

**LEAD 525: The Resilient Leader – Self and Others  
Summer 2021**

<b>Course Meeting Time:</b>	Saturday, June 12. (9am – 4pm with a break for lunch)
<b>Class Location:</b>	Canvas Modules Online and HHB 102 (Saturday)
<b>Course Credits:</b>	2
<b>Professor of Record:</b>	Dr. Lisa Marie Kerr (she, her, hers)
<b>Office Location:</b>	LHL G08
<b>Office Hours:</b>	By appointment
<b>Office Phone:</b>	(205) 975-1532
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**Welcome & Description:**

Welcome to LEAD 525. The past year and a half most of us have experienced the desire to remain strong and resilient amidst chaos. Resilience refers to our ability to recover and learn from undesired events or outcomes as well as how we adapt to the new reality. Currently, we are faced with returning to a new “normal” daily. We all have resilience, **the goal for this course is to encourage you to continue to practice resilience skills so that you become more proficient applying your skills and supporting the resilience of others.** If you ever have questions about the course concepts, content, or learning activities, please do not hesitate to contact the instructor. If you have any questions about the LEAD certificate program, please email them to LEAD@uab.edu

This course provides you with opportunities to comprehend, articulate and apply skills related to resilience in leadership and professional development.

**Course Purpose:**

In this course you will be expected to engage in learning opportunities through which you illustrate your understanding, skills and evaluation abilities related to resilience in leadership and professional development.

**LEAD 525 Course Objectives:**

Upon successful completion of this course, you will

- Demonstrate your comprehension, as well as application and evaluations skills related to resilience in leadership and professional development.
- Articulate the relevance of understanding of resilience relative to your personal and professional success.
- Demonstrate your ability to support others as they identify and apply resilience skills to their leadership and professional development.

### Required Text(s) & Readings:

Brown, Brené (2018). **Dare to Lead: Brave Work. Tough Conversations. Whole Hearts.** Penguin Random House Publishing Group. New York: NY.

Additional assigned readings and other class preparation materials will be delivered to students via the associated Canvas course shell. Class preparation materials serve to provide a foundation upon which you can build comprehension, skills to apply, and analysis for improving upon leadership competencies. It is expected that students will read/review the assigned materials PRIOR to our workshop meeting.

\*The current APA Style Manual, 7th edition (available online or through most bookstores) must be used for all written assignments. All Learners in the Academic Advising Graduate Certificate program should own a copy of this manual.

### Strongly Suggested Text(s):

Rath, T., & Conchie, B. (2009). *Strengths Based Leadership: Great leaders, teams, and why people follow.* New York: Gallup Press.

Northouse, P.G. (2018). *Introduction to Leadership: Concepts and Practice.* Los Angeles: Sage.

### Course Format: Overview

Below is the general outline of the flow of the course and how most of the learning activities align. More details about the learning activities and how they will be assessed is provided within the Canvas course shell “assignments”.

### Course Expectations & Requirements:

Classroom Decorum & Etiquette: Every member of this learning community has the right to freely express his/her/their opinion as long as this is done in such a way as to not impede the rights of other members of the learning community. This is an inclusive environment. All participants in this class are expected to treat all others with respect and dignity. Behavior that is disrespectful, intimidating, threatening, or disruptive of the learning environment will not be tolerated. If any class participant has a concern regarding another class participant’s behavior, he/she/they is encouraged to speak with the instructor.

Pedagogical Approach: LEAD courses are designed with a constructivist epistemology; therefore, Learners are expected to bring their professional experiences into the course as part of the shared learning processes. Additionally, as learners are expected to read and study all assigned readings at their specified times throughout the class, noting questions, and issues to be discussed. Course content will be covered with a variety of teaching methods: lecture, discussion, research, reflections, critiques, and learner presentations. A rubric will be provided detailing evaluative criteria for each assignment.

Participation & Discussion: This course will focus on recognizing the alignments among your strengths and resilience as well as skills you have to support the resilience of others. Active participation is critical, so participation and discussion are required. All engagements are expected to represent graduate level thinking and reflection while being delivered in a professional manner. Participation will be evaluated based on factors such as: comments demonstrating that you are analyzing, synthesizing, and applying what you are learning; making insightful and interesting comments; presenting relevant examples of the

topic being discussed; expanding upon the contributions of others; being sensitive and respectful of the feelings and opinions of your peers; listening; and raising sound and relevant questions. During the workshop learners should be prepared to discuss the required readings and/or materials and all readings and learning activities should be completed prior to the start of class. Participation and discussion will be calculated at the end of the semester.

Grading: Course assignments will be evaluated based on quality of performance and meeting requirements. Learners are expected to present evidence of skill development and competency attainment across each of the assignments listed below. Each assignment is to be submitted to **Canvas** on the specified due date. The final course grade will be calculated with each of the assignments being worth the following portion of your final grade:

Course Requirement/Assignment	Value
Attendance & Participation*	10 %
Discussion/Reflection Posts * Quizzes	10 %
Pre Workshop Learning Activities	25 %
Personal Resilience Plan	40 %
Final Reflection Journal	15%
<b>Total</b>	<b>100%</b>

For a learner to maintain good academic standing in the UAB Graduate School, they must maintain a cumulative grade point average (GPA) of at least 3.0 (B average) and an overall satisfactory performance on pass/no pass courses. For all assignments in this course, a numerical grade will be given, and the following grading scale will be used:

Grading Scale		
A	90-100%	Indicates superior performance
B	80-89%	Indicates adequate performance
C	70-79%	Indicates performance only minimally adequate for a graduate learner
*F	0-69%	The Graduate School does not use the grade of D; therefore, anything at 69% or below is considered failing.

It is a graduate learner's responsibility to be aware of and abide by program academic standing requirements in addition to the general academic standing policy in the UAB Graduate School. Some graduate program's grading requirements may be more stringent than that of the Graduate School. In general, a learner's retention in a specific graduate program is contingent on the belief that the learner is likely to complete the program successfully. If the faculty ceases to hold this belief at any point, the learner may be dismissed from the program.

\*Note: Overall course grades below 70% will not be accepted for the program and could jeopardize one's position in the program.

Written Assignments: All written assignments must be submitted on the day they are due. The LEAD Graduate Certificate program has adopted a "No Late Assignment" policy. All assignments are provided to the class during the first class meeting—which allows ample time for allocating sufficient time to complete all assignments. If an extenuating circumstance arises, the learner must discuss this with the professor as soon as possible. If an approval is granted adjustments will be made at the professor's discretion. If approval is not granted, the assignment is due as indicated on the syllabus or via updates posted in Canvas.

*Writing Style:* Formal, academic writing is expected for all written assignments and work must also be written in APA 7th Edition format and style, including the title page and references. The APA manual is an essential tool for survival in graduate school. If you are unsure about certain APA formatting and citation rules, refer to the manual. Please be aware that the title page and references **do not** count toward the required page range for assignments. Additionally, all written assignments must have 1” margins on all sides and utilize 12 pt. Times New Roman font. Assignments submitted that do not follow APA format will not be evaluated for credit.

### Course Assignments:

This is a quick overview to demonstrate how the learning activities from this class build upon each other, and to provide you with a snapshot of the learning path for this course. If you are interested in reviewing how these learning activities align with Course Objectives, and the overall LEAD Program Outcomes, please refer to your Canvas shell. As always, please ask for clarification if you have questions.

Learning Activity	Description & Purpose	Bloom’s Level
Module 1: Values Clarification	The purpose of this learning activity is for you to identify personal values that are vital to your resilience and ability to support others. This will be referenced during weekend workshop discussions.	Awareness Knowledge
Module 2: Case Connections	The purpose of this learning activity is for you to demonstrate your understanding of components of resilience using the BEAMS structure. Deconstructing a case requires you demonstrate your ability to align BEAMS with a real world situation. Will be referenced during workshop.	Knowledge Application
Module 2: Forming a Foundation	The purpose of this activity moves you from aligning a case with the BEAMS by looking at case from the outside to being able to identify how your strengths align with the BEAMS components of resilience.	Up through Self-Application
Module 2: Cause for Concern	The purpose of this activity is for you and identify a situation that will require you to apply BEAMS. Taking the time to identify what you would/could do within this safe/controlled activity is empowering. AND it requires you to practice the BEAMS processes and have something to more objectively reference for your final.	Up through Application & Self-Assessment
Module 3: Peer Feedback	Practice articulating how your strengths and BEAMS align. Hear how your peers express the alignment. Requires reflection and reflexive thoughts.	Through Assessment
Module 4: Final Personalized Resilience Plan	Through this activity you will articulate BEAMS of resilience relevant to you, your strengths, and skills. This document will serve as a reference for you to review when you face and unknown – gives you a guide to follow.	Min – Assessment Desired - All Levels of Bloom’s
Module 5: Final Reflection	This learning activity requires you to demonstrate your ability to articulate what you have learned from this class and the value you think that is will have in your future. Please recognize that this is worth 200 points and is expected to be written using professional formatting and in manners that demonstrate graduate level reflections and connections. The content in this reflection is expected to demonstrate that you have met all of the desired learning outcomes for the course.	Up through evaluation

### Other Course Policies and Information:

*Library:* The UAB Libraries' collections include over 1.4 million volumes and more than 40,000 journals and serials, in addition to extensive electronic resources, rare books, microforms, and audio-visual materials. The UAB Libraries host nearly 1 million patrons each year and support students and faculty in advancing their learning, research, and teaching. Contact information for the library can be found at: <https://library.uab.edu/about/contact>

*Absences Due to Religious Holy Day(s):* A student who intends to observe a religious holy day should make that intention known in writing to the professor prior to the absence. A learner who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. A learner who is excused may not be penalized for the absence; however, the professor may respond appropriately if the learner fails to complete the assignment satisfactorily by the approved designated due date.

*Learner Resources for Discrimination, Harassment, and Sexual Violence:* The University of Alabama at Birmingham is committed to providing an environment for employees, learners, and campus visitors that is free from illegal harassment based on race, color, religion, ethnicity, national origin, sex, sexual orientation, age, disability, or veteran status. The University will not tolerate and will take action against individuals who retaliate against individuals who report violations of this policy or participate in investigations related to such policy violations. Report any incidents to the Title IX office at the following link: <https://www.uab.edu/titleix/report-an-incident>

Faculty and staff members at UAB are committed to connecting you to resources on campus. Some of these available resources are:

- Rape Response and Sexual Assault Nurse Examiner (SANE): Provides medical attention after an incident of sexual assault. Call 205-323-7273, <https://www.uab.edu/police/programs-and-services/victim-awareness-assistance-program/what-should-you-do-if-you-are-the-victim-of-a-sexual-assault>
- Sexual Health Clinic: Provides for the sexual health needs of all UAB students in a safe, respectful, affirming and confidential environment. STD testing and treatment, sexual health education and counseling, transition consultation, PreExposure prophylaxis, culturally competent LGBTQA+ healthcare. Call 205-934-3581, <https://www.uab.edu/studenthealth/> (Ask for appointment in Sexual health Clinic)
- Student Health & Wellness Center: Provides a comprehensive and integrated program of service to meet the medical, counseling and wellness needs of UAB's students. Call 205-934-3581, <https://www.uab.edu/studenthealth/>
- Trevor Hotline: "If you're thinking about suicide, you deserve immediate help." Call 1-866-488-7386 or text "TREVOR" to 1-202-304-1200.
- Trans Lifeline: "A peer support service run by trans people, for trans and questioning callers." Call 1-877-565-8860 (United States) or 1-877-330-6366.
- UAB Counseling Services: Student Counseling Services offers students of all backgrounds, races, religious beliefs, sexual orientations, gender identities, abilities, ethnicities, and cultures a safe place to discuss and resolve issues that interfere with personal and academic goals. We recognize

and honor the complex intersectionality of all aspects of a person's identity and presenting concerns. Call 205-934-5816, <https://www.uab.edu/students/counseling/>

- UAB Police & Public Safety: To report voluntary incidents, potential criminal actions, or suspicious incidents that occurs on or near UAB campus. For a non-emergency call 205-934-4434 or for an emergency call 205-934-3535 or 911, <https://www.uab.edu/police/report-a-crime>

*Online Resources:* The assigned readings not in the textbook are available online through Canvas or at the UAB Library. Students should use their BlazerID login information to access these resources.

*Students with Disabilities:* UAB Disability Support Services (DSS) promotes self-awareness, self-determination and self-advocacy by providing education to students with disabilities about their rights and responsibilities so they can make informed choices in order to meet or exceed the standards of all students at UAB. Call 205-934-4205 or email [dss@uab.edu](mailto:dss@uab.edu), <https://www.uab.edu/students/disability/about>

*Academic Integrity – Academic Honor Code:* Violations of the UAB Academic Honor Code are punishable by a range of penalties, from receiving a failing grade on an assignment to an F in the course to dismissal. Any course grade of F for academic misconduct supersedes any other grade or notation for that class. Withdrawal from a course while a possible violation of the Academic Honor Code is under review will not preclude the assignment of a course grade that appropriately reflects the student's performance prior to withdrawal if the violation is substantiated. <https://www.uab.edu/students/one-stop/policies/academic-honor-code>

*Incomplete Policy:* The temporary notation of "I" (incomplete) may be reported at the discretion of the instructor to indicate that the student has performed satisfactorily in the course but, due to unforeseen circumstances, has been unable to finish all course requirements. An incomplete is never given to enable a student to raise a deficient grade. This notation should not be used unless there is reasonable certainty that the requirements will be completed during the following semester because, at the end of the next semester, the incomplete automatically changes to an F if it has not been replaced with a letter grade. In highly unusual circumstances, a student may request an extension of time to complete the requirements. This request must be submitted in writing in advance of the time when the grade automatically changes to an F because the approval of the instructor, graduate program director, and the Graduate School are all required.

*Syllabus Disclaimer:* The professor reserves the right to amend the course syllabus at any time during the semester; however, notice will be provided in advance to learners. To avoid learner disappointment, it is the learner's responsibility to clarify any issues with the professor concerning an assignment prior to it being submitted.

