



EDDA 631 Research on Risk and Resiliency
Eastern Mennonite University
June 11-August 13, 2012

Instructor: Sarah Armstrong, Ed.D.
Phone: (434) 760-8930
Email: sarmstrong@cyberwind.net
Course dates: June 11 to August 13
Location: On-line Course
Time: TBA
Credits: 3 graduate credits

I. COURSE DESCRIPTION:

This course examines the research-base for understanding risk and resiliency and explores protective factors within the child, family and community that nurture resilience and mitigate risk factors. Participants will become conversant on research related to risk factors and at-risk populations, as well as, gain insight regarding politics and social structures that facilitate or impede the resiliency of at-risk learners. Tools that identify and assess interventions designed to assess resiliency will be utilized. Focus is placed on case studies, review of the research literature, and demographic studies of adolescents and communities. Participants will engage in research, review literature, and participate in on-line discussions to reflect on the changing world of today's adolescent and ways to build resiliency in educational and community settings.

II. PURPOSE:

To develop leaders and teachers who reflect deeply on prevention and early intervention strategies to facilitate low-risk behaviors and develop new models for building resilient settings for students based on the research.

III. EMU CONCEPTUAL FRAMEWORK:

"Preparing Caring, Reflective Teachers for a Changing World"

The EMU Teacher Education Program has chosen the theme *Preparing Caring, Reflective Teachers for a Changing World* as the conceptual framework from which its beliefs and outcomes are based. The Teacher Education Program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These caring, reflective educators will offer healing and hope in a diverse world. Six performance outcomes focus all course and candidate outcomes.

IV. M.A. IN EDUCATION PROGRAM OUTCOMES:

Scholarship: to acquire advanced knowledge through core curriculum and specialty area courses and to organize and integrate that knowledge into professional practice. **(S)**

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions and to engage in action research for educational change. **(I)**

Professional Knowledge: to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment practices. **(PK)**

Communication: to develop communication strategies (verbal, nonverbal, and technological), which support collaboration and resourcefulness to empower self and others. **(C)**

Caring: to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes peace building in diverse settings. **(Ca)**

Leadership: to act as social change agents by working collaboratively to bring about fair and just systemic change within educational contexts. **(L)**

V. COURSE OUTCOMES:

The student will:

1. Identify the range of factors that place children and youth at risk for educational failure. **(S, I, PK)**
2. Become conversant on research related to risk factors and at-risk populations. **(PK, C, Ca, L)**
3. Recognize the protective factors that contribute to resilience in youth. **(I, PK)**
4. Have knowledge of the politics and social structures that facilitate or impede the resiliency of at-risk learners. **(S, I, PK, L)**
5. Identify and assess interventions designed to build protective factors necessary for adolescent resiliency. **(S, I, PK, C, Ca)**
6. Use measurement tools to assess resiliency. **(S, I, PK, C)**
7. Examine pedagogy in core content areas and reconfigure lessons to incorporate critical thinking, problem-solving, and communication. **(I, PK, C, L)**
8. Demonstrate knowledge about prevention and early intervention strategies to facilitate the sustenance of resilience and low-risk behaviors. **(S, I, PK, C, L)**
9. Use current literature to draw conclusions about how demands of present-day cultural values may or may not influence the resilience of children and adolescents. **(S, I, PK, C)**
10. Demonstrate knowledge about issues of diversity and acceptance that influence the degree to which students are effectively prepared. **(S, PK, C, L)**

VI. RATIONALE:

- Research in resiliency informs us that protective factors contribute to life successes (Bernard 1993; Brendtro and Larson, 2006; Brooks and Goldstein, 2001).
- Establishing environments where resiliency is acknowledged and nurtured positively influences at-risk students (Brendtro and Larson, 2006; Werner and Smith, 2001; Milstein and Henry, 2000).
- Understanding patterns of at-risk behaviors and interventions that help pre-empt these behaviors is essential. (Henderson, Bernard, and Sharp-Light; 1999, Desetta and Wolin, 2000; Rutter, 1989.)

- Services provided by local, state, and federal agencies influence resiliency in positive and negative ways. (Online documents)
- Changing demographics of poverty influence resiliency (Websites and journal articles.).

VII. INSTRUCTIONAL PROCEDURES:

The course will be taught through Moodle. Methodology used in the course will include:

- Discussion Board interactions
- Email interactions with the instructor
- Independent projects
- Small-group project work on-line
- Research using Web-based resources
- On-line Learning Logs based on instructor's questions
- Article critiques

VIII. REQUIRED TEXT BOOKS:

Benard, Bonnie. (2004) *Resiliency: What we have learned*. San Francisco, CA: WestEd.
(ISBN: 0-914409-18-2)

Henderson, N & Milstein, M. (2003) *Resiliency in schools: Making it happen for students and educators*.
Thousand Oaks, CA: Corwin Press, Inc. (ISBN: 0-7619-4670-5)

Wolin, S.J. & Wolin, S. (1993) *The resilient self: How survivors of troubled families rise above Adversity*. New York: Villard Books (ISBN:0-394-58357-4)

Additional required readings

IX. COURSE REQUIREMENTS AND METHODS OF EVALUATION:

Submission of all required projects, papers, learning logs by established deadline (additional explanation will be provided.)

- Participation in all Discussion Boards (15%)
- Weekly Learning Logs, Three-square responses (10%)
- Website reviews (10%)
- Video critique (10%)
- Interview with School administrator or guidance counselor (15%)
- Personal resiliency reflections (10%)
- IPFI assessment and summary (15%)
- Community Analysis paper (15%)

In addition to weekly assignments, students will reflect on and incorporate the concepts learned in this course into their current lives and work practices using a weekly Learning Log. Students are asked to give thoughtful reflection and complete answers to the following questions (or other questions that may be posted) each week.

Learning Log Format (Unless other format provided):

- What aspect of the week's learning tasks were most meaningful?
- What is something you gained that might be helpful to you in your work or personal life?
- What suggestions, if any, do you have for the instructor and/or class participants to enhance the class?

- Discussion Boards will be weekly unless otherwise indicated. The discussions will be your opportunity to connect with other students in this course and to provide insight and responses to key questions prompted by the instructor and each other. Expected participation includes one posting of the topic and at least three responses to postings of other students. There is no substitute for the discussion board experience. If you are unable to participate, please inform the instructor in advance. However, the discussion board should be open for sufficient duration to allow all members of the class to “weigh in.”

Resilience: A Universal Capacity

- Personal strengths, internal assets, personal competencies
- Building resiliency--The “Circle of Courage”
- Protective Factors
 - Environmental
 - Caring relationships
 - Messages of high expectation
 - Opportunities for participation and contribution
 - Family
 - Challenge of the troubled family
 - Search for love
 - Damage control
 - Who are the survivors?
 - Resiliency and faith
 - School
 - School contexts and issues related to risk
 - Resiliency building in schools
 - Barriers to resiliency building
 - Resiliency “wheels”
 - Assessing resiliency in schools
 - Community
 - Community service
 - Building relationships in the community
- The reality of risk
- Profiles of persons at risk
 - Gender vulnerabilities
 - Persons of color vulnerabilities
 - Sexual orientation
 - Mental health concerns
 - Survivors of abuse
 - Socioeconomic status
 - Interventions and remedial strategies
- How to resist being a victim
- Conducting research with risk and resiliency
 - Qualitative and quantitative perspectives
- Assessing resiliency in children, others
- Policy development to support resiliency building efforts

Course Evaluation/ Grading:

Use of Graduate Level Writing Standards and American Psychological Association (APA) Writing Style

1. Assignments must be typed using 12-point type and 1" margins. Participants are expected to use *Publication Manual of the American Psychological Association 6th Edition* for all written assignments.
2. Assignments must be clearly written and free of obvious spelling and grammatical errors. The EMU Graduate Level Writing Standards will be used to evaluate written work. (See Appendix A)

Your grade will be based on completing assignments according to the established schedule, participation in all discussion boards, and submission of learning logs. Points/percentages equate to grades as follows:

96-100	A
92-95	A-
88-91	B+
84-87	B
80-83	B-
75-79	C

Credit can not be awarded for a grade less than a C.

Attendance Expectations: The on-line class affords students some flexibility in participation. All assignment deadlines must be met. Any exceptions must be approved by the instructor. Full participation in the discussion board is expected.

Academic Honesty:

The responsibility to foster and guard academic integrity rests with all members of the academic community. A foundation of mutual trust is essential to the learning community. Any incidences of academic dishonesty may result in a failing grade for the work submitted and a "Record of Academic Dishonesty" filed with the M.A. Director and the provost's office. Students are asked to meet with the professor (and other affected persons, where appropriate) to examine the effects of the dishonesty on others and to develop an accountability plan.

Special Accommodations Statement:

Students with disabilities preventing them from fully demonstrating their abilities should contact the instructor personally as soon as possible to discuss any accommodations necessary to ensure full participation and facilitate equal educational opportunity. All information and documentation of the disability is confidential and will not be released without permission.

Resources on Resiliency:

Benard, B. (1993). *Turning the corner from risk to resiliency*. San Francisco: WestEd Regional Educational Laboratory.

Benson, P.L. (1997). *All kids are our kids: What communities must do to raise caring and responsible children and adolescents*. San Francisco: Jossey-Bass.

Brendtro, Larry K. and Larson, Scott J. (2006) *The Resilience Revolution*. Bloomington, IN: The Solution Tree (ISBN 1-932127-82-8)

Botvin, G.J., & Botvin, E.M. (1992). Adolescent tobacco, alcohol. And drug abuse: Prevention strategies, empirical findings, and assessment issues. *Journal of Developmental and Behavioral Pediatrics*, 12(4),

- Brooks, R., & Goldsetin, S. (2001). *Raising resilient children*. Chicago: Comtemporary Books
- Butler, K., (1997). The anatomy of resiliency. *Networker*. March/April, 22-31.
- Diener, C. & Dweck, C. (1978). An analysis of learned helplessness: Continuous changes in performance, strategy, and achievement cognitions following failure. *Journal of Personality and Social Psychology*. 36, 451-62.
- Desetta, A., & Wolin, S. (2000). *The struggle to be strong: True stories by teens*. Minneapolis, MN: Free Spirit.
- Felsman, J.K. (1989). Risk and resiliency in childhood: The lives of street children. Dugan, T & Coles, R. eds. *The Child in Our Times: Studies in the Development of Resiliency*. New York: Brunner/Mazel. 56-80.
- Goleman, D., (1995). *Emotional intelligence*. New York: Bantam Books.
- Henderson, N., Bernard, B., & Sharp-Light, N. (Eds.) (1999). *Resiliency in action: Practical ideas for overcoming risks and building strengths in youth, families & communities*. San Diego, VA Resiliency In Action.
- KIDS Consortium. (1998). *Reform, resiliency, and renewal: KIDS in action*. Lewiston, ME: KIDS Consortium
- Krovetz, M.L. (1999). *Fostering resiliency: Expecting all students to use their minds and hearts well*. Thousand Oaks, VA: Corwin.
- Milstein, M., & Henry, D.A. (2000). *Spreading resiliency: Making it happen for schools and communities*. Thousand Oaks, CA: Corwin.
- Rutter, M. (1989). Pathways from childhood to adult life. *Journal of Child Psychology and Psychiatry*, 30, 23-51.
- Schoor, L.B. (1988) *Within our reach: Breaking the cycle of disadvantage*. New York: Doubleday.
- Schoor, L.B. (1997) *Common purpose: Strengthening families and neighborhoods to rebuild America*. New York: Doubleday.
- Wallerstein, J.S. (1985) *Second chances: Men, women, and children: A decade after divorce*. New York: Ticknor and Fields.
- Werner, E.E., & Smith, R.S. (2001). *Journey from childhood to midlife: Risk, resiliency, and recovery*. New York: Cornell University Press.

Appendix A

Writing Standards – Graduate Level (Grid Version)

<u>Criteria</u>	<i>A excellent</i>	<i>B good</i>	<i>C minimal expectations</i>	<u>Comments</u>
Content (quality of the information, ideas and supporting details.)	- shows clarity of purpose - offers depth of content - applies insight and represents original thinking	- shows clarity of purpose - offers substantial information and sufficient support - represents some original thinking	- shows clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - represents little original thinking	
Structure (logical order or sequence of the writing)	- is coherent and logically developed -uses very effective transitions	-is coherent and logically developed -uses smooth transitions	-is coherent and logically (but not fully) developed -has some awkward transitions	
Rhetoric and Style (appropriate attention to audience)	- is concise, eloquent and rhetorically effective - uses varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression - uses some variation in sentence structure -may be wordy in places	- displays some originality but lacks imagination and may be stilted - uses little varied sentence structure - frequently uses jargon and clichés -uses generally clear but frequently wordy prose	
Information Literacy (locating, evaluating, and using effectively the needed information as appropriate to assignment)	- uses high-quality and reliable sources - chooses sources from many types of resources - chooses timely resources for the topic - integrates references and quotations to support ideas fully	- uses mostly high-quality and reliable sources -chooses sources from a moderate variety of types of resources -chooses resources with mostly appropriate dates - integrates references and quotations to provide some support for ideas	-uses a few poor-quality or unreliable sources -chooses sources from a few types of resources -chooses a few resources with inappropriate dates -integrates references or quotations that are loosely linked to the ideas of the paper	
Source Integrity (appropriate acknowledgment of sources used in research)	- cites sources for all quotations - cites credible paraphrases correctly - includes reference page - makes virtually no errors in documentation style	- cites sources for all quotations - usually cites credible paraphrases correctly - includes reference page - makes minimal errors in documentation style	- has sources for all quotations - has mostly credible paraphrases, sometimes cited correctly - includes reference page with several errors -makes several errors in documentation style.	
Conventions (adherence to grammar rules: usage, mechanics)	- uses well-constructed sentences - makes virtually no errors in grammar and spelling - makes accurate word choices	- almost always uses well-constructed sentences -makes minimal errors in grammar and spelling - makes accurate word choices	- usually uses well-constructed sentences - makes several errors - makes word choices that distract the reader	
The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).				<u>Grade</u>