

SANTA CLARA UNIVERSITY
Division of Counseling Psychology and Education

Education and Counseling Psychology 245 [3 quarter units] Section 19909

Transitional Treatment and Vocational Training

Fall 2020

Instructor: Robert L. Michels

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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 -- You must keep up with the reading. The reading will form much of the discussions we will have and will appear on written reviews. You will use

Class Meetings (30% of the grade) and field trips (Not possible during Covid - 19) are mandatory. You are not allowed to miss more than one class during the quarter.

Quizzes and Final Examination (25% of the grade) There will be a take-home examination, which must be submitted via email prior to 12/1/20. The examination 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. Often, you will get a case study distributed in class and turned in at the next session. You will also submit a typed write up of your impression of the field trip to Chowchilla and how you would use what you have experienced in working with your clients. The purpose of the projects is for you to explore an area of interest you would like to know more about. Some examples are listed below further in the syllabus.

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 Monday, September 21, 2020 – from 5:30 PM – 8:30 PM – Online

Introductions

Overview of the Course

Guest Speaker: **Michael C. Ybarra**, LCSW (USC doctorate student/program)

Intern Supervisor -Psychiatric Social Worker II-Lead MH clinician - Custody

Mental Health-CCW-Elmwood-BHT

Juvenile Justice Clients - Lecture

Read Chapter 1 (pg. 1 – 24) prior to class on September 30, 2019

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 quarter. You may work in teams of two.

2 Monday, September 28, 2020 – from 5:30 PM – 8:30 PM – Online

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

Video and Discussion: "*Firestorms in the Brain – An Inside Look at Violent Behavior*" by Daniel G. Amen, M.D.

Begin Reading Before It's Too Late" - Complete Prior to Session 4
Presentations from the OJJDP website.

From the Web Site of OJJDP (Juvenile Programs)

Short Quiz on Chapters 1 and 2.

3 Monday, October 5, 2020 – from 5:30 PM – 8:30 PM – Online

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

Selected Videos Dealing with the Probation, Court Systems, Future Trends in
Working with Troubled Youth.

Discussion in Breakout Rooms

4 Monday, October 12, 2020 – from 5:30 PM – 8:30 PM – Online

Guest Speaker: **Katee Peek** is a CPSY graduate who has had experience in
working with numerous non-profit agencies in Santa Clara County.

Currently she is Year Up, Director of Career Readiness.

She is a great resource for many of your clients.

Evaluation and Current and Future Issues

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

Presentations from the OJJDP website.

From the Web Site of OJJDP (Juvenile Programs)

5 Monday, October 19, 2020 – from 5:30 PM – 8:30 PM – Online

Guest Speaker: **Maretta Juarez**, TAY – Director, Children's Services Division,
Santa Clara County Behavioral Services Department (Tentative)

Prior to Class Read Chapter 7 (pg. 169-197)

Interventions with Youth and Families – Priorities

Presentations from the OJJDP website.

6 Monday, October 26, 2020 – from 5:30 PM – 8:30 PM – Online

Guest Speaker: **Peter Grassi** is a CPSY graduate who currently works as a
Probation Officer III in the Placement Unit of the Santa Cruz County
Probation Department. He has had various assignments in this role and
will discuss them with us and how his training as a therapist helps him.

Presentations from the OJJDP website

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

7. Monday, November 2, 2020– from 5:30 PM – 8:30 PM – Online

Guest Speaker: **Sean Morrill** –Division Director, San Joaquin County Operated
Schools and Programs. Sean many years of experience educating
incarcerated youth and providing psychological services to them.

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

Presentations from the OJJDP website

8. Monday, November 9, 2020 – from 5:30 PM – 8:30 PM – Online

Guest Speaker: **Jennifer Newsome, PhD** – is currently working for an agency dealing with patients with an array of psychological issues. Prior to her current position, she was one of the psychologists at Chowchilla Women's Prison for many years. Her knowledge of working with incarcerated females is amazing as well as her insights into prison life and the psychological impact on inmates and their families.

Prior to Class Read Chapter 6 (Pg. 144-166)

9. Monday, November 16, 2020 – from 5:30 PM – 8:30 PM – Online

Guest Speaker: **Bettina Lee**, Special Education Teacher, Los Altos-Mountain View School district. Bettina will discuss the special education process including the involvement of both school and clinical psychologists.

Presentations from the OJJDP website




Monday, November 23, 2020 – No Class Due to Thanksgiving 

10. Monday, December 7, 2020– from 5:30 PM – 8:30 PM – Online

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

Final presentations from the OJJDP website

Review of topics covered in class.

Closing Festivities   

PROJECTS DUE

NOTE: Two Projects are required. Number one is for all students, numbers two through eleven you may choose one or discuss with the instructor an alternative project. They are to be emailed to me as you complete them; however, I must have them before December 7, 2020.

- 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 online 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. A research paper on the characteristics and available interventions for one of the identified populations.
5. Family-based interventions
6. The role of parents in the schooling process of children
7. Peer involvement in social skills training

8. Pre-correction: a proactive approach for managing problem behavior
9. Critique one of the books listed in the Recommended/Text Resource Books
10. 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.

OFFICE OF ACCESSIBLE EDUCATION (FORMERLY DISABILITIES RESOURCES)

If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education (Benson 1, <http://www.scu.edu/oea>, 408-554-4109) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please discuss them with me during my office hours within the first two weeks of class.

To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology. Students with approved accommodations of time-and-a-half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks notice recommended) to schedule proctored examinations or to arrange other 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.