**SYLLABUS**

**The Domino Effect**

**Drake University**

**School of Education**

**Des Moines, Iowa**

**Term:** **Instructor:** Bob Stensrud

**Course Dates:** robert.stensrud@drake.edu

**Credit Hours**: 1 credit hour

**Course Overview:** This Domino Effect course is designed to provide intervention strategies and understanding to those who work with at-risk youth. Students will hear first-hand accounts from a mental health expert about ways to support students with mental and emotional health concerns. Students will have the opportunity to hear from formerly incarcerated individuals who can testify to successful and unsuccessful interventions adults attempted to help them while they were in school.

*The Domino Effect* course helps participants identify early warning signs for at-risk students. This course allows participants to hear the voices of individuals who were previously incarcerated. Participants will build their personal empathy towards the unique situations many students at-risk are facing and develop strategies and effective inventions to support these students.

This course will be delivered online using the Blackboard Learning Management System and will be broken down into several components of study/analysis:

1. Text readings
2. Video presentations
3. Reflection on current practices related to at-risk students
4. Interaction with your peers and your instructor
5. Assignments designed to allow for direct implementation of the concepts in this course

**Course Goals:**

After completing this course, participants will be able to:

* Identify early warning signs of students who are at-risk.
* Build empathy for students who do not have support from parents or others in their sphere.
* Understand why attendance is often poor for at-risk students.
* Identify strategies to effectively communicate with at-risk students.
* Identify effective interventions to support at-risk students.

**Course Assignments:**

**Domino Effect Course Information**

Introduction: Journal Entry 5 pts.

Discussion Forum: Participant Introductions 10 pts.

**Module 1**

Assignment: Silent Epidemic Follow Up Questions 5 pts.

Module 1: Journal Entry-At-risk Indicators and Interventions 5 pts.

**Module 2**:

Discussion Forum: Help Youth at Risk for ACEs 10 pts.

Module2: Journal Entry-Donta and Jimmy’s Story 5 pts.

Module 2: Journal Entry-Previewing Reflection 5 pts.

**Module 3**

Discussion Forum: Laura, Jessica, and Caleb’s Stories 10 pts.

**Module 4**

Assignment: Intervention Plan 15 pts.

Discussion Forum: Intervention Plan Peer Feedback 10 pts.

**Evaluation Criteria:**

Assignment-specific assessment guidelines are detailed in each module in Blackboard. However, the following criteria apply for all assignments:

1. Assignments will be turned in by midnight on Sunday of the designated week. Late work will not be accepted. Exceptions in the case of emergency will be considered on a case-by-case basis when communicated to the instructor. If you know of and communicate potential due-date obstacles *in advance*, accommodations may be considered.
2. Proper grammar and spelling are expected on each assignment, including blog and journal posts, and will be taken into consideration when grading submissions.
3. It is expected that all required readings and components of each module will be completed. The instructor may hold students accountable for information included in any portion of each module, whether there is an assessment for that information or not.

**Points and Letter Grades:**

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| --- | --- | --- |
| **90-100 %** | **72 – 80 points** | **A** |
| **80-89 %** | **64 – 71 points** | **B** |
| **70-79 %** | **56 – 63 points** | **C** |
| **60-69 %** | **48 – 55 points** | **D** |
| **Below 60 %** | **0 – 47 points** | **F** |

**Statement of Plagiarism:** Academic dishonesty results in failure of this course. Consult the Drake Catalog (p. 26-28) for policies regarding plagiarism, academic dishonesty, and the severity of resulting consequences. Give credit where credit is due. Use the APA Publication Manual to cite references when needed. Not crediting ideas or words of others is unacceptable scholarship as is submitting work that was done for a previous course or that is not your own origin in design or completion. Submit original assignments. Do not submit work for this course that you have done for other courses.

**Accommodations Clause:**

If you have a disability and will require academic accommodations in this course, please contact your instructor at the beginning of the course or prior to the first official day class. Accommodations are coordinated by Michelle Laughlin. Jean Hansen may assist as well. Their contact information is listed below:

Michelle Laughlin

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