**Course Title and Number**  
SW 498 Special Problems: Using the Resilience Perspective in Practice

**Instructor/Classroom:**

**Day/Time**

**Contact Information**

**Office Hours**

**Credits** 3

**Pre-Requisites** None

**Course Description**

Students examine the literature on individual and family resilience in the context of different developmental periods, various types of adversity, environmental influences and multidisciplinary perspectives. Major studies, leading researchers, and key findings in the risk and resilience literature are examined in the context of their potential value for professional practice.

**Course Objectives/Educational Outcomes**

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

1. Trace the historical development of resilience research and practice
2. Identify major studies, leading researchers, and key findings in the risk and resilience literature
3. Develop a consistent set of resilience definitions and concepts to be used in social work practice
4. Analyze the leading criticisms and debates regarding the use of the resilience perspective in research and practice
5. Compare perspectives on risk and resilience in a multidisciplinary context (e.g., education, psychopathology, medicine, nursing, social work, etc.)
6. Examine research on risk and resilience across multiple levels of analysis: the individual, family, schools, workplace, communities and the military
7. Examine the influence of risk and resilience on adaptation across multiple systems in the human ecology
8. Explore risk and resilience in the context of various types of adversity (e.g., poverty, trauma, addiction, disability, maltreatment, military service)
9. Analyze the fit between resilience theory and social work values
10. Critically analyze the theoretical premises, and potential implications of using the resilience perspective in practice
11. Analyze institutional barriers to using the resilience perspective in practice
Instructional Methods

This course is taught online. A variety of online instructional methods will be employed including: narrated lecture, lecture transcripts, readings, videos, class discussion, application activities, and quizzes. All of the materials and instructions that you need for this course are found in the Weekly Modules in WebCampus: http://wcl.unr.edu. Accommodations will be made for students who cannot come to campus for the exam.

Course Policies

- **Participation.** Learning does not take place in isolation. Every time something is learned, there is an exchange between the person who is learning and the person who is teaching. This means that both parties must take responsibility for their contribution to the process.

  As your teacher, I am committed to doing my part by being responsive and fair. I have structured this class to be sensitive to different learning styles and individual needs. I try to give students maximum flexibility, within limits, and I am responsive. I check for messages from students every day and respond to every message I get. I grade all assignments within a day or two of the submission date.

  Students who share my commitment to learning are prepared to learn in an online environment. **There are only three weeks to complete all of the work for an entire semester.** This means that you need to complete all of the material in each daily Learning Module on time, every day. Fully engaging in class is necessary, not only for your own learning, but for your classmates as well.

- **Late Assignments and Make-Up.** Students are responsible for submitting assignments on time, and need to plan accordingly. Technical problems with your computer and WebCampus Learn may occur from time to time. Therefore, it is important to allow enough time so that you can go to campus to get help and/or submit your assignment on a campus computer if you are having problems. Technical issues will not be accepted as an excuse for turning in late assignments.

  Remember, late assignments will not be accepted and make-up quizzes will not be given. You will lose all of the points on the assignment/quiz if it is not completed on time. Exceptions to these policies will be made only for students who experience an extreme personal or family emergency, such as a medical condition or the death of a close family member or friend. Students who need to ask for an exception must present documentation supporting the severity of their situation at the time the request is made. Requests must be made in writing.
• **Netiquette.** Netiquette, or network etiquette, consists of rules that ensure consideration of others in our online communication. There are widely accepted standards for using e-mail and discussion boards. The following websites will give you some examples. Dave's Beginner’s Guide to the Internet is a good place to start. This site offers practical information on the basics of net etiquette. ([http://www.davesite.com/webstation/inet101/nets01.shtml](http://www.davesite.com/webstation/inet101/nets01.shtml))

• **Civility.** We all have a duty to maintain a campus environment that fosters intellectual curiosity, personal growth and diversity. We all need to conduct ourselves with honor and dignity. Mutual respect is the foundation of any successful relationship. Harassment of one individual by another—in person, through e-mail or in electronic discussions—is considered uncivil behavior that inhibits learning and discourages the open expression of ideas related to academic subjects. The university is committed to an orderly learning environment that protects the right of free speech. Personal intimidations of any kind are not tolerated on the UNR campus.

• **Class Conduct.** Misconduct and non-attendance are disruptive to the learning process. Therefore, the instructor of a course can drop a student from class at any time for misconduct or non-attendance, with approval of the Dean of the college. Non-attendance in an online course consists of one or more of the following: failing to log into the WebCampus course every week, not working on and submitting assignments on a weekly basis and not participating in discussion questions by the dates assigned.

• **Students must demonstrate that they are able to write clearly and concisely.** The assignments will be partially graded on your ability to communicate clearly and concisely with no grammatical, spelling, or typographical errors. If you have trouble with writing, please ask someone who writes well to help you proofread your assignment and/or use Academic Resource Services.

• **Make use of Academic Success Services.** Your student fees cover usage of the Math Center (784-4433 or [www.unr.edu/mathcenter/](http://www.unr.edu/mathcenter/)), Tutoring Center (784-6801 or [www.unr.edu/tutoring/](http://www.unr.edu/tutoring/)), and University Writing Center (784-6030 or [www.unr.edu/writing_center](http://www.unr.edu/writing_center)). These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.

• **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.

• **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/drc/contact-us

Course Requirements

Readings
Due to the fast pace of the course, there are no required texts. I have compiled required readings from the literature for each learning module instead. Please note, however, that I highly recommend that you add the following texts to your personal library when you can. You will find them invaluable for maintaining a resilience perspective when you are in practice.


The required readings are posted online in the Learning Modules, and I have provided other optional readings, videos and websites under Additional Resources. I suggest that you create a folder on your computer and copy these resources so that you can refer to them later on when you are a practicing social worker.
Assignments

Graded Discussions
Each student will contribute a substantive post (approximately 100–200 words each), and respond to at least two other posts for assigned online discussions. To receive credit, one or more original posts must be posted by midnight Wednesday and two or more responses must be posted by midnight Sunday. See the Learning Modules for more information about specific assigned discussions.

Reading Reflections
The Reading Reflections are designed to give students the opportunity to consider how information gained from the assigned journal articles might help them implement a resilience perspective in the context of practice.

Exams
Two online exams will be given online and the third exam will be completed in class, on campus. Accommodations will be made for students who cannot come to campus for the third exam. Each exam is worth 100 points. The final exam is not cumulative.

Grading

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
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<tbody>
<tr>
<td>Exams (3 @ 100 points)</td>
<td>300</td>
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<tr>
<td>Assignments</td>
<td>300</td>
</tr>
<tr>
<td>Graded Discussions (6 @ 25 points)</td>
<td>150</td>
</tr>
<tr>
<td>Reading Reflection Assignment (5 @ 30 points)</td>
<td>150</td>
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</tbody>
</table>

TOTAL = 600

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>564-600 points</td>
<td>94-100%</td>
</tr>
<tr>
<td>A-</td>
<td>540-563 points</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>522-539 points</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>504-521 points</td>
<td>84-86%</td>
</tr>
<tr>
<td>B-</td>
<td>480-503 points</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>462-479 points</td>
<td>77-79%</td>
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<tr>
<td>C</td>
<td>444-461 points</td>
<td>74-76%</td>
</tr>
<tr>
<td>C-</td>
<td>420-443 points</td>
<td>70-73%</td>
</tr>
<tr>
<td>D+</td>
<td>402-419 points</td>
<td>67-69%</td>
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<tr>
<td>D</td>
<td>384-401 points</td>
<td>64-66%</td>
</tr>
<tr>
<td>D-</td>
<td>360-383 points</td>
<td>60-63%</td>
</tr>
<tr>
<td>F</td>
<td>Less than 360 points</td>
<td>0-59%</td>
</tr>
<tr>
<td>Date</td>
<td>Learning Module</td>
<td>Reading</td>
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<td>-------</td>
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<tr>
<td>1 Dec 30</td>
<td><strong>Course Introduction—What is Resilience?</strong>&lt;br&gt;Introduction to course; introduction to resilience; definitions</td>
<td>Henderson (Benard) (website)</td>
</tr>
<tr>
<td>2 Dec 31</td>
<td><strong>Risk and Resilience</strong>&lt;br&gt;Relationship of risk and protective factors; resilience processes</td>
<td>Risk and Resilience 101 (website) Resiliency Wheel (video)</td>
</tr>
<tr>
<td>3 Jan 2</td>
<td><strong>Resilience Theory</strong>&lt;br&gt;Historical overview; family resilience theory; four waves of research</td>
<td>Smith-Osborne (2007)</td>
</tr>
<tr>
<td>4 Jan 3</td>
<td><strong>Major Studies and Key Researchers</strong>&lt;br&gt;Project competence; Minnesota study; Mt. Hope; Stoney Brook project; NIMH studies; Kauai study</td>
<td>Castro et al. (2004)</td>
</tr>
<tr>
<td>5 Jan 6</td>
<td><strong>Controversies in the Resilience Literature</strong>&lt;br&gt;Defining resilience; measuring risk; measuring resilience</td>
<td>Wagnild et al. (2009a)</td>
</tr>
<tr>
<td>6 Jan 7</td>
<td><strong>Problems with Conceptual Inconsistencies</strong>&lt;br&gt;Hidden assumptions; finding a shared understanding; Greenbaum model; cultural context</td>
<td>Unger (2008)</td>
</tr>
<tr>
<td>7 Jan 8</td>
<td><strong>Resilience Literature: Childhood</strong>&lt;br&gt;Resilience in early and middle childhood; risk and protective factors; research findings</td>
<td>Novick (1998)&lt;br&gt;Turn Around Mentor (2001)</td>
</tr>
<tr>
<td>8 Jan 9</td>
<td><strong>Resilience Literature: Adolescence</strong>&lt;br&gt;Resilience in adolescence; research findings; recovery in adolescence</td>
<td>Fergus &amp; Zimmerman (2005)</td>
</tr>
<tr>
<td>9 Jan 13</td>
<td><strong>Resilience Literature: Adulthood</strong>&lt;br&gt;Resilience in adulthood; findings from the Kauai study; Project Resilience;</td>
<td>DeFrait et al. (2003)</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Reflection</td>
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<tr>
<td>10 Jan 14</td>
<td><strong>Resilience Literature: Family Resilience</strong>&lt;br&gt;Models of family resilience; research on family resilience</td>
<td>Walsh (2002)</td>
</tr>
<tr>
<td>11 Jan 15</td>
<td><strong>Development of an Applied Resilience Perspective</strong>&lt;br&gt;Resilient practitioner; resilient workplace; resilience-enhancing interventions with clients</td>
<td>Brooks (2005)&lt;br&gt;van Breda (2011)&lt;br&gt;Video:</td>
</tr>
<tr>
<td>12 Jan 16</td>
<td><strong>Using a Resilience Perspective in Practice</strong>&lt;br&gt;Strengths perspective vs. resilience theory; challenges in practice; final thoughts</td>
<td>Saleebey (2000)&lt;br&gt;Guo &amp; Tsui (2010)</td>
</tr>
</tbody>
</table>
BIBLIOGRAPHY

**Note:** Required Reading is in **bold**; Recommended Reading is asterisked (*); Links to all readings are available in the Weekly Modules for the course in WebCampus

### Books


### Articles


