

DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY STUDIES
University of Nevada, Reno
Fall 2008

HDFS 745

Individual and Family Resilience

Fall 2008

Wednesday: 1:00-3:45

SFB 204A

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Office hours: Email to schedule an appointment

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Course Description:

This course provides a survey and critical evaluation of the risk and resilience literature as it applies to individuals and families across the lifespan. Students explore individual and family resilience in the context of different developmental periods, various types of adversity, and multidisciplinary perspectives. Major studies, leading researchers, and key findings in the risk and resilience literature are examined at two levels of analysis: the individual and the family.

Textbook/class materials:

Benard, B. (2004). *Resiliency: What we have learned*. San Francisco, CA: WestEd

Goldstein, S. & Brooks, R. B. (2006). *Handbook of resilience in children*. New York: Springer.

Walsh, F. (2006). *Strengthening family resilience*. New York: The Guilford Press.

Course information and selected Readings will be posted on the course website:

<http://hilton391.pageout.net>

Course Objectives:

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

1. Trace the historical development of risk and resilience research.
2. Identify major studies, leading researchers, and key findings in the risk and resilience literature.
3. Develop a common set of definitions and concepts to be used in examining resilience research.
4. Critique the strengths and weaknesses of various frameworks used to study resilience
5. Analyze the leading criticisms and debates regarding resilience as a focus of study.
6. Examine risk and resilience in the context of different developmental periods.
7. Examine risk and resilience in the context of various types of adversity (e.g., poverty, trauma, disability, abuse, etc.)
8. Examine risk and resilience at two levels of analysis: the individual and the family.
9. Compare perspectives on risk and resilience in a multidisciplinary context (e.g., education, psychology, medicine, social work, etc.)
10. Examine resilience in the contexts of research and practice
11. Write an in-depth review of the literature on some aspect of resilience

12. Present research on a topic of resilience in a seminar format

Evaluation:

1.	Research paper.....	200 points
2.	Seminar presentation.....	200 points
3.	Lesson plan.....	25 points
4.	Hurricane Katrina Assignment.....	75 points
5.	Facilitation of discussion.....	100 points
	TOTAL	600 points

Grading:

564 – 600 points = A	94-100%	444 – 461 points = C	74- 76%
540 – 563 points = A-	90- 93%	420 – 443 points = C-	70- 73%
522 – 539 points = B+	87- 89%	402 – 419 points = D+	67- 69%
504 – 521 points = B	84- 86%	384 – 401 points = D	64- 66%
480 – 503 points = B-	80- 83%	360 – 383 points = D-	60- 63%
462 – 479 points = C+	77- 79%	Less than 360 = F	0- 59%

Policies:

1. **Points will be deducted for late assignments (5 points per day).** Assignments are due at the beginning of class on the due date. If you have a compelling problem, please discuss it with me ahead of time.
2. **Academic dishonesty violates university policy.** According to the UNR Student Handbook, academic dishonesty is defined as cheating, plagiarism or otherwise obtaining grades under false pretenses. Plagiarism is defined as submitting the language, ideas, thoughts or work of another as your own, or by allowing your work to be used by someone else in this same fashion. Be sure to cite all work from your sources. Give credit where credit is due. Refer to the APA manual (5th edition) for the rules.
3. **You need to know how to use the internet and you are expected to maintain and use an email account** (preferably the one assigned by UNR). Please inform me of any changes to your email address.
4. **Open discussion is encouraged.** The essence of learning is an open mind and the appreciation of diverse points of view. The class is intended as a learning environment and not a therapy session to work out personal issues. Please respect the right of your classmates to have opinions that may contradict your own perspective on resilience. This is a sensitive topic and it may bring up emotion for some students. If you have any difficulty with the material in class, please let me know. I will refer you to resources that can help.
5. **Disability accommodations will be made.** If you have a disability and need to request accommodations, please let me know and contact the Disability Resource Center (Thompson Building, Suite 101) as soon as possible to arrange for appropriate accommodations.

University of Nevada, Reno
Thompson Bldg. Suite 101, MS/079
Contact: Mary Zabel, Director

Phone: (775) 784-6000 | Fax: (775) 784-6955 | TTY: (775) 327-5131

E-mail: drc@scs.unr.edu

Website: <http://www.unr.edu/stsv/slservices/drc/>

6. Please turn off all electronic devices during class.

Research Paper:

The research paper must reflect current research and practice related to individual or family resilience. This means that you must also do a thorough review of the literature to find the most current professional information related to your topic. Ask yourself probing questions as you search the literature. What theories are used most often to explain your topic? Are there one or two that stand out? Who are the “big names” in research on your topic and what do they have to say? Are their research findings consistent with one another or is there disagreement? If there is disagreement, why do you think it occurs? Are there gaps in the literature that have not been addressed? If so, why not? What is the history of thinking on your topic?

When you have finished your review and organized your thoughts, prepare a 15-20 page paper using APA 5th edition format. Include a cover page, a running head, abstract, introduction, topic headings for the body of your paper, your summary and conclusions, and references. At least 20 references must be from professional journals. You may organize some of your information using tables, charts, or diagrams (optional). Staple the paper together (no covers please) and give me 2 copies of the final paper. The paper will be graded on the significance and timeliness of the topic, accuracy and timeliness of the references, thoroughness of research, ability to apply theory, think critically, and conceptualize. It also will be graded on organization, composition, readability, and style.

Papers will be graded twice. The first review of the papers will determine whether or not individual papers meet the criteria, as outlined above. A preliminary grade will be assigned along with directions for re-writing the paper, if necessary. The second review of the papers will produce a final grade. Students who are required to re-write will have the opportunity to raise their preliminary grade by a maximum of 20 points.

Please see me if you have any questions or concerns about your paper. I am willing to give you individual assistance at any stage of the process. In addition, I plan to give students written information to assist with writing the paper. In order to do this, I need you to submit your work to me in stages. First, you need to select a topic and tell me what you plan to do for your paper. Second, you will submit an outline of the paper, including references. The third step will be to give me a copy of the completed paper for review and a preliminary grade. **THE FIRST DRAFT MUST BE YOUR BEST EFFORT TO WRITE THE PAPER...** your final grade will be affected by the quality of the first draft. The last step will be to submit two copies of the revised paper for your final grade. The following dates are the deadlines for submitting each part of your project:

Due Dates:

September 3	Topic for paper with a description of what you plan to do
September 17	Detailed outline of paper...with citations and a reference list
September 17	Lesson plan for seminar
TBA	Schedule for seminars
October 15	First draft of paper
November 19	Final draft of paper (2 COPIES)

Suggestions:

1. Purchase an APA Style Manual, 5th ed., if you do not already own one.
2. Use the handouts I will give you...they will help make the process a lot easier
3. Keep a printed copy of your work as you go along (in case you lose your work on the computer)
4. Have the paper reviewed by at least one person before you submit it for a grade.
5. Find someone who writes well and/or use the services of the university's Writing Center.

Seminar Presentation:

You will have 45 minutes in class to present your seminar. Your presentation will be scheduled to fit with the weekly lecture that most closely matches your topic. Please fill out and submit the lesson plan (attached to this syllabus) by September 17th. You will be allowed to revise and resubmit your lesson plan up until the date of your presentation.

Discussion and Participation:

Part of each class will be devoted to discussion of the topic of the week, the texts and readings, or a discussion with guest speakers. Each of you will have an opportunity to organize and facilitate the class discussion for one class during the semester (100 points). You also are expected to actively participate in the weekly discussions when others are facilitating. As a facilitator, you can bring in a guest speaker, organize an activity based on the readings or topic of the week, show a video clip, or give homework as a springboard for the discussion. As a participant in the discussion, you are expected to have completed the assigned reading and any “homework” prior to coming to class. The discussion time will be used to ask questions and share insights, ideas, and information.

Your participation in the discussions is critically important in this course. The class is designed to be highly interactive. When students are absent or disengaged, the quality of the class suffers. As a part of your group and a part of the class, you have a responsibility to come to class and to come prepared.

Format for Classes:

Lecture	1:00-2:00 p.m. (1 hour)
Break	2:00-2:15 p.m. (15 min)
Activity/Seminar	2:15-3:00 p.m. (45 min)
Discussion	3:00-3:45 p.m. (45 min)

Proposed Schedule: (will be finalized during class discussion)

Date	Lecture Topic	Seminar (or Activity)	Discussion	Reading Assignment
Aug 27	Introduction; what is resilience?	Compare definitions; discuss seminar topics and reading assignment	Dr. Hilton	Goldstein, 1-2
Sep 3	The relationship of risk and resilience <i>RESEARCH TOPIC DUE</i>	Domains of resilience; discuss seminar topics and reading assignment	Dr. Hilton	Goldstein, 3-5

Sep 10	Historical development of the resilience perspective	Discuss how to write a paper; seminar topics and reading assignment	Dr. Hilton	Goldstein, 6-8
Sep 17	Overview of major studies and key researchers <i>OUTLINE OF PAPER & LESSON PLANS FOR SEMINAR DUE</i>	Tips for searching online; discuss reading assignment	Dr. Hilton	Goldstein, 9-12
Sep 24	The controversy surrounding risk and resilience	Seminar 1:		Goldstein, 13-16
Oct 1	Need for a common set of concepts and definitions	Seminar 2:		Goldstein, 17-19
Oct 8	Development of a general resilience framework	Seminar 3:		Goldstein, 20-21
Oct 15	Resilience in early childhood <i>DRAFT of PAPER DUE</i>	Seminar 4:		Goldstein, 22-23
Oct 22	Resilience in middle childhood	Seminar 5:		Walsh, 1-2
Oct 29	Resilience in adolescence	Seminar 6:		Walsh, 3-5
Nov 5	<i>No class...work on assignment</i>	Out-of-class assignment: Hurricane Katrina Stress and Coping		Walsh, 6-7 http://www.cyfernet.org/hottopic/katrina05.html
Nov 12	Discussion of out-of-class assignment	Seminar 7:		Walsh, 8-10
Nov 19	Resilience in adulthood <i>FINAL COPY of PAPER DUE</i>	Seminar 8:		Walsh, 11-12
Nov 26	Family resilience	Seminar 9:		Benard, 1-3
Dec 3	Family resilience, continued	Seminar 10:		Benard, 4-6
Dec 15	FINAL MEETING...2:15 – 4:15	Seminar 11:		Benard, 7-9

LESSON PLAN FOR SEMINAR
HDFS 745
Individual and Family Resilience

Name: _____

Title of Presentation: _____

Date of Presentation: _____

Objectives of the Presentation:

Explain what students are supposed to be able to do as a result of your presentation. List 3-5 of the most important outcomes for students. Example...

1. To distinguish between myths and facts regarding resilience in...
2. To analyze key components of existing perspectives on...
3. To describe at least three divergent perspectives on ...

Methods:

Describe the methods you will use to meet your objectives. Feel free to experiment with PowerPoint, video, film clips, overheads, lecture, discussion, debate, or role playing to get your point across. Try to make the presentation entertaining as well as informative. Be prepared for things to go wrong (bring notes, a CD, flash drive; put the presentation on the computer ahead of time, etc..) What equipment will you need for your presentation?

Summary of Content:

Summarize the content of your presentation in detail. As a general guideline, explain the problem or issue, give a historical account of the development of the problem/issue (if appropriate), summarize what is known and not known, critique different perspectives on the topic, and end with your conclusions. Be sure to cite all work, as you would in a term paper.

References:

List at least 20 journal articles that were cited in your summary of content. Other references used can be cited, but will not count towards the minimum of 20 journal articles. Use APA format in your summary and in the reference list.

I will give you feedback at all stages of the process. Please consult with me in person or by email whenever you need advice.

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SEMINAR GRADE SHEET

Grading scale: 1= below average, 3= average, 5= above average

Lesson Plan: TOTAL SCORE ____/25 points 1 2 3 4 5

- | | | | | | | |
|----|--|---|---|---|---|---|
| 1. | Clearly defined objectives | — | — | — | — | — |
| 2. | Methods of presentation appropriate to topic | — | — | — | — | — |
| 3. | Methods promote active student involvement | — | — | — | — | — |
| 4. | Detailed summary of content | — | — | — | — | — |
| 5. | Appropriate citations and references | — | — | — | — | — |

Presentation TOTAL SCORE ____/150 points 1 2 3 4 5

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 1. | Clearly defined objectives; explicitly stated | — | — | — | — | — |
| 2. | Ability to summarize problem/issue | — | — | — | — | — |
| 3. | Identification of relevant trends/facts | — | — | — | — | — |
| 4. | Accuracy of information | — | — | — | — | — |
| 5. | Support/evidence for conclusions reached | — | — | — | — | — |
| 6. | Speech/communication skills | — | — | — | — | — |
| 7. | Effective presentation methods | — | — | — | — | — |
| 8. | Effective time management | — | — | — | — | — |
| 9. | Evidence of student engagement | — | — | — | — | — |
| 10. | Overall impact of presentation | — | — | — | — | — |

COMMENTS: