COURSE TITLE: RESILIENCY: WHAT IT MEANS TO YOU & YOUR STUDENTS

NO OF CREDITS: 1 QUARTER CREDIT
(Semester Cr Equivalent: .66) CONTACT HRS: 10
WA CLOCK HRS: 9

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COURSE DESCRIPTION:
During 13 years of schooling, students spend over 15,000 hours at school, thus making it a powerful experience for them in their lives. As educators we are interested in academic success for each child during this experience, but we also know that we must also look at building resilient youth. We want young people who can approach the challenges of their lives with character, skills and optimism; instead of choosing destructive paths for themselves or others. Resiliency theory does just that. It shifts our thinking about deficits to thinking about assets, from problems to solutions. This course will explain resiliency theory and also provide practical, effective strategies that can be implemented to make your classroom and/or school a place that fosters resiliency in our kids and in us.

Material covered will be applicable K-12 and will be appropriate for all school staff (administrators, teachers, support staff and paraprofessionals). There is no material fee for this course. The cost of the textbook is approximately $15.

LEARNING OUTCOMES:
As a result of taking this course, participants will be able to:
• Define and describe “resiliency” and it’s benefits for individual students, families, schools and communities.
• Identify the history and theoretical foundations of resiliency theory; as well as the current models of resiliency/protective factors proposed by Bonnie Benard, Nan Henderson and Steven and Sybil Wolin.
• Identify and discuss the differences between The Wolin’s “Challenge Model” and the “Damage Model” and it’s practical applications for students and staffs.
• Identify and discuss the “us vs. them” mentality that often accompanies the “Damage Model” and the need to have collaborative school communities based on resiliency theory.
• Identify the 6 step action plan for fostering resiliency in students, families, schools and communities.
• Discuss strategies for integrating resiliency into the classroom and school, often by reframing what is already taking place, with the goal of building a resilient environment for all students.

COURSE REQUIREMENTS:
The following are course requirements weighted for determining the granting of university credit. Antioch University Seattle requires 75% or better to issue credit at the 400 level and 85% at the 500 level.
1. Attendance and active participation in all class sessions 40%
2. Reading of articles, handouts, books or texts 30%
3. Satisfactory completion of all outside assignments 30%

400 LEVEL OUTSIDE ASSIGNMENT:
All assignments must reflect class discussions and outside reading. Depending on your preferences and professional situation, complete one of the following:

1. Write a 1-2 page journal entry from the day in the life of a “challenged student” and discuss the impact of having few protective factors in his/her life. Please include his/her thoughts and feelings about school, both academic and social experiences. You can use a real situation from your own experiences as a child or adolescent, a student that you know at your school. If you use a student please do not use their real name.

2. Write a 1-2 page reflection paper that details a significant learning from the course. (Ex: describe “The Resiliency Mandala”, the “Challenge” and “Damage” models, strategies to implement in your classroom or school-wide.) Be sure to include how this learning impacts your understanding and future interactions with students in your classroom and/or their parents.

3. Any project applicable to your professional assignment, which is pre-approved by the instructors.

500 LEVEL OUTSIDE ASSIGNMENT:
In addition to the 400 level assignment complete one of the following:

4. Interview or give surveys to a group or entire class(es) of students or staff. The purpose is to identify if the factors which foster resiliency exist in your classroom, school or community. You may use one of the surveys given out at class. You can submit (a) a statistical summary of the surveys (b) a 3-4 page summary paper describing the outcome of the surveys/or the interviews you conducted or a combination of (a) and (b) with (b) being at least 2 pages long.

5. Conduct additional reading of the literature on resiliency theory either from articles given out in class, the bibliography or other resources. In a 3-4 page paper you could discuss in detail the potential impact of becoming a resiliency-oriented educator (academic, physical, and/or emotional lives, etc.) on your students and/or the school community and/or yourself. This paper can be specific to one particular topic like those suggested or more of an overview depending on your interests.

6. Any project applicable to your professional assignment, which is pre-approved by the instructors.

ASSIGNMENT FORMAT AND DUE DATE:
• Papers should be typed or word-processed, single-spaced, double-sided and sent to the instructor’s address (email is encouraged) listed in this syllabus.
• All assignments are due to the instructors within 2 weeks of the last class session.

REQUIRED READING:
The cost of the textbook is approximately $15. ISBN# 0-7619-4670-5.
INSTRUCTOR EVALUATION OF WORK:
Please include a self-addressed, stamped envelope if you would like to receive the instructor’s comments on your work.

QUALIFICATIONS FOR TEACHING:
Jacquie Johansson has worked as a certified counselor in the Spokane Public Schools for the past 15 years. She has worked K-8 with general education, special education and gifted students. She is extensively trained in Love and Logic and Character Counts. Jacquie is also an adjunct professor for the Master’s in Counseling program at Eastern Washington University. She worked previously in human resources for five years. Jacquie and her husband are parents of two teenagers and reside in Spokane, WA.

Lori Gibson is a certified teacher /counselor K-12. Lori believes in pro-active/early intervention approaches like PeaceBuilders and peer-mediation. She has served on numerous critical incident teams in the past 15 years as school counselor dealing with both staff and students. Lori has counseled at North Chicago High School, IL. and for Spokane Public Schools. She presently works as an elementary counselor for Lake Washington Schools. Lori and her husband have two young children and currently live in the Seattle area.
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BIBLIOGRAPHY

Benard, Bonnie (1991). *Fostering Resiliency in Kids: Protective Factors in the Family, School and Community.* (No longer in print and difficult to find, but the model of resiliency/protective factors are well respected in the field of resiliency)

Benard, Bonnie (2004). Resiliency: *What We have Learned.* West Ed; Health and Human Development Program.


Other Websites:
[www.strengthsinfocus.com](http://www.strengthsinfocus.com) [www.dosomething.org](http://www.dosomething.org) [www.casel.org](http://www.casel.org)
[www.projectresilience.com](http://www.projectresilience.com) [www.freespirit.com](http://www.freespirit.com)
[www.search-institute.org](http://www.search-institute.org) [www.WestEd.org/hks](http://www.WestEd.org/hks)
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COURSE SCHEDULE
Course Schedule is subject to change.

8am-6pm

• Introductions, course objectives, handouts and large group ice-breaker
• Introduction to the definitions and descriptions of resiliency; lecture
• Opening exercise/discussion of students who are “challenged” and “resilient”
• Presentation of the history and theoretical framework of resiliency; discussion and lecture

Break

• Presentation on the 3 main models of resiliency; lecture and discussion
• Form small groups discuss the models of resiliency and what it means at the grade levels they teach
• Large group discussion with instructors commentary and consultation

Break

• Large group experience based on the Wolin’s “Damage Model” vs. the “Challenge Model”
• Small group discussions of reaction to the experience, personal application sharing and application to their particular work situation/students
• Large group discussion with instructors commentary and consultation, including and address of the “us vs. them” issues

Lunch

• Review of material from the morning sessions, Q/A
• “Survivor’s Pride” - Video presentation of resilient students
• Followed by discussion with large group

Break

• Presentation of strategies for intervention for both students and staff
• Personal reflection and application; Henderson based “resiliency wheel” tool and small group discussion
• Summary, questions, discussion, evaluations and closing