

Stress Management and Burnout Prevention
International course for Social Work students
Syllabus

Online Course

Course Title: Stress Management and Burnout Prevention

International course for Social Work students - Ukraine – Israel.

Course Number:

Academic year: 2024/2025 Second Semester On Tuesdays between 17:45-19:15 Israel time

Class location: Sapir in-class meeting virtually by Zoom the UA class

Course Academic Design

Sapir Credits: 2

Hours of instruction: 26 academic hours.

Teaching arrangement and method of instruction: The course will last 13 meetings of 1.5 hours, Second Semester On Tuesdays between 17:45-19:15, with two Preparation classes sum of 26 academic hours.

Lecturers

On Sapir part: Dr. **Yan Serdtse** is a psychologist with a master's degree in clinical child psychology, specializing in educational psychology at Sha'ar Hanegev, Gaza strip border, Israel. Fellow Lecturer and researcher at the Sapir Academic College. Founding Director of the Sha'ar Hanegev Innovation, Research and Development GreenHouse. Born and raised in the Crimean peninsula until the age of 7.

On UA part:

General description of the course

Since the beginning of the 2000s, the Department of Social Services and the Educational Psychological Service in the Shaar Negev Regional Council have been operating in the context of a shared reality under a continuous security threat that characterizes the Western Negev (surrounding Gaza). Over the years, the understanding has solidified and sharpened that each of the disciplines holds only one part of the puzzle, only part of the complexity of reality, so each of them also holds part of the solution when trying to influence the level of anxiety, distress, slothfulness, personal, systemic and community resilience in the council. Intervention programs were developed to strengthen resilience (Serdtse and Grudzin-Kesari, 2020).

Siebert (2005) indicated that social workers experienced a current burnout rate of 39 percent and a lifetime rate of 75 percent. Social worker burnout is a serious problem because it can adversely affect the quality and stability of social services. The literature suggests that social workers experiencing burnout have an increased risk of psychological distress, such as depression (Evans et al., 2006; Siebert, 2004; N. Stanley, Manthorpe, & White, 2007). In addition, poorer physical health can lead to diminished job performance, including absenteeism and turnover (Darr & Johns, 2008). Turnover among social workers has negatively affected service quality, consistency, and stability (Mor Barak et al., 2001).

Social workers are under a double burden in the context of living in the shadow of a security threat. The accumulated experience led to the realization that there is a need for continuous maintenance, similar to a gym. Therefore, this workshop brings an interactive mind-body approach

within the functional, interpersonal, and ecological context of living in the shadow of a continuous security threat:

1. Body (nutrition, sleep, sports, breathing and relaxation, day-to-day functions).
2. Soul (reflection, meaning, motivation, guided practice of social relationships, changes in habits).
3. A proactive stance of promoting resilience and not just preventing pathology. The salutogenic approach focuses on building resilience and promoting health within the framework and working hours.
4. Therefore, we will focus on identifying internal and external resources, motivation, and the meaning of dealing with such a reality.
5. In the last part of the workshop, we will spend time discussing the ways in which the participants can adapt the workshop to their workplace and clients.

Course objectives:

Developing an international understanding of the impact of stress on social workers and service users, reflecting on the differences in the impact of stress on different populations in the international arena. Get to know the theoretical frameworks, research, and applied tools in the following subjects:

1. Stress management - breathing and breathing, Jacobson, mindfulness.
2. The relationship between mental well-being and physical health.
3. Peak performance.
4. A sense of meaning and purpose and the connection to motivation.
5. Self-care - physical activity, sleep hygiene, home-work balance, nutrition.
6. Time management
7. Practicing a guided imagination of a social relationship.
8. Changing habits.

Learning outcomes, at the end of this workshop, students will be able to:

1. Apply practices in everyday life for effective coping.
2. Know the implications of the tools being learned.
3. Apply Salutogenic language that promotes health
4. Demonstrate basic skills in planning and running the program for coworkers in their social service workplace.
5. Demonstrate basic skills in planning and running the program for clients.
6. Developing a sense of the student's competence in the international arena.
7. Developing language skills among the students.

Detailed teaching arrangements and method of instruction

Teaching method:

- Frontal lecture and discussion.
- Viewing relevant media clips.
- Applied practice of the learned tools.

- Peer review.

Required texts and materials:

There may be changes in the list of articles.

Promoting resilience and burnout prevention

Serdtsse, Y., & Grodzin-Ceasery, S. (2020). Collaborative Action Study in the Emergency Service Strengthening a Sense of Parental Capability. *Psychoactuality*, 80(3), 26-32. <https://www.psychology.org.il/sites/psycho/UserContent/files/%D7%99%D7%90%D7%9F%D7%9E%D7%9C%D7%90.pdf> [Hebrew].

Shochet, I. M., Dadds, M. R., Ham, D., & Montague, R. (2006). School connectedness is an underemphasized parameter in adolescent mental health: Results of a community prediction study. *Journal of Clinical Child and Adolescent Psychology*, 35(2), 170–179.

Fleming, J.L., Mackrain, M., LeBuffe, P.A. (2013). Caring for the Caregiver: Promoting the Resilience of Teachers. In: Goldstein, S., Brooks, R. (eds) *Handbook of Resilience in Children*. Springer, Boston, MA. https://doi.org/10.1007/978-1-4614-3661-4_22

Siebert, D. C. (2005). Personal and occupational factors in burnout among practicing social workers: Implications for researchers, practitioners, and managers. *Journal of Social Service Research*, 32(2), 25-44.

BASIC PH

Lahad, M. (2017). From victim to victor: The development of the BASIC PH model of coping and resiliency. *Traumatology*, 23(1), 27–34. <https://doi.org/10.1037/trm0000105>

Polyvagal

Kolacz, J., Kovacic, K. K., & Porges, S. W. (2019). Traumatic stress and the autonomic brain-gut connection in development: Polyvagal theory as an integrative framework for psychosocial and gastrointestinal pathology. *Developmental psychobiology*, 61(5), 796-809.

Heart rate variability

Gitler, A., Vanacker, L., De Couck, M., De Leeuw, I., & Gidron, Y. (2022). Neuromodulation applied to diseases: The case of HRV biofeedback. *Journal of clinical medicine*, 11(19), 5927. <https://doi.org/10.3390/jcm11195927>

Salutogenesis

Mittelmark, M.B., Bauer, G.F. (2022). Salutogenesis as a Theory, as an Orientation and as the Sense of Coherence. In: , et al. *The Handbook of Salutogenesis*. Springer, Cham. https://doi.org/10.1007/978-3-030-79515-3_3

Stress management

Greenberg, J. S. (2002). *Comprehensive stress management*. 7th ed. Boston: McGraw-Hill Companies.

The relationship between mental well-being and physical health

Penedo, F. J., & Dahn, J. R. (2005). Exercise and well-being: a review of mental and physical health benefits associated with physical activity. *Current opinion in psychiatry*, 18(2), 189-19

Peak performance

Cooper-Dickson, R., Kampman, H., & Papworth, J. (2023). Exploring the Experiences of Coaches Working on the Edge: Trauma, Posttraumatic Growth, and Coaching. *European Journal of Applied Positive Psychology*.

A sense of meaning and purpose and the connection to motivation

Park, C. L., Edmondson, D., & Hale-Smith, A. (2013). Why religion? Meaning as motivation. In K. I. Pargament, J. J. Exline, J. Jones, & A. Mahoney (Eds.), *APA handbook of psychology, religion and spirituality* (pp. 157–171). Washington, DC: American Psychological Association.

Self-care

Ross, A., Bevans, M., Brooks, A. T., Gibbons, S., & Wallen, G. R. (2017). Nurses and health-promoting behaviors: Knowledge may not translate into self-care. *AORN journal*, 105(3), 267-275.

Time management

Bowman, J. (2007). Dealing with job stress: Peer support, time management, and self-care are key. *Professional Case Management*, 12(5), 252-253.

Practicing a guided imagination of a social relationship

Jerling, P., & Heyns, M. (2020). Exploring Guided Imagery and Music as a well-being intervention: A systematic literature review. *Nordic Journal of Music Therapy*, 29(4), 371-390.

Changing habits

Graybiel, A. M., & Smith, K. S. (2014). Good habits, bad habits. *Scientific American*, 310(6), 38-43.

Work Assignments and Assessment

Work Assignment: Two group assignments during the course 20% of the grade.

Work Assignment: Final paper A month after the end of the course 80% of the grade.