New Graduate Course Approval Cover Form
Montana State University

This four-page form collects basic information about the proposed new course, provides information on the approval process, and includes all required approvals. Additional information (see INFO sheet) is also required as part of the New Course Packet.

Proposed New Course Information

Requested Rubric, Course Number, Core Designation (if needed): NRSG 580

Course Title: Recognizing, Building, and Strengthening Individual and Organizational Resilience and Healthcare

Abbreviated Course Title (≤ 30 chars): Resilience and Healthcare

First Semester to be Offered: Summer 2015

Submitted by: Lynn Taylor

Submitter’s Contact Info: Phone, Email: 994-3500; lynnt@msu.edu

Instructor: Linda Torma, PhD, RN

Department: Nursing

College: Nursing

New Graduate Course Review Process

Instructor completes the New Course Packet.

Department Head’s signature indicates that course has been approved by the process used within the Department.

The Chair of the College Curriculum Committee signs to indicate College academic approval [if required].

The College Dean signs to indicate that adequate resources are available to offer the course; Supporting Information (Dean’s Statement) is typically required.

The New Course Packet (as PDF) is submitted to the Graduate School for approval by the Dean.

Provost’s Office reviews the new course request.

Approved new course sent to Registrar for inclusion in the Catalog and Schedule of Classes.

Note: This diagram illustrates the typical flow path, but at any review step there can be a request for additional information or modifications. Careful review in early steps is the best way to speed the overall process. * Special topics courses (x31) do not require review by the College Curriculum Committee, but cannot be offered more than two times without committee review.
INFORMATION NEEDED FOR COMMON COURSE NUMBERING

The process for identifying a common course number for a new course is as follows:

1. Course learning outcomes are prepared for the new course.
2. The person submitting the new course request looks at the CCN website to see if a course with similar outcomes already exists in the MUS system.

   www.mus.edu/Qtools/CCN/ccn_default.asp

   - If a course exists with at least 80% of the same outcomes, the course is considered “equivalent” to the proposed new course, and the new course should use the existing rubric and course number.
   - If no “equivalent” course is found, the person submitting the new course request should identify a unique course number that has not been used by any other course in the MUS system.

3. The requested rubric and course number are submitted as part of the new course packet.
4. The Provost’s Office submits the learning outcomes and the requested rubric and course number to the MUS to have a course number assigned to the course. (This will typically be the requested course number, but it could be changed.)
5. The assigned common course number is reported back to the person submitting the new course request.

<table>
<thead>
<tr>
<th>Requested Rubric, Course Number, Core Designation (if needed):</th>
<th>NRSG 580</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title:</td>
<td>Recognizing, Building, and Strengthening Individual and Organizational Resilience and Healthcare</td>
</tr>
<tr>
<td>Abbrev. Course Title (≤ 30 char):</td>
<td>3</td>
</tr>
<tr>
<td>Credits:</td>
<td>Nursing</td>
</tr>
<tr>
<td>Department Offering Course:</td>
<td>College: Nursing</td>
</tr>
<tr>
<td>Is this course “equivalent” to a course in the MUS System?:</td>
<td>Yes</td>
</tr>
<tr>
<td>Learning Outcomes for the Course:</td>
<td>☑ No</td>
</tr>
</tbody>
</table>

1. Examine methods to assess individual and organizational resilience through measurement scales, interviews, and observation.
2. Analyze major research findings on resilience and the relationship of individual resilience to overall health and well-being.
3. Explore the relationship of organizational resilience to organizational outcomes.
4. Discuss the differences between strategic and tactical approaches to building and strengthening resilience at the individual and organizational levels.
5. Compare and contrast concepts related to resilience.
6. Discuss how professional providers can integrate resilience concepts into practice.
**INFORMATION REQUIRED BY THE REGISTRAR**

The data needed to enter the new course into the MSU Catalog and Schedule of Classes is collected on this page. Once the new course has been approved, this page is automatically forwarded to the Registrar for data entry.

<table>
<thead>
<tr>
<th>Assigned Rubric, Course Number, Core Designation (if needed):</th>
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<tbody>
<tr>
<td>Course Title (for Catalog):</td>
<td>Recognizing, Building, and Strengthening Individual and Organizational Resilience and Healthcare</td>
</tr>
<tr>
<td>First Semester to be Offered:</td>
<td>Summer 2015</td>
</tr>
<tr>
<td>Restricted Entry/Consent of Instructor Required:</td>
<td>[ ] Yes [ ] No</td>
</tr>
<tr>
<td>Instructor’s GID (last 4 digits only):</td>
<td>1826</td>
</tr>
<tr>
<td>Department Offering Course:</td>
<td>Nursing</td>
</tr>
<tr>
<td>College:</td>
<td>Nursing</td>
</tr>
<tr>
<td>Is the requested course number available? (X4155 to check):</td>
<td>[ ] Yes [ ] No</td>
</tr>
<tr>
<td>Frequency of course offering:</td>
<td>[ ] Annually [ ] Alternate Years, starting ______</td>
</tr>
<tr>
<td>Semester(s) offered (check all that apply):</td>
<td>[ ] Summer [ ] Fall [ ] Spring</td>
</tr>
<tr>
<td>Summer Options (check all that apply):</td>
<td>[ ] First 6 weeks [ ] Second 6 weeks [ ] 12 weeks</td>
</tr>
<tr>
<td>Credits by mode of instruction:</td>
<td>Lecture: 3</td>
</tr>
<tr>
<td>Seminar:</td>
<td></td>
</tr>
<tr>
<td>Independent Study:</td>
<td></td>
</tr>
<tr>
<td>Lab/Studio:</td>
<td></td>
</tr>
<tr>
<td>Recitation/Discussion:</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL CREDITS:</td>
<td>3</td>
</tr>
<tr>
<td>Primary Mode(s) of Delivery:</td>
<td>[ ] Face-to-face [ ] Web-Enhanced (small on-line comp.)</td>
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<tr>
<td>[ ] On-Line Only [ ] Blended (significant on-line portion)</td>
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<tr>
<td>Assigned Day(s):</td>
<td></td>
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<td>Assigned Time(s):</td>
<td></td>
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<tr>
<td>Assigned Building:</td>
<td></td>
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<tr>
<td>Assigned Room:</td>
<td></td>
</tr>
<tr>
<td>Capacity (room capacity, or enrollment “cap”):</td>
<td>20</td>
</tr>
<tr>
<td>Time and Location – Call the Registrar’s Office at x4155 to find a time and location for the course.</td>
<td></td>
</tr>
<tr>
<td>Co- and Pre-Requisites – Courses numbered 200 and above are normally expected to have prerequisites. When listing multiple prerequisites, please separate courses with “and” if both are required, or “or” if only one is required.</td>
<td></td>
</tr>
<tr>
<td>Prerequisite(s):</td>
<td></td>
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<tr>
<td>Co-Requisite(s):</td>
<td></td>
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<tr>
<td>Graduate standing or permission of the instructor</td>
<td></td>
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<tr>
<td>none</td>
<td></td>
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</tbody>
</table>

**Course Description** – Provide a course description of 40 words or less for the MSU Catalog.

The purpose of this course is to learn how to define and apply resilience as a strategic approach to health and well-being. The course participant will learn how to recognize, build, and strengthen individual and organizational/workplace resilience.
DEAN'S STATEMENT

The reviewing committees are being asked to take a closer look at the resources required for each proposed new course. In many cases new courses will replace existing courses and the new course request is effectively resource neutral, however that is not always the case. For example, a new elective course that would result in distributing an existing student population across a larger number of courses would represent a significant increase in expenditures for the new course, and no increase in total student credit hours. A funding mechanism for such a course would need to be identified.

The Dean's Statement is the place to document how the costs of the proposed new course will be covered.

The College of Nursing’s Strategic Plan has two action/tactics that refer to offering of elective courses and reflects our commitment to such courses:

- 1.2.a. Develop at least 2 additional college wide elective nursing courses and
- 1.2.b. Evaluate and redistribute (as appropriate) required credits in the curriculum to other existing courses, new required courses, or elective courses.

We identified existing resources as the source of funding for these courses in our strategic plan.

Our approach to determining if we should offer an elective course or courses in a given year is based on student interest and availability of College resources to cover the additional faculty FTE to teach the course(s). Because the graduate nursing curriculum is so prescriptive, our students generally do not have time to take many or even any elective courses. There are no electives required in the curriculum. However, there are certain areas of nursing that an elective course offers a more in-depth learning experience that may be of interest students as they plan their careers. The proposed course that focuses on resilience is an example of a course that may be of interest to many students. This course would only be offered when the College has the necessary funds to cover the additional faculty FTE, which has been our ongoing practice.

Signature of Dean:
NEW GRADUATE COURSE NARRATIVE
Updated: 12/31/2013

REQUIRED DOCUMENTATION FOR REVIEW OF NEW GRADUATE COURSES
1. Course Description: The purpose of this course is to learn how to define and apply resilience as a strategic approach to health and well-being. The course participant will learn how to recognize, build, and strengthen individual and organizational/workplace resilience. The Resilience Scale™ will be applied to describe individual resilience. Evidence-based emotional, cognitive, and self-care skills will be presented to enhance individual resilience and are based on the Resilience Core and Resilience Pillars. The Organizational Resilience Scale (ORS), a new measurement tool to assess organizational resilience will be introduced and the major components constituting organizational resilience will be described.

   a. What are the special goals or purposes of the course that support a “graduate” level of the course?

1. Examine methods to assess individual and organizational resilience through measurement scales, interviews, and observation.
2. Analyze major research findings on resilience and the relationship of individual resilience to overall health and well-being.
3. Explore the relationship of organizational resilience to organizational outcomes.
4. Discuss the differences between strategic and tactical approaches to building and strengthening resilience at the individual and organizational levels.
5. Compare and contrast concepts related to resilience.
6. Discuss how professional providers can integrate resilience concepts into practice.

b. Is this course intended to be a required part of a new degree curriculum option, major, or minor? **No – this is an elective graduate nursing course**
c. Provide a course syllabus containing all major topics to be covered. **Syllabus attached**
d. List required texts or other required references.
   Selected web readings available through MSU e-Reserves.

2. Level of Offering:
   a. Has the course been offered previously as a 591? **No**
      i. If so, when?
      ii. What was the enrollment?
      iii. What level of students took the course?
      iv. What were the evaluations?
   b. Does the course represent an upgraded version of an undergraduate level course? **No**
      i. If so, how has the course been changed to justify offering it at the graduate level? (Be specific)
   c. What are the prerequisites for this graduate course? (List exact MSU courses - e.g. ESCI XXX or equivalent) **Graduate standing or permission of the instructor**
d. What performance requirements are placed on students which make this a graduate course?
   
i. Specifically state the written requirements or products of this course.

1. Class participation (synchronous/asynchronous) (20%)
   Students are expected to be actively engaged in all synchronous and asynchronous discussions and activities guided by the learning circles. Display of preparation through reading / thinking, quality and quantity of participation, and timely posting of assignments provides the basis for evaluation. Peer review will also be considered in the evaluation.

2. Annotated Bibliography (25%)
   The annotated bibliography is a synthesis of literature related to the objectives of this course that will be developed over the course of the semester. The bibliography should include a description of one peer-reviewed articles published within the last 5 years for each of 5 assigned topic areas (a total of 5 articles/bibliography). Each topic will be assigned in a selected a learning circle.

3. Individual Resilience-Strengthening Care Plan (25%)
   Students will individually develop a plan of care developed for him/herself that incorporates evidence-based interventions designed to strengthen individual resilience. Methods for evaluating the plan of care will also be developed. Students will utilize selected tools and concepts covered in the course to complete this assignment.

4. Organizational Resilience-Strengthening Case Study (30%)
   Students will work in teams to develop a case-based presentation describing the concept of organizational resilience and methods used to assess and plan improvements in organizational resilience. Teams will develop a case study that will serve as the basis for the presentation that includes a description of the assessment, diagnosis of the problem, improvement goals, an evidence-based strategy that can be used to achieve the goal, and a plant to guide the evaluation of the selected strategy. Students will utilize selected tools and concepts covered in the course to complete this assignment. The Organizational Resilience-Strengthening Case Study will be presented to the class one week prior to submission via dropbox.

Students will submit a written overview that includes the membership of the team and a description of the setting (microsystem) selected for the case study during the 6th week of the semester for faculty approval. When approved, the faculty will also provide specific individualized evaluation criteria that will be used to guide evaluation of the work. The complete description of the case study will be submitted to dropbox in D2L by 4/20/14.

ii. How will the student=s learning be assessed and graded?

<table>
<thead>
<tr>
<th>Evaluation:</th>
<th>Weight</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Assignments</td>
<td></td>
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</tr>
<tr>
<td>Participation (Learning Circle Discussions)</td>
<td>20%</td>
<td>40</td>
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<td>50</td>
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<td>40</td>
</tr>
<tr>
<td>Organizational Resilience-Strengthening Case Study</td>
<td>35%</td>
<td>70</td>
</tr>
<tr>
<td>Total points</td>
<td>100%</td>
<td>200</td>
</tr>
<tr>
<td>Grading Percent</td>
<td>Points</td>
<td>Grading Percent</td>
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<td>-----------------</td>
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</tr>
<tr>
<td>A = 90 - 100%</td>
<td>180-200</td>
<td>C = 70 - &lt;80%</td>
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<tr>
<td>B = 80 - &lt;90%</td>
<td>160-179</td>
<td>D = Below 70%</td>
</tr>
</tbody>
</table>

3. Relationship to other courses, curricula, and Departments:
   a. Does this course build on or interrelate with other courses in your curriculum or related curricula? If so, which one(s)? No
   b. Does this course replace one or more courses that will not be offered? If so, which one(s)? No
   c. Will this course be co-convened with an undergraduate course? No If so, what additional requirements will students enrolled in the graduate course be expected to fulfill? N/A
   d. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? No If so, how do the coverages and education experiences differ, and how are these duplications or reiterations justified?
   e. When the course is to be co-sponsored, taught by faculty from more than one department, or when content overlaps areas of common concern, the concurrence of all department heads and deans involved must be indicated. What liaison has been conducted with other departments? N/A State reactions, both favorable and unfavorable.

4. Students Served:
   a. Does the proposed course serve:
      i. Majors only? No
      ii. Non-majors only? State area(s) or discipline(s) to be served. N/A
      iii. Both majors and non-majors? Indicate what specific efforts will be made to make the course materials relevant to all disciplines served. How are faculty and students in the other areas to be served being made aware of this course?

5. What is the anticipated course enrollment?

6. Resources (including instructor):
   a. Are department financial resources sufficient for offering this course? Yes
   b. Does the instructor have the requisite academic training to offer this course? Yes
      i. Describe these qualifications briefly and include a vita (if the instructor is non-tenured). Dr. Torma is tenured faculty member.
   c. Are the library holdings adequate to support this course? Yes

7. Course Evaluation:
   a. How will the students evaluate the course and instructor? The instructor evaluated through online (Knapp) evaluations. The course will be evaluated using an internal new course evaluation form.
   b. How will the department evaluate the course and instructor? Data received from 7a

8. Other Supporting Material: Include any additional information you feel is needed to support this request.
Note: When using the December 2013 New Graduate Course form, it is not necessary to also submit a Graduate Course Change form, as required in the past.
NRSG 580: Recognizing, Building, and Strengthening Individual and Organizational Resilience
Course Syllabus

Credits: 3
Semester Offered: Summer
Pre-requisites: Graduate student or permission of the instructor

Faculty:
Linda Torma, PhD, APRN, GCNS-BC
Assistant Professor
Clinical Specialist in Gerontological Nursing
College of Nursing, Missoula Campus
123 North Corbin, 32 Campus Drive 7416
Missoula, MT 59812-7416
Office (406) 243-2599
Fax: (406) 243-5745
ltorma@montana.edu

Gail M. Wagnild, PhD, RN
MSU Affiliate Professor
Founder and CEO
The Resilience Center
gwagnild@resiliencecenter.com

Course Description:
The purpose of this course is to learn how to define and apply resilience as a strategic approach to health and well-being. The course participant will learn how to recognize, build, and strengthen individual and organizational/workplace resilience. The Resilience Scale™ will be applied to describe individual resilience. Evidence-based emotional, cognitive, and self-care skills will be presented to enhance individual resilience and are based on the Resilience Core and Resilience Pillars. The Organizational Resilience Scale (ORS), a new measurement tool to assess organizational resilience will be introduced and the major components constituting organizational resilience will be described.

Course Objectives: The student will:

1. Examine methods to assess individual and organizational resilience through measurement scales, interviews, and observation.
2. Analyze major research findings on resilience and the relationship of individual resilience to overall health and well-being.
3. Explore the relationship of organizational resilience to organizational outcomes.
4. Discuss the differences between strategic and tactical approaches to building and strengthening resilience at the individual and organizational levels.
5. Compare and contrast concepts related to resilience.
6. Discuss how professional providers can integrate resilience concepts into practice.
Required Textbook:
Selected web readings available through MSU e-Reserves.

Recommended Resources:

General Course Plan:
This course is designed to promote exploration and reflection of content relevant to graduate nursing practice that incorporates resilience-strengthening interventions into care of patients, caregivers, and healthcare delivery systems. Content has been divided into learning circles that span 1-2 weeks. Collay, Dunlap, Enloe and Gagnon (1998) describe learning circles as small communities of learners who come together to support each other in the process of learning. This course incorporates both synchronous and asynchronous learning strategies and this collaborative approach to learning is an especially effective way to build the community of learning in the virtual classroom. The learning circle provides the structure that will enable students and faculty to examine selected content and issues introduced in this course and share their knowledge with other students through guided discussion and reflection. Each learning circle includes an introduction of the topic with learning objectives, inquiry questions that guide students into the literature, selected readings, discussion activities, post discussion activities, strategies for linking learning to daily life, and suggestions for additional reading.

Assignment Guidelines:
The assignments for this course are designed to help students achieve the course objectives. Criteria for each of the assignments are described below. Grading will be based on the percentage found in the parentheses (%) in the section below. All written work is to be prepared in APA format, 6th edition. Assignments are due on the date and time specified in the class calendar. Late papers will not be accepted without prior consent of the faculty.

1. Class participation (synchronous/asynchronous) (20%)
Students are expected to be actively engaged in all synchronous and asynchronous discussions and activities guided by the learning circles. Display of preparation through reading / thinking, quality and quantity of participation, and timely posting of assignments provides the basis for evaluation. Peer review will also be considered in the evaluation.

2. Annotated Bibliography (25%)
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covered in the course to complete this assignment. The Organizational Resilience-Strengthening Case Study will be presented to the class one week prior to submission via dropbox.

Students will submit a written overview that includes the membership of the team and a description of the setting (microsystem) selected for the case study during the 6th week of the semester for faculty approval. When approved, the faculty will also provide specific individualized evaluation criteria that will be used to guide evaluation of the work. The complete description of the case study will be submitted to dropbox in D2L by the end of the term.

**Evaluation:**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Weight</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Organizational Resilience-Strengthening Case Study</td>
<td>35%</td>
<td>70</td>
</tr>
<tr>
<td>Total points</td>
<td>100%</td>
<td>200</td>
</tr>
</tbody>
</table>

**Course Policies:**

**Assignments:**

Participation in the D2L discussions and submission of the annotated bibliography sections, individual resilience-strengthening care plan and organizational resilience-strengthening case study are required coursework. Failure to complete any of these assignments will result in a failing grade for the course.

Assignments are due no later than midnight on the designated date. The grade will be lowered on all assignments by 5% per day late. A maximum of 10% reduction in grade will be taken for errors in grammar, style, spelling, and documentation of all written work. All academic papers must be formatted using APA format (6th edition) unless otherwise noted on the grading criteria. For information or guidance on APA format:

- Some reference copies of this text are available in the MSU libraries and Colleges of Nursing.
- Students may also consult the APA website at: [http://www.apastyle.org](http://www.apastyle.org)

**Plagiarism:**

The use of another student's work, or the incorporation of work not one's own without proper credit, may constitute course failure. Please be careful to cite all of your references within the text of your scholarly papers to diminish the risk of plagiarism.

**Class Participation:**

Attendance in synchronous and asynchronous discussions is expected and monitored per MSU policy. Students are responsible for content covered in all required readings AND discussions. Participation includes completing synchronous and asynchronous D2L activities and participating actively in all discussions. Independent work is required for completion of this course. While the sharing of information through joint discussion and study is encouraged, the submission of another's work as one's own is not acceptable. *Evidence of academic misconduct on the part of the student may warrant a failure for the course as well as possible dismissal from MSU. This policy is outlined in the Student Conduct Code located at: [www.montana.edu/wwwfachb/policy/acguide.html](http://www.montana.edu/wwwfachb/policy/acguide.html)*
Students are responsible for their own learning. Faculty act as mentors and facilitators in the learning process. The student must be an active participant in the learning process in order for learning to occur. Collaborative learning takes place by thoughtful analysis, synthesis, and discussion of class assignments, relevant previous experiences, and literature review.

D2L Expectations:
This course is computer-enhanced using D2L. The rationale for enhancing the course in this way is to permit students to interact with each other asynchronously regarding the course content and facilitate communication and evaluation between instructor and students. It is assumed you are proficient with D2L, tutorials are available at http://eu.montana.edu/d2l/learn_video/. Additional help is available at http://eu.montana.edu/d2l/learn_video/. Any difficulties you may have accessing D2L should be submitted to the D2L helpdesk. One of the course instructors should also be notified when access to D2L is problematic to ensure continued participation and timely submission of assignments.

All course email from the instructor will be sent via D2L. Students should check their D2L email during the week, before each class, and for any required D2L discussion activities. Students may contact the instructor regarding course-specific questions via D2L. However, it is strongly encouraged that students communicate emergency information (e.g., regarding absences, delayed submission of assignments) by phone to the instructor where voice mail is available. Grades will be posted to individual students via D2L. New Learning Circles will be posted on Mondays on D2L throughout the semester.

Respect for the opinions and comments of others should be demonstrated at all times. Students are to use established confidentiality precautions during all discussions, including D2L discussions. Meaningful responses are those which are thoughtful and accurate, seek clarification, offer a different perspective, provide supporting data, expand on the discussion, etc.

Confidentiality Guidelines for Written Assignments
The same rules governing confidentiality in your undergraduate and graduate clinical courses or practice apply in this course. Do not use proper names of any kind and use initials of clients to protect confidentiality. You do not need to falsify information but speaking in generalities such as “lives in a rural western town” or “works for a fast food restaurant”; “admitted to an acute care mental health facility” will protect identity. Do not use specific dates, instead state patient’s length of stay such as “on day 3 of admission”. Avoid use of patient’s birthday; instead simply report the age or a general age such as “teenager or male in his 40’s”. Ask yourself the question “Is it important that this specific information be included in the paper or discussion to make my point clear?” Any information that would allow the listener/reader to track information to a person is considered a breach of confidentiality. Failure to adhere to this on graded work may result in loss of points of a full letter grade. Failure to adhere in work graded satisfactory/unsatisfactory may result in an unsatisfactory for the assignment.

Course Content:
Overview of concept of resilience
Individual resilience:
5 essential components (Purpose/meaning, Perseverance, Equanimity, Self-Reliance, Authenticity)
4 Pillars (self-care, seeking/giving support, balance responsibilities, rest, recreation, engagement in life)
Measurement of individual resilience (Resilience Scale)
Individual Resilience Research/Applications to practice
Organizational resilience
Measurement of organizational resilience (Organizational Resilience Scale)
Organizational Resilience Research/Applications to practice
**Course Timeline:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Introduction to course, including resilience as a strategic rather than tactical approach to health and well-being, five essential components constituting the Resilience Core, Four Resilience Pillars supporting the core, and a brief history of resilience research.</td>
</tr>
<tr>
<td></td>
<td>Core one: Purpose and meaning. Research on importance of a sense of purpose as a strategic approach to health and well-being.</td>
</tr>
<tr>
<td></td>
<td>Core two: Perseverance. Research on importance of perseverance on achievement of goals, well-being, health, and overall success.</td>
</tr>
<tr>
<td>Two</td>
<td>Core three: Equanimity. Research on importance of equanimity for living a healthy life including evidence-based approaches to achieve equanimity such as positivity, realistic optimism, mindfulness, and cognitive behavioral approaches.</td>
</tr>
<tr>
<td></td>
<td>Core four: Self-Reliance. Research on the importance of self-reliance for goal achievement. Will include a discussion of related concepts such as self-efficacy, self-esteem, and self-confidence.</td>
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<tr>
<td></td>
<td>Core five: Authenticity. Research on the importance of choosing a life based on personal values and courage will be presented. Will include a discussion on consequences of living outside of one’s values.</td>
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<tr>
<td>Three</td>
<td>Introduction to Four Pillars supporting resilience core including self-care, seeking and giving support, balancing responsibilities, rest, and recreation, and engagement in life.</td>
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<td></td>
<td>Pillars one and two (self-care and seeking and giving support) will be presented and literature around each of these areas will be discussed.</td>
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<td>Pillars three and four (balance and engagement) will be presented and literature around each of these areas will be discussed.</td>
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<tr>
<td>Four</td>
<td>Individual resilience measurement using the Resilience Scale including psychometric analyses, relationships of resilience to other research variables, and applications of Resilience Scale to multiple populations and cultures around the world.</td>
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<td>Research applying resilience to specific patient/client populations will be presented.</td>
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<td>An introduction to organizational resilience will be presented. Related research will be discussed. Approaches and research for applying resilience to caregiving settings will be introduced. Ways to integrate resilience concepts into practice will be discussed.</td>
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<tr>
<td>Five</td>
<td>The ORS (Organizational Resilience Scale) will be introduced including its relationship to individual resilience. The major components constituting the ORS measurement will be described.</td>
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<td>Approaches and research for enhancing workplace resilience will be introduced and discussed.</td>
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<tr>
<td></td>
<td>Team Presentation Prep</td>
</tr>
<tr>
<td>Six</td>
<td>Team Presentation Prep/Presentations</td>
</tr>
</tbody>
</table>