

**The University of Texas at Austin
School of Social Work**

SW 360K	Instructor:	Michael Lauderdale, PhD Clara Pope Willoughby Centennial Professor
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Unique No. 60825	Office Location:	SWB 3.130J
Semester: Spring 2016	Office Phone:	(512) 471-9246
Time: M 1:00 p.m. – 4:00 p.m.	Office Hours:	9:00 –12:00 a.m. Friday
Location: School of Social Work		Web: http://www.longhornleaders.com

SW 360 – Leadership in Communities for Middle Schools

I. Course Description

This course is a structured class and field effort in collaboration with and sponsored by the Greater Austin Crime Commission, the Austin Police Department, the Austin Independent School District and Men’s and Women’s Varsity Athletics Academic Programs. The course will be open by instructor’s permission to selected upper class students that have developed specific skills and public profiles to apply these skills to work with middle school aged children (approximately 12 to 15 years old).

The course involves students working in a research class that has several goals. The goals include providing leadership in a middle school setting to assist middle school students and the school to identify leadership skills in students and promote the effective development of these skills.

Each student will provide a brief presentation on his or her personal experiences during middle school and how correct decisions around school work, school attendance, avoiding gangs and drugs and staying in school were important to gaining entrance to college. The student will speak briefly about college schedules and the challenges of work as a student athlete, meeting class expectations and participating in campus life. Each student will make two presentations during the semester at a single school each time. In addition to the student presentations the middle school students will be asked to participate in a weekly diary where they will provide the class with their experiences during the week in staying in school, achieving high grades, participating in extracurricular activities and avoiding decisions that might lessen school success. The middle school students will post their diaries on a restricted, secure web site and class students will read these diaries and provide coaching as needed. Each student will have the lead responsibility twice during the semester of reading and providing responses in writing on the web site.

If middle school students raise issues that are beyond the experience and expertise of the class members, the Instructor will work with the relevant middle school to locate appropriate assistance for the middle school student. All contacts between class members and the middle school students will be either at the middle school or via the moderated web site. Middle school students will not be provided telephone numbers, addresses or e mail addresses of the class members. This is to respect the time and privacy of the class members as well as to avoid any compromising situations.

The activities of the course will require lectures and readings in the areas of early adolescence development, group dynamics including the impact of reference groups and the peer culture, public speaking and some techniques of counseling with adolescents.

II. Course Objectives

By the end of the course the student should be:

1. Familiar with the major concepts and dynamics of development in early adolescence;
2. Familiar with the important decisions that occur during early adolescence;
4. Able to address effectively a young audience about decisions that support school success and those steps that enhance the likelihood of college admission and success;
5. Understand the fundamentals at the psychological and small group level of leadership concepts and leadership style alternatives;
5. Understand the steps in creating a personal retrospective presentation;
6. Be able to moderate a web-based discussion group and assess potential problems in interpersonal communication with young adolescents.

III. Teaching Methods

The format will be lecture and discussion with individual assessment of knowledge and skills, group problem solving exercises, and case study analyses. The class will operate as an upper level seminar with students prepared to discuss assigned material.

IV. Prerequisites

Completion of SW 311 Survey of the Criminal Justice System or SW 334 Communities and Organizations or SW360 Working With Youth Gangs

V. Required Text and Materials

Required:

Lauderdale, M. (2013) Annual Report of the Longhorn Leaders, Austin, Tx.
Lauderdale, M (2007) Brief Leadership Concepts
McWhirter, J. et al (2013) At Risk Youth, Belmont, CA: Wadsworth.

VI. Course Requirements and Grading Policies

1. Student Video Script, Selection of Performance Tape and Preparation of Presentation Video:

All students will work collaboratively on a web log chronicling the semester.

Approximate Time: 6 hours

2. Personal Script Presentation

Each student will prepare a one minute presentation focusing upon each student's own personal experiences that illustrate the tasks during adolescence and important decision that lead to college success.

Approximate Time 3 hours

3. Presentation at a Middle School Classroom

Each student will participate in two presentations at one middle schools of the tape; his/her personal story and conduct a question and answer session with the middle school students. The School Principal will ask each student at the end of your presentation to sign an agreement to work to achieve the goals that you will articulate in your presentations

Approximate Time 2 hours each time 6 hours

4. Moderating a Web-based Discussion Group.

Each student will post a weekly journal on Canvas about class progress.

Approximate Time 10 hours

5. Participation at Community Luncheon

All will be required to attend a luncheon to meet community leaders and class sponsors. Various students will be called upon for short remarks.

Approximate Time 2 hours

6. Class Paper

Each student will prepare a personal paper that details some of the critical decisions the student has made from the journey from the 7th grade to college success. It will be based upon the Personal Script that is presented to the Middle School students. Paper will illustrate some of the solutions to the developmental tasks faced and key challenges such as school success, economic problems, peer groups, important reference persons, self image, drugs, gangs, sexual activity, etc. Personal paper is due as a Microsoft Word file. Paper is due on Approximate Time 8 hours

7. Content Mastery Exams

There will be two exams focused upon key theoretical themes in the class

Class Tasks and Time Allocations

Web Preparation	6 hours		
Personal Script	3 hours		
Presentations	6 hours		
Web Journal	10 hours		
Paper	8 hours		
Total	33 hours		

Distribution of Grade Areas

Web Preparation	100 points
Personal Script	100 points
Presentations	100 points
Web Journal	100 points
Personal Paper	300 points
Exams	300 points
Total Possible Points:	1000 points

VI. Class Policies

Students must conduct themselves with the highest level of scholastic honesty and integrity. Your personal presentations are at the core of the success in this class. Middle school students will only have contact with you during your school presentations and via your moderation session on the Web site. Your personal telephone number, e mail address or home address will not be released to middle school students. AISD personnel have agreed not to ask you to sign articles or to request additional presentations or appearances.

The Publication Manual of the American Psychological Association is the style manual adopted by the School of Social Work. All papers prepared for this class should conform to the APA style. The complete manual is available at <http://www.utexas.edu/socialwork>

Specific Student Responsibilities:

1. This will be a large class with significant crowding. Assist by keeping chairs orderly and backpacks under the desks.
2. Attend class regularly. Attendance will be taken and counts toward final grade. Early departure must receive prior approval by the instructor. Repeated occurrences will result in the student being dropped from the class.
3. During class time, no telephones or computers or pagers or iPod devices or reading material other than text and notes. You will see some material that cannot be copied or photographed.
4. Hats and caps off during class. Men are not to wear chains or ear rings. Women must wear modest jewelry. Remember you will be working with 7th graders and we must reflect the dress rules of the school.

5. No food or drink during class.
6. Check class Canvas site weekly at <http://courses.utexas.edu>
7. Come prepared to class to participate. Instructor will ask questions about material including Blackboard postings and you will want to be prepared.
8. Dress appropriately. We will have frequent guest speakers that you may see in other settings and that watch what we do and who we are at the University closely. Set the correct standard. Clothes and general personal presentation are critical issues relative to some topics of this class. Guest speakers will include community leaders from many sectors and persons involved in the development of social policy and organizational leadership.

VIII. Course Schedule

Class will meet weekly at 1:00 in SWB 2.132. Presentations at School assemblies will occur on Monday afternoons in lieu of class meetings. When the Students come to campus we will meet in the Auditorium at Moncrief. The question and answer period is to help communicate to the middle school students your story and to assist the police officers in developing rapport with the middle school students. Part of the class effort is to have the officers develop more regular rapport with middle schoolers.

Date	Topics	Readings	Chap.
Monday, Jan 25	Introduction to class; objectives and teaching methods.		
Monday, Feb 1	First Leadership Assessment	McWhiter, et al Cavas Readings	Intro- duction
Monday, Feb 8	Preparing Script for Presentation and Photographs		
Monday, Feb 15	Presentation Reviews and Introductionand		1-4
Monday, Feb 22	First Kealing Visit	McWhiter, et al	5-8
Monday, Feb 29	Leadership Concepts with and First Content Mastery Exam Chapters 1-8 and Lectures		9-12
Monday, Mar 7	Kealing		13-15
Monday, Mar 14	Spring Break		
Monday, Mar 21	Kealing		16

Monday, Mar 28	Kealing
Monday, Apr 4	Kealing
Monday, Apr 11	UT Class Room
Monday, Apr 18	Kealing
Monday, May 2	Personal Paper Due and Kealing Visit

IX Internet

A significant resourced in this class is involvement with internet resources: syllabus, many assignments, discussion group, personal assessments, additional readings, Power-point presentations of lectures, selections from my research, practice examinations, etc. You will need to have your University Account validated and regularly access the class site.

Class Roster VIA Canvas

Additional Readings

These are supplementary material on a variety of topics. There will be additional handouts and specific assignments of Internet-based readings.

- Anderson, S. C. and Lauderdale, M. L. (1986). *Developing and Managing Volunteer Programs: A Guide for Social Service Agencies*, Springfield, IL.: Charles C. Thomas, Bluestone, B., and B. Harrison. (1982). *The Deindustrialization of America*. New York: Basic Books.
- Clegg, S. R. (1989). *Frameworks of Power*. Thousand Oaks, CA: Sage.
- Rothman, J. (1995). "Approaches to community intervention." In J. Rothman, J. L. Erlich, and J. E. Tropman (Eds.). *Strategies of Community Practice*, Fifth Edition. Itasca, IL: F. E. Peacock Publishers, Inc., 26-63
- Duster, T. (1987). "Crime, Youth Employment and the Underclass." *Crime and Delinquency*. 33:300-316.
- Ecklein, J. (1984). *Community Organizers*, Second Edition. New York: John Wiley & Sons.
- Eitzen, D. S., and M. B. Zinn. (1993). *In Conflict and Order*. 6th ed. Boston; Allyn and Bacon.
- Fellin, P. (1995). *The Community and the Social Worker*, Second Edition. Itasca, IL: F. E. Follett, M. P. (1924). *Creative Experience*. New York: Longmans, Green.
- Follett, M. P. (1940). *Dynamic Administration: The Collected Papers of Mary Parker Follett*. New York: Harper & Row.
- Lewin, K. (1948). *Resolving Social Conflicts: Selected Papers on Group Dynamics*. New York: Harper & Row.
- Maslow, A. (1952). *Motivation and Personality*. New York: Harper & Row.
- Moore, J.W. (1978). *Homeboys: Gangs, Drugs, and Prisons in the Barrio of Los Angeles*. Philadelphia: Temple University Press.
- Warren, R. L. (1978). *The community in America*, 3rd Edition. NY: University Press of America.

UT Specific Items

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 professor expects 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 vari-

ous 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 professor requires 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 the professor. The professor 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 may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at 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 which 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 pro-

gram 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 the 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 professor may be a violation of the University's Student 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 Services for Students with Disabilities area of 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 the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor 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 the professor 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 professor 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 the professor 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 the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’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 office.