

**PORTLAND STATE UNIVERSITY
GRADUATE SCHOOL OF EDUCATION**

Preparing professionals to meet our diverse community's life-long educational needs

Vision - Preparing professionals to meet our diverse communities' lifelong educational needs			
 Diversity and inclusiveness Candidates work effectively with diverse populations (1.1) Candidates promote inclusive and therapeutic environments (1.2)	 Research-based practices and professional standards Candidates critically analyze and implement research-based practices (2.1) Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)	 Impact on learning and development 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)	 Evidence-informed decision making Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)

COUN 445/545: Youth At-Risk

Instructor: Catherine Nyhan, MA, LPC, Licensed School Counselor

Term: Summer 2012

Phone: (503) 957-1222

Location: TBA

Time: Tues/Thur 7/24-8/2

9:15am-3:45pm

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by appt.

Office hrs: avail before/after class or

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.

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

<http://www.counseling.org/resources/ethics.htm>

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

Demonstrating effective ethical and professional conduct is extremely important and will be monitored and reviewed by the faculty throughout your time in the program in order to assess your development as a

professional counselor. Formal occasions for feedback in this regard occur following First Year Student Reviews (May of each year) and during Practicum and Internship. Concerns and deficiencies will be brought to your attention and used by faculty in assessing your overall academic/ professional progress in the Department. Deficiencies which are not corrected will be cause for disciplinary action which may include termination from the Department.

If you require special accommodations, due to a disability, during the duration of the course (such as note takers, interpreters) or the final exams week (such as extra time, use of a computer) please notify the instructor at your earliest convenience. The instructor will coordinate with you and the Disability Resource Center to facilitate getting any needed supports

COURSE DESCRIPTION

This course is designed to provide participants with an overview of research and information 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.

COURSE OBJECTIVES

- 1) To provide general information and definitions of youth at risk.
- 2) To provide insight into causal factors leading to at-risk behaviors.
- 3) To understand the role of protective factors and building resilient communities.
- 4) To encourage self-evaluation and examine at-risk behaviors.
- 5) To identify and teach prevention techniques, strategies, programs for counselors working with diverse populations.
- 6) To utilize the skills in our community of learners, teaching about resources, best practices, and what works in varied communities.

REQUIRED TEXTBOOKS

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.

TSPC practices and competencies addressed in this course

School counselors are expected to:

- Develop and implement plans, which promote social and emotional development/growth.
- Establish programs appropriate for group, individual, and family counseling.
- Demonstrate interpersonal skills, working with others and communicating with community members.
- Collaborate with social service agencies providing services to students and families.
- Assist with curriculum coordination as it relates to guidance activities.

- Support and develop plans, which respect difference and promote communication among diverse groups.
- Assist staff to understand the needs of all students.
- Collaborate with colleagues, staff, parents, and the public to enhance the student’s performance.
- Understand student assessment as it relates to academic, career counseling, and personal/social development.

ADDITIONAL READING

*Additional readings may be assigned.

COURSE REQUIREMENTS & EVALUATION CRITERIA:

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. **20 points are given for attendance and participation- if you are late or miss class, you will lose points and your grade will be affected.**

2. Personal risk/prevention/resilience factors reflection: A 4 page reflection paper will be due on the second 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.

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. **The forms for this paper will be due by the third day of class.**

4. Youth at Risk/Resilience research paper: Each student will type a 10 page paper 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 7-10 current references. Please confirm topic and format with professor prior to the last day of class. The final paper will be due by 9pm, Sunday August 5th. This paper should include information on an at-risk population of interest, and include suggested prevention programs, guidance lessons, or proposed staff trainings involved in working with this population. **More information will be provided in class.**

EVALUATION AND GRADES:

		Grading:
Participation (includes a portion of class)	40points (10 points per day)	A 90-100
Personal Risk factor reflection:	15points	B 80-89
Resource Exploration Experience:	20point	C 70-79
Final Paper	25points	D 60-69
Total:	100 points	

*There is no differentiation of assignments between Course #445/545