
**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course Number: SW 360K

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Semester: Fall 2015

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SW360K EXPERIENTIAL LEADERSHIP I

COURSE DESCRIPTION

This course is the first course in a two course series offered in collaboration with the Experiential Learning and Opportunities Program (ELOP) through the Division of Recreational Sports. It brings together the combined expertise of Recreational Sports in experiential learning, outdoor leadership and therapeutic recreation with social work expertise in group work, social justice, community engagement and social change. In this first course, students will develop their knowledge of Experiential Learning Theory and Leadership Development Theory using Kolb's Experiential Learning Cycle. Students will progress through a series of classroom lectures and discussions, experiential exercises (e.g. a high and low ropes course), and civic engagement/service learning projects to facilitate the development of ELOP core competencies: social responsibility; leadership, problem solving and decision making; and group facilitation. This course provides students with the knowledge needed to progress to the second course offered in the spring semester which will involve more advanced recreational leadership skill building activities (e.g. indoor rock climbing and an overnight adventure trip), peer group facilitation and additional community service learning projects.

COURSE OBJECTIVES

Upon completion of this course, students will be able to:

1. Identify the components of experiential learning with individuals and groups.
2. Critically examine the stages of Kolb's Experiential Learning Cycle (concrete experience, reflective observation, abstract conceptualization and active experimentation) and apply this model to their own learning.
3. Describe and compare different experiential learning styles.
4. Assess stages of group development and identify significant group dynamics including, but not limited to: dimensions of group structure, roles, norms, goals, communication, conflict, competition, decision making and coleadership.
5. Identify the components of effective experiential group leadership and demonstrate beginning experiential group facilitation skills.
6. Design a positive environment for learning demonstrating knowledge of methods of building trust, developing appropriate levels of challenge, utilizing the physical environment, the creative use of play and the choice and sequencing of group activities.
7. Analyze and discuss different theories of leadership as frameworks for experiential learning.
8. Define and discuss the 4 core competencies of the ELOP program as they relate to civic engagement and social change.
9. Integrate and apply course content while participating in civic engagement/service learning projects in the community, including demonstration of cultural humility and awareness of social injustice.
10. Utilize various self reflection tools to deepen learning and foster increased awareness of personal and professional strengths as well as areas for future growth.

TEACHING METHODS

This class will be taught using a variety of methods to foster a stimulating, creative, collaborative and interactive learning community. Experiential learning and exercises to promote leadership development in relation to group process will be emphasized. The class will be organized as a skill laboratory utilizing experiential activities within a group context to provide opportunities for students to develop experiential leadership knowledge and skills. Additional teaching methods include class discussion, guest speakers, lecture and service learning activities in the community. For a meaningful experience in this class, students must actively participate, take risks, stretch their creativity and critical thinking skills, and attend class regularly.

REQUIRED READINGS

Required Texts

Martin, B., Cashel, C., Wagstaff, M. and Breunig, M. (2006). *Outdoor leadership: Theory and practice*. Champaign, IL: Human Kinetics.

Stanfield, J. (2007). *The art of experiential group facilitation: Tips and tools*. Oklahoma City, OK: Wood "N" Barnes Publishing.

Additional readings and handouts will be posted on Canvas.

COURSE REQUIREMENTS

Students will be required to complete all the assignments listed below. Detailed assignment instructions will be provided in separate assignment handouts and posted on Canvas. Weekly Written Learning Reflections and Reflection Papers are to be submitted through Canvas.

Assignment	Points	Due Date
Weekly Written Learning Reflections (5 pts. each for 14 weeks} Reflection Papers	70	Fridays
Georgetown Challenge Course	30	9/23
Service Learning #1	30	10/19 or 10/27
Service Learning #2	30	11/16 or 11/23
Group Presentation	50	11/11 or 11/18
Experiential Leadership Portfolio Participation	60 30	12/2
Total Possible Points	300	

Letter grades will be assigned as follows:

Point Total	% Equivalent	Grade
282-300 points	(94.0 and above)	A
270-281.999 points	(90.0 - 93.999)	A-
261-269.999 points	(87.0 - 89.999)	B+
252-260.999 points	(84.0 - 86.999)	B
240-251.999 points	(80.0 - 83.999)	B-
231-239.999 points	(77.0 - 79.999)	C+
222-230.999 points	(74.0 - 76.999)	C
210-221.999 points	(70.0 - 73.999)	C-
201-209.999 points	(67.0 - 69.999)	D+
192-200.999 points	(64.0 - 66.999)	D
180-191.999 points	(60.0 - 63.999)	D-
179.999 or below	(59.999 and below)	F

UNIVERSITY OF TEXAS SCHOOL OF SOCIAL WORK CLASS POLICIES

This class will operate under the guidelines of professional accountability in the classroom. The following policies will be observed:

THE UNIVERSITY OF TEXAS HONOR CODE

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The instructors expect students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the instructors require that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS

Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform their instructors. Instructors can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students can contact a service provider of their choosing, including the UT Counseling and Mental Health Center at 512-471-3515 or online at <http://www.utexas.edu/student/cmhc/>

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION

Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers. Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material that could be considered inappropriate for a

professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the web site of Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).

USE OF COURSE MATERIALS

The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the instructors may be a violation of the University Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

DOCUMENTED DISABILITY STATEMENT

Any student who requires special accommodations must obtain a letter that documents the disability from the Office of Services for Students with Disabilities within the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to their instructors at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the instructors of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

RELIGIOUS HOLIDAYS

By UT Austin policy, students must notify their instructors of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the instructors will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING

In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Students who report incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct to faculty, instructors, and/or staff who supervise students, will be provided a list of University resources. If the incident is impacting the academic environment, a report will be provided to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may be found at <https://www.utexas.edu/student-affairs/policies/title-ix>.

CLASSROOM CONFIDENTIALITY

Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

SAFETY

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify their instructors regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL)

If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office

of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform your professor in writing during the first week of class.
- In the event of an evacuation, follow the instructor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services

ADDITIONAL COURSE SPECIFIC POLICIES

ATTENDANCE AND PARTICIPATION

Attendance and participation for the full class period or service learning activity is expected for all students. Repeated late arrivals to class may be considered as an absence. Classroom exercises, discussions, guest speakers and other class experiential activities are essential for the students' learning, skill building and continued development of self awareness. This form of learning cannot be "made up" once missed. Students are to notify the instructors prior to class at the given office phone numbers or by email if they cannot attend class due to an illness or emergency. **Use of cell phones and laptops is not permitted during class.**

PAPERS

Students are expected to produce high quality work in terms of appearance, writing style and content. Points will be deducted for errors, misspellings, incorrect grammar, poor organization, repetition of information, and inferior word processing. When using information from other sources, references and bibliography should conform to the current APA style citation. Students are encouraged to consult with the Undergraduate Writing Center at <http://uwc.utexas.edu> 471-6222 for assistance with any writing assignments. Plagiarism is a serious violation of university rules and will be dealt with according to university policy.

TIME MANAGEMENT

Late assignments will be penalized 5 points per day that they are late. Contact the instructors before the assignment is due if other arrangements need to be made due to an emergency.

COURSE SCHEDULE

	Class Description	Readings
W 8/26	<p>Introduction to Experiential Learning</p> <p>Experiential Leadership</p> <p>Core Competencies and Character Traits</p> <p>Homework: VIA Character Strengths Inventory http://www.viacharacter.org/Survey/Account/Registrar</p>	<p>Course Syllabus</p> <p>Course Assignment Guidelines</p> <p>Canvas Course Site</p> <p>Note: Only readings from course texts are listed in this column. Additional readings will be included within weekly Canvas modules.</p>
W 9/2	<p>Personal Strengths and Stories</p> <p>Homework: Kolb Experiential Learning Cycle</p> <p>Preparation for Group Presentations</p>	<p>Martin et al., pp. 172-178</p> <p>Stanchfield, Intro pp. 1-9 & Ch. 1 pp. 10-33</p>
W 9/9	<p>Kolb Experiential Learning Cycle</p> <p>Group Presentations</p> <p>Introduction to Experiential Learning in Groups</p>	<p>Martin et al., Ch. 10 pp. 133-147</p> <p>Stanchfield, Ch. 2 pp. 34-45 & Ch. 3 pp. 46-69</p>
W 9/16	<p>Aspects of Effective Experiential Group Facilitation</p> <p>Preparation for ROPES Course</p>	<p>Martin et al., Ch. 8 pp. 103-118</p> <p>Stanchfield, Ch. 4 pp. 70-90 & Ch. 5 pp. 91-105</p>
S 9/19	<p>Georgetown Challenge Course</p> <p>High and Low ROPES course</p>	<p>Martin et al., Ch. 11 pp. 149-167</p>

W 9/23	Aspects of Effective Experiential Group Facilitation (Con't)	Martin et al., Ch. 9 pp. 119-131 Stanchfield, Ch. 6. pp. 106-137 & Ch. 7 pp. 138-172
W 9/30	Leadership Development	Martin et al., Ch. 4 pp. 39-51 Martin et al., Ch. 5 pp. 53-69
W 10/7	Values and Ethics	Martin et al., Ch. 6 pp. 71-85 Martin et al., Ch. 7 pp. 87-100
W 10/14	Mental Health & the Therapeutic Use of Groups Guest Speaker - Chris Brownson Associate Vice President for Student Affairs Director of the UT Counseling and mental Health Center	Canvas
M 10/19 3-8pm	Required Community Service Learning #1 The ARCH (Austin Resource Center for the Homeless) Students must participate on this date or on Tuesday, 10/27	Canvas - Service Learning #1
W 10/21	Multiculturalism, Cultural Humility and Social Justice	Canvas
T 10/27 3-8pm	Required Community Service Learning #1 The ARCH (Austin Resource Center for the Homeless) Students must participate on this date or on Monday 10/19	Canvas Service Learning #1
W 10/28	Pathways to Civic Engagement Guest Speaker – Lee Walker	Canvas

W 11/4	“A Place at the Table” Documentary about hunger in the US Utopia Theater	Canvas
M 11/9 3-8pm	Required Community Service Learning #2 Supper Club at Caritas Students must attend on this date or on Tuesday, 11/17	Canvas - Service Learning #2
W 11/11	Group presentations	Canvas
T 11/17 3-8pm	Required Community Service Learning #2 Supper Club at Caritas Students must attend on this date or on Monday, 11/9	Canvas - Service Learning #2
W 11/18	Group Presentations	Canvas
W 11/25	Happy Thanksgiving Week – No Class!	Canvas
W 12/2	Last Class – Review and Celebration	Canvas

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