I. Course

A. Catalog Description:

This course examines how vulnerability and courage influence human interaction, especially in the context of clinical social work practice and leadership.

B. Purpose:

This course will introduce students to the importance of analyzing vulnerability and courage in the context of developing authentic relationships with others. Students will identify their own personal values and learn how emotional curiosity is essential to understanding self, others, and human relationships. Based on a sampling of the research literature on shame, empathy, self-compassion, and self-worth, students will critically evaluate how these topics can be applied to effective, ethical, and courageous clinical practice and leadership.

II. Course Objectives

Upon completion of this course, students will be able to:

1. Demonstrate an understanding of how practicing vulnerability and courage can facilitate authentic connections with others;
2. Describe how the analysis of vulnerability and courage pertain to diversity, social and economic injustice, and issues of power, and explain how this knowledge can be used to engage in mutually respectful interactions with clients, colleagues, and the greater community;
3. Explain how the concepts of vulnerability and courage can be used to advocate for meaningful dialog on difficult topics in the greater community;
4. Critically evaluate concepts and theories from the current research on shame, empathy, self-compassion, and self-worth, and use these learnings to guide effective clinical practice and leadership;
5. Articulate one’s most relevant personal values and discuss how living in alignment with these values is relevant to establishing authentic connections with others and engaging in ethical social work practice and leadership;
6. Describe a repertoire of strategies for understanding emotion as a way of living in alignment with one’s values and strengthening connection with others;
7. Demonstrate how understanding emotion and living in alignment with one’s values is relevant to helping clients live with greater authenticity.

III. Course Content

This course will include the following topical (content) areas:

1. Vulnerability and Courage
2. Trust
3. Empathy
4. Self-Compassion
5. Shame
6. Values
7. Getting Curious About (and Managing) Emotion
8. Writing Your Personal Story
9. Living with Boundaries, Integrity, and Generosity

IV. Course Structure

This course is conducted in an online format utilizing Blackboard as well as course content from COURAGEworks.com. Weekly lessons consist of lecture videos and associated exercises, required and supplemental readings, and quizzes. Students are also responsible for attending three online class “meetings” and participating in an online discussion forum.

Learning is a two-way street. The instructors’ role is to guide the student’s learning and to serve as a resource. We have prepared each lesson for you and we expect you to be prepared for each lesson as well. Students are expected to utilize the COURAGEworks Forum if there are questions or problems understanding the course materials, assignments, or readings. Details about using the COURAGEworks Forum will be provided during the first week of class.

V. Textbooks Required


Supplemental texts (suggested but not required):


Brown, B. (2010). The Gifts of Imperfection: Letting Go of Who We Think We Should Be and Embracing Who We Are. Center City: Hazelden.

VI. Course Requirements

There will be 13 short quizzes during the semester. The format of the quizzes will be multiple choice and true/false. Content of the quizzes will be based on assigned readings, as well as questions related to online COURAGEworks videos and exercises. The first 12 quizzes will each have 10 questions that are based on section specific content as outlined in the Course Schedule. The 13th quiz (30 questions) will be cumulative, drawing on content from all prior quizzes. Final grades will be based on the average of 12 quiz scores; your lowest quiz grade will be dropped. If you miss a quiz for any reason, this will count as your dropped quiz grade. Late quizzes will be counted as “missed” (see Late Policy). If you are satisfied with your grade after taking the first 12 quizzes, you are not required to take the last (13th) cumulative quiz. After you take each quiz, you will be able to view your score, but correct/incorrect answers will not be visible until the quiz closes for all students on the due date. Students should NOT discuss specific content or questions from quizzes until the quiz closes. Quiz answers will only be available for viewing for one week after the quiz closes.

Your grade in the course will be based on your total earned points based on taking weekly quizzes, attending online meetings, and participating in an online discussion forum, for a total of 140 possible points. Section quizzes will make up the largest portion of your overall grade. Each quiz will be worth 10 points, for a total of 120 points (for 12 quizzes). You will receive a total of 8 points for attending each of three mandatory online meetings. The first meeting (2 points) is an orientation meeting to be held Tuesday, January 17th at 5:00 pm CST. The second and third meetings (3 points each) are question and answer sessions (related to the course content) with Dr. Brené Brown. These meetings will be held Monday, March 20th at 5:00 pm CST and Monday, April 24th at 5:00 pm CST. These meetings will last no more than one hour and will be conducted remotely in a webinar/conference call format. You must be "logged on” to the meeting for the entire time in order to receive credit. If you are unable to attend the mandatory meetings, you will need to email Dr. Dearing in advance for an excused absence and to discuss how to make up the class meeting. Excused absences will require the student to complete a short written assignment based on watching the recorded call. The remaining 12 points of your grade will be based on participation in the COURAGEworks Forum. Forum participation will include responding to questions posted by our Teaching Assistant, Hannah, corresponding to the content of each of the first 12 quizzes. In order to receive full credit (1 point per discussion topic, for a total of 12 points) for the discussion portion of your grade, it is expected that you will offer meaningful contributions to the discussion. Comments like "great point" or "I agree" will not be counted as "meaningful contributions." Posts should stimulate discussion or should move the discussion forward in a thoughtful way. To summarize, 85.7% of your grade (120 points) will be calculated based on your quiz scores, 5.7% of your grade (8 points) will be based on attending the three webinar/conference calls (2 points for the introduction session and 3 points for each of the Q&A sessions), and 8.6% of your grade (12 points) will be based on forum participation. Final percentages to calculate grades will be based on 140 total points in the course (see Evaluation and Grading section for details).

The following two required tasks are “due” by January 23rd. Although these two tasks do not formally count toward your grade, please note that you must complete these tasks before you will have access to take Quiz 1.

- Completion of online profile in COURAGEworks. Your profile should include a photo and answers to the following questions in the “about me” section: (1) Name; (2) Where are you from?; (3) MSW track or specialties and year in the program; (4) What population you want to work with and/or type of job you are seeking after
graduation (5) Why you decided to take this course. You are welcome to include any other information about yourself that you would like to share. This profile will help you get to know your classmates and will help your course instructors and other students get to know you. Note that there may be a delay of approximately 12-24 hours after completion of your profile and your access to Quiz 1 and that access to Quiz 1 will only open after your profile is complete and after you have successfully passed the Introductory Quiz (as described below).

- Completion of Introduction Quiz in Blackboard. This quiz is intended to make sure that you are familiar with the details of how the course is structured. It covers material contained in this syllabus and the layout of the Blackboard course information. There will also be 1-2 questions based on the COURAGEworks lesson called The Anatomy of Trust. These questions are to ensure that you watch the lesson and also to give you an idea of the types of content questions that will appear on the “real” section quizzes. Note that although this quiz does not count toward your grade, you must successfully complete the quiz with a score of 80% or better, in order to be given access to take Quiz 1. Multiple attempts on the Introduction Quiz WILL be allowed in order to attain a passing grade.

Recommended Study Strategy - Your overall grade in this course will be based primarily from the section quizzes. Therefore, you may want to spend more time studying your weekly readings than you might in other courses. Skimming through the material will most likely result in a less than desirable grade. The quizzes will be “open book, open notes,” but they will be timed. For questions where the answers can be found directly in the readings, you should not assume that these answers can be found quickly. Questions may require combining information from more than one of the weekly readings or combining information from the readings and the online content. Furthermore, some of the questions will require you to use critical thinking combined with information that you learned in the videos and the reading materials. This means that the exact answer may not be found in the readings or other course materials, but can be reasonably deduced from the information learned. Thoroughly reading the assigned material, completing the exercises, and taking notes from the video lectures should prepare you to succeed on the quizzes.

This is a graduate level online course and you will need to be conscientious about preparing for and completing all weekly activities. Although online courses are designed to be flexible, it is your responsibility to plan ahead and spend time completing coursework on a weekly basis. Due dates for assignments will be on Monday at 11:59 pm CST (see course schedule for specific dates). Quizzes will open on Monday at 7:00 a.m. CST. Quizzes will be open for at least two weeks before the due date (specific quiz open and close dates are provided in the Course Schedule section). This scheduling should allow plenty of flexibility for you to complete reading assignments and take quizzes around your personal schedule.

Late Policy - Weekly quizzes must be completed on time. Late assignments will not be accepted (except under extraordinary circumstances by permission of the instructor). Because we are allowing students to drop one quiz grade, the first quiz taken late will count as your dropped grade. If a second quiz is taken late, it will count as a grade of zero.
VII. Evaluation and Grading

The following standard grading scale has been adopted for all courses taught in the college.

A  =  96-100% (≥ 134.4 total points)
A- =  92-95.9% (128.8 – 134.3 total points)
B+ =  88-91.9% (123.2 – 128.7 total points)
B  =  84-87.9% (117.6 – 123.1 total points)
B- =  80-83.9% (112.0 – 117.5 total points)
C+ =  76-79.9% (106.4 – 111.9 total points)
C  =  72-75.9% (100.8 – 106.3 total points)
C- =  68-71.9% (95.2 – 100.7 total points)
D  =  64-67.9% (89.6 – 95.1 total points)
F  =  Below 64% (< 89.6 total points)

NOTE: Grades shown require the minimum points indicated. Grades will NOT be rounded up.

VIII. Policy on grades of I (Incomplete):

The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either (a) passing a course or (b) still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements. Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an "I" grade to make arrangements to complete the course requirements. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements.

The grade of "I" must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an "F" (or to a "U" [Unsatisfactory] in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements, and the grade may be changed by the instructor at any time to reflect work completed in the course. The grade of "I" may not be changed to a grade of W.

IX. Policy on academic dishonesty and plagiarism

Please click the link for the full explanation of the Academic Honesty policy and procedure: http://www.uh.edu/provost/policies/honesty/documents-honesty/academic-honesty-policy.pdf

Definitions:

“Academic dishonesty” means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at the University of Houston or by a course instructor to fulfill any and all academic requirements. Academic dishonesty includes but is not limited to, the following:

Plagiarism

a. Representing as one’s own work the work of another without acknowledging the source (plagiarism). Plagiarism includes copying verbatim text from the literature, whether printed or electronic, in all assignments including field.
Cheating and Unauthorized Group Work

b. Openly cheating in an examination, as copying from another’s paper;
c. Being able to view during an examination, quiz or any in-class assignment an electronic device that allows communication with another person, access to unauthorized material, access to the internet, or the ability to capture an image, unless expressly permitted by the instructor;
d. Using and/or possessing “crib notes,” as unauthorized use of notes or the like to aid in answering questions during an examination;
e. Giving or receiving unauthorized aid during an examination, such as trading examinations, whispering answers, and passing notes, and using electronic devices to transmit or receive information;
f. Securing another to take a test in the student’s place. Both the student taking the test for another and the student registered in the course are at fault;

Fabrication, Falsification, and Misrepresentation

g. Changing answers or grades on a test that has been returned to a student in an attempt to claim instructor error;
h. Using another’s laboratory results as one’s own, whether with or without the permission of the owner;
i. Falsifying results in laboratory experiments;
j. Misrepresenting academic records or achievements as they pertain to course prerequisites or corequisites for the purpose of enrolling or remaining in a course for which one is not eligible;
k. Representing oneself as a person who has earned a degree without having earned that particular degree

Stealing and Abuse of Academic Materials

l. Stealing, as theft of tests or grade books, from faculty offices or elsewhere, or knowingly using stolen tests or materials in satisfaction of exams, papers, or other assignments; this includes the removal of items posted for use by the students;
m. Mutilating or stealing library materials; mis-shelving materials with the intent to reduce accessibility to other students;

Complicity in Academic Dishonesty

n. Failing to report to the instructor or departmental hearing officer an incident which the student believes to be a violation of the academic honesty policy;

Academic Misconduct

o. Any other conduct which a reasonable person in the same or similar circumstances would recognize as dishonest or improper in an academic setting.

Process:

Students shall have the responsibility of reporting incidents of alleged academic dishonesty to the instructor of record involved or to the appropriate authority if the alleged act is not associated with a specific class within 5 class days of the incident.

Faculty or instructor of record shall have the responsibility of reporting incidents of alleged academic dishonesty through their college hearing officer within 5 class days of the incident. The faculty should include the recommended sanction in the report.

The college hearing officer will notify the student of the report and recommended sanction. The student can accept the sanction and waive a hearing or request a college
hearing. A hearing shall be set within 10 days and would be consist of two faculty and
three students chosen by the hearing officer.

X. Course Schedule and Reading Assignments

Note that the following dates, readings, and assignments are subject to change.
Students will be notified of any needed adjustments. Open and close dates for material
also can be viewed on the Course Calendar in Blackboard.

COURAGEworks Online Curriculum Opening Dates
Online COURAGEworks (CW) course content will be available starting on the date listed
below. Once “open,” online content will remain available to view throughout the
semester; however, we encourage you to keep up with the course content schedule.

Articles and required readings listed in the course schedule will be made available on
Blackboard (except the readings from the textbooks). *Note: supplemental articles will
not be covered on the quizzes but are there for you to read if you so choose in
order to help give you a further understanding of the material in the
coresponding section.

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<thead>
<tr>
<th>Quiz</th>
<th>Material Covered</th>
<th>Open Date</th>
<th>Due Date</th>
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</table>
| Introduction Quiz (not graded) | Information from Blackboard, Course Schedule, Syllabus, and Anatomy of Trust CW Lesson
Note that although this quiz will not count toward your grade, you must successfully complete the quiz (grade of 80% or better) before taking the first graded quiz. Multiple attempts will be allowed until you obtain a passing grade. | 1/16/17 | 1/23/17 |
| Quiz 1 | CW Material: DL* Lesson 1 (How Values Light the Way)                             | 1/23/17 | 2/06/17 |
|       | Readings:                                                                       |           |          |
|       | • Daring Greatly – What it Means to Dare Greatly, Introduction, & Chapter 1      |           |          |
|       | • Supplemental:                                                                  |           |          |
| Quiz 2 | CW Material: DL Lesson 2 (The Myths of Vulnerability)                           | 1/30/17  | 2/13/17  |
|       | Readings:                                                                       |           |          |
|       | • Daring Greatly – Chapter 2                                                     |           |          |
|       | • Lamm, C., Baston, C. D., & Decety, J. (2007). The neural substrate of human empathy: |           |          |
| Quiz 3 | **CW Material:** DL Lesson 3 (Empathy and Self-Compassion) |
| Quiz 4 | **CW Material:** DL Lesson 4 (The Arena) |
| Quiz 5 | **CW Material:** DL Lesson 5 (The Armory) |
| Quiz 6 | **CW Material:** DL Lesson 6 (Daring Greatly) |

**Readings:**

- **Supplemental:**

**Quiz 3**

**CW Material:** DL Lesson 3 (Empathy and Self-Compassion)

**Readings:**

- *Daring Greatly*- Chapter 3
- **Supplemental:**

**Quiz 4**

**CW Material:** DL Lesson 4 (The Arena)

**Readings:**

- *Daring Greatly*- Chapter 4

**Quiz 5**

**CW Material:** DL Lesson 5 (The Armory)

**Readings:**

- *Daring Greatly*- Chapter 5

**Quiz 6**

**CW Material:** DL Lesson 6 (Daring Greatly)

**Readings:**

- *Daring Greatly*- Chapter 6
| Quiz 7 | CW Material: LR** Lesson 1 (Rising Strong Introduction)  
Note that this quiz remains open for 3 weeks rather than 2 because Spring Break falls within this quiz period.  
Readings:  
- *Rising Strong* - A Note on Research & Storytelling, Introduction, and Chapter 1  
| Quiz 8 | CW Material: LR Lesson 2 (The Reckoning)  
Readings:  
- *Rising Strong* - Chapters 2 & 3  
- **Supplemental:**  
| Quiz 9 | CW Material: LR Lesson 3 (Strategies for Reckoning with Emotion)  
Readings:  
- *Rising Strong* - Chapters 4 & 5  
| Quiz 10 | CW Material: LR Lesson 4 (The Rumble)  
Readings:  
- *Rising Strong* - Chapters 6 & 7  
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<tr>
<th>Quiz 11</th>
<th>CW Material: LR Lesson 5 (The Revolution)</th>
<th>4/10/17</th>
<th>04/24/17</th>
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<tr>
<td><strong>Readings:</strong></td>
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<tr>
<td>• Rising Strong- Chapters 8 &amp; 9</td>
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<tr>
<th>Quiz 12</th>
<th>CW Material: LR Lesson 6 (Living BIG)</th>
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<th>5/01/17</th>
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<tr>
<td><strong>Readings:</strong></td>
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<tr>
<td>• Rising Strong- Chapters 10-11 and appendices</td>
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<th>Quiz 13</th>
<th>CW Material: All online lessons (video and exercises)</th>
<th>4/24/17</th>
<th>5/08/17</th>
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<td><strong>Readings:</strong></td>
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<td>• All assigned readings</td>
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*DL = Daring Leaders  
**LR = Leaders Rising

**Note:** Quizzes will open on a Monday at 7:00 a.m. CST and will remain open for at least two weeks. Note that Quiz 7 will remain open for 3 weeks to account for the timing of Spring Break. Opening dates for quizzes corresponds to the date that DL/LR online content becomes available. Keep in mind that you can complete the corresponding readings prior to the quiz opening date. You may complete your quiz at any time while it is open (i.e., any time within the 2-3 week window). All quizzes will close on their Monday Due Date at 11:59 p.m. CST. As explained in the Late Policy, late quizzes will not be accepted. Technical difficulties with your own computer equipment or with the Blackboard system will not excuse you from the timely completion of quizzes; therefore, we suggest not waiting until the last day/hours before the due dates to take your quizzes. If a technical problem results in you not submitting your quiz on time, we will consider this to be poor planning and your quiz will be scored as a 0. If you do experience technical difficulties at any time, please make sure that you refer to the Blackboard Support tab immediately so that you can obtain proper assistance.

**XI. Americans with Disabilities Statement**

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact the UH Center for Disabilities at 713-743-5400.
XII. **Netiquette:**

Participants in online courses must be aware of proper online behavior and respect each other. Remember that the university values diversity and encourages discourse. Be respectful of differences while engaging in online discussions. Make sure that your words cannot be construed as a personal attack. Practice professionalism. Use appropriate language for an educational environment. This includes:

- Use complete sentences.
- Use proper spelling and grammar.
- Avoid idioms and slang.
- Do not use obscenities or threatening language.

For more information about netiquette, see *The Core Rules for Netiquette* by Virginia Shea.