



**Graduate School of Education
Department of Counselor Education**

COUN 445/545: Youth At-Risk

Summer 2014

Instructor: Catherine Nyhan, MA, LPC, Licensed School Counselor	Course CRN: 80343
Term: Summer 2014	Credits: 3 credits
Office hours: before and after class	XSB205
[503-957-1222]	9:15am- 12:30pm
Catherine.nyhan@gmail.com	

Course Catalog Description





This course is designed to provide participants with an overview of research and information on trends related to counseling and teaching youth at risk. Emphasis will be placed on identifying youth at risk for depression, suicide, eating disorders, pregnancy, AIDS, substance abuse, homelessness, gang membership and several other at risk behaviors. Ideas for primary, secondary and tertiary prevention from individual, family, school and community perspectives will also be presented. Resiliency and protective factors will be a key focus of this course. Additionally, development of crisis response plans for school campuses will be covered. This course will be presented in a varied format structured to include lecture/discussion, audio-visual presentations, participant self-evaluation of their own at-risk behaviors, role-plays and small group discussion and projects.

Disability Access Information

It is the University's goal that learning experiences be as accessible as possible. If you require accommodations (e.g. special seating, interpreter, note-taker, etc.), please inform me immediately. Students with disabilities should register with the PSU Disability Resource Center (503-725-4150) to document their need for accommodations and obtain support services. I will work with you to arrange the supports you need in this class.

Graduate School of Education Conceptual Framework

Vision - Preparing professionals to lead life-long learning and development within our diverse communities.

 <p>Diversity and inclusiveness—Advocacy for fairness and respect Candidates work effectively with diverse populations (1.1) Candidates promote inclusive and therapeutic environments (1.2)</p>	 <p>Research-based practices and professional standards—Professionalism Candidates critically analyze and implement research-based practices (2.1) Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)</p>	 <p>Impact on learning and development—Commitment to learning Candidates ensure that all learners and clients succeed (3.1) Candidates use technology to enhance learning and development (3.2) Candidates influence policy and provide leadership for organizations (3.3)</p>	 <p>Evidence-informed decision making—Reflection Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)</p>
--	--	---	--

Content Areas

This course is meant to meet TSPC requirements for school counselors to be trained in working with at risk youth. It is also a comprehensive course for anyone interested in the trends affecting teens today. Crisis and psychological first aid are covered.

CACREP Professional Standards, Common Standards

PROFESSIONAL ORIENTATION AND ETHICS

c. Counselors’ roles and responsibilities as members of an interdisciplinary emergency management/response team during a local, regional, or national crisis, disaster or other trauma-causing event;

HUMAN GROWTH AND DEVELOPMENT

c. Effects of Crises, disasters, and other trauma-causing events on persons of all ages;

HELPING RELATIONSHIPS

g. Crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

CACREP Professional Standards, SCH Standards

FOUNDATIONS

Knowledge

- 6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
- 7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.

COUNSELING PREVENTION AND INTERVENTION

Knowledge

- 1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.

3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.
4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.
6. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.

DIVERSITY AND ADVOCACY

Knowledge

2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.
3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.
4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

ASSESSMENT

Knowledge

1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.
2. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.
3. Identifies various forms of needs assessments for academic, career, and personal/social development.

COLLABORATION AND CONSULTATION

Knowledge

7. Knows school and community collaboration models for crisis/disaster preparedness and response.

Professional Standards

TSPC 2013 Standards

584-018-0305

School Counselors will:

1. Know strategies for helping students identify strengths and cope with environmental and developmental problems
2. Understand the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.
3. Understand counselor roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event
4. Understand the effects of crises, disasters, and other trauma-causing events on persons of all ages
5. Understand crisis intervention and suicide prevention models, including the use of psychological first aid strategies.
6. Designs and implements prevention and intervention plans related to the effects of:

- Atypical growth and development, health and wellness, language, ability level, multicultural issues, and factors of resiliency on student learning and development
7. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to each diverse individual, group, and classroom
 8. Demonstrates the ability to use procedures for assessing and managing suicide risk
 9. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and multicultural excellence in terms of student learning;
 10. Identifies community, environmental, and institutional opportunities that enhance, as well as barriers that impede, the academic, career, and personal and social development of students;
 11. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families
 12. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.
 13. Understands the influence of multiple factors such as: Abuse, violence, eating disorders, attention deficit hyperactivity disorder, and childhood depression; that may affect the personal, social, and academic functioning of students
 14. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs
 15. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities
 16. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration;
 17. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community;
 18. Knows school and community collaboration models for crisis or disaster preparedness and response.
 19. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development;
 20. Uses peer helping strategies in the school counseling program; and
 21. Uses referral procedures with helping agents in the community such as: mental health centers, businesses, and service groups; to secure assistance for students and their families.

Knowledge and Skill Outcomes, Standards, and Assessments

Knowledge and Skill Outcomes	GSE Conceptual Framework	Professional Standard or Program Outcomes	Assessment
Understand research behind risk and resilience in children.	2.1	13,14,15	Class Text Research Article on a topic affecting youth at risk using 10 references.

Understand the impact of generational poverty on attitudes towards school and learning and how to make an impact on that.	1.1	13,14,15	Participation in a poverty workshop and in the resource exploration experience.
Understand how to document and help the homeless.	1.2	1,6	Class Attendance and use of Title x paperwork.
Understand how to respond to and facilitate a crisis and perform mental health first aid.	4.1	2,3,4	Participation in class lecture and classroom activity.
Understand the effect that culture and health have on learning.	3.1	15,20	Reflection papers on daily speakers.
Understand interventions for adolescents that self harm.	4.1	8,12	Participation in classroom activity and lecture.

Methods of Instruction

Instruction for this course will be through lecture, participation, speaking panels, reflection, research and activities.

Required Texts

Capuzzi, D. & Gross, D. (2008). *Youth at Risk: A prevention resource for counselors, teachers and parents* (5th ed). Alexandria, VA: American Counseling Association.

Optional Reading

McWhirter, J.J., McWhirter, B.T., McWhirter, A.M., & McWhirter, E.H. (2007). *At-risk youth: A comprehensive response for counselors, teachers, psychologists, and human services professionals* (4th ed.). Belmont, CA: Thomson, Brooks/Cole.

Henderson, N., Milstein, M.M. (2003). *Resiliency in schools: Making it happen for students and educators* (Updated edition). Thousand Oaks, CA: Corwin Press.

Course Schedule

Wk.	Date	Topics	Readings and Assignments Due
-----	------	--------	------------------------------

1	6/24/14	Who is at Risk?	All Readings are due for the next class day. Read Chapters 1 and 2 Create 1 page reflection paper due at next class
2	6/26/14	Poverty	Read Chapter 3 & chapter on gangs by Dr. Lisa Aasheim Resiliency Paper due by next class #3 Create 1 page reflection paper due at next class
3	7/1/14	Gangs/ conflict resolution	Come to the next class with your paper topic for instructor approval Pick the 2-3 places you want to go for the resource exploration experience. Read Chapter 4 and 5 for next class Create 1 page reflection paper due at next class
4	7/3/14	Child Abuse	Make sure your paper topic is confirmed with the teacher by the end of class. Pick chapters this week related to your paper to read Create 1 page reflection paper due at next class
5	7/8/14	Sex Trafficking	Resource Exploration Experience is due Read Chapter 15 for next class Create 1 page reflection paper due at next class
6	7/10/14	Substance Abuse	Create 1 page reflection paper due at next class Read Chapter 11 and 13 for next class
7	7/15/14	GLBT issues	Create 1 page reflection paper due at next class Read Chapter 7 and 10 for next class
8	7/17/14	Suicide/Crisis	Create 1 page reflection paper due at next class Final Paper is due today. Course evaluation

Assignments

1. Attendance & Participation: Students are expected to attend all classes and to participate actively. A great deal of our class time will be conducted as a professional dialogue and through activities. Experts in our field will engage us, and we will engage each other. Your participation and positive contribution are valued and important to the success of the class. Due to the nature of the summer schedule, missing class time will affect your grade. Each class you will be required to turn in a one page, single spaced reflection due at the next class period. **40 points are given for attendance and participation- if you are late or miss class, you will lose points and your grade will be affected. It is not possible to pass this class (without special permission) if you miss a day because it is only 8 days long.**

2. Personal risk/prevention/resilience factors reflection: A 4 page double spaced reflection paper will be due on the third day of class. Carefully review the first three chapters of this book, your classroom notes/ PowerPoint and discussion. Citing these resources, combined with your personal experience- please reflect and write about the earliest risk and resilience factors in your life, and throughout your life up until this moment. Write about the main protective factors that got you to where you are today. Be sure to discuss your resilience. (445 level students will write a 3 page paper)

3. Resource Exploration Experience: Students will pair up in groups of two or more to explore local resources most important/ interesting to you as a professional. You will be asked to visit two to three agencies that you see yourself using in your career. You will be asked to go to those agencies, fill out an assessment of them and to discuss your specific clientele with agency personnel. More information will be provided in class about this experience, but each student will have the opportunity to experience two to three of the agencies first hand, collect information from the agency and return to class for reflection and discussion. Please note that if one of your resources falls through, that is the purpose of having a third space in mind. **The forms for this paper will be due by the fifth day of class. (445 level students should collect 1 to 2 resources)**

4. Youth at Risk/Resilience research paper: Each student will type a 10 page paper (not including Cover and Reference page) based on an “at-risk” population or a prevention program/protective system that you would like to learn more about. The paper needs to be APA style with 8 current references beginning in 2000. Please confirm topic and format with professor prior to the last day of class. It is REALLY important that you pick a very specific topic due to the nature of the small size of the paper. The final paper will be due on the last day of class. If you would like written feedback on it, please provide a self-addressed envelope. You may not email this paper to me. (445 students will type an 7 page paper with 5 references).

Grading

EVALUATION AND GRADES:

Participation (includes a portion of class)	40 points (5 points per day)	A 90-100
Personal Risk factor reflection:	15 points	B 80-89
Resource Exploration Experience:	20 points	C 70-79
Final Paper	25 points	D 60-69
Total:	100 points	

Differentiation of assignments between course #445/545 are listed with each assignment.

Course and University Policies

Late Assignments	Late assignments will be accepted with 5 points marked down for each day they are late.
Attendance and Tardiness	This is an 8 day course and attendance is mandatory to each day of class. There are a number of speakers each day from our community speaking on important topics for this reason tardiness will be marked down 5 points.

<p>Classroom Demeanor and Courtesy</p>	<p>Many students in the Graduate School of Education (GSE) are preparing to work as professionals who work with children, clients, and/or adult learners. They must develop and demonstrate competence consistent with the expectations of their professions. Students may not share the same opinions on different topics in this class, and it is important that we remember to respect the opinions and ideas of others. We expect all students to show respect and courtesy for all members of this class at all times.</p>
<p>Incomplete</p>	<p>A student may be assigned an Incomplete (I) grade by an instructor when all of the following four criteria apply:</p> <ol style="list-style-type: none"> 1. Quality of work in the course up to that point is C level or above. 2. Essential work remains to be done. "Essential" means that a grade for the course could not be assigned without dropping one or more grade points below the level achievable upon completion of the work. 3. Reasons for assigning an Incomplete must be acceptable to the instructor. The student does not have the right to demand an Incomplete. The circumstances must be unforeseen or be beyond the control of the student. An instructor is entitled to insist on appropriate medical or other documentation. In no case is an "Incomplete" grade given to enable a student to do additional work in order to raise a deficient grade. 4. A written agreement, signed by both the student and the instructor, should include a statement of the remaining work to be done to remove the Incomplete grade, and the date, not to exceed one year from the end of the term of enrollment for the course, by which work must be completed in order to earn credit toward the degree. The instructor may specify the highest grade which may be awarded upon completion; the grade awarded should not exceed the level of achievement attained during the regular course period. <p>http://www.pdx.edu/ogs/incomplete-grades</p>
<p>Academic Integrity</p>	<p>The following constitutes conduct as proscribed by Portland State University for which a student or student organization or group is subject to disciplinary action:</p> <ol style="list-style-type: none"> (1) Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, including the University's public service functions or other authorized activities on University-owned or -controlled property, or any other location where teaching, research, administration, disciplinary procedures or other University activities take place. (2) All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, (b) the buying and selling of course assignments and research papers, (c) performing academic assignments (including tests and examinations) for other persons, (d) unauthorized disclosure and receipt of academic information and (e) falsification of

	<p>research data.</p> <p>PSU Student Conduct Code # 577-031-0136</p>
Returning student work	<p>Due to FERPA guidelines, student work must be directly returned to each student (either face to face or via electronic or “snail” mail). If students want a hard copy of their work returned, they should provide a stamped, self-addressed envelope large enough to hold the assignments to be returned.</p>
Student Health Insurance	<p>PSU provides students taking 5 or more inload, non self-support credits per term (1 credit for international students) with the mandatory PSU/Aetna Student Health Insurance Plan.</p> <p>See http://www.pdx.edu/shac/insuranceplan for more information.</p> <p>Students may waive the insurance but must provide proof of enrollment in a comparable insurance policy offered through another company. Students only need to waive out once per academic year.</p> <p>All eligible students will be charged for insurance unless they waive out by the waiver application deadline, the second Sunday of each term.</p> <p>See http://www.pdx.edu/shac/insurancewaiver for specific information and directions about waiving the health insurance, and a link to the online waiver application.</p> <p>Contact insurancehelp@pdx.edu for more information.</p>
22. Safe Campus Module	<p>Portland State University desires to create a safe campus for our students. As part of that mission, PSU requires all students to take the learning module entitled <i>Creating a Safe Campus: Preventing Gender Discrimination, Sexual Harassment, Sexual Misconduct and Sexual Assault</i>. See http://www.pdx.edu/sexual-assault/safe-campus-module</p>
LGBTQ Resolution Statement	<p>As part of its commitment to social justice and human dignity, the Curriculum and Instruction Department demonstrates LGBTQ advocacy through inclusive policies and practices that are both intentionally proactive and strategically responsive.</p>
Counselor Ed Policy Statement	<p>Department Policy Statement: The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student in Counselor Education.</p> <p>Students are expected to attend all class meetings; however, one absence is not considered excessive. Students whose beliefs, religious practices, or lifestyles may conflict with class attendance from time to time should discuss such issues with the course instructor at the beginning of the term. If possible, arrangements should be made to make up missed attendance-related assignments and experiences. It is</p>

up to the student and instructor to negotiate a satisfactory solution with respect to absences.

Students and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.

The Counselor Education program seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).

All students in the program must demonstrate behavior that is consistent with the Ethical Standards put forth in 2005 by the American Counseling Association:

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

Failure to do so can result in termination from the program.