

AUGUSTANA UNIVERSITY

Cultures of Respect

Psychology or Special Education 392CF / 592CF
3 semester hours of undergraduate or graduate credit
Instructors of Record: Larry Brendtro, PhD and Erik Laursen, PhD

Overview

Cultures of Respect is a foundational training for professionals who seek to build positive climates in schools and youth organizations. It draws on the evidence-based group development model called Positive Peer Culture (James, 2011; Laursen, 2012) and related fields of social psychology, group dynamics, and pedagogy. Text for the course is *Cultures of Respect: Building Positive Staff and Youth Climates* (Laursen & Brendtro, 2015).

Learning Goals

1. Identify problem behavior as lags in developing growth needs of Belonging, Mastery, Independence, and Generosity.
2. Understand specific attributes of staff cultures that determine the quality of the youth culture (team cohesion, team involvement, belief in program, belief in potential of youth).
3. Compare the impact of three types of adult leadership with youth: autocratic, disengaged, and democratic.
4. Practice strategies for empowering youth responsibility: indirect approach, reversing responsibility, relabeling behavior.
5. Identify practices for making caring fashionable and developing strength in helping others, both among peers and in community.
6. Diagnose stages of group development and guide youth towards positive peer cultures.
7. Develop problem-solving strategies which enlist youth in peer helping and support.
8. Relate this theory and practice to positive psychology and the Circle of Courage model of positive youth development.

Required Readings

Laursen, E., & Brendtro, L. (Eds.). (2015). *Cultures of respect: Building positive staff and youth climates*. Lennox, SD: Circle of Courage Publications.

October 2015

RCY. (2009). Positive Psychology and Prosocial Groups. *Reclaiming Children and Youth*, 18(2).

Topical Outline

- I. Historical Perspectives on Group Dynamics
- II. Research Foundations on Peer Group Influence
- III. Positive Psychology and Youth Development
- IV. Problems of Negative Peer Influence
- V. Stages for Group Development
- VI. Changing Staff Cultures to Change Youth Cultures
- VII. Why School Bully Prevention Efforts Fail
- VIII. Methods for Building Positive Group Cultures

Course Requirements

Participants who successfully complete these requirements will earn three (3) semester hours of graduate or undergraduate credit, graded with an A-F letter grade.

Undergraduate 3 semester hours

1. Class participation: Fully participate in all sessions.
2. Complete a multiple choice exam on key concepts and competencies (download at www.cflerning.org under "college credit").
3. Practicum project: A 4-6 page written analysis of the stages of group development or attributes of group dynamics of a group with which you work with now or have in the past.
4. Literature review: Write evaluative essays on three articles from the journal issue *Positive Psychology and Prosocial Groups of Reclaiming Children and Youth* or other scholarly publications on youth development. The summaries should be a minimum of two pages each. The articles should connect to the context of this course.
5. Personal reflection essay: A 4-6 page paper which describes your own experience and role in a peer group, drawing either on events in your youth or more recently as a member of a professional staff or team.

Graduate 3 semester hours

1. Class participation: Fully participate in all sessions
2. Complete a multiple choice exam on key concepts and competencies (download at www.cflerning.org under "college credit").
3. Practicum project: A 6-8 page written analysis of the stages of group development or attributes of group dynamics of a group with which you work with now or have in the past.
4. Literature review: Write evaluative essays on four articles from the journal issue *Positive Psychology and Prosocial Groups of Reclaiming Children and Youth* or other scholarly publications on youth development. The summaries should be a minimum of two pages each. The articles should connect to the context of this course.
5. Personal reflection essay: A 6-8 page paper which describes your own experience and role in a peer group, drawing either on events in your youth or more recently as a member of a professional staff or team.

Grading (see grading rubrics for the practicum project and the evaluative essays)

Class participation (required but not graded)

Examination (25% of grade)

Practicum project (25% of grade)
Literature review (25% of grade)
Personal reflection essay (25% of grade)

All requirements are to be submitted to your instructor within 30 days of the last day of the course. Your instructor will let you know if he or she prefers a hard copy or an electronic copy of your research paper.

Requesting a grading extension

If additional time is needed to complete the work, a one-time extension may be requested. Contact your instructor to get permission for an extension. Work will be due no later than the middle of the next semester (March 15, July 15, or October 15). If the work is not submitted by the due date, a grade of F is automatically given.

Registration

Registration happens at the time of the course. Students will complete a registration form indicating a desire for graduate or undergraduate credit and whether the course will be taken for psychology or special education credit. Payment is due at the time of registration.

Cost

Payment is due at the time of registration. Three hours of credit, graduate or undergraduate is \$300.00 (US dollars). Cash is not accepted. Checks, US bank drafts, or money orders payable to **CF Learning** in US Dollars, or Visa, MasterCard or Discover credit cards are accepted.

Transcripts

After final grades are submitted, the students receive a grade report from Augustana. If a student wishes an official transcript please request in writing and send the request to Augustana University, Office of the Registrar, 2001 S. Summit Ave., Sioux Falls, SD 57197, or visit www.augie.edu for additional instructions.

For questions or concerns about registration, cost, or transcripts please contact CF Learning at 605-744-0116 or by email at events@cflearning.org. Completed registration forms and payment are mailed to CF Learning, Attn: Wendy Beukelman, PO Box 650, Lennox, SD 57039.

References

James, S. (2011). What works in group care? — A structured review of treatment models for group homes and residential care. *Children and Youth Services Review, 33*(2), 308-321.

Laursen, E. K. (2012). The evidence base of Positive Peer Culture. *Reclaiming Children and Youth, 19*(2), 37-43.

Vorrath, H., & Brendtro, L. (1985). *Positive peer culture*. Piscataway, NJ: Transaction Publishers.