



**I. Counseling 5740 .61
Treatment Interventions with Urban Youth**

3 Credit Hours

II. Instructor:

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Associate Professor

Department of Psychology

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HWH 217

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Office Hours:

Tuesday, 2:30-3:30 P.M., Wednesday, 3:00-5:00 P.M., Thursday, 2:30-3:30 P.M., and other hours
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E-mail Address:

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Class Room:

HWH 303

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 class session. Lectures and material presented will not be repeated due to your absence. In the event that a student is absent from class it is the student's responsibility to obtain the missed lecture or assignment from a cohort. Points will be deducted from your final grade if you are absent, tardy, or leave class early. If you know that you will miss a class in advance, you should inform the instructor by phone or e-mail. University policy will be followed for attendance problems. Please note: It is the student's responsibility to drop this course, if necessary. One point will be deducted from your overall point total for each absence from class.

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.

Students with a disability who require accommodations to fully participate in this course should notify the instructor within the first two weeks of the semester. Such students must be registered with the Abilities Office which is located in the Cordell Reed Student Union Building, Room 190. The telephone number is (773) 995-4401. Accommodations may be requested at any time, but they are not retroactive.

V. Course Prerequisite: (from catalog) COUN 5600 or 5610 and COUN 5660 or concurrent enrollment. Admission into the Master's degree program.

VI. Conceptual Framework:

The College of Education's conceptual framework serves as the model for preparing all candidates to succeed in helping all urban children learn. This preparation is characterized and distinguished by five core themes: (1) **partnerships** with the education community; (2) **assessments** of teaching and learning that are consistent and frequent; (3) **contextualized** teaching experiences; (4) **technology**-integrated curricula and instructional delivery and (5) **standards**-based teaching and learning. This course provides a basic foundation upon which an understanding of counseling theory can promote the learning process for youth.

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:

Seminar on issues (e.g. gangs, violence, abuse, drugs, poverty, etc.) facing youth and families in urban inner-city environments. Exposes students to theories of adolescent development, how development is comprised in such youth, and using research to guide effective treatment strategies for this population. Introduces family system theory and application with youth and families.

VIII. Method of Instruction:

This course will be taught through didactic lectures, class discussion, and required readings. The issues surrounding at-risk urban youth and their families will be explored and topics will focus on the environmental, societal, family, community, school, and the individual characteristics of inner city youth and their families. In addition, community and social services coupled with treatment interventions will be presented. Student’s are encouraged to draw upon their own insights and personal experiences in examining the challenges associated with urban life.

Use of Technology:

Students are expected to be able to use a computer, access the internet, send and retrieve email, turn in assignments via Moodle (the CSU online learning system located at www.csu.edu), open attachments, and conduct a library search online. The CSU Moodle 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 moodle 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. *Integrate knowledge of human growth and development into the diagnostic and counseling process.*
2. *Appropriately use counseling assessment, research, and evaluation protocols.*
3. *Use the analysis of the dynamics of the helping relationship in the counseling process.*
4. *Prepare and utilize effective educational and career planning in school/clinical mental health counseling settings, including settings with the complex challenges of urban youth, families and communities.*
5. *Effectively respond to professional and ethical issues.*
6. *Implement an appropriate plan of intervention to use in effectively teaching and counseling clients, including urban youth.*
7. *Appropriately respond to social and cultural issues in school/clinical mental health counseling settings.*
8. Integrate counseling knowledge and skills into effective performance as a school/clinical mental health counselor.
9. Effectively coordinate services with other professionals in the school/clinical mental health counseling setting.

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 | Recognize the characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders | comprehensive discussions, readings, exams | SC = 2g |
| 2 | Recognize the signs and symptoms of substance abuse in children and | comprehensive discussions, readings, | SC = 2i |

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| | adolescents as well as the signs and symptoms or living in a home where substance use occurs | exams | |
| 3 | Identify the advocacy processes to address institutional and social barriers to client access, equity, and success in a multicultural society | comprehensive discussions, readings, written papers | CACREP = 1e |
| 4 | 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 | comprehensive discussions, readings, exams | CACREP = 2a |
| 5 | Understand the effects of power and privilege for counselors and clients | comprehensive discussions, readings, exams | CACREP = 2c |
| 6 | Know the effects of crises, disasters, and trauma on diverse individuals across the lifespan | comprehensive discussions, readings, exams | CACREP = 3g |
| 7 | Develop the skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement | comprehensive discussions, readings, exams | SC = 3h |
| 7 | Know the ethical and culturally relevant strategies for promoting resilience and optimum health | comprehensive discussions, readings, exams | CACREP = 3i |

Professional Standard Sets

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:

Class discussion and material presented will be based on the assigned readings and will be the general format for the class activities. All students are expected to contribute to the discussions and offer question, comments, observations, and experiential perspective drawn from urban life experiences. Your overall grade for the course is determined by the following criteria:

| | | |
|--------------------------------|---------|------------|
| Class participation/Attendance | | 10 points |
| Mid-term Exam | 3/7/18 | 100 points |
| Final Exam | 5/2/18 | 100 points |
| Annotated Bibliography | 4/11/18 | 100 points |
| Total | | 310 |

Annotated Bibliography:

Each student will be required to write a critical summary of four scholarly journal articles related to urban youth. The articles need to have been published within the last ten years. The summary should be at least two pages per article and follow APA style. Your written abstracts will be presented to the class. Your paper should address the findings in the research and how they contribute to our understanding of urban youth. Your report should also discuss how the information is useful in understanding or planning treatment interventions. These papers are due on April 11th.

XII. Required Texts:

McWhirter, J.J., McWhirter, B.T., McWhirter, A.M., McWhirter, E.H. (2017). *At-Risk Youth: A Comprehensive Response for Counselors, Teachers, Psychologists and Human Service Professionals, 6th Edition*. Pacific Grove, CA: Brooks/Cole Publishing.

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

XIV. Bibliography:

American Counseling Association (ACA). (2014). *ACA code of ethics*. Alexandria, VA: Author.

American Counseling Association (ACA). (2016). *What is counseling?* Retrieved from www.counseling.org/about-us/about-aca

American Mental Health Counselors Association (ANHCA). (2015). *Code of ethics of the American Mental Health Counselors Association – 2015 revision*. Alexandria, VA: Author.

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

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorder (5th ed.)*. Arlington, VA: American Psychiatric Publishing.

Ametrano, I. M. (2014). Teaching ethical decision making : Helping students reconcile personal and professional values. *Journal of Counseling and Development*, 92, 154-162.

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

Association for Assessment in Counseling and education. (2012, May). *Standards for multicultural assessment (4th Ed.)*. Retrieved from <http://aarc-counseling.org/assets/cms/uploads/files/AACE-AMCD.pdf>

Barden, S.M., Conley, A. H., & Young, M. E. (2015). Integrated health and wellness in mental health counseling: Clinical, educational, and policy implications. *Journal of Mental health Counseling*, 37, 152-163.

Barnett, J. E., & Johnson, W. B. (2015). *Ethics desk reference for counsellors (2nd ed.)*. Alexandria, VA: American Counseling Association.

Belsey, J. B. (2016). *Experiencing the lifespan (4th ed.)*. New York:, NY: Worth.

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. (2018). *10TH Edition. Issues and Ethics in the Helping Professions*.

Daniels, M. J., Thompson, E. S., & Wolf, C. P. (2017). Program evaluation. In C. J. Sheperis, J. S. Young, & M. H. Daniels, (Eds.), *Counseling research: Quantitative, qualitative, and mixed methods* (pp.301-316). Hoboken, NJ: Pearson.

- 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.
- McGoldrick, M., Preto, M. A. G., & Carter, B. A. (2016). *The expanding family life cycle: Individual, family, and social perspectives* (5th ed.). Hoboken, NJ: Pearson.
- 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.
- Sue, D. W., & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice* (7th ed.). Hoboken, NJ: Wiley.
- Trolley, B.C., Mars, H.S. (2009). *A school counselor's guide to special education*. Corwin Press.
- Utsey, S.O., Bolden, M.A., & Brown, A.L. (2001). Visions of revolution from the spirit of Frantz Fanon: A psychology of liberation for counseling African Americans confronting societal racism and oppression. In Ponterotto, J.G., Casas, J.M. Suzuki, L.A., Alexander, C.M. (Eds.). *Handbook of multicultural counseling* (2nd). (pp. 311-336). Thousand Oaks, CA: Sage.
- Wampold, B. E. (2010). What works and what does not: The empirical foundations for the common factors. In Duncan, B., Miller, S., Wampold, B., & Hubble, M. (Eds.) *The heart & soul of change, second edition: Delivering what works in therapy*. Washington, DC: American Psychological Association.
- Weisz, J.R. (2004). *Psychotherapy for children and adolescents: Evidenced-based treatments and case examples*. Cambridge, UK: Cambridge University Press.
- Wheeler, A. M., & Bertram, B. (2015). *The counselor and the Law: A guide to legal and ethical practice* (7th ed.). Alexandria, VA: American Counseling Association.

XV. Course Calendar

| | | |
|------|------------------------------------|--|
| 1/17 | Chapter 1 | At-Risk Children and Youth: The Ecology of Problems |
| 1/24 | Chapter 2 | Environmental/Societal Factors that Contribute to Risk |
| 1/31 | Chapter 3 | Family Problems of At-Risk Children and Youth |
| 2/7 | Chapter 3 | Family Problems of At-Risk Children and Youth |
| 2/14 | Chapter 4 | Family Problems of At-Risk Children and Youth School Issues that Relate to At-Risk Children and Youth |
| 2/21 | Spring Break | |
| 2/28 | Chapter 5 | Individual Characteristics of High Risk and Low Risk Children and Youth |
| | Review for the Midterm Exam | |
| 3/7 | Midterm Exam | |
| 3/14 | Chapter 5 | Individual Characteristics of High Risk and Low Risk Children and Youth |
| 3/21 | Chapter 6 | School Dropout |
| | Chapter 7 | Substance Use and Addiction |
| 3/28 | Chapter 7 | Substance Use and Addiction |
| | Chapter 8 | Teenage Pregnancy, STD's, and Risky Sexual Behavior |
| 4/4 | Chapter 9 | Juvenile Delinquency and Youth Violence |
| 4/11 | Chapter 12 | Core Components of Programs for Prevention and Early Intervention |
| | Chapter 13 | Peer Interventions |
| | Annotated Bibliography Due | |
| 4/18 | Chapter 14 | Family Interventions |
| 4/25 | Chapter 14 | Family Interventions |
| 5/2 | Final Exam | |

XVI. 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.

Emergency Procedure Request:

In order to maximize preparedness in the case of an emergency, students who may need assistance should an evacuation be necessary are asked to inform their instructors at the beginning of each semester. This request is made to improve the safety of all members of the CSU community.

Disclaimer:

Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Chicago State University

and any student. The instructor reserves the right, acting within the policies and procedures of CSU, to make changes in course content or instructional techniques without notice or obligation. The calendar may be subject to change with due notice.

Academic Honesty:

Students are encouraged and expected, with the assistance of faculty, to conduct themselves in conformance with the highest standards in regard to academic honesty. It is recommended that students seek the advice of instructors as to the proper procedure to avoid such violations.

Plagiarism and Academic Misconduct:

Academic misconduct includes but is not limited to cheating, encouraging academic dishonesty, fabrication, plagiarism, bribes, favors, threats, grade tampering, non-original work, and examination by proxy. Procedures regarding academic misconduct are delineated in "Student Policies and Procedures," article X, section 2. If an incident of academic misconduct occurs, the instructor has the option to notify the student and adjust the grades downward, award a failing grade for the semester, or seek further sanctions against the student.

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.
3. Submitting an assignment that contains paraphrased ideas from another source, published or unpublished, without documenting the source for each paraphrase. (Changing few words in a sentence for the source is not sufficient to avoid plagiarism.)

CSU Credit Hour Definition:

For every credit hour of direct instruction in any format (face-to-face, hybrid, online), it is expected that the student will spend a minimum of two additional hours on out-of-class student work assignments (homework, reports, essays, critical analysis of reading, etc...); this is in addition to studying.

Academic Warning Periods:

Student progress is monitored throughout each semester, and progress indicators are posted to Cougar

Connect/CSU X- Press during the 5th, 9th, and 13th weeks of the semester, as listed in the Academic Calender. Instructors and academic advisors usually communicate with students if problems arise, but it is the responsibility of the student to check, and to take immediate action when necessary to improve the grade. If you receive "SP" (satisfactory progress), you are on track to successfully complete the course. Otherwise, if there are issues related to attendance, missing assignments and exams, and/or limited progress, please contact the instructor and your academic advisor as soon as possible.