УНИВЕРЗИТЕТ У НОВОМ САДУ

UNIVERSITY OF NOVI SAD

EUGLOH

European University Alliance for Global Health

Building resilience at work and beyond –

an applied psychological perspective on resilience to stress

- short, credit bearing course -

General information

Number of ECTS: 3

Language: English

Modality: Online

Proposed period: March 13-24, 2028

Duration: 6 days online sessions (lectures and group presentations)

Target groups: undergraduate students (final year), master students

Number of Participants: 50

Prerequisites: none

Lecturers: **Dr Dragana Jelić, assistant professor, Faculty of Philosophy, University of Novi Sad**

Marija Volarov, teaching assistant, Faculty of Philosophy, University of Novi Sad

Dr Dana Unger, associate professor, UiT – The Arctic University of Norway

Course Objective

This course provides a holistic approach to resilience, equipping students with a rich understanding of personal and team-level resilience and offering valuable insights and practical skills for navigating challenges effectively. Through a combination of contemporary theories and practical applications, students will gain knowledge and practical tools they could use for personal growth and contribute to the resilience of their peer groups and communities.

1. **Understanding stress, its sources, and manifestations**;
   Meaning, purpose, and values: investigating how a sense of purpose and alignment with core values contribute to personal resilience.

2. **Personal resilience**:

   a) Delving into the conceptual frameworks that define personal resilience, exploring the most recent theories shaping our understanding.

   b) Providing practical tools and techniques for individuals to enhance their resilience in the face of adversity.

3. **Team Resilience:**

   a) Defining team resilience and understanding its significance in organizational dynamics.

   b) Identifying key traits and behaviors distinguishing resilient teams in diverse settings.

   c) Offering practical methods to enhance collective resilience through team dynamics and culture.

4. **Emotion regulation:** Definition and techniques for managing and regulating emotions.

5. **Physical well-being:** Understanding the impact of exercise on mental and emotional well-being as a strategy for building resilience.

6. **Leveraging social connections:**
   Examining the importance of supportive relationships and community engagement in fostering personal resilience;

   Balancing priorities: Exploring strategies for achieving a healthy work-life balance as a means of building and maintaining resilience.

Skills, pedagogical methods, and relevance

Skills: Students will develop the following competencies: Emotional awareness & Resilience, Problem-solving, Critical thinking, and Intercultural skills through interactive classes, experiential exercises, and workshop-like activities in small groups of students from diverse countries.

Pedagogical Methods: We are going to use the following student-centered pedagogical methods: Collaborative Learning (e.g., interactive classes, small group tasks, and discussions), Experiential Learning (e.g., using various tools that would help students to learn about the topic and develop their skills at the same time), and Design-Thinking (by encouraging creative and innovative problem-solving strategies).

Relevance of the topic: Building personal resilience has a ripple effect on societal and global health by promoting emotional well-being, enhancing social cohesion, contributing to economic stability, facilitating effective crisis management, preventing negative behaviors, and empowering individuals to participate in society actively. It contributes to creating healthier individuals, thus contributing to reducing healthcare costs.

Number of seats in the course

The maximum number of students that can enroll in the course is 50 (first come, first served). Limited enrollment enables us to facilitate small group activities where students can actively engage with the course content, share insights, and collaborate closely with peers. With a restricted number of students, we can ensure that each student has the opportunity to contribute, ask questions, and receive valuable feedback.

In case there are many students interested in this course, we will use university affiliation as an additional criterion, to ensure that the ratio of students from different universities within the EUGLOH alliance is relatively balanced.

The course will be held online and is created for master students only, coming from different study backgrounds.

Online sessions will be synchronous and delivered via MS Teams. The lectures will not be recorded, but the presentations and reading materials will be available to students after the lectures. The course, in addition to attending classes, also includes homework that students will complete outside of lectures.

The structure of a single teaching session

Each online lecture consists of theoretical parts, practice parts, and discussion parts.

- Introducing the topic – explaining theoretical framework and sharing insights from research and practice (30 minutes)
- *In-class assignment/practical exercise → 30 minutes + debriefing
- **1st student presentation + discussion → 20 minutes
- *15 minutes break*
- 2nd student presentation + discussion → 20 minutes
- Wrap up

* After each lecture, two groups of students will receive their assignments. The assignments will take the form of a case study, or they will be instructed to explore problems discussed in lectures within their peer groups (e.g., they will be given a problem situation for which they need to offer a solution, or they may receive a protocol to interview students on campus about emotion regulation strategies, along with a task to develop interventions that could improve emotion regulation in students, etc.). With these assignments, we aim to motivate students to consider how the theoretical concepts they learn can be applied to address the everyday problems they encounter in their surroundings. Each group needs to present the results of their assignments during the following session/lecture.

* During the first lecture, students will not give their talks. Instead, we will introduce the activity, divide students into groups, and assign tasks to two groups, which will share the results of their assignments during the second lecture.

The distribution of ECTS

- **3 ECTS** (125-150 hours of work, varies across universities)
  - 6 lectures x 2.5 hours = 15 hours
  - Pre-reading = 25h
  - Prepping pre-exam activity* (group assignment, 5 students per group) = 35h

  In total → 75 hours of work

Assessment

Students will be graded based on their group assignments and presentations.

We will use a pass/fail grading system:

Pass: A result that meets the required standards in terms of theoretical depth, practical relevance, analytical ability, and independence.

Fail: A result that fails to meet the required standards in terms of theoretical depth, practical relevance, analytical ability, and independence.

Reading list

Session	**Mandatory reading**
1. Understanding stress, its sources, and manifestations	Derdowski & Mathisen (2023) Martela (2025) Tetrick & Winslow (2015)
2. Personal resilience	Forbes & Fikretoglu (2018) Fullerton et al. (2021) Vanhove et al. (2016) Windle (2011)
3. Team Resilience	Chapman et al. (2020) Hartman et al. (2020) Hartwig et al. (2020)
4. Emotion regulation	Du et al. (2020) Grandey & Gabriel (2015) Karabinski et al. (2021)
5. Physical well-being	Buecker et al. (2021) Herbert et al. (2020) Popov et al. (2023)

6. Leveraging social connections	Bernuzzi et al. (2022) Jolly et al. (2021) Southwick et al. (2016)

References

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