Instructor: Brittney N. Dixon, MPH, CPH, TTS
College of Public Health and Health Professions
Email Address: brittneyndixon@ufl.edu
Office Hours: By appointment only

Preferred Course Communications: Direct email. Email Policy: Outlook email is a safer means of communication than the email function within Canvas.

Prerequisites
PHC 6410: Psychological, Behavioral, and Social Issues in Public Health or approval of instructor.

PURPOSE AND OUTCOME

Course Overview
This course will provide (1) an overview of resilience and how resilience-building approaches are applied in public health; (2) an examination of resilience-building efforts through a review of public health literature; and (3) the opportunity to develop a communication campaign proposal to build resilience using the social ecological model.

Course Rationale
Trauma and adverse childhood experiences (ACEs) represent a significant threat to public health and an effective way to overcome that threat is to teach individuals and communities how to overcome past challenges through developing resilience. Most public health interventions take a public health deficit approach and focus solely on the risk factors faced by vulnerable populations. In contrast, trauma-informed approaches focus on protective factors and view communities as valuable assets. Resilience-building looks to enhance the capacities that individuals and communities already have, to develop skills to recover and thrive from past trauma. This course will teach students how to foster resilience and create public health programs using a capacity-building resilience approach. Upon successful implementation of instruction, students will be able to see public health problems with a trauma-informed lens and address those issues with solutions such as programs and interventions designed to build and foster resilience.

Relation to Program Outcomes
This 3-credit graduate level course will focus on the application of public health principles to create capacity-building resilience programs focused on individuals and communities. Students completing this course will be able to understand how trauma, adverse childhood experiences (ACEs), and resilience affects individual and community well-being.

Course Objectives and/or Goals
After successfully completing this course, students will be able to:
1. Define resilience and resilience-building programs within a public health approach
2. Compare and contrast resilience programs at the individual and community levels of the CDC social-ecological model
3. Develop public health interventions to build resilience that integrate a public health problem and an academic context
4. Develop public health communication campaign proposals that build resilience at all levels of the social-ecological model

5. Critique current resilience-building programs to examine whether all components of the social-ecological model are addressed

Instructional Methods
This course is offered online, in weekly "modules." Each module is made up of the following:
1.) Assigned readings and multimedia selections (posted or shared online to Canvas)
2.) Lectures/videos (posted online to Canvas)
3.) Discussion posts or other assignments due
4.) Collaborative group presentation
5.) Individual health communication campaign proposal

What is expected of you?

You are expected to actively engage in the course throughout the semester. This course relies heavily on participation in the online discussion boards with instructor and classmates; your participation fosters a rich course experience for you and your peers. It is the sole responsibility of the student in online courses to keep up with course requirements. You are expected to do preparatory work (including reading and/or watching videos linked in Canvas) each week prior to participating in online discussion boards, which will be spent primarily on critical discussion and application of course content to real-world public health problems. Throughout online course discussions, you will be asked to initiate ideas, share relevant experiences, reflect on what your classmates post, and critique and extend the course readings and lectures. Participating actively requires that you be open to discussing your beliefs and how you define yourself while also opening yourself to other points of view and considering them critically. Rich discussion frequently entails disagreements not only about issues, but also about basic values. As a participant in this class, **you are expected to be respectful toward others and their views**, even if they are radically opposed to your own beliefs.

DESCRIPTION OF COURSE CONTENT

Course Materials and Technology

There is no required textbook for this course.

Required Readings: Posted on the course website (Canvas).

Course Website: The course website is available on Canvas at http://elearning.ufl.edu. The weekly schedule, additional course materials, and links to submit course assignments and weekly discussion questions are available through this website. You will log into the course website using your gatorlink ID and password; if you have trouble logging in, please contact the Help Desk at 352-392-HELP.

Announcements: Class announcements will be sent via the announcements tool online in Canvas. Depending on your Canvas notification settings, you may or may not be notified via email; you are responsible for all information in these announcements whether or not you see them in your email.

Technical Requirements: You are REQUIRED to have a webcam and microphone. Browser requirements may change; please consult https://kb.helpdesk.ufl.edu/FAQs/SupportedBrowsersForUFWebsites to see a list of supported browsers and recommendations for browser configuration.

For technical support for this class, please contact the UF Help Desk at:
- Learning-support@ufl.edu
- (352) 392-HELP - select option 2

ACADEMIC REQUIREMENTS AND GRADING

Assignments

Course Components:
1. **Syllabus Quiz and Trauma Trigger Warning:** You are asked to complete a brief quiz on the syllabus and academic integrity prior to unlocking the course content on Canvas. While this is ungraded, you must receive a 100% on the quiz to unlock the course materials. You will also be instructed to acknowledge a trauma trigger warning once you have unlocked the course content.

2. **Readings and Other Course Materials (Lectures/Videos):** For each weekly module, you will be assigned specified journal articles or other readings. Within each module on Canvas, additional information may be provided (e.g., recorded lectures and/or videos). Whether these materials are required or optional will be described within that week's page on Canvas.

3. **Online Discussion Participation in Canvas & Weekly Activities**: Five modules will have a Canvas discussion component. You are required to complete each week's discussion post and reply to *a minimum* of one other post on that week's group board. Discussion posts should address most questions in that week's prompt (you can separate sections by question # or write all answers in a narrative form, just be clear to indicate that you've answered all questions), and you should end your post in a way that engages the class in discussion (e.g., ending with a question to the group that will generate interesting discussion about the topic and must demonstrate critical thinking related to the week's readings/content). Appropriate questions include those that 1) seek clarity on course material; 2) relate the course material to other public health issues/theories or discussions we've had; 3) provide the basis for further investigation that would build on the readings; 4) generate interesting course discussion/debate. Please consult the rubric posted online in Canvas for an outline of what we are looking for in the discussion posts and how they will be scored. **Students can earn up to 10 points each week for discussion participation (5 total), for a total of 50 points over the course of the semester.**

4. **Public Health Communication Campaign Proposal, Voiceover PowerPoint Presentation, and Post to ACEs Connection:** This assignment will involve creating a three-part public health communication campaign proposal that addresses resilience at the chosen level of the social-ecological model. Students will select a target population and a public health theory. You will describe how this theory will be applied to the proposal and describe the public health level of prevention the proposal falls under. Additionally, students will be asked to describe the level of the social-ecological model. A detailed assignment rubric will be provided. You will create a voiceover PowerPoint presentation (audio should be included) to communicate your public health intervention to your instructor and classmates, that will be uploaded to Canvas. Throughout the semester, there will be multiple assignments that will be graded that will guide you through the development of your public health communication campaign proposal. More information on those assignments will be provided. This assignment will also involve posting to ACEs Connection. **This assignment is worth 150 total points - 100 for the final proposal and 50 for the development assignments.**

5. **Group Collaborative Public Health Project:** This assignment will involve the analysis of a current or recent resilience-building public health program at either the individual or community level of the social-ecological model and the impact this program had on public health. Students will be assigned to one of two groups. Groups will be assigned in Canvas at the start of the semester along with each member's role in the group. A detailed assignment rubric will be provided. You will create a voiceover PowerPoint presentation to communicate the analysis of your public health intervention or program to your instructor and classmates that will be uploaded

to Canvas. The individual groups will provide a sandwich critique of community groups and the community groups will provide a sandwich critique of individual groups. **This assignment is worth 50 points.**

GRADING

Syllabus Quiz	Week 1	Not graded
Online Discussion Participation & other weekly activities	Ongoing	10 points each x 5 posts = 50 total
Public Health Communication Campaign Proposal SEM Level and Population Write-Up	Week 3 (due Friday, May 29, 2020)	10
Public Health Communication Campaign Proposal Storyboard	Week 5 (due Friday, June 12, 2020)	20
Public Health Communication Campaign Proposal Check-In Paper	Week 9 (due Friday, July 17, 2020)	20
Public Health Communication Campaign Proposal, Voiceover PowerPoint Presentation, and ACEs Connection post	Week 13 (due Monday, August 10, 2020)	100
Group Collaborative Public Health Project	Individual Level- Week 6 (due Wednesday, June 17, 2020) Community Level- Week 11 (due Friday, July 31, 2020)	50

Point system used (i.e., how do course points translate into letter grades).

Points earned	≥232	225-231	217-224	208-216	200-207	192-199	183-191	175-182	167-174	158-166	150-157	<150
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0. in all 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if a sufficient number of credits in courses numbered 5000 or higher have been earned with a B+ or higher.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

More information on UF grading policy may be found at:
http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades

Policy Related to Make up Exams or Other Work

Late assignments are not accepted and will receive 0 points unless arrangements have been made ahead of the due date with the instructor or extenuating circumstances are presented to the instructor and approved. If you have a scheduling conflict that prevents you from fulfilling a certain course requirement, please contact the instructor as soon as possible.

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

Please note all faculty are bound by the UF policy for excused absences.
Excused absences must be consistent with university policies in the Graduate Catalog (http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance) and require appropriate documentation. Additional information can be found here:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

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STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

 "**We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity**."

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

 "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:
https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/
http://gradschool.ufl.edu/students/introduction.html

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process
Students are expected to provide feedback on the quality of instruction in this course by

completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

SUPPORT SERVICES

Accommodations for Students with Disabilities
If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health
Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.
- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: http://www.counseling.ufl.edu. Online and in person assistance is available.
- You Matter We Care website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: https://shcc.ufl.edu/
- Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789 http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx. Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment
Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

Topical Outline/Course Schedule:
- Readings, multimedia, other materials subject to change. Please visit Canvas modules for most updated materials

Week	Topic(s)	Multimedia	Reading(s)	Assessment	Assignments
Week 1: 5/11/20 - 5/17/20	Defining Trauma and Resilience and their Public Health Significance	Course Intro Lecture and Canvas Course Site Overview Video: What is resilience? Video: The Science of Resilience Video: A Call to Connection: Making Childhood Trauma Personal Infographic - Resilience Trumps ACEs	The impact of adverse childhood experiences on health problems: evidence from four birth cohorts dating back to 1900. Resilience definitions, theory, and challenges: interdisciplinary perspectives Bowling Alone Chapter 20	Syllabus Quiz Discussion due Friday, May 15; discussion replies due Sunday, May 17	Create account on acesconnection.com due Friday, May 15
Week 2: 5/18/20 - 5/24/20	Strategies for Building Resilience in Individuals within a Public Health Approach	Lectures: Dr. Lindsey King Lecture: Helena Girouard Lecture: Dr. Michael Unger Infographic: Resilience can overcome ACEs Infographic: Promising Futures Lecture: Dr. Lindsey King	What Youth Need to Succeed: The Roots of Resiliency Resilience: concept, factors and models for practice		**Group Collaborative Public Health Project - Individual level: Introduce yourself to your group members and choose a program due Friday, May 22**
Week 3: 5/25/20 - 5/31/20	Building Resilience in Children within a Public Health Approach	Lecture: Dr. Lindsey King Podcast: Revisionist history: Season 1 episode 4 View utahcountytraumainitiative on Instagram Lecture: Rita Pierson: Why Every Kid Needs a Champion Video: Topeka schools tackle student trauma to boost achievement	Attachment, Self-Regulation, and Competency: A comprehensive intervention framework for children with complex trauma Integrating Mindfulness Training into K-12 Education: Fostering the Resilience of Teachers and Students Identifying Neglect: The Risk and Resilience Model and Matrix		**Group Collaborative Public Health Project - Individual level: work on presentation** **Public Health Communication Campaign Proposal: Determine SEM level and priority population due Friday, May 29**

Week 4: 6/1/20 - 6/7/20	Building Resilience in Adolescents within a Public Health Approach	Intro Lecture Lecture: Dr. Micah Johnson Trauma and Resilience PSAs	How Do Refugee Teens Build Resilience? Building resilience in young people through meaningful participation A school-based resilience intervention to decrease tobacco, alcohol and marijuana use in high school students	Resilience and health communication discussion due Friday, June 5; discussion replies due Sunday, June 7	**Group Collaborative Public Health Project - Individual level: work on presentation** **Public Health Communication Campaign Proposal: work on materials**
Week 5: 6/8/20 - 6/14/20	Building Resilience in Adults within a Public Health Approach	Intro Lecture Lecture: Kelli Agrawal, MPH, TTS Infographic: How to Strengthen Your Resilience Podcast: How to Build Resilience and Find Joy After Loss How to build resilience in Midlife	How to Build Resilience in Midlife Application of the Pennsylvania resilience training program on medical students Resilience Intervention for Young Adults With Adverse Childhood Experiences		**Group Collaborative Public Health Project - Individual level: work on collaborative presentation** **Public Health Communication Campaign Proposal: Storyboard for products due Friday, June 12**
Week 6: 6/15/20 - 6/21/20	Building Resilience in Special Populations within a Public Health Approach	Intro Lecture Lecture: Dr. Kanathy Haney Video: Stress and resilience in the LGBT Community	Resilience and marginalized youth Master Resilience Training in the US Army	**Group Collaborative Public Health Project - community level: Provide a sandwich critique of individual presentations (due Friday, July 10)**	**Group Collaborative Public Health Project - Individual level: Presentations due Wednesday, June 17**
Week 7: 6/22/20 - 7/5/20	BREAK WEEKS	BREAK WEEKS	BREAK WEEKS	BREAK WEEKS	BREAK WEEKS
Week 8: 7/6/20 - 7/12/20	Strategies for Building Resilience in Communities within a Public Health Approach	Intro Lecture Lecture/Webinar: Dr. Howard Pinderhughes Lecture: Kathryn Thomas Infographic: Road to Resilience Video - Building Community Resilience	A New Framework for Addressing Adverse Childhood and Community Experiences Adverse Community Experiences and Resilience	MARC Community Analysis discussion due Friday, July 10; discussion replies due Sunday, July 12	**Group Collaborative Public Health Project - community level: Introduce yourself to your group members and choose a program (due Friday, July 10)**

Week 9: 7/13/20 - 7/19/20	Case Study of Community-Based Resilience Initiatives	Intro Lecture Lecture: Dr. Carol Lewis Peace4Gainesville website Intro to CRM Video – Police/Youth Dialogue	Developing a Trauma- and Resilience-Focused Accountable Community for Health Translating Brain Science Research into Community-Level Change Bowling Alone Chapter 18		**Group Collaborative Public Health Project - community level: work on presentation** **Public Health Communication Campaign Proposal: Check-in paper (due Friday, July 17)**
Week 10: 7/20/20 - 7/26/20	Community Collaboratives for Public Health	Intro Lecture Lecture: Dr. Jennifer Travieso Video: A Vision for Building Resilient Communities Video: Addressing Inequities to Build Community Resilience Infographic: Invest in Your Community Podcast: How to Make a Healthy Change in Your Community Today	Using Empowerment Theory in Collaborative Partnerships for Community Health and Development Community Gardening: A Parsimonious Path to Individual, Community, and Environmental Resilience		**Public Health Communication Campaign Proposal: work on materials** **Group Collaborative Public Health Project - community level: work on presentation**
Week 11: 7/27/20 - 8/2/20	Systems Change for Community Resilience within a Public Health Approach	Intro Lecture Paper Tigers Documentary Infographic: Mobilizing Community Partners	Systems change as an outcome and a process in the work of community collaboratives for health An American Public Health Crisis: A "Pair of ACEs"	Paper Tigers discussion due Friday, July 31; discussion replies due Sunday, August 2	**Public Health Communication Campaign Proposal: work on materials** **Group Collaborative Public Health Project - community level: Presentations due Friday, July 31**
Week 12: 8/3/20 - 8/9/20	Systems Change for Societal Resilience within a Public Health Approach	Intro Lecture Lecture: Dr. Mona Sayedul Huq Resilience Twitter	Building a Resilience-Oriented Child Welfare Court System Unpacking community resilience through Capacity for Change	**Group Collaborative Public Health Project - individual level: Provide a sandwich critique of community presentations (due Wednesday, August 5)**	**Public Health Communication Campaign Proposal: work on materials**

| Week 13:
8/10/20-
8/16/20 | The Future of Resilience Research within a Public Health Approach | Intro Lecture

Lecture: Brandace Stone, MPH

Video: New Horizons in Culture and Society

Website: 100 Resilient Cities | Resilience revisited

Bipartisan trauma resolution passes the House unanimously

An argument against the focus on Community Resilience in Public Health | | **Final Public Health Communication Campaign Proposal:**
Due Monday, August 10 |

Note: The weeks of summer break, weeks 7 and 8, will represented as Week 7.