

# AUGUSTANA UNIVERSITY

## Course Syllabus

### The Drive to Thrive

**Psychology or Special Education 393CF or 593CF**

**Three semester hours, undergraduate or graduate credit**

**Instructors of record: Larry K. Brendtro, PhD & Mark D. Freado, MA**

#### **Overview**

The Drive to Thrive is a research-grounded training for professionals who seek to build strengths in young people, enabling them to overcome adversity, learn, grow, and flourish. Content draws from the Model of Leadership and Service, developed by Cal Farley's, which identifies six areas of innate human need (biosocial drives) that apply equally to leaders, team members, and the children and families we serve. Once these needs are met (safety, belonging, achievement, power, purpose, and adventure), individuals are free to reach their potential and flourish.

#### **Learning Goals**

1. Examine current mandate for evidence-based practice in light of the principle of consilience, i.e., tapping knowledge from diverse disciplines and sources to identify powerful basic truths.
2. Compare and contrast deficit-based and developmental approaches to working with children and families facing difficult challenges.
3. Explore research and practical strategies to meet these six biosocial drives:
  - a. Safety. Recognize the range of experiences that foster risk and safety.
  - b. Belonging. Identify the power of human connection in positive development and healing of trauma.
  - c. Achievement. Apply research on motivation, persistence, and mastery to create learning opportunities for talent to flourish.
  - d. Power. Survey the healthy bases of power in self-regulation, self-efficacy, and influence on others, and abuses of power, e.g. bullying.
  - e. Purpose. Understand the innate human need for a purpose for life beyond self, and the value of service in leadership and learning.
  - f. Adventure. Find the healthy balance of risk (essential for learning) and safety, particularly with the quest for stimulation in adolescence.
4. Apply these evidence-based principles to creating transformational change in persons, organizations, and communities.

## Readings

- Brendtro, L. & Mitchell, M. (2015). *Deep Brain Learning: Evidence Based Essentials in Education, Treatment, and Development*. Albion, MI: Starr Commonwealth.
- Lawrence, P. & Nohria, N (2002). *Driven: How Human Nature Shapes Our Choices*. San Francisco, CA: Jossey-Bass.
- Steinberg, L. (2014). *Age of Opportunity: Lessons from the New Science of Adolescence*. New York, NY: Houghton Mifflin Harcourt.
- Selected journal articles.

## Topical Outline

- The Principle of Consilience
- Defining Positive Youth Development
- Leadership for Transformation
- Safety and Well-being
- Belonging and Trust
- Achievement and Mastery
- Power and Responsibility
- Purpose and Altruism
- Adventure and Flow
- New Frontiers

## Course Requirements

### A. Undergraduate 3 semester hours

1. Class participation: Fully participate in all sessions.
2. Examination: Complete a multiple choice exam on key concepts and competencies. (Download at [cflerning.org](http://cflerning.org) under "university credit.")
3. Practicum project: A 5 page (double spaced) written discussion of these principles applied to a youth or family you know. (Names can be changed.)
4. Literature review: Evaluative essays on three journal articles or chapters in recommended books. Each essay should be two pages and connect to the content of the course.
5. Personal reflection: A 5 page evaluation of your own developmental story relative to any or all of the six growth needs.

### B. Graduate 3 semester hours

1. Class participation: Fully participate in all sessions.
2. Examination: Complete a multiple choice exam on key concepts and competencies. (Download at [cflerning.org](http://cflerning.org) under "university credit.")
3. Practicum project: A 6 page (double spaced) written discussion of these principles applied to a youth or family you know. (Names can be changed.)

- Literature review: Evaluative essays on four journal articles or chapters in recommended books. Each essay should be two pages and connect to the content of the course.
- Personal reflection: A 6 page evaluation of your own developmental story relative to any or all of the six growth needs.

**Evaluation:**

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 via e-mail documents to your instructor within 30 days of the end of the course.

**Registration**

Registration happens at the time of the training. Payment is due at the time of registration. Please submit your registration form and payment to your instructor to be mailed to **CF Learning, PO Box 650, Lennox, South Dakota 57039** or faxed to **1-605-836-7101, Attn: Wendy**. Questions can be directed to your instructor or to **Wendy Beukelman at 605-744-0116** or via email to **events@cflearning.org**.

**Registration Cost**

Payment is due at the time of registration. The three hours of graduate credit is **\$300.00** (US dollars). Cash is not accepted. US Dollar checks, USD money orders (payable to **CF Learning**) and credit cards (Visa, MasterCard, Discover, or American Express) are accepted.

**Grading**

Assignments will be graded using the following schedule:

A+ =95+	A =91-94	A- =88-90
B+ =83-87	B =80-82	C+ =75-79
C =65-74	D =50-64	F =below 50

Participants who successfully complete these 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, July 15 or October 15). If the work is not submitted by the due date, a grade of F is automatically given.

### **Transcripts**

After final grades are submitted, the students 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](http://www.augie.edu).

### **Academic Policies/ Honor Code:**

For the Augustana University Academic Honor Code, please follow this link:

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

**For the complete list of Augustana University Policies and Procedures, please follow this link:**

<http://www.augie.edu/policy-and-procedures>

For questions or concerns, please contact **CF Learning** at [events@cflearning.org](mailto:events@cflearning.org) or call 605-744-0116. Registrations and payments are to be given to your course instructor to be mailed to:

CF Learning, Attn: Wendy Beukelman, PO Box 650, Lennox, South Dakota 57039.