- Be familiar with evacuation maps posted within the building. Know the location of at least two exits and the corresponding evacuation routes from the classroom.
- Exit the building as quickly and calmly as possible using the nearest safe exit if prompted to do so. Do not use any elevators.
- Move to the building's "Designated Meeting Site", or another safe location outside the building.
- Do not re-enter the building until you have been instructed to do so by public safety officials. Silencing of alarms does not necessarily mean that the emergency is over.
- You are strongly encouraged to watch the "StaySAFE" video located at <http://StaySAFE.psu.edu>. Any student who may require assistance when evacuating the building should notify the instructor so that arrangements can be made to ensure their safety during an emergency.

Grading Scale:

Percent	<60.0	60-69.9	70-75.9	76-79.9	80-82.9	83-85.9	86-89.9	90-92.9	93-100
Letter Grade	F	D	C	C+	B-	B	B+	A-	A

Career Services prepares Penn State students to enter the workforce or graduate school through a variety of services. Career professionals will assist with resume and cover letter reviews, internship and job searches, interview prep and mock interviews, career fair prep, development of career competencies, and graduate school prep. Be sure to utilize Career Services for all of your career endeavors, start planning your career early! Do not wait any longer--check out their website and/or stop into their office which is located in Reed 125 during drop-in hours Monday-Friday, 12:00-4:00 p.m. You may also schedule an appointment through Starfish or call 814-898-6164.

Why tutoring? Tutors can help you find gaps in your understanding of concepts, show you how to get the most out of your textbook, give you advice about how to prepare for tests and study for the course.

See a tutor by appointment (in person and online) or by dropping in at one of four locations. A schedule for all options is available on TutorTrac at tutorapp.bd.psu.edu

Learning Resource Center | 203 Lilley Library | 814-898-6140 | behrend.psu.edu/lrc | BDtutor@psu.edu