

AUGUSTANA UNIVERSITY

Course Syllabus

Growing Resilient Kids

Graduate or Undergraduate; 1 semester hour of credit

Psychology or Special Education 387CF/587CF

Instructor of Record: Dr. Steve Van Bockern

Background information

This one-day workshop called Growing Resilient Kids is anchored in practice wisdom and scientific research that explains what is necessary in order for our children to experience well-being. The roots of this strength-based approach to reclaim challenging youth are found in the biosocial needs for Attachment, Achievement, Autonomy, and Altruism. When these universal growth needs are met, children do well. Psychologist Henry Murray (1938) defined needs as brain-based drives which organize thinking and behavior toward specific goals. Designed into our DNA, biosocial needs are universal across age and culture. To qualify as a need, a motivating force must have a direct relationship to well-being. Needs when satisfied promote healthy development but when thwarted lead to negative consequences (Deci & Ryan, 2013).

Learning Goals Students will understand:

1. The historical roots of the reclaiming movement:
 - Abraham Maslow's hierarchy of human motivation put physiological and safety needs at the base, followed by belongingness, esteem, and self-actualization; a final version added self-transcendence.
 - Stanley Coopersmith identified four similar needs which were foundations for childhood self-esteem: significance, competence, power, and virtue.
 - Urie Bronfenbrenner identified four elements essential for positive development: a strong relational bond, mastering complex tasks, giving increasing power to the learner, and reciprocity of relationships.
 - Edward Deci and Richard Ryan pioneered self-determination theory, identifying innate psychological needs for competence, autonomy, and relatedness (the latter merging both belonging and caring).
 - Martin Brokenleg and colleagues described Native American child rearing values of belonging, mastery, independence, and generosity; these concepts were also known to youth work pioneers and modern science.

- Peter Benson of the Search Institute identified 20 internal Developmental Assets consistent with the four biosocial needs and 20 external assets which are support systems that contribute to building these strengths in young people.
- Bonnie Benard synthesized four factors drawn from a decade of resilience research, identifying how families, schools, and communities can support this biological drive for human development.
- The Cal Farley's Model of Leadership and Service focuses on growth needs in the lives of leaders and team members as well as those they serve. Drawn from neuroscience, CF Learning added needs for safety and adventure.
- Positive psychology researchers Christopher Peterson and Nansoon Park reported a factor analysis of the Values in Action Inventory of Strengths showing these dimensions: focus on self, focus on others, mind, and heart.
- Ann Masten of the University of Minnesota identified four brain-based systems that foster resilience and positive development: the attachment system, mastery motivation, self-efficacy, and spirituality and purpose.

2. The Circle of Courage® , an example of a universal growth model

3. The Cal Farley's Model of Leadership and Service® , an example of a "next generation of a universal growth needs model

4. Consilience as the idea to create and make use of best practice

5. A broad range of applications of reclaiming principles that help transform children, families, and youth programs including schools, juvenile justice, and residential programs.

Topical Outline

I. Consilience

II. Historical roots of the reclaiming movement

- Youth work pioneers who framed the work
- Biosocial needs of attachment, achievement, autonomy, and altruism

III. Circle of Courage Model

- Seeds of discouragement
- The Spirit of belonging, mastery, independence, and generosity

IV. The Cal Farley Model of Leadership and Service

- Safety at its core
- Adventure that permeates all needs

V. Reclaiming principles applicable to youth development

Course Requirements

Participants who successfully complete these requirements will earn one (1) semester hour of graduate or undergraduate workshop credit, graded with an A-F letter grade.

All requirements/assignments are to be submitted to the instructor of the training within 30 days of the last day of training. Permission from the instructor is necessary to extend this deadline. If permission is given, the student has until the middle of the next semester (a summer session counts as a semester) to submit the work. If the work is not submitted by the extended deadline, the grade automatically is recorded as an F grade. Paperwork should be mailed or emailed to the address given by the workshop instructor. Please be sure to obtain the mailing or email address of the instructor before leaving this training.

Undergraduate 1 semester hour (\$150 in US dollars)

1. Fully participate and complete in-class projects. The monograph *Resilience Revolution: A Thousand Fires Burning* serves as the primary resource.
2. Write a 1 page reflection paper on what you learned during this training.

Graduate 1 semester hour (\$150 in US dollars)

1. Participation: fully participate in all sessions
2. Exam: read the monograph, *Resilience Revolution: A Thousand Fires Burning*. Complete a multiple choice check-out exam on key concepts and competencies. This check-out can be found at www.cflerning.org.
3. Options: (select one)
 - a. Create a PowerPoint that presents key principles from the training. The PowerPoint should have a minimum of 25 slides and contain speaker notes.
 - b. Write a personal reflection on the monograph, *Resilience Revolution: A Thousand Fires Burning*. This should be a 3 to 6 page paper.
 - c. Write a 3-6 page library paper, with a minimum of three references that further explores a concept presented in the training.

Registration: Registration occurs during the workshop. Students will complete a registration form indicating a desire for either psychology or special education credit. Payment is due at the time of registration.

Cost: the cost for 1 semester hour of undergraduate or graduate credit is \$150.00 (US dollars). Cash is not accepted. Checks, money orders payable to CF Learning and credit cards are accepted (Visa, MasterCard or Discover).

Grading and Transcripts: After final grades are submitted, students will receive a grade report from Augustana University. Official transcripts must be requested in writing by the student to Augustana University Office of the Registrar, 2001 S. Summit Ave., Sioux Falls, SD 57197 or visit www.augie.edu.

For questions or concerns, please contact CF Learning at events@cflerning.org or call 605-744-0116. Instructors should submit all registrations (along with payments) to CF Learning, Attn: Wendy Beukelman, PO Box 650, Lennox, South Dakota 57039.