

AUGUSTANA UNIVERSITY

Course Syllabus

Reclaiming Youth at Risk: Strength-Based Intervention and Prevention

Psychology or Special Education 380CF/580CF
Undergraduate or Graduate, **3 hrs of credit**

Instructor of Record: Dr. Steve Van Bockern

Note: This course extends over a three to four day period and incorporates large group and breakout sessions.

Course Description

Participants will understand a reclaiming philosophy that is grounded in positive, strength-based thinking and skills related to work with troubled and troubling youth. In this approach, intervention and prevention sees problem situations and perceived deficits in children as learning challenges and opportunities. In essence, positive youth development happens when the needs or drives of children and youth are met.

The reclaiming philosophy was first embodied in the Circle of Courage® as presented in the book Reclaiming Youth at Risk: Our Hope for the Future written by Drs. Larry Brendtro, Martin Brokenleg and Steve Van Bockern. Now, under the direction of CF Learning, Amarillo, Texas, the next generation of positive youth development is called “The Model of Leadership and Service”. It points to six universal human drives that promote positive development in children, youth, and families. All involved in the life of children work to create climates of **safety, belonging, achievement, power, purpose, and adventure**. When those needs are met, children and youth generally do well. This course offers ideas and strategies to build relationships with children and their caregivers, to foster responsibility instead of blind obedience, to help children master personal and academic competence, and to discover ways children can find value in their lives. Additionally, participants will understand and be able to respond to the needs of safety and adventure as they pertain to human growth and development.

Participants will examine leading-edge prevention and intervention practices that show promise of enhancing positive outcomes in all children, but particularly with high-risk children and adolescents. Participants will examine current knowledge about a wide range of contemporary problems associated with at-risk youth and education, treatment, and youth work.

Learning Outcomes

1. Participants will be able to identify both positive and problematic characteristics manifested by youth along with appropriate interventions to foster resilience and responsible behavior.
2. Participants will learn to distinguish quality programs for challenging youth from inappropriate programs.
3. Participants will study a wide range of issues that children and families face.
4. Participants will explore how culture contributes to youth development.

5. Participants will gain new insight into youth problems by understanding how better to listen to youth who are involved in the process of change and who are consumers of “at-risk” services.
6. Participants will be able to articulate discipline management programs based on building student responsibility and self-regulation
7. Participants will list important components of moving from a negative youth culture to positive learning cultures.
8. Participants will utilize research on youth development.
9. Participants will be exposed to the research defined as Adverse Childhood Effects (ACE Study).
10. Participants will be able to explain alternative paradigms in education and treatment using the Model of Leadership and Service.

Course Requirements

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

All requirements are to be submitted within 30 days of the last day of the course to your instructor. Your instructor will let you know if they prefer a hard copy or an electronic copy. **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, August 15 or October 15). If the work is not submitted by the due date, a grade of F is automatically given.

Text

Brendtro, L.K., Brokenleg, M. & Van Bockern, S. (2002). *Reclaiming Youth at Risk: Our Hope for the Future*. Bloomington, IN: Solution Tree.

Undergraduate 3 semester hours

1. **Participation:** fully participate in all sessions
2. **Notes:** take notes on a contemporaneous base during the seminar
3. **Exam:** read the book *Reclaiming Youth at Risk: Our Hope for the Future* by Brendtro, Brokenleg and Van Bockern. Complete a multiple choice check-out exam on key concepts and competencies. This check-out can be found at www.cflearning.org. The test is scored on a 100 points base.
4. **Literature review:** Write an evaluative essay on one article on youth development. The summary should be a maximum of two pages. The Instructor of Records can suggest articles.
5. **Research paper:** Write a 3-5 page library paper on some idea/content shared in the course. There should be a minimum of three resources, APA style.

Graduate 3 semester hours

1. **Participation:** fully participate in all sessions
2. **Notes:** take notes on a contemporaneous base during the seminar.
3. **Exam:** read the book *Reclaiming Youth at Risk: Our Hope for the Future* by Brendtro, Brokenleg and Van Bockern. Complete a multiple choice check-out exam on key concepts and competencies. This check-out can be found at www.cflearning.org. The test is scored on a 100 points base.
4. **Literature review:** Write an evaluative essay on three articles on youth development. The summary should be a maximum of two pages. The Instructor of Records can suggest articles.
5. **Research paper:** Write a library research paper, 5-8 pages in length, minimum of five resources on some topic shared during the course.

Grading

Participation: required but not graded
Notes: required but not graded
Exam: 25%
Literature Review: 25%
Research paper: 50%

Academic Honesty Policy: (<http://www.augie.edu/about/college-offices-and-affiliates/academic-affairs-office/honor-code>)

WE EXPECT YOUR WORK TO BE ORIGINAL. Plagiarism will not be tolerated nor will any inappropriate collaboration on assignments or exams. Depending upon the severity, the penalties for academic dishonesty will range from a 'zero' on the exam or assignment to, at the most serious level, expulsion from the course. The determination of penalty will be by the instructor of the course and will be consistent with college policy. As a community of scholars, the students and faculty at Augustana University commit to the highest standards of excellence by mutually embracing an Honor Code. The Honor Code requires that examinations and selected assignments contain the following pledge statement to which students are expected to adhere to:

On my honor, I pledge that I have upheld the Honor Code, and that the work I have done on all assignments and examinations has been honest, and that the work of others in this class has, to the best of my knowledge, been honest as well.

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 workshop will be taken for psychology or special education credit. Payment is due at the time of registration.

Cost (transcription)

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 or money orders payable to **CF Learning** and credit cards (Visa, MasterCard, Discover or American Express) are accepted.

Grading and Transcripts

After final grades are submitted, the students receive a grade report from Augustana. If the student wants an official transcript, it must be requested in writing by the student to Augustana University Office of the Registrar, 2001 S. Summit Ave., Sioux Falls, SD 57197, fax to 605-274-4450 or visit www.augie.edu.

Who to Contact:

For questions or concerns, please contact CF Learning at events@cflearning.org or call 605-744-0116.

Literature Review

Rating Indicator → ↕	10	8-9	6-7	Score
Number of Responses	1 undergraduate 3 graduate		0 undergraduate 1 graduate	
Summary	The summary clearly articulates the content of the articles in one or two paragraphs.	The summary indicates a moderate understanding of the content of the article(s).	The summary indicates a lack of understanding of the content of the article(s)	
Connections	There is a clear connection made between the content of the articles and one or more of the course's learning objectives	There is a moderate connection made between the content of the articles and one or more of the course's learning objectives	There is a limited connection made between the content of the articles and one or more of the course's learning objectives	
Mechanics	The mechanics of the course work are completed at an acceptable level. (spelling, grammar, etc.)		The mechanics of the course work are not at an acceptable level.	

PAPER RUBRIC

FOCUS AREA	Explanation	A 10-9 All of the time	B 8 Most of the time	C 7 Some of the time	D/F 6-0 None of the time	RATING
Content and Supportive Ideas	The paper is clear and holds the reader's attention all the way through. It includes supporting details to develop major concepts. At least three references are used. The content clearly indicates a understanding of the topic addressed and clearly relates to the study of this course.					
Organization	It includes a title page, an introduction that conveys the general purpose of the paper, body paragraphs that develop key ideas, and a conclusion that restates the paper's purpose and brings the discussion to closure. The paragraph length is balanced throughout the paper; paper is at least 3 but not more than 10 wp/ds pages; discussion is orderly and moves reader purposefully through the paper.					
Sentence Fluency Word Choice and Voice Writing Conventions	<p>The paper is a "good read" with sentences that flow smoothly from one idea to the next; writing is natural and concise; sentences vary in length as well as structure; no run-on sentences or sentence fragments; the reader does not find him/herself having to stop and reread for clarity and understanding.</p> <p>The writer's passion for the topic drives the writing, making the text lively, expressive, and personal; words are chosen carefully to convey a sincere, honest, accurate, and individual message; professional and consistent language is used throughout the paper. Words are not overused.</p> <p>Few if any glaring errors in writing conventions: punctuation, spelling, grammar, capitalization, paragraphing, etc.</p>					