

SYLLABUS

ENGAGING RESILIENCE IN ADULT LIFE

Master of Arts Program in Applied Professional Studies (MAAPS) [individualized areas of study]
Master of Arts Program in Educating Adults (MAEA)
Master of Science Program in Applied Technology (MSAT)

*COURSE #: LLS 410 AGENCY EFFECTIVENESS: ENGAGING RESILIENCE IN ADULT LIFE
WINTER 2019*

Cross-Listed for undergraduates - (BAIFA- H-3-X, FX) CCH-Requirement

INSTRUCTOR INFORMATION

Name: Dr. Arieahn Matamonasa

Loop office 1427 (hours by appt)
312-476-4364
amatamo1@depaul.edu

I will have on-line ZOOM office hours announced on D 2 L . One the course begins COURSE QUESTIONS should be POSTED in the Q and A forum NOT e-mailed to the instructor.

Course Dates: Winter Quarter January 5, 2019 Through March 24th th 2019 Students are expected to participate online - each week- for the entire quarter. Missing on-line - is the same as missing a physical class- and will serious affect student's ability to successfully pass the course.

Course Location - ONLINE

COURSE DESCRIPTION: THE PROVERB READS: "FALL DOWN SEVEN TIMES; STAND UP EIGHT." BUT HOW? WHAT'S INVOLVED IN SUCH FLEXIBILITY, ADAPTABILITY, TENACITY, HARDINESS AND RESILIENCE? WHAT UNDERSTANDINGS, VALUES AND SKILLS HELP? HOW DOES ONE DEVELOP THESE AND NURTURE THEM ACROSS AN ADULT LIFETIME? THROUGH THIS SEMINAR, PARTICIPANTS WILL EXPLORE VARIOUS CONCEPTS, MODELS AND 'BEST PRACTICES' FOR GROWING, REBOUNDED AND SAFE-GUARDING ONE'S RESILIENCE—GIVEN THE CHALLENGES AND UNCERTAINTIES OF ADULT LIFE.

LEARNING OUTCOMES AND COMPETENCIES DEVELOPED GRADUATE:

1. The domain of agency effectiveness includes the physical, cognitive and spiritual dimensions of personal development and performance. Central questions include: Who am I and what should I become? What habits of mind, attitude and behavior might I improve upon? How can I construct personal meaning and inform future actions from my experiences? Embedded in these questions are the core concepts of learning and change, choice and consequence, identity and various dimensions of self.

Learning outcomes for this specific liberal learning course are:

- a. To examine, understand and analyze the current theories on adult resilience
- b. To apply and reflect on the theories of resilience in personal and professional contexts
- c. To understand the roles of mindfulness, self-awareness and flexible responses in resiliency
- d. To conduct independent research for an in-depth examination on a topic relevant to the course content

UNDERGRADUATE SPECIFIC OUTCOMES

- Investigate the theories of human resilience and identify these in one's personal and professional domains
- Apply at least 2 techniques from cognitive neuroscience from the study of resilience.

COMPETENCIES AND LEARNING OUTCOMES FOR UNDERGRADUATE STUDENTS:

THIS course is offered for H-3-X, FX and is a Core in the Human Community Domain

RESOURCES

REQUIRED TEXTS for ALL students:

Graham, L (2013) *Bouncing Back: rewiring your brain for maximum resilience and well-being*. Novato, CA: New World Publishing

Research articles for Graduate Students will be available as PDFs on our D 2 L site.

Learning Strategies include readings, discussions, independent research, instructor and media presentations and experiential learning activities including a GRADUATE field research assignment.

Learning Deliverables (graded evidences of learning) Students will complete several writing and research assignments: Smaller low-stakes writing assignments, personal essays and academic-style research papers. Each of these is detailed in the D 2 L for the course. All assignments are subject to changes. Changes or updates will be posted on the NEWS PAGE.

GRADUATE VERSUS UNDERGRADUATE ASSIGNMENTS:

There are several separate advanced assignments for Graduate Students. Undergraduate students *may* participate - however these assignments are only required for those students taking this course for the LLS410 credit.

LEARNING STRATEGIES

LEARNING STRATEGIES INCLUDE READINGS, DISCUSSIONS, INDEPENDENT RESEARCH, INSTRUCTOR AND MEDIA PRESENTATIONS AND EXPERIENTIAL LEARNING ACTIVITIES INCLUDING A FIELD RESEARCH ASSIGNMENT. STUDENTS WILL HAVE OPPORTUNITIES FOR ZOOM MEETINGS AND INTERACTING WITH EACH OTHER AND THE INSTRUCTOR.

COURSE CALENDAR

Please review the D 2 L Module content for all Module begin end dates.

COURSE PLAN

This course is delivered in 10-weeks in 10 modules - one Module each week. Students are expected to log-in and “attend” to each module the week that it is scheduled- similarly to attending an on-ground course. The modules build on each other and students who get more than 2 and 1/2 weeks behind will find it difficult to successfully pass the course. The Modules begin on Monday morning and end on Sunday evening at 10pm. This is to allow students to work on weekends.

There will be several *optional ZOOM meetings that students can attend- students are strongly to attend *at least 1 ZOOM meeting*.

Instructor FEEDBACK: I will NOT always respond to each individual discussion post - but I will summarize feedback to the groups as a whole.

I will schedule on-line office hours to discuss assignments or other questions students may have.

COURSE QUESTIONS should be POSTED in the Q and A forum NOT e-mailed to the instructor

ASSESSMENT BASIS

ASSESSMENT OF STUDENT LEARNING

On-Line Discussions- All on-line discussions will be assessed according to the specific prompt and rubric posted on the D 2 L site for the course.

There are a total of 500 possible points for this course. At any point during the seminar students may calculate their letter-grades by dividing their points by the number of completed total possible points. My goal in evaluating the work in the manner is to provide fair and consistent feedback on each assignment- and also to allow time for students to revise and receive the highest possible points for each assignment prior to the end of the seminar. The grading and points criteria/rubric for each assignment is in the assignment description and the SUBMISSIONS folder.

Course Participation: 100 total points- Participation points are awarded by the following criteria:

*Through your class comments and questions you demonstrate that you read and understood the materials or if you did not understand them sought further clarification.

*Through your questions and comments in large and small group discussion forums you not only demonstrated your interest in learning but your willingness to help classmates learn and understand more as well.

*Through your written work you demonstrate an understanding of the materials and issues.

*Through your participation in activities and assignments you demonstrate your ability to present content material in a meaningful manner.

Class participation involves regular weekly on-line attendance and contribution to class activities and discussions. Late discussion posts are essentially like coming to an empty classroom and speaking to no one. In order for you to receive participation credit your posts and reflections MUST meet the course deadlines.

The success of this course depends on your participation, which includes reading, reflecting, and taking notes on the assigned readings and sharing your insights with the class. Class participation also implies “listening” and learning from others. The more you participate, the more fun and valuable the course will be for all of us. Of course, being “present” and cognitively is basic to fully participating. If more than one session module is missed, your final grade will be adversely affected or you may be asked to drop the class. If you must miss a module, please communicate with the instructor

Students will be expected to post reflections on the readings to the discussion forum. Late postings will only be awarded 1/2 credit (5 points). After 2 weeks the module closes - no further posts may be added and students will receive a 0 credit. For the maximum number of points responses on the D 2 L discussion board should be well written, detailed and insightful. Students will be allowed to add to or supplement on-time postings if they are insufficient for full points.

ALL Written Assignments: All written assignments should be done using APA 6 th and contain the minimum number of scholarly sources required.

GRADING

Grades: Letter grades are based on the percentage of points that the student earns in the seminar:

91-100% = A 81-90% = B 71-80% =C 61-70% =D
60% or below =F

Please see content schedule and D2L for due dates and further instructions.

Criteria for Assessment:

Assessing your reading includes: How regularly, thoroughly and thoughtfully did you complete the reading assignments? Did you take notes on the assigned readings? Did your notes demonstrate that you understood the concepts outlined in these reading? Are you able to apply these concepts to your own circumstances?

Assessing your participation in class includes: Did you attend all sessions? If not, how many sessions did you miss and what work did you submit to make up for the session you missed? How did your questions and comments advance your own learning and

support the learning of others in the class? Did you allow time for others to participate in class discussions?

DEADLINES:

All assignments are to be submitted in accordance with posted due-dates. Any work submitted after its posted due-date may result in a lower grade for the particular assignment and may be subject to delay in assessment

Grade Distinctions

Exceptional (A): This designation applies to that which exceeds requirements as described within the course assignments. It is reserved for clearly excellent and exceptional work.

Solid (B): This designation applies to that which meets requirements as described within the course assignments. It is reserved for work that gives evidence of solid proficiency.

Satisfactory (C): This designation applies to that which minimally addresses requirements as described within the course assignments. It is reserved for work that gives evidence of basic/minimal satisfactory proficiency.

Unsatisfactory (D/F): This designation applies to that which is unsatisfactory and insufficient in terms of addressing course assignments. At the course level, a D/F requires that the course be retaken in order to qualify for graduate degree completion.

UNDERGRADUATES - may take this for a PASS/FAIL grade - by notifying the instructor no-later than Module 2 - week, 2.

COURSE POLICIES

This course includes and adheres to the college and university policies for SNL GRAD and SNL UNDERGRAD described in the links below:

[APA citation format \(GRAD\)](#)

[Academic Integrity Policy \(GRAD\)](#)

[Academic Integrity Policy \(UGRAD\)](#)

[Incomplete Policy](#)

[Course Withdrawal Timelines and Grade/Fee Consequences](#)

[Accommodations Based on the Impact of a Disability](#)

[Protection of Human Research Participants](#)

RESOURCES FOR STUDENTS

[University Center for Writing-based Learning](#)

[SNL Writing Guide](#)

[Dean of Students Office](#)

INSTRUCTOR BIO

Arieahn Matamonasa-Bennett, Ph.D. is a graduate of DePaul University School for New Learning and completed her Ph.D. in clinical psychology at Fielding Graduate University where her focus was in the area of cultural diversity issues and also the prevention of violence. She was awarded an APA Diversity Award in 2001 for her work on cultural competence in psychotherapy and in 2005 was awarded the Ethnic Minority Dissertation award for her dissertation on Native American men and Domestic Violence. She has published and is an internationally known speaker on issues relating to multicultural issues in psychology as well as the research, assessment and treatment of Native American populations, animal human bond and animal assisted therapies, She began teaching at DePaul as a visiting faculty member in 1998 and joined the full-time faculty in 2004 and is now an Associate Professor. She has taught in the graduate program since 2008 and is currently the graduate program Liberal Learning coordinator. She has a small private therapy practice in Naperville.

CAC Approved 12.16.16 Updated 6-28-18