

# SANTA CLARA UNIVERSITY

Counseling Psychology Department \* Winter Quarter 2015

Education Department	•	Winter Quarter 2015
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Counseling Psychology 243 /Education 293 [3 quarter units] Sections 19791/19886

*Delinquent, At-Risk, Nonconvention Youth*

*Teaching Nonconventional Youth*

Instructor:

**Robert L. Michels**

**Office: Loyola 130 A      Cell: 415.310.6312**

**Office: Loyola Hall, 425 El Camino Real Santa Clara, CA 95053 408/554-7874**

**Office Hours: Monday – 4:00 – 5:30 PM and Tuesday 2:00-4:00 PM and by**

**Appointment**

**Email: rmichels@scu.edu**

## Course Description:

Concepts and characteristics of child and adolescent delinquency, gangs, substance abuse, family violence and abuse, teenage parenthood, and dropout, antisocial and nonconventional behavior. Introduction to the correctional education, special education, juvenile justice and social welfare systems.

**The course will utilize researchers and professionals from education, mental health, law enforcement, and the justice system.**

Objectives:

- **Students will increase their knowledge of the structure and processes of the criminal justice, social welfare, immigration, mental health and education systems from intake to termination, and work collaboratively with legal, medical educational and human services professionals.**
- **Students will articulate the characteristics and educational needs of alternative education students, particularly as affected by delinquency, substance abuse, learning and behavior disorders, PTSD, child abuse, pregnancy, family violence, trauma and effects and emotional disorders.**
- **Students will articulate the philosophy and goals of education and human service systems, which value treatment over aversive approaches: appropriate assistance with behavior and learning to facilitate return to the mainstream.**
- **Students will effectively learn how to collaborate with parents, guardians and/or living unit of nonconventional youth and adults**

- **Students will have the opportunity to interact with a variety of professionals in various disciplines that they will encounter in their professional field and the effects of trauma, violence and abuse, gangs, substance abuse, teenage parenthood and dropout, anti-social and nonconventional behavior.**

Required Texts:

**Gruwell, Erin [1999], *The Freedom Writers Diary* New York, NY: Broadway Books A Division of Random House, Inc. ISBN 0-385-49422-X**

**Text: Siegel, Larry J. [2015]. *Juvenile Delinquency: Theory, Practice and Law, Twelfth Edition*, Stamford, CT 06902 Cengage Learning ISBN 13:978-1-285-45840-3**

Recommended Text/Resource Texts:

**Blumstein, Alfred and Wallman, Joel. [2000] *The Crime Drop in America*. New York, NY. Cambridge University Press ISBN 0-521-79296-X**

**Summers, Nancy. {2003} *Fundamentals for Practice with High-risk Populations*, Pacific Grove, CA. Wadsworth/Thomson Learning ISBN 0-534-55866-6**

**Walters, Glenn D. {1990} *The Criminal Lifestyle, Patterns of Serious Criminal Conduct* Newbury Park, CA Sage Publications, Inc. ISBN 0-8039-3840-3**

**Wooden, Wayne S. and Blazak, Randy [2001] *Renegade Kids, Suburban Outlaws* Belmont, CA Wadsworth/Thomson Learning ISBN 0-534-52754-X**

**Whelden, Randall G., Tracy, Sharon K., and Brown, William B. [2000] *Youth Gangs in American Society: Second Edition* Stamford, CT Wadsworth/Thomson Learning ISBN 0-534-52745-0**

Course Description:

Concepts, characteristics and interventions for adolescent delinquency, gang identification and involvement, substance abuse, family violence and abuse, school age parenthood, and dropout, antisocial and nonconventional behavior. Introduction to the various systems that assist adolescents; mental health, social services, public health, probation and juvenile justice, as well as school services through general, special and alternative education. Strategies to reduce avoidance, increase engagement and production, increase positive skills and habits, and increase content knowledge in students who are not currently successful in school. Interventions and alternatives to truancy, suspension and class failure will be emphasized.

**The course will utilize researchers and professionals from education, mental health, law**

**enforcement, and the justice system. As a result, several date changes are made to accommodate the speakers and visited facilities.**

**Objectives:**

**Students will increase their knowledge of the structure and processes of the criminal justice, social welfare, immigration, mental health and education systems from intake to termination, and work collaboratively with legal, medical educational and human services professionals.**

**Students will articulate the characteristics and educational needs of alternative education students, particularly as affected by delinquency, substance abuse, learning and behavior disorders, PTSD, child abuse, pregnancy, family violence, trauma and effects and emotional disorders.**

**Students will articulate the philosophy and goals of education and human service systems, which value treatment over aversive approaches: appropriate assistance with behavior and learning to facilitate return to the mainstream.**

**Students will effectively learn how to collaborate with parents, guardians and/or living unit of nonconventional youth and adults**

**Students will have the opportunity to interact with a variety of professionals in various disciplines that they will encounter in their professional field and the effects of trauma, violence and abuse, gangs, substance abuse, teenage parenthood and dropout, anti-social and nonconventional behavior.**

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**Text: Siegel, Larry J. [2015]. *Juvenile Delinquency: Theory, Practice and Law, Twelfth Edition*, Stamford, CT 06902 Cengage Learning ISBN 13:978-1-285-45840-3**

**Recommended Text/Resource Texts:**

**Jankowski, M. S. {1991}, *Islands in the Street, Gangs and Urban American Society*, Berkeley, CA: University of California Press ISBN 0520074343**

**Leone, P. E. {1992}, *Understanding Troubled and Troubling Youth* Newbury**

**Park: Sage Publications ISBN 0803934432**

**Lickona, T. {1992}, *Educating for Character Youth -- How Our Schools Can Teach Respect and Responsibility* New York, NY: Bantam ISBN 0553370529**

**Nakamura, Raymond M. {1999}, *Health Classroom Management* Belmont, CA Wadsworth/Thompson Learning ISBN 0-534-56727-4**

**Samenow, Stanton E. [1998], *Before It's Too Late: Why Some Kids Get Into Trouble--and What Parents Can Do About It* New York, NY. Crown Publishers. ISBN 0-8129-3064-9**

McWhirter, J. t., McWhirter, B. T., McWhirter, A. M. and McWhirter, E. H. {2001}, *At Risk Youth, A Comprehensive Responsive* (2<sup>nd</sup> ed.). Pacific Grove, CA: Brooks/Cole Publishing Company ISBN 0-534-34580-8

Kotlowitz, Alex [1992], *There Are No Children Here: The Story of Two Boys Growing Up in America.* New York, NY: Anchor Books: A Division of Random House, Inc. ISBN 0-385-26556-5

## Course Activities and Requirements

### **1 Monday, March 30, 2015 – 5:30 – 8:30 PM– Loyola 137**

#### **Introductions**

#### **Overview of the Course**

#### **Lecture – “The Fundamentals of Dealing With Troubled Youth”.**

##### **The roots and causes of delinquency.**

How to reduce anti-social skills with juveniles.

**You need to arrange for a police ride-a-long with one of the local police agencies in the Bay Area – Don’t wait**

**This should be a minimum of three hours and up to the full shift of the officer. This ride-a-long is a requirement for this class session. You must complete an observation sheet (3 to 4 pages) that would include what you have seen, impressions, reactions, etc. We will discuss this activity prior to your ride-a-long. If you are able to stay for the entire shift, this will count as two projects.**

**Due to unforeseen circumstances, it is possible that some of the guest speakers will be substituted or other arrangements made. Additional guest speakers may be added.**

### **2 Monday, April 6, 2015 – 5:30 – 8:30 PM – Loyola 137**

#### **Prior to class read**

**Siegel Chapters 3 and 4 (Theories of Delinquency and Structure, Process, Culture and Delinquency)**

**Take Home Quiz on Siegel Chapters 3 and 4**

**Lecture on “Bullying in our School”.**

**Lecture and Video on “Addiction” – What happens to our students, their families and others when drug dependency is present.**

3. Monday, April 13, 2015 – 5:30 – 8:30 PM (Class meets at LGBTQ Youth Space, 452 S. 1<sup>st</sup> Street, San Jose, CA 95113)

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**Prior to Class read**

**Siegel Chapter 7 (Gender and Delinquency)**

**Take home quiz on Siegel Chapter 7**

Guest Speaker: Either Cassie Bloom or Adrienne Keel from **LGBTQ Youth Space** along with a student panel. from the Lesbian, Gay, Bisexual, Transgender, and Queer Community.

**4. Monday, April 20, 2015 – 5:30 – 8:30 PM – Loyola 137**

Guest Speaker: **Pearla Flores and/or Erica Elliott**, Sexual Assault Program Specialists,

**Community Solutions – Homelessness, human trafficking, shelter living, rape victims, etc.**

**Prior to class read**

**Siegel Chapters 1, 2, 8 (Childhood and Delinquency and The Nature and Extent of Delinquency, The Family and Delinquency)**

**Take Home Quiz on**

**Siegel Chapters 1, 2, 8,11**

**Monday, April 27, 2015 – No class due to field trip on May 16, 2015**

5. Monday, May 4, 2015 – 5:30 – 8:30 PM – Loyola 137

**Prior to class read**

**Siegel Chapters 13, 14 and 15 Juvenile Justice, Then and Now, Police Work With Juveniles and Juvenile Court Process: Pretrial, Trial and Sentencing.**

**Take home quiz on Siegel 13, 14 and 15**

**Start Reading *Freedom Writers* -- Complete by Session 8**

**Guest Speaker: Dennis Alan Lempert, Criminal Defense Attorney, speaking on the legal rights of juveniles, the legal system, school personnel roles when working with youth, etc. Questions and Answers.**

**Monday, May 11, 2015 – No class due to field trip on May 16, 2015**

**6 & 7 Saturday, May 16, 2015– Field Trip to Juvenile Hall Boy’s Ranch**

**Hours for the field trip are from 9:30 AM until 3:30 PM.**

Details regarding the trip will be sent via email and discussed in class on February 5, 2015. The field trip begins promptly at 9:30 am. The experience at the hall will be led by **Kris Leisten**, Senior Deputy Probation Officer.

**8. Monday, May 18, 2015 – 5:30 – 8-30 PM - Loyola 137**

**Prior to class read**

**Siegel Chapter 9 and 16 (Peers and Delinquency: Juvenile Gangs and Groups and Juvenile Corrections: Probation, Community Treatment and Institutionalization)**

Take home Quiz on Siegel Chapter 9 and 16

**Prior to class make sure you have completed the reading of:**

*Freedom Writers*

Guest Speakers: **Mark Utsey**, Deputy Probation Officer, along with members of the, Santa Clara County Juvenile and Adult Probation Department – High Risk Crime and Gang Unit

**Monday, May 25, 2015 – No class due to Memorial Day**

**9. Monday, June 1, 2015 – 5:30 – 8:30 PM – (Meet at Snell Community School)**

**Prior to class read**

**Siegel Chapter 10 (Schools and Delinquency)**

**Quiz on Siegel Chapter 10**

**Guest Speaker: Mark Shaddock, teacher from Snell Community School, Santa Clara County Office of Education, along with 6 students who will discuss their life stories. We will meet at Snell Community School – 3550 Snell, San Jose, CA 95136-1349**

**10. Monday, June 8, 2015 – 5:30 – 8:30 PM – Dinner Sponsored by GSA for Corrections Emphasis Students – Il Fornaio Restaurant at the Sainte Claire Hotel, 302 South Market Street, San Jose, CA.**

**Prior to class read**

**Siegel, Chapters 11 (Drug Use and Delinquency)**

**Prior to class make sure you have completed the reading of:**

*Freedom Writers*

**Quiz and discussion on *Freedom Writers***

**Guest Speaker: Jose Salcido, Senior Policy Advisor to the Mayor of San Jose.**

**Portfolios/Projects Due by 5:30 PM –They will NOT be accepted after this date.**

**Final Examination - The final will be based on materials from readings, including your textbooks, handouts, *Freedom Writers Diary* and guest speakers.**

**Course Requirements and Grading Policy**

- **Class Attendance and Participation – 20%**
- **Quizzes and Final – 30%**
- **Projects - 50%**
  
- **NOTE: Students must demonstrate the ability to speak and write clearly using correct grammar. If a student's work contains grammar errors and/or is difficult to understand, each assignment will be reduced by up to one full letter grade. *Students needing assistance with English Grammar are encouraged to visit the HUB.***

**Class Attendance and Participation**

(20% of course grade)

**Attendance and participation are critical to your understanding of the course material. An attendance point is earned for each class session. The required field trip counts as two points. As per department policy, you are only allowed to miss one class session. The lecturers and guest speakers this quarter will allow you to gain information that is not readily available in a text. You will have the opportunity to ask questions from leading professionals in their fields.**

**Communication.**

**Email will be our primary means of communication outside of class. You must check your SCU email account every day to ensure you maintain a connection with me.**

**Technology Etiquette**

**During class time, laptops/ blackberries/cell phones/iPods, etc. must be used only at appropriate times and in appropriate ways. While our class is in session, you should not engage in any activity not directly related to what is taking place in our classroom. I reserve the right to ask students to close your laptops or put away some other form of technology; when/if this occurs, please do so quickly and without protest to avoid further disruption of the class's learning. If you would like more detailed clarification about my expectations regarding appropriate and inappropriate in-class technology use, please feel free to contact me for further information.**

Quizzes and Final  
(30% of course grade)

**There will be seven take-home quizzes that are due in class the following session after they are handed out. They are to be typed and with well thought out answers. The final on the last night of class will include information from the guest speakers as well as *The Freedom Writer's Diary*. Each quiz is worth one point, the final is worth 13 points.**

Projects/Portfolio  
(50% of course grade)

**Five projects are necessary (three are required as listed on the possible project section) for this course to receive a possible A. They must be put into a binder with tabs to clearly identify each project and section. Each project is worth 10% of the final grade. The sections to be included in the binder are:**

- 1. Your notes from guest presentations (at least two pages per speaker)**
- 2. Portfolio Checklist and Evaluation (Will be handed out in class)**
- 3. Each of the seven projects will be evaluated on the rubric as listed below:**

**Exceeds expectations = A**

**Meets expectations = B**

**Below standards = C**  
**Unacceptable = D**

**In order to earn an A on an assignment or project, a candidate's independent, unassisted performance/product must clearly, consistently, and convincingly demonstrate high levels of proficiency in all aspects of the skills assessed. The performance/product must go beyond completion and accuracy by demonstrating strong evidence of original, creative thought and/or sophisticated insight into the students and the context.**

**The performance/product also must exceed expectations in ways that are appropriate, meaningful, relevant, accurate, clear, and detailed. The performance/product's added features must be deliberately aimed at maximizing and deepening learning for all students. A candidate earns a B when s/he has done everything right, fulfilled every requirement, and met every expectation.**

**The projects are graded as follows and have the possibility of 10 points each:**

Exceeds Expectations - A

	<ul style="list-style-type: none"><li>• <b>An outstanding project: unique in organization and presentation</b></li><li>• <b>The project is relevant, clear and accurate in detail</b></li><li>• <b>Shows originality and creativity in presentation</b></li><li>• <b>The project shows connectivity between what has been learned in class and how the project furthered their understanding of the topic</b></li><li>• <b>Research or background information on the project is indicated and noted</b></li></ul>
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Meets Expectations – B

- **A good and solid project where strengths outweigh weaknesses - Some improvement is possible**
- **The information presented in the project is appropriate, relevant or accurate and is consistent**
- **All expectations are met**

Below Standards – C

- **Projects shows some effort but it is minimal, limited, cursory, inconsistent, and/or ambiguous**

Unacceptable – D

- **The project is inappropriate, irrelevant, inaccurate and not connected to the class**

## Course Final Grade

Your final course grade will be based on the total percentage earned:

<b>94-100% = A</b> <b>90-93% = A-</b>	<b>87-89% = B+</b> <b>84-86% = B</b> <b>80-83% = B-</b>	<b>77-79% = C+</b> <b>74-76% = C</b> <b>70-73% = C- etc.</b>
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Possible Projects

**These are just suggestions – you can come up with your own ideas; however, you must receive approval prior to undertaking any of these activities.**

- **Write a case study of yourself as an at-risk child or why you were not an at-risk child. (Required)**
- **Do a police ride-a-long. (Required)**
- **Visit an AA or NA meeting. (Required)**
- **Spend a day at the Snell Community School or the Bill Wilson School and write up your observations, feelings, incidents, evaluations, etc. This will count as two projects.**
- **Spend a day with a Juvenile Probation Officer on their daily schedule. Write up your observations, feelings, incidents, evaluations, etc. This will count as two projects**
- **Create a list of services in your area serving a target population or a given school. This should be a document that you can use in your job**
- **Write a reflection paper on why kids join gangs. Remember to use the information in Siegel; however, that is only one source. Make sure you cite your references.**
- **Write a crisis management plan for your classroom, or office that includes information regarding a weapons situation. You can use as a *guide* the plan that your school has in place; however, you should make modifications as necessary.**
- **Attend a function at Youth Space and write about it**
- **Many times programs are designed solely by administrators, teachers, counselors, etc. These adults, although very well meaning, sometimes forget to include the specific needs/opinions of the population being served by the program. Please choose a target group (gang, gay/lesbian, homeless) and design a program to meet their specific needs. The program must be designed from the student's perspective.**

- **Interview a teenage parent and write up the problems he/she faces in their daily life.**
- **Visit a crisis intervention center to discover how they deal with troubled youth and/or their parents.**
- **Visit an alternative school program, either in your district or I can help you find one**
- **If you have something special you would like to research as a result of this class, check with the instructor first and the merit and value of the request will be determined.**

#### DISABILITY ACCOMMODATION POLICY:

If you have a documented disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, [www.scu.edu/disabilities](http://www.scu.edu/disabilities), as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please initiate a conversation with me about your accommodations during my office hours within the first two weeks of class. Students who are pregnant and parenting may also be eligible for accommodations. Accommodations will only be provided after I have verification of your accommodations as approved by Disabilities Resources, and with sufficient lead time for me to arrange testing or other accommodations. For more information you may contact Disabilities Resources at 408-554-4109.

#### New APA Ethics Standard on Student Self-Disclosure.

**The professional training philosophy of the Counseling Psychology Department is predicated on the notion that an effective counselor must be a whole person. Indeed, in the practice of counseling, it is the person of the counselor that is a major component of healing. As a counselor-in-training, then, self-reflection is a necessary and required part of the training that helps one better understand and empathize with his/her future clients' experience.**

**Such reflection is a significant component of one's personal and professional development as an effective and sensitive instrument of change. Thus, it is customary that in the CPSY Masters Program's classes at SCU, students are regularly assigned work that involves self-disclosure and personal study of the content of that self-disclosure. Students are expected to reflect on their past and present personal experiences in courses and program related activities, in oral and/ or in written assignments.**

**We respect students' rights to confidentiality, and do not require that any particular or specific information be disclosed. Moreover, we do not evaluate students' progress in the program based on the disclosure of any specific information (except as mandated by ethical codes or law).**

**It is our experience that this philosophy and related formats in our classes provides a rich and superlative educational experience, involving more aspects of student experience than do standard lectures or written material which does not include the person of the therapist in training.**

#### ACADEMIC INTEGRITY

**SCU is committed to a pursuit of truth and knowledge that requires both personal honesty and intellectual integrity as a fundamental to teaching, learning, scholarship, and service. Therefore, all**

**members of the University community are expected to be honest in their academic endeavors, whether they are working independently or collaboratively, especially by distinguishing clearly between their own original work and ideas, and those of others, whether published or not.**

A student who is guilty of a dishonest act in an examination, paper, or other work required for a course, or who assists others in such an act, may, at the discretion of the instructor, receive a grade of F for the course. A student found guilty of a dishonest act may be subject to sanctions up to and including dismissal from the University as a result of the student judicial process as described in the Community Handbook. Engaging in any form of academic dishonesty, such as plagiarism (e.g., copying work of another person, falsifying laboratory data, sabotaging the work of others), and other acts generally understood to be dishonest by faculty or students in an academic context subjects a student to disciplinary action.