

Developing Mental Toughness and Resilience - Summer 2024

CRN: 40032

Quarter: Summer

Faculty: Dariush Khaleghi, 425 999 0306 (message), khaleghd@evergreen.edu

Credits: 4

Prerequisites: None

Zoom Sessions: Wednesday's 6:00 – 7:50 pm (First Class: June 26)

Course Description:

Are you equipped with the mental toughness and resilience needed to confront the continuous adversities and challenges present in today's dynamic and unpredictable world? The attributes of mental toughness and resilience are pivotal not only in personal and leadership development but also in achieving success and maintaining overall well-being. They serve as invaluable tools to navigate challenges, effectively manage stress, surmount life transitions, attain goals, and sustain a positive outlook in the face of adversity.

Within this learning community, you will engage in a comprehensive exploration of key topics, including adaptability, positive thinking, visualization, goal setting, emotional regulation, stress management, well-being, leadership skills, and problem-solving. Our approach integrates diverse learning methods such as lectures, discussions, reflections, collaborative group activities, and a final project. This multifaceted approach aims to ensure a holistic understanding and practical application of the principles, helping you not only develop but also implement the essential skills for mental toughness and resilience in your personal, professional, and leadership life.

This course will be conducted fully online, offering synchronous sessions via Zoom and asynchronous learning opportunities.

Learning Objectives (After Completing this Course, Students Will be Able to):

1. Understand the concept of resilience and its importance in overcoming challenges and adversity.
2. Explore the scientific principles behind resilience and how they can be applied to real-life situations.
3. Learn strategies and techniques for building personal and organizational resilience in the face of crisis and uncertainty.
4. Develop leadership skills that go beyond crisis management and focus on long-term sustainability and growth.
5. Gain insights into the psychological and emotional aspects of resilience and crisis leadership, and how they impact decision-making and outcomes.

6.

Required Text

1. Southwick, Steven M., and Dennis S. Charney (2012). Resilience: The Science of Mastering Life's Greatest Challenges. Cambridge University Press. ISBN: 978-0521897860.
2. George S. Everly, Jr. (2020): Leading Beyond Crisis. American Psychological Association Publication. ISBN: 9781433838040.

Materials and Equipment

Students will need access to the internet, Canvas, Zoom, and the ability to send documents in a format compatible with MS Word or Adobe Acrobat Reader. This equipment and software are available on campus free of charge for students.

Online Course Structure

This course is designed to provide an online learning experience via Canvas and Zoom. Training resources for using Zoom and Canvas are available in your class Canvas link.

Zoom F2F sessions are activity-based and provide opportunities for class interactions through seminars, discussion groups and activities, videos and cases, and final project presentations.

Students with Special Needs

Students with special needs are encouraged to take advantage of TESC's resources, as identified in the Student Handbook and on the Web. If you would like assistance, please contact a faculty or staff member as soon as possible and schedule an appointment.

Holidays for Reasons of Faith or Conscience

Please inform us in writing within the first two weeks of class if you will miss specific class sessions because of holidays of faith or conscience, or for an organized activity conducted as part of a religious denomination, church, or organization. If you let us know within that time frame, we will offer you reasonable accommodations, and the absence(s) will be excused. For more information, please refer to the Evergreen policy at <https://www.evergreen.edu/policy/religious-observance>.

Course Policies

Students are required to review and adhere to the course covenant, TESC's Social Contract, and Student Conduct Code. This includes, but is not limited to the sexual harassment, plagiarism and smoking policies. The Social Contract and Code of Conduct can be located on the Evergreen Web Page at <http://www.evergreen.edu/advising/academicpolicies.htm>. Students are expected to attend, be on time and prepared for each class. Exceptions may be allowed on a case by case basis. All assignments are expected to be completed and turned in on time and represent the student's best effort.

Expectations

Learning in this class will be interdependent and dynamic. It will require everyone's best effort and full commitment. Students are expected to participate fully in all aspects of the class, to thoroughly prepare for each class session and to complete all assignments on time. **Late assignments may not be accepted. Attendance is essential. Unexcused absences, late, incomplete or unsatisfactory completion of assignments or plagiarism will constitute grounds for loss of credit.** Faculty is expected to provide feedback on written assignments in a timely manner, to be available for consultation by appointment, and to provide a written evaluation of the student's overall work in the course.

Student Feedback

Students are encouraged to provide feedback to the faculty at any time using any format. As part of a learning community, every opportunity for improvement should be seized. Students having difficulties meeting the course objectives or expectations will be contacted during mid-quarter for meeting dates if in attendance. If not, they will be contacted via email or telephone as soon as possible to discuss an improvement plan. This should provide enough time for each student to make any necessary changes.

Estimated Work Load

The amount of time necessary to be successful in this course will vary with each individual based on their background, skill level, and effort.

Final Student Evaluation

You will be evaluated on:

- Attendance and participation.
- Completion of all assignments.
- Thorough reading of assignments and preparation for class & seminar discussions.
- The content, quality of ideas, and effective communication skills in presentations.

- The degree to which you achieve the course objectives as evidenced by your class participation, engagement in the seminar discussions, group project, and final presentation.
- The Five Foci of Learning at Evergreen:
 1. Interdisciplinary Study
 2. Collaborative Learning
 3. Learning Across Significant Differences
 4. Personal Engagement
 5. Linking Theory with Practical Applications

Students are expected to be engaged in all aspects of this course. They will be expected to voice their opinions and participate in group discussions and will be evaluated on their level of class participation. The written and oral presentations will be evaluated based on content and presentation.

Credit Equivalency

4 Hours Credit in Leadership Communication

Attendance and Participation

Attendance and participation will be required in this course. If you are unable to attend, please, notify me in advance.

Online Learning Journal Post

For the online assignments, students must ***complete readings and other tasks and post their reflections in the designated Discussion Forums on Canvas***. The student journal entries need to be substantive and at least 250 words. The discussion posts must be supported by evidence, examples, quotes, or facts from the readings and other assignments. Students need to have access to Canvas to complete online assignments and discussions. Your journals must meet the following rubric.

1. Content and Thoughtfulness

1. Demonstrates a deep understanding of the subject matter and its implications.
2. Reflects on personal experiences and integrates them with academic content.
3. Shows evidence of critical thinking and personal growth.

2. Connections Made

1. Draws clear connections between experiences, learning, and personal or professional development.
2. Makes connections to readings, lectures, discussions, or other relevant resources.

3. Clarity and Coherence

1. Journal entries are well-organized and ideas flow logically.
2. Uses clear and effective language to express thoughts.
3. Entries are concise and to the point, without unnecessary repetition.

4. Insight and Perspective

1. Provides unique insights or perspectives on the subject.
2. Demonstrates an ability to see issues from multiple viewpoints.

5. Writing Quality

1. Uses correct grammar, punctuation, and spelling.
2. Adheres to the format and style guidelines provided for the journal.

Deep Dive Summary Post/Presentation

For this assignment, students must watch a movie, listen to a podcast or webinar, or read an article related to a topic of interest. The post should be a min 500 words. The goal of a review is to help students to:

- Delve deeper into the topic of their interest
- Synthesize information to compose clear arguments or thoughts
- Articulate and share their insights and takeaways
- Improve presentation and communication

Students can choose a topic to present that they may wish to use for their final project. Students will present their deep dives in class.

Final Project Presentation – Due on the Last Day

Students are required to complete a final group presentation for this course. The topic of the final project would be the team's choice as long it has added value to our class discussions and topics. You could also choose from the list of topics below. The final project needs to be posted on Canvas before the last class.

1. Strategies for developing mental toughness in the workplace.
2. The role of resilience in overcoming trauma and adversity
3. Mental toughness and its relationship to stress management
4. Resilience training programs and their effectiveness in different populations
5. The connection between mental toughness and academic success
6. Resilience in the face of chronic illness or disability
7. The influence of mindfulness practices on mental toughness and resilience

8. Gender differences in mental toughness and resilience
9. Resilience-building interventions for individuals experiencing burnout or high levels of stress

For the presentations, students can be creative and use the medium they are comfortable with (i.e., PowerPoint, panel discussion, etc.) Presentations will take place in our last two sessions of the quarter. Each presentation should be about 10 minutes.

For the class schedule, see Canvas.