

SANTA CLARA UNIVERSITY

Division of Counseling Psychology and Education

Education and Counseling Psychology 245 [3 quarter units] Section 94967

Transitional Treatment and Vocational Training

Winter 2013

Instructor:

Robert L. Michels

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

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Course Description:

Counseling at-risk, delinquent, criminal and nonconventional persons in vocational and prevocational areas. Primary emphasis on adolescents and young adults; emphasis on school, institutional and clinic service delivery. Discussion of vocational education programs and training options, as well as vocational assessment processes and instruments. Discussion and demonstration of how to identify, place and support students in training programs; job development, recruiting, placement and support strategies; jobs, skills and strategies; analysis of vocational and prevocational skills. Discussion of conventional and criminal lifestyle; cognitive factors in criminal and anti-social behavior. School, community and clinic approaches to criminality and nonconventional persons. Effective transition planning and effective participation on a transdisciplinary team for therapists and other practitioners involved with students. Discussion of program and planning and effective transitions, coordinating planning with other existing processes (IEP, IFSP, ILP, ITP), treatment planning and how to best plan for and promote future student success. Discussion and demonstration of functional assessment and intervention, strategies for teaching skills to generalization and how to identify, place and support students in future programs. Analysis of important transitional skills, and case study of difficult and noncompliant cases. Particularly useful for practitioners who work with at risk, delinquent, noncompliant and disabled populations in clinical, community, special, correctional and alternative settings.

Objectives:

1. Identify, assess and develop prevocational skills.
2. Be familiar with vocational education programs.

3. Be familiar with the process of job development, recruiting, placing
And support.
4. Understand vocational assessment processes, instruments and applications.
5. Identify vocational training programs and correct student identification,
placement and support procedures.
6. Understand and participate in appropriate planning and treatment planning
approaches..
7. Describe and discuss conventional and criminal lifestyle, cognition and
school/clinic/institution remedies.
8. Identify, assess and develop program planning and transition skills.
9. Understand transition planning and how it coordinates with IEP, IFSP, ILP, ITP,
and treatment planning processes.
10. Be familiar with functional assessment and curriculum.
11. Understand vocational, academic, life skill and social skill assessment and
intervention.
12. Identify future student programs and correct student identification,
placement and support procedures.
13. Understand roles and processes of transdisciplinary planning.

Course Requirements –

IMPORTANT -- Since we will not be meeting every week, you must keep up with the reading. The reading will form much of the discussions we will have and will appear on written reviews..

Class Meetings (30% of the grade) and field trips are mandatory. You are not allowed to miss more than one class during the quarter.

Quizzes and Final Examination (25% of the grade) is an examination, which must be written in ink on the test form. The questions may include definitions, short essay, and brief case study. The questions will primarily address the readings from the text, supplemental materials and guest speakers.

Projects (20% of the grade) are applications of the materials used in class. Each is a case study distributed in class and turned in at the next session, unless indicated different. Also, a typed write up of your impression of the field trip and how you would use what you have experienced in working with your clients is

necessary. Two additional projects will be due at the final session of class. The topic will be mutually determined after an individual appointment with the instructor. The purpose of the projects are for you to explore an area of interest you would like to know more about. Please make an appointment during the first 4 weeks of the course.

Participation (25% of the grade) in class, which must be lively, regular, informed and intelligent. This may include written exercises in class. Participation should evidence careful reading of the assigned texts and their integration with previous material and discussions.

Required Texts:

Ellis, Rodney A and Sowers, Karen M [2001] *Juvenile Justice Practice: A Cross-disciplinary Approach to Intervention* Toronto, Canada Wadsworth, Brooks Social Work: A Division of Thompson learning, Inc. ISBN 0-534-36795-X

Samenow, Stanton E. [2001] *Before It's Too Late: Why some Kids Get Into Trouble—and What Parents Can Do About It* New York, NY Three River Press a Trademark of Random House, Inc. ISBN 0-8129-3065-7

Recommended Text/Resource Texts:

Salzman, Mark [2003] *True Notebooks – A writer's Year At Juvenile Hall* New York, NY Vintage Books ISBN 0-375-72761-2

Walters, Glenn D. [1990] *The Criminal Lifestyle: Patterns of Serious Criminal Conduct* Newbury Park, CA Sage Publications, Inc. ISBN 0-8039-5340

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

SPEAKERS LISTED BELOW ARE SUBJECT TO CHANGE DUE TO UNFORSEEN CIRCUMSTANCES.

Course Activities and Requirements:

1 Friday, January 10, 2014 – from 9:30 PM – 12:30 PM – Loyola 134

Introductions

Overview of the Course

Juvenile Justice Clients - Lecture

Read Chapter 1 (pg 1 – 24)

Video and Discussion: “*Firestorms in the Brain – An Inside Look at Violent Behaviour*” Daniel G. Amen, M.D.

Begin Reading Before It's Too Late - Complete Prior to Session 4

Prior to the next class, visit the website of OJJDP (Juvenile Programs)
<http://www.ojp.usdoj.gov/>

Bring to Class 2 Successful Programs that you found and Be Prepared to Discuss and Defend Characteristics of the programs you selected. You will do your presentations via PowerPoint. These presentations will be spread out over the next several class sessions. You may work in teams of two.

2 Friday, January 17, 2014– from 9:30 PM – 12 PM – Loyola 134

Prior to Class Read Chapter 2 (pg 29-54)

Guest Speaker – **Adult Parolee** (local prisoner) to discuss his rehabilitation, transitions and future vocational goals.

Presentations from the OJJDP website.

From the Web Site of OJJDP (Juvenile Programs)

Short Quiz on Chapters 1 and 2.

3 Friday, January 24, 2014 – from 9:30 PM – 12:30PM – Loyola 134

Interventions With Youth and Families - Priorities

Prior to Class Read Chapter 4 (pg 85-114)

Presentations from the OJJDP website.

From the Web Site of OJJDP (Juvenile Programs)

4 & 5 Friday, January 31, 2014 from 8:00 AM – 5:00 PM – Field Trip to California's Women's Prison Facilities – Chowchilla, CA – Details to Follow

Intervention With Different Populations

Meet at SCU for carpooling information

6 Friday, February 7, 2013 from 9:30 PM – 12:30 PM – Loyola 134

Intervention by Social Systems

Prior to Class Read Chapter 5 (pg 117-141)

Guest Speaker: **Willie Stokes**, Executive Director of the Black Sheep Redemption Program and former inmate at Pelican Bay Prison

Presentations from OJJ research

Case Studies

Friday, February 14, 2014 – No Class Due to Field Trip 1/31/14

Friday, February 21, 2014 – No Class Due to Field Trip 1/31/14

7 Friday, February 28, 2014 – from 9:30 AM – 12:30 PM – Loyola 134

Prior to Class Read Chapter 7 (Pg 169-197)

Prior to Class Read Chapter 3 (Pg 56-82)

Instruments for Assessment

Risk, Need, and Protective Factors

Factors Throughout Social System

Guest Speaker: **Louise Hill**, LCSW, Santa Clara County Department of Mental Health, Family & Children Division – “Transitional Age Youth (TAY) Program”

Short quiz on Chapters 4, 5, 7 and 3

8 Friday, March 7, 2014 – from 9:30 PM – 12:30PM - CCOC Center

Class Will Meet at Central County Occupational Center (CCOC)

Maps will be provided

Tour of Facility

Speaker: **Sylvia Evans**, Assistant Principal, Metropolitan Adult Education District

Case Study

9 Friday, March 14, 2014 – from 9:30 AM 0 12:30 PM – Loyola 134

Guest Speaker: **Goodwill Industries & Katie Peek**

Evaluation and Current and Future Issues

Prior to Class Read Chapters 9 & 10 (Pg. 228-279)

Take home final **due March 21, 2013**

Final Examination Based on:

Case Study

Definitions

Short Essay

Class Discussions

Book: Before It's Too Late

10 Friday, March 21, 2014 – from 9:30 AM – 12:30 PM – Loyola 134

Best Practices in Juvenile Justice

Prior to Class Read Chapter 8 (Pg. 200-224)

The Special Ed Process: Speaker – **Gail Gitt**, Retired Director of Student Services/Special Education, Moreland Elementary School District – Lecturer, Santa Clara University

PROJECTS DUE

POSSIBLE PROJECT TOPICS

NOTE: Two Projects are required. Number one is for all students, numbers two through eight you may choose one or discuss with the instructor an alternative project. Some of the projects can be done with two people working together.

1. REQUIRED: A study of a personal contact or family member (could be yourself) who made transitions in their life. The paper should include a history of

the person, what happened, work experience, what changes they made, why, and what they are doing now as well as what the prognosis is for future success.

2. Spend a day at an alternative school and write up your observations, feelings, incidents, evaluations, etc.
3. Write a 4 - 6 page paper on successful programs that work with people in transition.
4. Spend a day at the Goodwill Industries Center.
5. A research paper on the characteristics and available interventions for one of the identified populations.
6. Attend two meetings at an AA or NA group, follow the transition patterns for the individuals and interview someone going through recovery.
7. Family-based interventions
8. The role of parents in the schooling process of children
9. Peer involvement in social skills training
10. Pre-correction: a proactive approach for managing problem behavior
11. Critique one of the books listed in the Recommended/Text Resource Books
12. Something that you are burning to learn more about – talk to me first before you undertake this project.

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.

DISABILITY ACCOMMODATION POLICY:

To request academic accommodations for a disability, students must contact Disability Resources located in The Drahmman Center in Benson, room 214, (408) 554-4111; TTY (408) 554-5445. Students must provide documentation of a disability to Disability Resources prior to receiving accommodations.

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.