

University of Illinois Fire Service Institute

Course Syllabus

Course Title: Resiliency Development for Leadership Support

Course Duration: 4 hours

Program: First Responder Resiliency Project

Course Prerequisites: None

Course Description:

This four-hour course is designed to provide training for fire officers of any rank on how to provide support for first responders. Leadership is complex, rewarding, and challenging as you are always on, and many people look to you to make the right move every time. The goal of this course is to provide fire officers with the tools to assist with leading and be able to respond to stressful situations whether it be on the job or off the job. Developed from cutting-edge science, students will see how stress can affect their decisions and their mental health. We also look at how our mental health can improve by understanding what is occurring within ourselves and how we can work to be more resilient.

This interactive class will have you reflecting on how you lead, how at times we do not always get it right, and how we carry the weight of those decisions, at times, longer than we probably should. Students will be given scenarios so they can respond in their roles as leaders, share their thoughts, and reflect on them with more tools in their toolbox going forward. Facilitated group discussions will create open dialogues where students can share what has worked well for them and address areas where improvements could be made.

Course Requirements and/or Recommendations: These can be divided into three categories: those completed prior to arriving in class (Pre-Course Work), those completed during class, such as homework assignments and quizzes (Course Work), and requirements completed after class sessions have ended, but prior to receiving a certificate of completion. (Post-Course Work)

Summary of Directions

Pre-Course Work: None

Course Work: Attend 100% of the class and participate in the group discussions.

Post-Course Work: None

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Course Policies:

Safety Policy: Students shall understand and follow all instructions pertaining to operational safety, as stated by instructors or as written in course materials. Instructors and students shall be mindful of safety at all times. Conduct judged to be unsafe shall be grounds for dismissal from the course.

Academic Integrity Policy: IFSI has the responsibility for maintaining academic integrity so as to protect the quality of the education provided through its courses, and to protect those who depend upon our integrity. It is the responsibility of the student to refrain from infractions of academic integrity, from conduct that may lead to suspicion of such infractions, and from conduct that aids others in such infractions. Any violation of the code of conduct is grounds for immediate dismissal from the course.

American Disabilities Act: As guaranteed in the Vocational Rehabilitation Act and in the American Disabilities Act, if any student needs special accommodations they are to notify their instructor and provide documentation as soon as possible so arrangements can be made to provide for the student's needs. If arrangements cannot be made at the class site, the student will test at an alternative time and place where the special accommodations can be made.

Course Content:

Module: 1

Title: Resiliency

Terminal Learning Objective:

At the conclusion of this module, the student will describe resilience.

Module: 2

Title: Our Personal System

Terminal Learning Objective:

At the conclusion of this module, the student will identify why stigma is dangerous.

Module: 3

Title: Nervous System

Terminal Learning Objective:

At the conclusion of this module, the student will explain how resiliency relates to the nervous system.

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Module: 4

Title: Guilt and Shame

Terminal Learning Objective:

At the conclusion of this module, the student will explain the difference between guilt and shame.

Module: 5

Title: Post Traumatic Stress

Terminal Learning Objective:

At the conclusion of this module, the student will explain the difference between Post Traumatic Stress and Post Traumatic Stress Disorder.

Module: 6

Title: Suicide

Terminal Learning Objective:

At the conclusion of this module, the student will discuss how to ask someone if they are contemplating suicide.

Module: 7

Title: Your Role as an Officer

Terminal Learning Objective:

At the conclusion of this module, the student will explain a personalized working environment.

Module: 8

Title: Creating a Comprehensive Plan of Action

Terminal Learning Objective:

At the conclusion of this module, the student will discuss how to create a plan of action.

Module: 9

Title: Communication

Terminal Learning Objective:

At the conclusion of this module, the student will discuss components of effective communication.

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Reference List:

American Association of Suicidology

American Foundation for Suicide Prevention

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De Sousa, A., Shrivastava, A., Nemeroff, C.B. (2019). Psychoneuroendocrinology of Resilience: An Overview. In: Javed, A., Fountoulakis, K. (eds) *Advances in Psychiatry*. Springer, Cham. https://doi.org/10.1007/978-3-319-70554-5_28

Godoy, Lívea & Rossignoli, Matheus & Delfino-Pereira, Polianna & Garcia-Cairasco, Norberto & Umeoka, Eduardo. (2018). A Comprehensive Overview on Stress Neurobiology: Basic Concepts and Clinical Implications. *Frontiers in Behavioral Neuroscience*. 12. 10.3389/fnbeh.2018.00127.

Levine, P. (2010). *In an Unspoken Voice: How the Body Releases Trauma and Restores Goodness*. North Atlantic Books.

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Robertson, J. J., & Long, B. (2019). Medicine's Shame Problem. *The Journal of emergency medicine*, 57(3), 329-338.

Siegel, D. (2011). *The Neurobiology of 'We': How Relationships, the Mind, and the Brain Interact to Shape Who We Are*. Sounds True.

Slepian, M. L., Kirby, J. N., & Kalokerinos, E. K. (2020). Shame, guilt, and secrets on the mind. *Emotion*, 20(2), 323.

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Sousa, A., Meyer, K. A., Santpere, G., Gulden, F. O., & Sestan, N. (2017). Evolution of the Human Nervous System Function, Structure, and Development. *Cell*, 170(2), 226–247. <https://doi.org/10.1016/j.cell.2017.06.036>

Taylor, P. J., McDonald, J., Smith, M., Nicholson, H., & Forrester, R. (2019). Distinguishing people with current, past, and no history of non-suicidal self-injury: Shame, social comparison, and self-concept integration. *Journal of affective disorders*, 246, 182-188.

Winblad, N. E., Changaris, M., & Stein, P. K. (2018). Effect of Somatic Experiencing Resiliency-Based Trauma Treatment Training on Quality of Life and Psychological Health as Potential Markers of Resilience in Treating Professionals. *Frontiers in neuroscience*, 12, 70. <https://doi.org/10.3389/fnins.2018.00070>

Yaribeygi, H., Panahi, Y., Sahraei, H., Johnston, T. P., & Sahebkar, A. (2017). The impact of stress on body function: A review. *EXCLI journal*, 16, 1057–1072. <https://doi.org/10.17179/excli2017-480>

Zhu, R., Wu, H., Xu, Z., Tang, H., Shen, X., Mai, X., & Liu, C. (2019). Early distinction between shame and guilt processing in an interpersonal context. *Social neuroscience*, 14(1), 53-66.

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Course Schedule

<u>Module</u>		<u>Duration</u>
Module 1	Resiliency	10 minutes
Module 2	Our Personal System	5 minutes
	What Can Help Our Personal System	5 minutes
Module 3	Nervous System	10 minutes
	Stress Responses	10 minutes
	System Interaction and Why Things Can Go Awry	10 minutes
Module 4	Guilt and Shame	10 minutes
	Workbook handout	5 minutes
	Activity 1 - Guilt and Shame	15 minutes
Module 5	Post Traumatic Stress	5 minutes
	Post Traumatic Stress Disorder	10 minutes
Module 6	Suicide	5 minutes
	Theory of Suicide	5 minutes
	Concerns of Suicide	5 minutes
	What's Next When Someone Says Yes	5 minutes
	Activity 2 - Reflect on the Material	10 minutes
Module 7	Your Role as an Officer	10 minutes
	Activity 3 - Scenario One	15 minutes

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Module 8	Creating a Comprehensive Plan of Action	5 minutes
	Self Assessment	5 minutes
	Boss Behaviors	5 minutes
	Leadership Styles	5 minutes
	Activity 4 - Actionable Steps	15 minutes
Module 9	Communication	5 minutes
	Starting the Conversation	5 minutes
	Continuing the Conversation	5 minutes
	Activity 5 - Scenario Two:	15 minutes
	Relationships	5 minutes
	Readiness	5 minutes
	Activity 6 - Implementing a Plan of Action	10 minutes
Resources		5 minutes