

GENERAL STUDIES COURSE PROPOSAL COVER FORM
(ONE COURSE PER FORM)

1.) DATE: 4/27/21	2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District
3.) PROPOSED COURSE: Prefix: BHS Number: 155 Title: Professional Resiliency and Well Being Credits: 1 CROSS LISTED WITH: Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: .	
4.) COMMUNITY COLLEGE INITIATOR: THOMAS E. ROJO AUBREY PHONE: 623-845-3064 EMAIL: thomas.aubrey@gccaz.edu	
ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable) are not eligible for the General Studies Program.	
MANDATORY REVIEW: <input type="checkbox"/> The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area). POLICY: The General Studies Council (GSC) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.	
AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.	
5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA: Core Areas: Social-Behavioral Sciences (SB) Awareness Areas: Select awareness area...	
6.) REQUIRED DOCUMENTATION <input checked="" type="checkbox"/> Cover Form <input checked="" type="checkbox"/> Course Syllabus <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Criteria Checklist for the area <input checked="" type="checkbox"/> Table of Contents from the textbook required and list of required readings/books	
7.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS: <input type="checkbox"/> DECSWUprefix <input checked="" type="checkbox"/> Elective Current General Studies designation(s): Requested Effective date: 2021 Fall Course Equivalency Guide Is this a multi-section course? Yes Is it governed by a common syllabus? Yes	
Chair/Director: SHARON ZYGOWICZ, COUNSELING IC CHAIR	
Chair/Director Signature:	

AGSC Action: Date action taken: Approved Disapproved

Effective Date: **2021 Fall**

Arizona State University Criteria Checklist for
SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA				
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.				
YES	NO			Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.		Syllabus Course Description Course - Competencies Course Outline Textbook Table of - Contents Discussion Questions Final Exam Study - Guide
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in:	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Syllabus Course Description Course - Competencies Course Outline Textbook Table of - Contents Discussion Questions Final Exam Study - Guide

ASU--[SB] CRITERIA			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>3. Course emphasizes:</p> <p style="margin-left: 20px;">a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</p> <p style="text-align: center; margin-left: 40px;">OR</p> <p style="margin-left: 20px;">b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</p>	Syllabus Course Description Course - Competencies Course Outline Textbook Table of - Contents Discussion Questions Final Exam Study - Guide
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>4. Course illustrates use of social and behavioral science perspectives and data.</p>	Syllabus Course Description Course - Competencies Course Outline Textbook Table of - Contents Final Exam Study - Guide
		<p>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</p>	
		<ul style="list-style-type: none"> • Courses with primarily arts, humanities, literary or philosophical content. 	
		<ul style="list-style-type: none"> • Courses with primarily natural or physical science content. 	
		<ul style="list-style-type: none"> • Courses with predominantly applied orientation for professional skills or training purposes. 	
		<ul style="list-style-type: none"> • Courses emphasizing primarily oral, quantitative, or written skills. 	

Course Prefix	Number	Title	General Studies Designation
BHS	155	Professional Resiliency and Well-Being	SB

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. Course is designed to advance basic understanding and knowledge about human interaction.	<p>This course is designed to provide understanding and knowledge of the concepts of human resilience and well-being through reading, reflection, journaling, quizzes, discussion board, and a comprehensive final exam.</p> <p>Factors that inhibit resilience will be explored, including chronic stress, depression, self-defeating beliefs, ruminating thoughts, trauma, burnout, compassion fatigue, and lack of purpose.</p> <p>Strategies that build resilience will be examined, including self-regulation, deep relaxation, mindfulness, mental flexibility, positive psychology, social connections and peer support, and self-care. Human interaction is foundational to most of these concepts and strategies.</p>	<p>Syllabus weeks 2-8, 9-17</p> <p>Course competencies 2, 3, 4-10</p> <p>Textbook chapters 1-6, 7-13</p> <p>Discussion board: week 3, 11, 13</p> <p>Discussion #2, #3, #5</p> <p>Final exam study guide</p>
2. Course content emphasizes the study of social behavior such as that found in Psychology.	<p>Resilience and well-being are social and behavioral concepts. Studying these concepts requires analyzing and evaluating numerous social behaviors and their underlying psychological, and physiological concepts.</p> <p>In essence this course examines the behavior of people who are dysregulated due to chronic stress, burnout, trauma, compassion fatigue, and other life. It also explores cognitive, emotional, and behavioral strategies to enhance self-regulation and build resilience leading to improved psychological and social functioning.</p>	<p>Syllabus weeks 2-8, 9-17</p> <p>Course Competencies 2, 3, 4-10</p> <p>Textbook chapters 1-6, 7-13</p> <p>Discussion board: week 11, 13</p> <p>Discussion #3, #5</p> <p>Final Exam Study Guide</p>

<p>3a. Course emphasizes the distinct knowledge base of the social and behavioral sciences.</p>	<p>The knowledge base of the social and behavioral sciences is emphasized in this course, especially in the area of neurobiological response to stress, including traumatic stress, compassion fatigue and burnout.</p> <p>This includes the role of the sympathetic-adrenomedullary and hypothalamic-pituitary-adrenal systems to mobilize resources for survival. Primitive immobilization systems in the body are also explored. However, the role of the parasympathetic nervous and vagal systems are explored to understand the body's ability of self-regulation..</p> <p>Additional course topics that tap the social and behavioral knowledge base are the biological and psychological aspects of motivation, self-efficacy, mindfulness, explanatory styles, core beliefs, self-control, purpose and meaning, healthy relationships, and social support systems.</p>	<p>Syllabus weeks 4-6, 10, 11, 15, 16 Course Competencies 2, 3, 4, 6-8 Textbook chapters 1-6, 7, 8, 11, 12 Discssion board: week 11, 13, 16 Discussion #3, 5, #6 Final Exam Study Guide</p>
<p>4. Course illustrates use of social and behavioiral science perspectives and data.</p>	<p>This course uses social and behavioral science perspectives and data to study human resilience and well-being. Using a psychological perspective, informed by the biology of the brain and the nervous system, students will examine recent research data to understand human resiliency and its application to cognitive, emotional, and behavioral functioning.</p>	<p>Syllabus weeks 3-8, 10, 11, 13-17 Course Competencies 2-3, 7, 9 Textbook chapters 1-6, 7, 10-13 Final Exam Study Guide</p>



Professional Resiliency and Well-Being

Course: BHS155	Lecture 1.0 Credit(s) 1.0 Period(s) 1.0 Load
First Term: 2021 Fall	Course Type: Occupational
Final Term: Current	Load Formula: S - Standard Load

Description: Exploration of building human resilience and well-being to prevent burnout, traumatic stress, and compassion fatigue for social services and mental health professionals, healthcare providers, emergency first responders, and other relationship-intense occupations. Causes, symptoms, and effects of traumatic stress, burnout compassion fatigue and other work-related stress. Focus on enhancing quality of life and improving a healthy lifestyle by incorporating evidenced-based practices in psychological and emotional resilience training, cognitive behavioral therapy, mindfulness, positive psychology, prevention, peer support, and self-care, including nutrition, exercise, and sleep.

Requisites: Prerequisites: None.

MCCCD Official Course Competencies

1. Recognize the historical developments that gave rise to the concept of human resilience, burnout, traumatic stress, and compassion fatigue. (I)
2. Identify factors that contribute to trauma, burnout and compassion fatigue. (II)
3. Describe how work-related stress can compromise physical, cognitive, emotional, social, and spiritual well-being. (II, III)
4. Develop mindfulness and self-relaxation strategies to create a sense of calmness and safety in the mind and body. (IV)
5. Recognize effective skills to modify mindsets, explanatory styles, and core beliefs that reduces resilience to bounce back from setbacks and adversity. (IV)
6. Explore meaning and purpose in work and life to enhance resilience. (IV)
7. Identify elements of positive psychology to enhance happiness and well-being. (IV)
8. Identify skills to build meaningful relationships and positive support systems to improve health and well-being. (IV)
9. Recognize ways to improve health-conscious practices, including healthy eating, healthy activity, healthy sleep, and self-compassion. (IV)
10. Analyze strengths-based character and virtues that support resilience. (IV)
11. Utilize key psychological and emotional resiliency skills to resolve current symptoms and prevent future effects associated with traumatic stress and compassion fatigue. (IV)
12. Design a six-point self-directed professional resiliency plan. (V)

MCCCD Official Course Outline

- I. Historical development
 - A. Identification of contributing experiences
 - 1. Resilience research
 - 2. Burnout research
 - 3. Traumatic stress
 - 4. Compassion fatigue
 - B. Significant contributors
 - 1. Herbert Ferudenberger
 - 2. Christina Maslach
 - 3. Carla Joinson
 - 4. Charles Figley
 - 5. Beth Stamm
 - 6. Laurie Anne Pearlman
 - 7. Lisa McCann
 - 8. Others
 - C. Inclusion in the Diagnostic and Statistical Manual of Mental Disorders (DSM)
- II. Causes and symptoms
 - A. Work-related stress in relationship-intense occupations
 - 1. Primary traumatic stress
 - 2. Secondary traumatic stress
 - 3. Burnout
 - 4. Compassion fatigue
 - 5. Other work-related stress
 - B. Recognizing stress
 - 1. Spectrum of emotional and behavioral presentations
 - 2. Assessment/diagnostic instruments
 - 3. Negative impacts on physical, cognitive, emotional, social, and spiritual well-being, health and quality of life
- III. Physiological process of stress
 - A. Role of mind and brain
 - 1. Cognition
 - 2. Cortical regions
 - 3. Amygdala
 - 4. Hippocampus
 - 5. Anterior cingulate
 - 6. Reticular activating system
 - B. Stress response and the body's defense system
 - C. Autonomic nervous system
 - D. Vagus nerve circuitry
 - E. Heart rate variability
- IV. Six-point psychological and emotional resiliency system to manage workplace-related stress, traumatic stress, burnout and compassion fatigue

- A. Self-regulation
 - 1. Grounding techniques
 - 2. Acute relaxation skills
 - 3. Deep relaxation skills
 - 4. Mindfulness practices
- B. Cognitive behavioral
 - 1. Cognitive restructuring
 - 2. Growth mindset
 - 3. ABC model
 - 4. Explanatory styles
 - 5. Cognitive belief system
 - 6. Self-referential thinking
 - 7. Internal locus of control
 - 8. Demand vs free choice
- C. Positive psychology
 - 1. Optimism
 - 2. Positive emotions
 - 3. Self-discipline and self-control
 - 4. Acceptance and commitment
 - 5. Forgiveness and kindness
 - 6. Fostering gratitude
 - 7. Post-traumatic growth
 - 8. Creating purpose and meaning
 - 9. Grit
- D. Social connectedness and community building
 - 1. Interpersonal communication skills (sending)
 - 2. Effective listening skills (receiving)
 - 3. Community building
 - 4. Peer support
 - 5. Familial support system
 - 6. Training support systems
 - 7. Sharing trauma narratives
- E. Character strengths and self-direction
 - 1. Strength-based character strengths and virtues
 - 2. Principles-based ethics
 - 3. Professional moral compass
 - 4. Purpose and meaning
 - 5. Motivation
 - 6. Self-efficacy
 - 7. Accountability
 - 8. Engagement and flow
- F. Self-care and revitalization
 - 1. Healthy eating
 - 2. Healthy activity
 - 3. Health sleep

4. Self-compassion

V. Developing personalized professional resiliency plan

MCCCD Governing Board Approval Date: **February 23, 2021**

All information published is subject to change without notice. Every effort has been made to ensure the accuracy of information presented, but based on the dynamic nature of the curricular process, course and program information is subject to change in order to reflect the most current information available.

**¹Glendale Community College (Online)
BHS 155: Professional Resiliency and Well-Being
Course Syllabus: Fall 2021**

²Instructor Information:

- **Instructor:** Dr. Thomas E. Rojo Aubrey, D.BH-c, MSC/MFCT, LAMFT, CMHEA, CCTP,CFTP, CFTPI, CHt, CCTP, CFTP
- **Office Location:** CCS 106 – Office horse by appointment (call the front desk for an appointment at 623.845.3212)
- **Email:** thomas.aubrey@gccaz.edu

³Course information:

- **Course format:** Online
- **Class number:** 37102
- **Classroom location:** Canvas
- **Class days and times:** N/A (Canvas participation required)
- **Course start date:** 08/21/2021
- **Course end date:** 12/16/2021
- **Exceptions:** 09/06/2021, Labor Day, 11/11/2021, Veterans Day, and 11/25 – 11/28/2021, Thanksgiving
- **Final Exam:** 12/16/2021 11:59PM (Canvas)

Students will be withdrawn from the course upon their fifth absence (see the section “online classes” below for details on what constitutes an absence). However, a student may be allowed up to six absences if at least one of their absences is due to a medical issue experienced by the student (an illness or injury to the student) and proper medical documentation (a dated official document from the doctor or hospital that treated the student) is presented before the next class week.

⁴Course Description:

Exploration of human resilience and well-being within the context of personal, academic, and career life. Focus on enhancing quality of life and improving academic performance and career success through awareness of behavior, cognition, and emotion as well as the practice of self-regulation. Topics include mindfulness, positive psychology, motivation, effective thinking, applied neuroscience, mental and emotional health, and self-care.

Prerequisites: None

⁵Course Materials:

Title: The Resilient Professional: Psychological and Emotional Resilience Training (Second Edition)

Author: Thomas E. Rojo Aubrey

Publisher: Human eSources

ISBN: 978-1-734-440090-2-2

APA Book Citation:

Aubrey, T. E. (2020). *The resilient professional: Psychological and emotional resilience training* (2nd ed.). Marlborough, CT: Human eSources.

⁶MCCCD Official Course Competencies:

1. Recognize the historical development that gave rise to the concept of human resilience
2. Develop cognitive, emotional, and behavioral learning strategies
3. Identify values, interests, personality traits, skills, and strengths and describe their impact on personal, academic, and career development.
4. Explore cognitive, emotional, and behavioral considerations in personal, academic, and career goal setting.
5. Identify cognitive, emotional, and behavioral factors that impact personal, academic, and career performance.
6. Describe the causes, symptoms, and effects of stress and trauma.
7. Develop cognitive, emotional, and behavioral self-regulation strategies.
8. Explain the importance of self-care to improve physical, mental, and emotional health.
9. Develop interpersonal connections and social support systems.

⁷Grading Standards and Practices

Your final grade will be based on the percentage of points you earn as follows:

Assignments/Quizzes/Exams	Points	Complete/Submission Type
Syllabus Quiz	10	Week One/Canvas
Discussion Boards (6 x 25pts)	150	Week One, Three, Twelve, Thirteen, Fourteen, Sixteen/Canvas
Resilient Professional: Part I & Chapter 1, Journals/Pre-Assessments/Quizzes (2 x 30pts)	60	Week Two & Three/Online Textbook
Resilient Professional: Chapter 2-11 (plus Part II), Journals & Quizzes (11 x 30pts)	330	Week Four, Five, Six, Seven, Eight, Nine, Ten, Eleven, Twelve, Thirteen, Fourteen, & Fifteen/Online Textbook
Resilient Professional: Chapter 12-13, Journals/Post-Assessments/Quizzes (2 x 30pts)	60	Week Twelve & Thirteen/Online Textbook
/Recorded Peer Advice (Extra Credit)	50	Week Sixteen/Canvas
Final Exam (Certification)	100	Week Seventeen/Canvas
Total:	760	

Enrollment: Graded

Letter Grade	Percent Range	Point Span
A	90-100%	684-760
B	80-89%	608-683
C	70-79%	532-607

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D	60-69%	456-531
F	0-59%	0-455

You will receive a grade of F if you earn less than 456 points or fail to complete the course by the established date or without the benefit of an official withdrawal.

⁸ Fall Course Outline

Dates/Weeks Modules	Class Topics/Discussions	Reading Assignments	Graded Assignments	Due Date
<u>Module One</u> 08/21-08/29	<ul style="list-style-type: none"> - Intros (Building Connections with Classmates) - Navigating Canvas - Syllabus - Building Community 	<p>Readings:</p> <ul style="list-style-type: none"> • <i>Getting Started (Canvas)</i> • <i>Suggestions for Student Success</i> • <i>eTech Orientation</i> 	<p>Assignments:</p> <ol style="list-style-type: none"> 1. Quiz: Syllabus 2. Discussion Board: Introduce Yourself 	08/29 11:59pm
<u>Module Two</u> 08/30-09/05	<ul style="list-style-type: none"> - Work-related stress - Exposure to Traumatic Stress - Suicide - Families at Risk - Fostering Resilience and Well-being 	<p>Readings:</p> <ul style="list-style-type: none"> • A Special Message from the Author (textbook) • A Critical Question (textbook) • Part I: The Infection (textbook) <p>Videos: Embedded in the textbook</p>	<p>Assignments:</p> <ol style="list-style-type: none"> 1. Pre-Assessments 2. Quiz: Part I – <i>The Infection</i> 	09/05 11:59pm
<u>Module Three</u> 09/06-09/12	<ul style="list-style-type: none"> - Human Resiliency - Mental & Emotional Factors of Resiliency - Growth Mindset - Post-Traumatic Growth 	<p>Readings:</p> <ul style="list-style-type: none"> • <i>Chapter 1: Human Resiliency (textbook)</i> 	<p>Assignments:</p> <ol style="list-style-type: none"> 1. Pre-Assessments 2. Journal(s): Chapter 1 – <i>Human Resiliency</i> 3. Discussion Board: Recognition of a Resilient Figure 4. Quiz: Chapter 1 – <i>Human Resiliency</i> 	09/12 11:59pm
<u>Module Four</u> 09/13-09/19	<ul style="list-style-type: none"> - The Biology of Stress - Your Nervous System - Body's Stress-Response, Alarm & Defense Systems 	<p>Readings:</p> <ul style="list-style-type: none"> • <i>Chapter 2: The Biology of Stress (textbook)</i> <p>Videos:</p> <ul style="list-style-type: none"> • <i>Embedded in the textbook</i> 	<p>Assignments:</p> <ol style="list-style-type: none"> 1. Journal(s): Chapter 2 – <i>The Biology of Stress</i> 2. Quiz: Chapter 2 – <i>The Biology of Stress</i> 	09/19 11:59pm
<u>Module Five</u> 09/20-09/26	<ul style="list-style-type: none"> - The Psychology of Stress - Types of Stress - Locus of Control - Cause of Stress - Changing Your Perception of Stress 	<p>Readings:</p> <ul style="list-style-type: none"> • <i>Chapter 3: The Psychology of Stress (textbook)</i> <p>Videos:</p> <ul style="list-style-type: none"> • <i>Embedded in the textbook</i> 	<p>Assignments:</p> <ol style="list-style-type: none"> 1. Journal(s): Chapter 3 – <i>The Psychology of Stress</i> 2. Quiz: Chapter 3 – <i>The Psychology of Stress</i> 	09/26 11:59pm
<u>Module Six</u> 09/27-10/03	<ul style="list-style-type: none"> - DSM-5 - Post-Traumatic Stress Disorder - Categories of Traumatic Stress 	<p>Readings:</p> <ul style="list-style-type: none"> • <i>Chapter 4: The Psychology of Traumatic Stress (textbook)</i> 	<p>Assignments:</p> <ol style="list-style-type: none"> 1. Journal(s): Chapter 4 – <i>The Psychology of Stress</i> 2. Quiz: Chapter 4 – <i>The Psychology of Stress</i> 	10/03 11:59pm

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	<p>Understanding Trauma as an injury</p> <p>Healing from the Wounds of Trauma</p>	<p><u>Videos:</u></p> <ul style="list-style-type: none"> • <i>Embedded in the textbook</i> 		
<p><u>Module Seven</u> 10/4-10/10</p>	<p>Characteristics and Symptoms of Burnout</p> <p>Negative Consequences of Burnout</p> <p>Cause of Burnout</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> • Chapter 5: <i>Burnout (textbook)</i> <p><u>Videos:</u></p> <ul style="list-style-type: none"> • <i>Embedded in the textbook</i> 	<p><u>Assignments:</u></p> <ol style="list-style-type: none"> 1. Journal(s): Chapter 5 – <i>Burnout</i> 2. Quiz: Chapter 5 – <i>Burnout</i> 	<p><u>10/10</u> <u>11:59pm</u></p>
<p><u>Module Eight</u> 10/11-10/17</p>	<p>Hazard of Exposure to Trauma on the Job</p> <p>Mirror Neurons</p> <p>Characteristics and Symptoms of Compassion Fatigue</p> <p>Negative Consequences of Compassion Fatigue</p> <p>Cause of Compassion Fatigue</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> • Chapter 6: <i>Compassion Fatigue (textbook)</i> <p><u>Videos:</u></p> <ul style="list-style-type: none"> • <i>Embedded in the textbook</i> 	<p><u>Assignments:</u></p> <ol style="list-style-type: none"> 1. Journal(s): Chapter 6– <i>Compassion Fatigue</i> 2. Quiz: Chapter 6 – <i>Compassion Fatigue</i> 	<p><u>10/17</u> <u>11:59pm</u></p>
<p><u>Module Nine</u> 10/18-10/24</p>	<p>Transtheoretical Model</p> <p>Stages of Change</p> <p>Rewiring the Brain</p> <p>Journey of Self-Recovery</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> • Part II: <i>Treatment (textbook)</i> <p><u>Videos:</u></p> <ul style="list-style-type: none"> • <i>Embedded in the textbook</i> 	<p><u>Assignments:</u></p> <ol style="list-style-type: none"> 1. Journal(s): Part II – <i>Treatment</i> 2. Quiz: Part II – <i>Treatment</i> 	<p><u>10/24</u> <u>11:59pm</u></p>
<p><u>Module Ten</u> 10/25-10/31</p>	<p>Self-Regulation</p> <p>Mindfulness Practices</p> <p>Acute & Deep Relaxation</p> <p>Grounding Techniques</p> <p>Bottom-up Mindfulness</p> <p>Applications for Work & Personal Life</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> • Chapter 7: <i>Mastering Self-Regulation (textbook)</i> <p><u>Videos:</u></p> <ul style="list-style-type: none"> • <i>Embedded in the textbook</i> 	<p><u>Assignments:</u></p> <ol style="list-style-type: none"> 1. Journal(s): Chapter 7 – <i>Mastering Self-Regulation</i> 2. Quiz: Chapter 7 – <i>Mastering Self-Regulation</i> 	<p><u>10/31</u> <u>11:59</u></p>
<p><u>Module Eleven</u> 11/1-11/07</p>	<p>Mental Flexibility</p> <p>Cognitive and Perceptual Restructuring</p> <p>ABC Model</p> <p>Modifying Your Explanatory Styles for Success</p> <p>Modifying Surface and Core Belief for Success</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> • Chapter 8: <i>Developing Mental Flexibility (textbook)</i> <p><u>Videos:</u></p> <ul style="list-style-type: none"> • <i>Embedded in the textbook</i> 	<p><u>Assignments:</u></p> <ol style="list-style-type: none"> 1. Journal(s): Chapter 8 – <i>Developing Mental Flexibility</i> 2. Discussion Board: <i>Learning from Setbacks, Criticism, and Struggles.</i> 3. Quiz: Chapter 8 – <i>Developing Mental Flexibility</i> 	<p><u>11/07</u> <u>11:59pm</u></p>
<p><u>Module Twelve</u> 11/08-11/14</p>	<p>Exploring the Root Cause of Stress</p> <p>CBT Rationalization</p> <p>Activity of the Body’s Security System</p> <p>Using the Mind to Calm the Body’s</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> • Chapter 9: <i>Exploring the Root Cause of Stress with Mental Flexibility (textbook)</i> 	<p><u>Assignments:</u></p> <ol style="list-style-type: none"> 1. Journal(s): Chapter 9 – <i>Exploring the Root Cause of Stress with Mental Flexibility</i> 	<p><u>11/14</u> <u>11:59pm</u></p>

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	Security and Defense Systems	<u>Videos:</u> <ul style="list-style-type: none"> • <i>Embedded in the textbook</i> 	2. Discussion Board: <i>Insight to the Cause of Stress</i> 1. Quiz: Chapter 9 – <i>Exploring the Root Cause of Stress with Mental Flexibility</i>	
<u>Module Thirteen</u> <u>11/15-11/21</u>	Positive Psychological Strengths Optimism Self-Discipline and Self-Control Acceptance and Commitment Forgiveness and Kindness Gratitude Worrisome and Ruminating Mind Meaning and Purpose Growing from Adversity	<u>Readings:</u> <ul style="list-style-type: none"> • <i>Chapter 10: Developing Positive Psychological Strengths (textbook)</i> <u>Videos:</u> <ul style="list-style-type: none"> • <i>Embedded in the textbook</i> 	<u>Assignments:</u> <ol style="list-style-type: none"> 1. Journal(s): Chapter 10 – <i>Developing Psychological Strengths</i> 2. Discussion Board: <i>Why Cultivate Psychological Strengths?</i> 3. Quiz: Chapter 12 – <i>Developing Positive Psychological Strengths</i> 	<u>11/21</u> <u>11:59pm</u>
<u>Module Fourteen</u> <u>11/22-11/28</u>	Social Connectedness & Community Building Normalizing Connections Listening Actively Speaking Effectively Positive Constructive Communication Building Healthy Relationships at Work, Family and with Friends Building a Support Network Peer Support	<u>Readings:</u> <ul style="list-style-type: none"> • <i>Chapter 11: Engaging in Social Connectedness & Community Building (textbook)</i> <u>Videos:</u> <p>Embedded in the textbook</p>	<u>Assignments:</u> <ol style="list-style-type: none"> 1. Journal(s): Chapter 11 – <i>Engaging in Social Connectedness & Community Building</i> 2. Quiz: Chapter 13 – <i>Engaging in Social Connectedness & Community Building</i> 	<u>11/28</u> <u>11:59</u>
<u>Module Fifteen</u> <u>11/29-12/05</u>	Finding Meaning and Purpose Motivation and Self-Direction Self-Efficacy, Perceived Value, & Perceived Control 24-Character Strengths & VINS Goal Setting Mindfully Aligning Your Goals & Values for a Purpose-Based Life	<u>Readings:</u> <ul style="list-style-type: none"> • <i>Chapter 12: Deploying Character Strengths, Purpose, and Self-Direction (textbook)</i> <u>Videos:</u> <p>Embedded in the textbook</p>	<u>Assignments:</u> <ol style="list-style-type: none"> 1. Journal(s): Chapter 12 – <i>Deploying Character Strengths, Purpose, and Self-Direction</i> 2. Quiz: Chapter 12 – <i>Deploying Character Strengths, Purpose, and Self-Direction</i> 3. Recorded Peer Advice (Extra Credit) 	<u>12/05</u> <u>11:59pm</u>
<u>Module Sixteen</u> <u>12/06-12/12</u>	Self-Care and Revitalization Healthy Eating Healthy Activity Improving Sleep Enhancing Self-Compassion Final	<u>Readings:</u> <ul style="list-style-type: none"> • <i>Chapter 13: Practicing Self-Care and Revitalization (textbook)</i> • <i>Study for Final Exam</i> <u>Videos:</u>	<u>Assignments:</u> <ol style="list-style-type: none"> 1. Journal(s): Chapter 13 – <i>Practicing Self-Care and Revitalization</i> 2. Discussion Board: <i>Self-Help Strategies</i> 3. Quiz: Chapter 13 – <i>Practicing Self-Care and Revitalization</i> 	<u>12/12</u> <u>11:59pm</u>

		Embedded in textbook		
<i>Module</i> <u>Seventeen</u> 12/13-12/16	Finals Week	<ul style="list-style-type: none"> Complete Final Exam Study Guide 	1. Complete Final Exam	<u>12/16</u> 11:59pm

Late work: You must turn in all assignments **complete** and **on time**. *Complete* means you have done everything specified in the assignment instructions. *On time* means within 10 minutes of class start time on the due date. Incomplete assignments will not be graded. Assignments may be turned in early, but I do not accept them late without giving *prior approval* for work to be turned in late.

Make-Up Exams: You must take exams during their scheduled time. A missed exam will receive a grade of zero. If you *must* miss an exam, with *prior instructor approval* there is an exam make-up opportunity at the end of the semester. You may only make up **one** exam. However, you must contact your instructor within 24-hours of the due date or a zero (0) will be given as your grade.

Remember, even one missed assignment or exam may lower your grade. For best results, plan ahead, keep up with your coursework, attend class regularly and promptly communicate with your instructor about any issues impacting your academic performance.

⁹Attendance Requirements

The only absences that are official absences are those that are pre-approved student activities, religious holidays, subpoenas, or death of an immediate family member. Unexcused absences may result in your withdrawal from the class or a failing grade for the semester (see Specific Attendance policy below).

BHS 155 students will be withdrawn from the course upon their fifth absence (see the section “online classes” below for details on what constitutes an absence). However, a student may be allowed up to six absences if at least one of their absences is due to a medical issue experienced by the student (an illness or injury to the student) and proper medical documentation (a dated official document from the doctor or hospital that treated the student) is presented before the next class week.

The official attendance policy of the Maricopa Community College District can be found in the GCC General Catalog and Student Handbook at <http://www.gccaz.edu/catalog> and is reproduced below:

A. Official Absences

Official absences are those which occur when students are involved in an official activity of the college (e.g., field trips, tournaments, athletic events) and present an official absence excuse form. Absences for such events shall not count against the number of absences allowed by an instructor or department. Students who must miss a class for an official reason must obtain an official absence verification card from the appropriate dean or associate dean and present it to the appropriate instructor(s) before the absence. **Prior arrangements must be made with each instructor for make-up work. If prior arrangements have been made, the student will not be penalized.**

Other official absences include jury duty and subpoenas. Appropriate documentation will be required. Prior arrangements must be made with each instructor for makeup work. If prior arrangements have been made, the student will not be penalized.

In the event of the death of an immediate family member, absences for periods of up to one week will not be counted against the number of absences allowed by an instructor or department. Students should contact instructor(s) as soon as possible to arrange for make-up work. Appropriate documentation will be required (for example, a copy of the obituary or funeral program). In specialized programs that require clinical rotations, this regulation may not apply.

B. Religious Holidays

Students shall have the right to observe major religious holidays without penalty or reprisal by any administrator, faculty member or employee of the Maricopa Community Colleges. Absences for such holidays shall not count against the number of absences allowed by an instructor or department. At least one week before the holiday, students shall submit to their instructor(s) a written statement which includes both the date of the holiday and the reason why class attendance is impossible. **Prior arrangements must be made with each instructor for make-up work. If prior arrangements have been made, the student will not be penalized.**

Withdrawal: If you are unable to complete the course, it is your responsibility to officially withdraw from the course. The official withdrawal policy of the Maricopa Community College District can be found in the GCC General Catalog & Student Handbook, available from the Enrollment Center or online from the GCC website: <http://www.gccaz.edu/catalog>

Online classes:

Attendance is taken by your weekly completion of assignments such as journals, quizzes, and discussion boards.

- You are required to log in and complete assignments on or before the due date in Canvas.
- One absence will be recorded for each assignment that you fail to submit. Even though points are lost, you are allowed to miss four (4) assignments throughout the semester. Keep in mind, however, that missing a single assignment can lower your final grade.
- If you miss five (5) assignments, you may be dropped from the course for excessive absences.
- If you encounter extenuating circumstances that cause you to be absent, please contact your instructor ahead of time.
- If you are dropped or fail the course this could affect your financial aid eligibility the following semester.

10 Student Rights and Responsibilities

Every student is expected to know and comply with all current published policies, rules and regulations as printed in the college [Academic Catalog](#), syllabus, and/or [Student Handbook](#).

Academic Catalog: <http://www.gccaz.edu/gcc-catalog>

Student Handbook: <http://www.gccaz.edu/student-life/office-student-life/student-handbook>

The information in this syllabus is subject to change based on the discretion of the instructor. Students will be notified by the instructor of any changes in course requirements or policies.

11 Information for Students with Disabilities

If you have a documented disability, including a learning disability, and would like to discuss possible accommodations, please contact the GCC Disability Resources and Services office at 623 845-3080 or by email drsfrontdesk@gccaz.edu.

Classroom Accommodations for Students with Disabilities

In accordance with the Americans with Disabilities Act, the Maricopa County Community College District (MCCCD) and its associated colleges are committed to providing equitable access to learning opportunities to students with documented disabilities (e.g., mental health, attentional, learning, chronic health, sensory, or physical). Each class/term/semester that a student needs academic adjustments/accommodations, the qualified student is required to work with the Disability Resources & Services Office (DRS) at their individual college(s). Contact with the DRS should be made as soon as possible to ensure academic needs are met in a reasonable time. New and returning students must request accommodations each semester through DRS Connect online services. To learn more about this easy process, please contact your local DRS office.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations, you are welcome to contact DRS by using the information listed on the following webpage: <https://district.maricopa.edu/consumer-information/disability-resources/contacts>. The DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions qualifying for accommodations/academic adjustments. Reasonable accommodations are established through an interactive process between you, your faculty, and DRS; and only those academic adjustments/reasonable accommodations granted by the DRS are recognized by the college and District. It is the policy and practice of the MCCCD to create inclusive and accessible learning environments consistent with federal and state law. If you are pregnant or parenting (as protected under Title IX) and would like to discuss possible academic adjustments, please contact the Disability Resources & Services Office.

Key Expectations:

This class requires active involvement, attendance, acquisition of the textbook by Week One, and completing assigned readings prior to class meeting. ¹²All students should allot 2-3 hours of study per credit hour of class (for a typical 3 credit class, this equals 6-9 hours of study per week outside of class time). Keep in mind that these 6-9 hours represent the average time that students spend on study, and the average grade students earn in college is a C. Therefore, to achieve high grades, you will need to dedicate better than average commitment and increased study time.

If you are taking an online class, in addition to the 6-9 hours of study per week, you will also need to dedicate approximately three (3) hours per week for online class activities.

Academic Integrity

Misconduct, cheating and plagiarism will not be tolerated and will result in disciplinary action as listed in the [student catalog and handbook](#). ¹³Instructors may use third party tools to detect plagiarism.

Instructor's Commitment to Timely Student Feedback

I will respond to email within 2-4 business days. I

will complete grading within 5-10 days.

I will respond to Asynchronous Board Discussions within 5-7 days from the posted date.

Policy on Sexual Harassment

To view the full Sexual Harassment Policy, refer to the Student Handbook, Sexual Harassment Policy for Students (AR 2.4.4) (see also 5.1.8) Students should report any discrimination and/or harassment

they experience and/or observe to the GCC office of Student Life in the Student Union (Phone: 623 845-3525).

Addressing Incidents of Sexual Harassment/Assault, Dating/Domestic Violence, and Stalking

In accordance with Title IX of the Education Amendments of 1972, MCCCCD prohibits unlawful sex discrimination against any participant in its education programs or activities. The district also prohibits sexual harassment—including sexual violence—committed by or against students, district employees, and visitors to campus. As outlined in district policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by District policy.

District policy requires all college and District employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the college Title IX Coordinator. MCCCCD will provide on its [Title IX Coordinators web page](#), a link to all the [Title IX Coordinators](#) in the district. Reports may also be reported at: <https://district.maricopa.edu/consumer-information/reporting>.

NEED HELP

Problem →

Contact →

<ul style="list-style-type: none"> • Don't know how to use Canvas 	See the Canvas Student Guide, Source: http://guides.instructure.com/m/4212
<ul style="list-style-type: none"> • Don't know how to use Canvas • Can't access student emails • Other problems related to campus computer 	GCC Helpdesk: 623.845.3555 or visit the desk in High Tech II, on GCC's main campus
<ul style="list-style-type: none"> • Technical problem in canvas 	Speak with a live representative at: 1-888-994-4433, or see the Canvas Help Guides
<ul style="list-style-type: none"> • Assignment is not available on Canvas • Don't understand assignment • Question about grade • Other issues related directly to the course 	Contact your Instructor. See first page of this Syllabus for contact info.
<ul style="list-style-type: none"> • Academic Counseling • Career Counseling • Personal/Crisis Counseling Referrals 	GCC Counseling Center, 623-845-3064
<ul style="list-style-type: none"> • Crisis counseling • In Crisis Text 	Crisis Line: 602-222-9444 Suicide Hotline: 602-248-8336 Military/Veterans Suicide Hotline: 800-799-4889 LGBT Suicide Hotline: 1-866-4UT-REVOR Emergency: 911 In-Crisis Texting: 741741

¹⁻¹¹Course syllabus standards as outlined by AR 3.6.

Appendix

The following are common instructions you will find on each discussion board.

Initial Post

Students are required to post a substantive initial response to all Discussion Questions with a goal of coming up with a definition of success. Initial post must be a minimum of **100 words** in length.

Begin this discussion by selecting "reply" at the bottom of this page.

Response Posts

Respond to at least one of your classmate's submission, in detail, not just "I agree". Minimum 1 paragraph (at least 4 sentence per paragraph and/or 50 words).

Grading Criteria

How to get full credit

In order to get full credit for your discussion board submission, you must:

1. Write a detailed answer to the discussion question.
2. Use college level grammar and spelling.
3. Respond to at least one of your classmate's submission, in detail, not just "I agree". Minimum 1 paragraph (at least 4 sentence per paragraph and/or 50 words).

* See grading rubric by clicking on the ellipsis (three dots) on the upper right-hand corner of the discussion board.

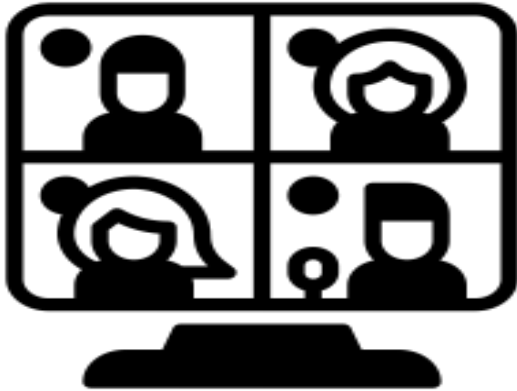
Internal Review: 1. _____ 2. _____ 3. _____

Discussion Question Appendix

Discussion Board #1: Introduce Yourself

Instructions

Introduce yourself to the class. This is an opportunity to build on one of our strongest sources of resiliency, interpersonal connection and support. Discussion Boards are our primary way of communicating and interacting with one another. It is a way to build community that makes students stronger and more resilient. Best of all, it makes class fun!



Let's begin by answering the following questions. Please make sure to add anything else you would like to share with the class so that we can get to know you better.

Remember, use this discussion board to introduce yourself, interact with your classmates and help us all get to know one another.

Initial Post

Students are required to post a substantive initial response to all Discussion Questions with a goal of coming up with a definition of success. Initial post must be a minimum of **100 words** in length.

Reply to this forum with the following:

1. Your name and preferred name (i.e., nickname)
2. Do you have any hobbies or interest (e.g., movies, sports, etc.)
3. Tell us about you best qualities and strengths
4. Are you working? If so, where?
5. Have you selected a career? If so, which one and why? If not, what have you considered?
6. What do you hope to learn in this class?
7. If you choose to (optional), upload a photo of yourself (must be clean and appropriate) or share your favorite web-links (must be clean and appropriate)

Begin this discussion by selecting "reply" at the bottom of this page.

Discussion Board #2: Recognition of a Resilient Figure

Instructions

In this activity you will have the opportunity to recognize a person who has influenced you by modeling resiliency.

1. Share a person that despite the adversity they have experienced in life, have been an inspirational figure as a result of their resiliency. This could be someone you know personally, professionally, a famous or historical figure that you admire for their resiliency.
2. What was the person's story of resiliency? What did they overcome? How did they bounce back? What particular characteristics did they have that helped them be resilient? What did you learn from this person and how can you adopt their resilience methods to your own life?

Discussion Board #3: *Learning from Setbacks, Criticism, and Struggles*

Instructions

Discuss one time you had made a mistake or experienced a setback or struggle.

- What did you learn?
- Did you use a fix or growth mindset to respond to this challenge?
- How did you grow from this experience?
- What will you do differently if a similar challenge arises?

Also, discuss how focusing on the love of learning [instead of the end result] can help you respond better to setbacks.

Initial Post

Students are required to post a substantive initial response to all Discussion Questions with a goal of coming up with a definition of success. Initial post must be a minimum of **100 words** in length.

Discussion Board #4: *Insight to the Cause of Stress*

Instructions

In reference to the cause of stress, we discussed a new perspective to help us shift from an external to an internal locus of control. Essentially, everything that you once thought were the causes of your stress (e.g., too much homework, not enough time, etc.) are NOT the causes of your stress.

For this discussion board, 1) discuss the challenges you will face to whole heartily believe this new perceptive. 2) how is this view of stress empowering? 3) how will this new perceptive be beneficial (or how will it not be beneficial)?

Initial Post

Students are required to post a substantive initial response to all Discussion Questions with a goal of coming up with a definition of success. Initial post must be a minimum of **100 words** in length.

Discussion Board #5: *Why Cultivate Psychological Strengths?*

Instructions

Positive Psychological Strengths as discussed in the book *The Resilient Learner* has six major elements: ***cultivating optimism, practicing self-discipline and self-control, applying acceptance and commitment, practicing gratitude, practicing forgiveness and kindness, reducing worry***, and ***learning and growing from adversity***. It also explores the importance of ***creating purpose, meaning, and perseverance*** in school and other areas of life.

Discuss how one of the six major elements can help YOU personally improve the follow three areas:

- Academic Success
- Physical and/or Mental Health
- Personal Life

Initial Post

Students are required to post a substantive initial response to all Discussion Questions with a goal of coming up with a definition of success. Initial post must be a minimum of **100 words** in length.

Discussion Board #6: *Self-Help Strategies*

Instructions

College can be challenging and stressful, therefore it's important to apply self-help strategies and elicit others who can help regularly.

1. What is one of your best self-help strategies and one other support strategies (other people who help when needed)?

Initial Post

Students are required to post a substantive initial response to all Discussion Questions with a goal of coming up with a definition of success. Initial post must be a minimum of **100 words** in length.

Begin this discussion by selecting "reply" at the bottom of this page.

BHS155 Final Exam Study Guide

Exam Information:

- 100 randomized questions
- Multiple choice and True/false
- 2 attempts
- On Canvas in last week/module of the semester

Exam Topics:

1. Lesson from Victor Frankl's life story
2. Effects of stress and emotional problems on the brain
3. Connection between resiliency skills and functional health
4. Difference between resiliency and post-traumatic growth
5. Negative bias and its positive and negative functions
6. Function of the sympathetic nervous system
7. Function of the parasympathetic nervous system
8. Function of the sympathetic-adrenomedullary system
9. Function of the hypothalamic-pituitary-adrenal system
10. Physiological process of how breathwork relaxes the body
11. Basic concepts of Hebbian theory
12. Physiological response to stress
13. Components and function of the body's alarm system
14. Different types of stressors
15. Resiliency-based mindset
16. Different categories of traumatic stress
17. Link between traumatic stress and resilience
18. Various forms of motivation
19. Elements that influence motivation
20. Equation to enhance motivation
21. Key elements required in the brain for focus and attention
22. Effective ways to find meaning and purpose in life
23. 24 character strengths and virtues

24. Purpose of self-regulation
25. Process of reciprocal inhibition
26. Distinctive classifications of behavior modification
27. Timeframe required to build new habits
28. Difference between bottom-up regulation and top-down regulation
29. Acute relaxation-skills
30. Key elements of mindfulness practices
31. Physiological effect of inhalation and exhalation on the nervous system
32. Difference between the PERT model of resiliency and other models of resiliency
33. Function of emotions
34. Effective ways to regulate intense emotions
35. Functionality of mental processing of sensory information
36. Distinctive elements of growth and fixed mindsets
37. Lesson from the Sense-shake study
38. Features of mental flexibility
39. Process of cognitive restructuring
40. Elements of the A-B-C model
41. Function of emotions
42. Effective ways to regulate intense emotions
43. Mental processing of sensory information
44. Distinction between surface and core beliefs
45. How perceptions, thoughts, emotions and behaviors influence one another
46. How specific thoughts can drive specific emotions
47. Different types of explanatory styles
48. Elements of optimism
49. Elements of pessimism
50. Contributing factors to a growth mindset
51. Contributing factors to a resiliency-based mindset
52. Cause of burnout
53. Factors that can cause an inaccurate evaluation of safety
54. Various ways the vagal system responds to stressors

55. Implementation of intentions
56. Elements of the practice of acceptance and commitment
57. Key elements of grit
58. Factors that drive perseverance and persistence
59. Practices that change perception of others in a positive way
60. Factors that contribute to post-traumatic growth
61. Benefits of social bonding
62. Key factors required for effective communication
63. Negative effects of cortisol
64. Four destructive forms of communication and their antidotes
65. Key elements of positive constructive communication
66. Steps required to build healthy support systems
67. Elements required for a healthy eating lifestyle
68. Strategies to maintain a healthy eating lifestyle
69. Recommendations for a healthy, active lifestyle
70. Ways to improve sleep
71. Importance of self-compassion

Introduction

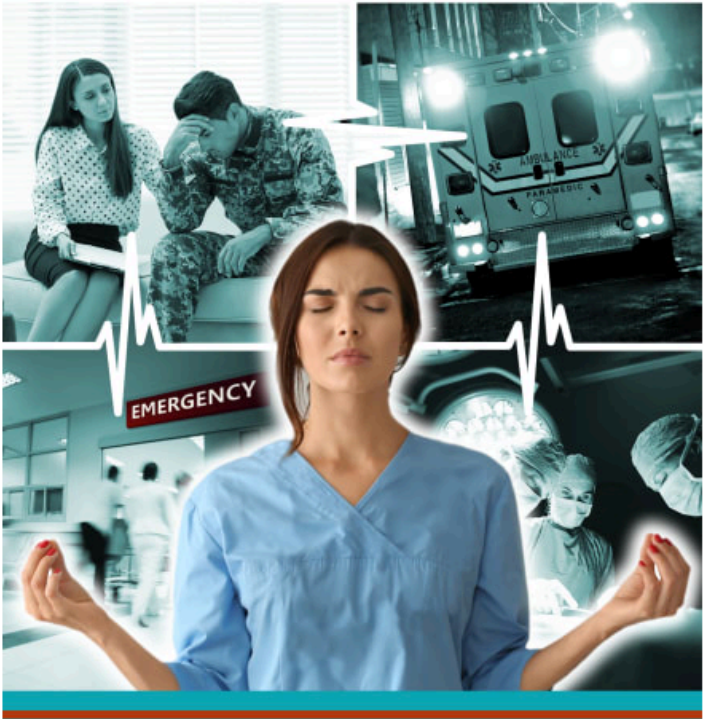
- « 1 2 3 4 5 6 7 8 9 10 »

Go to page [GO](#)

Book Cover

THE RESILIENT PROFESSIONAL

PSYCHOLOGICAL AND EMOTIONAL RESILIENCE TRAINING



Course Textbook

Title: The Resilient Professional: Psychological and Emotional Resilience Training (Second Edition)

Publisher: Human eSources

ISBN: 978-1-734-440090-2-2

Table of Content

Part I: Infection

- Pre- and Post-Assessment Scores
- Chapter One: Human Resiliency
- Chapter Two: The Biology of Stress
- Chapter Three: The Psychology of Stress
- Chapter Four: The Psychology of Traumatic Stress
- Chapter Five: Burnout
- Chapter Six: Compassion Fatigue

Part II: Treatment

- Chapter Seven: Mastering Self-Regulation
- Chapter Eight: Developing Mental Flexibility
- Chapter Nine: Exploring the Cause of Stress with Mental Flexibility
- Chapter Ten: Fostering Positive Psychological Strengths
- Chapter Eleven: Engaging in Social Connectedness & Community Building
- Chapter Twelve: Deploying Character Strengths, Purpose, and Self-Direction
- Chapter Thirteen: Practicing Self-Care and Revitalization

KEY CHAPTER-BY-CHAPTER CONTENT

This book is divided into two main sections. In **Part One**, we will frame and reframe the problem of work-regulated stress, traumatic stress, burnout, and compassion fatigue.

We will consider three channels of how people get “infected” in a helping, caregiving, or public safety occupation, which we euphemistically call burnout, traumatic stress (primary and secondary traumatic stress), and compassion fatigue. You will come to understand that the symptoms related to burnout and traumatic stress do not resolve spontaneously; they continue to get worse. As a result, the infectious trajectory of burnout and traumatic stress

can result in compassion fatigue, which can cause us to breach our ethical integrity, negatively impact the delivery of services, and sabotage effective service outcomes.

In **Part Two**, we will explore the solution with resilience-building strategies that not only protect you against work-related stress, traumatic stress, burnout, and compassion fatigue, but will also transform your life in profoundly positive ways.

Part One - The Infection

Chapter One: Human Resiliency examines the historical and current definitions of human resiliency. It explores the concepts of post-traumatic growth, growth mindset, and the importance of building and maintaining personal and professional resiliency. It describes the characteristics that function as protective factors to combat the harmful effects of stress on our mind and body. It also discusses the negative impact of work-related stress, which has resulted in high incidents of traumatic stress, burnout, and compassion fatigue.

Chapter Two: The Biology of Stress takes a comprehensive look at the effects of stressors on the mind and body. This chapter provides an in-depth understanding of the body's response to stress. It describes how the body regains balance after energy (internal resources) are used to manage stressors.

Chapter Three: The Psychology of Stress examines various definitions of stress and evaluates its strengths and limitations. This chapter provides an in-depth understanding of the psychological processes that occur when the body is stressed. We will explore the relationship between stress and physical health. Then the chapter will explain how the body regains a balanced state after stressful events. ***You will learn how the body responds to stress and trauma.***

Chapter Four: The Psychology of Traumatic Stress provides a comprehensive understanding of traumatic stress, including primary and traumatic stress. Explores the definition of trauma from a novel and integrated perspective. Postulates a comprehensive exploration of origins or the cause of trauma.

Chapter Five: Burnout examines various definitions of burnout and evaluates its strengths and limitations. Explores the underlying cause of burnout. It also outlines the symptoms related to burnout and provides a new empowering model to address the effects of burnout.

Chapter Six: Compassion Fatigue provides an understanding of compassion fatigue, including the history, etiology, and its negative effects. It defines compassion fatigue

and its impact on the professional. It also provides a sneak preview of the resiliency skills needed to reduce and prevent the effects of secondary traumatic stress, burnout, and compassion fatigue.

Part Two - Treatment

Chapter Seven: Mastering Self-Regulation explores techniques that create a sense of calmness and safety by relaxing the body. You will learn methods to calm the “fight or flight” (body’s stress and defense systems) and activate a state of mind and body that supports learning, nourishment, rest and recover. It teaches the application of grounding techniques, acute and deep relaxation skills, mindfulness practices, and physical movement to positively impact health and well-being through self-regulation. **You will learn how to regulate your own body to manage responses to challenging and emotionally charged situations.**

Chapter Eight: Developing Mental Flexibility provides an understanding of how the brain perceives sensory information. This chapter examines the elements that influence our perception. It explores the ability to look at situations from multiple perspectives and consider alternative options to increase the likelihood of success. It enhances mental flexibility and creative thinking for the life-changing ability to modify our beliefs and perception, develop a growth mindset, and improve an internal locus of control to enhance our quality of life. **You will learn how to use the mind to self-regulate itself. This will allow you to achieve success by learning how to look at situations in a way that helps you change the way you think and respond.**

Chapter Nine: Exploring the Cause of Stress with Mental Flexibility this chapter provides a new way to see and engage the world by exploring the root cause of stress. Discover an empowering model that builds on an internal locus of control to reduce the negative effects of stress. **You will learn where stress comes from and how to address it.**

Chapter Ten: Fostering Positive Psychological Strengths explores the importance of cultivating a variety of human strengths (positive psychological strengths) to enhance happiness and well-being, with the goal of improving our lives. This is accomplished by fostering key inner strengths, qualities, or positive habits of the mind to enhance our personal and academic quality of life, as well as overall well-being and happiness. These include developing optimism, practicing self-discipline and self-control, applying acceptance and commitment, practicing gratitude, displaying forgiveness and kindness, overcoming ruminations, and learning and growing from adversity (post-traumatic growth). It also explores the importance of finding meaning and purpose in life (becoming part of something bigger than ourselves). You will also

explore the psychological trait known as “grit,” which ignites both passion and perseverance to help improve the likelihood of achieving long-term goals. **You will learn how to build positive mental strength that can increase your likelihood of success.**

Chapter Eleven: Engaging in Social Connectedness & Community Building examines the negative effects of isolation or inadequate support systems. This chapter explores the ability to socially connect and bond with others to improve health and well-being, as well as use support systems to increase the likelihood of success. It provides the framework to develop and maintain healthy social connections to support physical, psychological, and emotional well-being. You will learn the importance of using support systems for healing, preventive care, and personal and academic success. It also outlines an effective method to build a lasting peer support network, building community, and building healthy human attachments. **You will learn how to build a network of support that leads to success.**

Chapter Twelve: Deploying Character Strengths, Purpose, and Self-Direction explores our character strengths, virtues, aptitudes, values, and skills to overcome challenges and achieve success in life. It is a self-discovery of finding meaning and purpose in everything we do to increase grit. It also **examines** motivation and its relation to work and pursuing our goals. It also explores the ability to channel motivation to enhance success. In addition, it explains the importance of developing self-efficacy and control over one’s behavior in accordance with professional and personal values, mission, and goals. **You will learn how to put your own values into action through your behavior and choices.**

Chapter Thirteen: Practicing Self-Care and Revitalization examines the importance of developing the ability to refuel depleted resources. This is necessary to energize and achieve healthy pursuits of personal and academic success. The chapter will consider healthy eating, healthy activity, healthy sleep, and healthy self-compassion. **You will learn how to recharge when you are feeling worn out.**