
CHICAGO STATE UNIVERSITY

I. Course: Issues In Urban Youth Treatment 5740 Credit Hours**II. Professor:** Dr. A. DeCarlo • Telephone: Ext. 2118 • e-mail: (adecarlo@csu.edu)**Prerequisites:** Psych 141 & English, Math and Reading qualifying examinations.**Office Hours:** 2:00 – 4:30pm MWF, or by Appointment**III. Attendance Policy:**

Attendance is mandatory. The structure of this course and its importance in your development as a future counselor necessitates that you attend regularly. We cover a considerable amount of information during each session. Points may be deducted from your final grade if you are absent, tardy or leave class early therefore it is important that you inform the instructor if you must miss class. University policy will be followed for attendance problems. More than two absences will result in a letter grade reduction and possibly administrative withdrawal from the course per CSU attendance guidelines. More than 3 tardy occasions beyond 20 minutes will result in one letter grade reduction.

IV. ADA Policy:

The College of Arts and Sciences and the Department of Psychology are strongly committed to taking all reasonable steps to ensure that our students are able to work to their fullest potential. The Abilities Office provides services for all students in attendance at Chicago State University with verified disabilities. Please direct all requests for accommodations due to a disability to the Abilities Office (773) 995-4401. The Office is located in the Student Union Building, Room 198.

V. Course Prerequisite: (from catalog) PSYC 5600/406 or 5611/411 or concurrent enrollment. Admission into the master's degree program.**VI. Conceptual Framework:**

All activities in the College of Education are guided by the belief that we Prepare All Candidates To Succeed, which translates into the PACTS acronym. The PACTS acronym also represents the strands for the College of Education's

Conceptual Framework:

- P – Professionalism
- A – Assessment
- C – Content
- T – Technology
- S – Standards

Department Mission

The mission of the Counseling Graduate Program is to produce highly qualified graduates equipped to serve the complex counseling needs in the urban setting with specific emphasis on addressing the needs of urban youth and their families. This mission is generated from the belief that counselors equipped to deal with the more difficult problems in large cities will also be effective in other, less challenging settings.

VII. Course Description: From Catalog**VIII. Method of Instruction:**

The method of instruction includes “socratic” teaching, which involves teaching by questioning more so than by telling as well as group discussion, lecture, analysis of readings, construction in a research proposal and class presentations. Therefore the teaching technique is highly interactional between the student and the professor as well as among the classmates. Moreover, a deep emphasis is placed on the use of a culturally sensitive pedagogy relative to all subject matter. Electronic technology including internet, powerpoint, web-based assignments are used frequently. Each student is expected to come prepared to lead the discussion each class session. Individual consultation with each graduate student is ongoing a throughout the semester.

This is a graduate seminar focusing on the contemporary issues that are relevant for adolescents who live in urban environments. We will examine the nuances of cognitive and behavioral output that develops as a consequence for adolescents who live under constant threat of violence, neglect, and abuse. We will also explore the practicality and constraints offered by theories and empirical evidence in developmental psychopathology, social work, psychiatry, and related fields. This is an

advanced course thus the reading requirements will be extensive. Finally, we will visit a juvenile court hearing and adolescent psychiatric ward. Brief discussions will be held with juvenile court personnel as well as Ph.D., and M.D. level clinicians.

Use of Technology:

Students are expected to be able to use a computer, access the internet, send and retrieve email, turn in assignments via blackboard (the CSU online learning system located at www.csu.edu), open attachments, and conduct a library search online. The CSU blackboard will be used to make announcements, post lecture notes, course documents, videos, and assignments. Email will be used to send messages to the class and to individual students. As such, it is your responsibility to ensure that you have access to blackboard and your email account as messages will be sent to the account on file with the university. In the event that you have problems with accessing either blackboard or your email account, contact Academic Computing as soon as possible. If you do not utilize your university email account, Academic Computing can assist you in having your messages forwarded to the address of your preference.

IX. Program Objectives met in this Course (*italicized*):

1. Students will demonstrate knowledge in the relationship between human growth and development and counseling.
2. Students will demonstrate knowledge in assessment, research, and evaluation.
3. Students will understand the dynamics of the helping relationship and be able to apply this understanding in counseling and group guidance.
4. Students will understand educational and career planning and be able to apply this understanding effectively including in settings with the complex challenges of urban youth, families and communities.
5. Students will demonstrate a professional orientation and knowledge of professional and ethical issues.
- 6. *Students will understand how to assess a client, including urban youth, as well as develop and implement an appropriate plan of intervention to use in effectively working with the client.***
7. Students will demonstrate knowledge of social and cultural issues relevant to counseling and be able to apply this knowledge in counseling settings.
8. Students will be prepared for employment as a counselor.
9. Students will demonstrate a high level of knowledge in clinical mental health counseling or school guidance and counseling.

X. Course Objectives and Assessments/Student Outcome Measures

	Course Objectives	Measures of Objectives	Standards CACREP = Council for Accreditation of Counseling and Related Educational Programs
1	Educate students about pertinent issues affecting urban adolescents including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect normal and abnormal behavior	comprehensive discussions, student presentations, written papers	CACREP = 3f
2	Increase awareness of the impact of these various issues in the counseling including the counselor's roles in developing cultural self-awareness, promoting cultural social justice, advocacy, and conflict resolution, as well as eliminating biases, prejudices, and processes of intentional and nonintentional oppression and discrimination	comprehensive discussions, student presentations, written papers	CACREP = 2d, 2e
3	Refine and develop individual, couple, family, group, and community strategies necessary to effectively	comprehensive discussions, student presentations, written papers	CACREP = 2d

	work with and advocate for urban youth and families		
4	Understand theories and models of individual, cultural, couple, family, and community resilience as well as theories for facilitating optimal development and wellness over the lifespan	comprehensive discussions, student presentations, written papers	CACREP = 3d, 3h
5	Review individual, and family developmental theory and transitions across the life span as it relates to counseling urban youth	comprehensive discussions, student presentations, written papers	CACREP = 3a
6	Develop effective prevention, intervention, consultation, education, treatment strategies that incorporate contemporary issues for urban adolescents and promote mental health in a multicultural society	comprehensive discussions, student presentations, written papers	CMH = C1
7	Refine your critical thinking skills and apply multicultural competencies when considering all aspects (case conceptualization, diagnosis, treatment, referral, and prevention) treatment with urban youth	comprehensive discussions, student presentations, written papers	CMH = D2
8	Understand crisis intervention as well as the effects of and the counselor's roles and responsibilities surrounding crises, disasters, and other trauma-causing events	comprehensive discussions, student presentations, written papers	CACREP = 1c, 3c CMH = C6
9	Identify the advocacy processes to address institutional and social barriers to client access, equity, and success in a multicultural society	comprehensive discussions, student presentations, written papers	CACREP = 1i CMH = E1
10	Know the multicultural and pluralistic trends, characteristics, and concerns of diverse groups nationally and internationally, including internalized oppression, institutional racism as well as political climate regarding immigration, poverty, and welfare		CACREP = 2a CMH = E6
11	Understand attitudes, beliefs, and acculturative experiences of self and culturally diverse clients		CACREP = 2b
12	Know how the theories of multicultural counseling, identity development and social justice apply in the urban setting		CACREP = 2c
13	Understand the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of learning and mental health		SC = E1

Professional Standard Sets

National Council for Accreditation of Teacher Education (NCATE) <<http://www.ncate.org>>

Illinois State Board of Education Content Area Standards <<http://www.isbe.state.il.us/profprep/standards.htm>>

Council for Accreditation for Counseling and Related Educational Programs (CACREP) <<http://www.cacrep.org>>

XI. Grading Policy

A = 90 - 100%
B = 80 - 89%
C = 70 - 79%
D = 60 - 69%
F = Below 60%

Evaluation Criteria:

Chapter Reviews = 80 points Presentation = 20 points

THE CHAPTER REVIEWS

Each of the week you will write a 2-3-page paper about each chapter addressing the following issues. You may add any additional categories you feel are important. Each review paper is worth 10 points for a total of 80. You will also lose 15 points for each paper that you fail to submit. No late papers accepted without advanced notice and approval by the professor (examples of excuses for late papers that might be approved; death, you are caught in a natural disaster such as hurricane Katrina or 911, life threatening illness, you suddenly become a billionaire and temporarily lose control of your thoughts .

- a) How are the current literatures and research useful?
- b) What would you like to see added to this body of knowledge?
- c) How is this addition useful?

THE PRESENTATION

Each student will be required to conduct a **PRESENTATION** on one of the topics in the course outline. There is a 20-minute limitation on the time you may actually speak. You may be allotted additional time if pre-approved by the professor. You are allowed as much time as necessary to discuss issues around talk in **Q & A** session after your talk. You are to choose an evidence-based practice prevention, early intervention, or treatment program for urban youth and/or their families and describe need and target focus of the program as well as evidence of its effectiveness

Scoring Guide for Presentation

This form was used to evaluate your presentation. This evaluation is not a reflection of your complete capability or personal attributes rather it is a snap shot of some of the skills used on this particular occasion.

PRESENTATION	1 point each max.
1. Eye contact	
2. Voice Projection	
3. Use of the English language	
4. Articulation	
5. Posture.	
6. Appropriate vocabulary	
7. Accurate information.	
8. Information is easy to understand	
9. Information relates to topic	
10. Effort	
VISUAL OR EXTRA MATERIALS	
1. Information is easy to understand	
2. Information relates to the oral report	
3. Information is current	
4. Enough information	
5. Neatness	
6. Spelling	
7. Artistic effort	
8. Research effort	
9. Appropriate terminology	
10. Comfortable with equipment	
QUESTION-ANSWER	
1. Confidence in knowledge of topic	
2. Ability to answer reasonable questions	
3. Admits limits of knowledge	
4. Ability to infer or hypothesize an answer from available information	
5. Answers are accurate	

Comments

XII. Required Texts:

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 Service Professionals, 4th Edition*. Pacific Grove, CA: Brooks/Cole Publishing.

Supplementary Texts:

Vargas, L.A. & Koss-Chioino, J.D. (1992). *Working with Culture: Psychotherapeutic interventions with ethnic minority children and adolescents*. San Fransisco, CA: Jossey-Bass.

XIII. Required reading: Selected readings from articles made available by the instructor

XIV. Bibliography:

Aponte, J.F. & Wohl, J. (2000). *Psychological intervention and Cultural Diversity*. Boston, MA; Allyn and Bacon.

American Psychological Association. (2009). *Publication Manual for the American Psychological Association*, 6th Ed. DC: APA Press.

Barlow, D. H. (2008). *Clinical handbook of psychological disorders: A step-by-step treatment manual (4th Ed.)*. New York: Guilford Press.

Bicknell-Hentges, L. & Lynch, J. (2006). Educational interventions for Post Traumatic Stress Disorder (PTSD) in urban students: Differentiating Attention Deficit Disorder (ADD) and other disorders from PTSD. *Illinois Schools Journal*, 85 (1), 35-52.

Bicknell-Hentges, L. (2004). Teach me your world: Lessons in culture from a family in crisis. In LeCroy, C. & Daley, J. (Eds), *Child and adolescent case studies*. Brooks-Cole/Wadsworth.

Bicknell-Hentges, L. & Lynch, J. (2004). Helping families with Reunification: Returning a child to a less than perfect family. In LeCroy, C. & Daley, J. (Eds.) *Child and adolescent case studies*. Pacific Grove, California: Brooks-Cole/Wadsworth Publishing.

Bowers, J., Hatch, T. (2009). *The ASCA national model: A framework for school counseling programs, 2nd Edition*. ASCA.

Canino, I. A. & Spurlock, J. (1994). *Culturally diverse children and adolescents: Assessment, diagnosis, and treatment*. New York: Guilford.

Corey, G. & Corey, M. (2003). *6TH Edition. Issues and Ethics in the Helping Professions*.

Gazda, G. M. et al. (1984). *Human relations development: A manual for educators*. Boston: Allyn and Bacon, Inc.

Kazdin, A. E. & Weisz, J. R. (2003). *Evidence-based psychotherapies for children and adolescents*. New York: Guilford Press.

Landreth, G.L. (2002). *Play therapy: The art of the relationship (2nd Ed.)*. New York: Brunner Routledge.

Lawson, D. M. (2009). Understanding and treating children who experience interpersonal maltreatment: Empirical findings. *Journal of Counseling and Development*, 87, (2), 204 – 215.

MacCluskie, K.C. & Ingersoll, R. E. (2000). *Becoming a 21st century counselor: personal and professional explorations*. Pacific Grove, CA: Brooks/Cole.

Patterson, A., Alcala, A., McCahill, M., & Edwards, T. (2006). *The therapist's guide to psychopharmacology: Working with patients, families and physicians to optimize care*. New York: Guilford.

Pearce, J. W., & Pezzot-Pearce, T. D. (2007). *Psychotherapy of abused and neglected children*. New York: Guilford.

Poussaint, A. & Alexander, A. (2000). *Lay My Burden Down: Unraveling Suicide and the Mental Health Crisis among African-Americans*. Boston: Beacon Press.

Roberts, A. R., & Yeager, K. R. (Eds.). (2004). *Evidence-based practice manual: Research and outcome measures in health and human services*. New York: Oxford Press.

Robinson, T.L. & Howard-Hamilton, M.F. (2000). *The convergence of race, ethnicity and gender: Multiple identities in counseling*. Upper Saddle River, N.J: Prentice-Hall.

Somner, C. A. (2008). Vicarious traumatization, trauma-sensitive supervision, and counselor preparation. *Counselor Education and Supervision*, 48, (1), 61 – 71.

Stout, C. E., & Hayes, R.A. (Eds). (2005). *The evidence-based practice methods, models, and tools for mental health professionals*. Hoboken, NJ: Wiley.

Trolley, B.C., Mars, H.S. (2009). *A school counselor's guide to special education*. Corwin Press.

Weisz, J.R. (2004). *Psychotherapy for children and adolescents: Evidenced-based treatments and case examples*. Cambridge, UK: Cambridge University Press.

XV. Course Calendar

The Course Outline Calendar For Weekly Readings

DATE	TOPIC	READING
Week 3	PART ONE: At-Risk Children and Youth The Ecology of Problems 1. An Introduction to At-Risk Issues 2. Environmental/Societal Factors That Contribute to Risk 3. Legal and Ethical Issues	Chapter 1 Chapter 2 Chapter 3
Week 4	PART TWO: Families, Schools, and Skills 1. Family Problems of At Risk Youth Children and Youth	Chapter 4

	2. School Issues That Relate To At-Risk Children and Youth	Chapter 5
Week 5	1. Individual Characteristics of High-Risk and Low-Risk Children and Youth PART THREE: At-Risk Categories 2. School Dropouts	Chapter 6 Chapter 7
Week 6	1. Substance Use and Addiction 2. Teenage Pregnancy and Risky Sexual Behavior	Chapter 8 Chapter 9
Week 7	1. Antisocial Behavior, Delinquency, and Youth Gangs 2. Youth Suicide	Chapter 10 Chapter 11
Week 8	PART FOUR: Prevention/intervention/treatment Frameworks 1. A Prevention/Early Intervention/Treatment Framework and Environmental Considerations	Chapter 12
Week 9	1. Core Component of Programs for Prevention and Early Intervention 2. Peer interventions	Chapter 13 Chapter 14
Week 10	1. Family Interventions	Chapter 15
Week 11	1. Reading TBA 2. Presentation	HANDOUT ARTICLES
Week 12	1. Reading TBA 2. Presentation	HANDOUT ARTICLES
Week 13	1. Reading TBA 2. Presentation	HANDOUT ARTICLES
Week 14	1. Reading TBA 2. Presentation	HANDOUT ARTICLES
Week 15	1. Reading TBA 2. Presentation	HANDOUT ARTICLES

Educational Policies: Classroom expectations and procedures will be governed by the policies of Chicago State University

UNATTENDED CHILDREN

Unattended children are not allowed in the Harold Washington Hall and other campus buildings. Please consider leaving your child at the CSU Child Care Center (x2556) where they will be safe while you are in class.

ETHICS STATEMENT

Students are expected to follow the Academic Honesty Policy established by the University. Academic honesty is crucial. Violations for plagiarism and/or dishonesty can result in penalties ranging from receiving a failing grade on the assignment to expulsion. Students are encouraged and expected, with assistance of faculty, to conduct themselves in conformance with the highest standards in regard to academic honesty. Students are expected to follow the Academic Honesty Policy established by the University. Academic honesty is crucial. Violations for plagiarism and/or dishonesty can result in penalties ranging from receiving a failing grade on the assignment to expulsion. It is recommended that students ask the advice of instructors as to the proper procedures to avoid such violations.

The Following acts are examples of plagiarism:

1. Submitting an assignment that someone else has prepared and claiming the work as your own.
2. Submitting an assignment that contains sections, paragraphs, sentences or key phrases that someone else has written without documenting the sources (s) for each portion of the assignment not written by you.
Submitting an assignment that contains paraphrased ideas from another source, published or unpublished, without documenting the source for each paraphrase. (Changing around a few words in a sentence for the source is not sufficient to avoid plagiarism.)

CIVILITY IN ACADEMIC SETTINGS

Civil behavior enhances the academic setting, and is expected at all times. Respect for other and courtesy creates a pleasant learning environment.

THE DISCLAIMER

This syllabus is not necessarily a contract between you (the student) and Chicago State University. Hence the professor reserves the right, acting within the policies and procedures of CSU, to make changes in course content or instructional technique without notice or obligation.