

**SPRING 2015
HSML 4525
Problems of Youth: Prevention and Intervention**

Department of	Counseling and Human Services	Division of Education, Counseling and Human Services
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Office Hours:	<i>Mon. 11 – 3:00pm; Wed. 1 – 3pm; Thurs by appointment</i>	
Classroom Location	ONLINE: Blackboard Learn, Skype or Zoom.com for Chatroom sessions on WEDNESDAYS	
Required Text:	Arnett, J. J. (2013). <i>Adolescence and emerging adulthood: A cultural approach</i> (5 th ed). Upper Saddle River, NJ: Pearson Education, Inc. ISBN-13: 9780205892495 <i>McWhirter, et al. (2013). At-Risk Youth: A Comprehensive Response, 5th ed., Brooks & Cole, 2007</i>	
Ancillary Reading	Bonino, S., Cattelino, E., Ciairano, S. (2005). <i>Adolescents and risk: Behaviors, functions and protective factors</i> , Springer. ISBN 978-88-470-0393-4	
Supplemental Readings	Additional readings will occasionally be required as indicated in the course requirements section of this syllabus. A specific reading assignment may be accessed by clicking on the link for the assignment within the module.	
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhcg.follett.com	
Course Description:		
This course examines the particular problems of youth and their implications for social service workers delivering services to this population. Topics include youth serving in social institutions of both a preventative and rehabilitative nature and issues related to alcohol, tobacco, and other drugs and their effects.		
Course Goals or Overview:		
<ul style="list-style-type: none"> • Students will gain an understanding of the important forces that contribute adolescent involvement in at-risk behaviors including involvement with illicit drugs and alcohol. • Students will understand the values and ethics professionals in the human services apply to empowering teens, providing information, strategies, tools, and resources for youth, families, schools and community organizations related to a variety of cross-cutting topics that affect youth. 		
Learning Objectives/Outcomes		
At the end of this course, the student will be able to:		
1	Describe a broad range of at-risk factors which constitutes and contributes to at-risk behavior among adolescents citing basic developmental concepts related to adolescence and emerging adulthood. (NLA 13, CSHSE 12f)	
2	Assess at-risk youth in relationship to alcohol/substance use and abuse by specifically applying developmental theory, concepts, and research to “real life” scenarios (NLA 13f)	
3	Develop a plan of action which addresses the child’s needs using socio-emotional development of adolescents in terms of personality development, attachment/love, parent-child-peer relationships, and influence of culture.(NLA 13b,c)	

4	Describe issues surrounding physical, cognitive, social, and emotional development of the individual across early, middle, late adolescence and emerging adulthood.(NLA 3, 13f)
5	Describe ethical and cultural issues crucial to the delivery of services to the at-risk youth population.(CSHSE 12, e, f)

HSML Program Core Competencies

The competencies listed below are the standards that will guide your overall academic experience in this class. As you work on your assignments consider which skill sets you are developing within the specified competency. Each class in the HSML program builds up on these competencies developed from the Nonprofit Leadership Alliance and the Council on Standards for Human Services Education, so that at the end of your academic journey you are well prepared to complete your capstone portfolio.

Nonprofit Leadership Alliance Competencies:

- **Communication, Marketing & Public Relations** - Highlights knowledge, attitudes and activities that nonprofit organizations use to understand, inform and influence their various constituencies
- **Personal & Professional Development** - Highlights the nature of employment in the nonprofit sector, from researching career opportunities, applying and interview for a job, to continuing professional development
- **Cultural Competency and Diversity** -Highlights the development of cultural competency preparation for professional practice in culturally diverse settings
- **Foundations & Management of the Nonprofit Sector** - Highlights the history, contributions, and unique characteristics of the nonprofit sector and its management

Council on Standards for Human Services Education:

- **12a** – *Theories of Human Development*
- **12c** – *Changing family structures and roles*
- **12 e** – *An understanding of the capacities, limitations, and resiliency of human systems*
- **12f** - *emphasis on context and role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, learning styles, ability, and socioeconomic status) in determining in meeting human needs*
- **15a** - *Knowledge and skills to analyze and assess the needs of clients or client groups.*
- **15c** - *Skills to evaluate the outcomes of the plan and the impact on the client or client group.*
- **17b** - *Dealing effectively with conflict.*
- **19g** - *Appropriate professional boundaries.*

Course Activities	
1	Class instruction and discussion and quizzes.
2	Observation and Interview with Adolescents and comparative Self-Reflection Paper: You must provide a self-analysis paper detailing major milestones of your own adolescence
3	Movie assignment: Analyze the characters in the movie based on theories discussed in class and presented in your reading
4	APA-Research Paper: You must write a 5-page, APA-style, typed paper over the topic chosen at the beginning of the semester.
5	Group/Individual Lesson Activities or Group Presentation: You must present in class, a presentation from a list of topics provided on the first day of class.

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course. *An overview of how grade points are calculated will be covered in class discussion! Blackboard Learn will be used as a means of communication and dissemination of supplemental materials, which include power point slides, assignment descriptions, observation forms, rubrics and grades. To access Blackboard Learn, log on to: <http://ecampus.unt.edu> using

your EUID for your login. **If you experience trouble with Blackboard Learn, please double check and update your JAVA, then contact the Blackboard Learn Student Help Desk**

Criteria for Grading include:

1. Demonstration of ability to integrate outside Reading and classroom material into papers/projects
2. Succinct, clear and logical formulations of arguments.
3. Demonstration of independent and critical thinking skills in class participation, written assignments and projects.

Students will be required to successfully complete all of the following assignments described below. There are six distinct types of assignments in this course for undergraduates. All writing must utilize the American Psychological Association (APA) Style Guidelines. A good resource on APA guidelines is found here: <http://owl.english.purdue.edu/owl/resource/560/01/>.

- **Online Discussions** of assigned chapters/readings
- **Movie, Video, and Article** reviews and discussions
- **Exams** – *written tests designed to measure knowledge of presented course material*
- **Assignments** – *written assignments designed to supplement and reinforce course material*
- **Projects** – *web development assignments designed to measure ability to apply presented course material*
- **Blackboard Learn (Class) Participation** –*participation in online class discussions*

Students are required to submit written assignments for this class to Turnitin at the instructor's discretion, a web-based plagiarism detection service. Any paper that is not submitted to Turnitin the instructor will not accept and the assignment will not be graded.

Grading Matrix:	
• Discussion Board Participation (10)	100
• QUIZ (3)	120
• Adolescent Interview and Assessment/Self Reflection Paper	100
• Film Critiques (2)	100
• FINAL EXAM	100
TOTAL	520
Basis for Grading: The calculation of students overall course grade includes total points earned	
Grading determination: A=100-90%; B=89-80%; C=79-70%; D=69-60%; F=59-below	

LATE ASSIGNMENTS ARE NOT ACCEPTED AT THE INSTRUCTOR’S DISCRETION

Instructor Expectations

Instructor’s Response time: While I will do my best to respond to your emails within 3 business days (M-F), my schedule can be restrictive at times. Therefore, I will certainly make every effort to respond before the next week.

Emails: Please note that emails will NOT be responded to on the weekends or on a holiday. Students will use Blackboard Learn to send emails to me or other students in this course. However, please note that you will be using your UNTDallas assigned, external email address that is outside of the Blackboard Learn system...your UNTDallas email.

Notifications: Any changes to the course schedule will be posted on Blackboard Announcements. Periodically announcements may appear in the course to provide general information, make special requests, or notify you of any changes. These announcements can be accessed from the Blackboard Learn course by clicking "Announcements" listed in the menu on the left side of the screen.

Grading: While I will do my best to have your assignments grading in a timely manner, which will not always be possible. I may take up to 2 weeks to grade any assignments and will post grades within the Grade Center of the course shell.

How Students Should Proceed Each Week for Class Activities: Each week you must access Blackboard Learn and the materials in this course in order to be successful. Read the Learning Modules and assigned readings in order to make a contribution to weekly course activities such as discussions, exercises, activities, and/or tests. Carefully review the "Assignments" folder in each module for a description of required assignments. Assignments are due by Saturday evening at 11pm **except the final week's assignments, which are due by Friday evening at 11pm. Your assignments** must be submitted on time. You must also keep track of other major projects or assignments as specified in this syllabus.

Overall Course Participation

Students will often be required to communicate regarding course concepts through discussion board, exercises, and assignments. Make every effort to understand the expectations for these postings and assignments. Remember to use proper etiquette and protocol for participating in the on line discussion boards and activities: be respectful, courteous, and professional!

Use of Blackboard/Blackboard: All assignments assigned to Blackboard must be submitted no later than seven days of its due date. Any assignments assigned to Blackboard will not be accepted via instructors' email or hand delivered. (No exceptions). **All assignments will be deducted by 10 points per day, after first 24 hours.** Assignments will not be accepted after the 5th day, unless written acceptable documentation is provided. Assignments are due by Saturday evening at 11pm **except the final week's assignments, which are due by Friday evening at 11pm. Your assignments** must be submitted on time

TECHNICAL REQUIREMENTS / ASSISTANCE

The following information has been provided to assist you in preparation of the technological aspects of the course. Hardware and software necessary to use Blackboard:

PC: Windows 98 (2nd Edition), 2000, XP, Vista, Windows 7 Mac: OS 9, OSX

Internet Access with [compatible web browser](#) (Select link for Vista 8.0 SP4) Java: Version 1.6.0 Update 24: Click [HERE](#) and choose "Download Java"

Other Minimum Technology Needed

Word Processor

Browser and computer settings check: <https://ecampusupport.unt.edu/browser>

Computer and Internet Literacy: Visit http://www.clt.odu.edu/oso/index.php?src=pe_comp_lit Plug-ins necessary to access course materials and resources: <https://ecampusupport.unt.edu/plugin>

Occasionally, you may need to use a scanner to submit documents. These may be available in UNTDallas computer labs on campus.

Minimum Skills Needed:

- Using the learning management system
- Using email with attachments
- Creating and submitting files in commonly used word processing program formats
- Copying and pasting
- Downloading and installing software

SUBMITTING ONLINE ASSIGNMENTS: Begin assignments early in case of technical difficulties. Online assignments are to be completed as part of the online setting. All Blackboard Learn assignments and any designated assignments must be submitted in the "Assignment Submission Box". Blackboard assignments will not be accepted through the instructor's personal or Blackboard email. If you have problems submitting assignments, please Contact Student Help Desk, immediately as your technical difficulties are your responsibility. APA 6th Ed. Format title page must be attached to each Online Assignment.

COURSE SCHEDULE			
TIMEFRAME	LESSON	BASED ON READING	WHAT'S DUE
Week 1 1-21-15	MODULE 1: Ice breaker, Class Introduction and Overview <ul style="list-style-type: none"> An Introduction to At-Risk Issues 	<ul style="list-style-type: none"> SYLLABUS McWhirter, CH 1 	Introduction BLOG
Week 2 1-28-15	MODULE 2: <ul style="list-style-type: none"> The Adolescent Culture Environmental-Societal Factors that Contribute to Risk Adolescence: A Cultural Approach 	<ul style="list-style-type: none"> McWhirter, CH 2 Arnett, CH 1 	<ul style="list-style-type: none"> DB #1
Week 3 2-4-15	MODULE 3: <ul style="list-style-type: none"> Legal and Ethical Issues 	<ul style="list-style-type: none"> McWhirter, CH 3 	<ul style="list-style-type: none"> DB #2
Week 4 2-11-15	MODULE 4: <ul style="list-style-type: none"> Family Problems of At-Risk Children and Youth Family Relationships 	<ul style="list-style-type: none"> Arnett, CH 7 McWhirter, CH 4, 	<ul style="list-style-type: none"> DB #3 QUIZ #1
Week 5 2-18-15	MODULE 5: <ul style="list-style-type: none"> School Issues that Relate to At-Risk Children and Youth School 	<ul style="list-style-type: none"> Arnett, CH 10 McWhirter, CH 5 	<ul style="list-style-type: none"> DB #4
Week 6 2-25-15	MODULE 6: <ul style="list-style-type: none"> Individual Characteristics of High-Risk and Low-Risk Children and Youth Problems and Resilience Film: <i>White Oleander</i> 	<ul style="list-style-type: none"> Arnett, 13 McWhirter, CH 6 	<ul style="list-style-type: none"> Film Critique #1
Week 7 3-4-15	MODULE 7: <ul style="list-style-type: none"> School Dropout 	<ul style="list-style-type: none"> McWhirter, CH 7 	<ul style="list-style-type: none"> DB #5
Week 8 3-11-15	MODULE 8: <ul style="list-style-type: none"> Substance Use and Addiction 	<ul style="list-style-type: none"> McWhirter, CH 8 	<ul style="list-style-type: none"> DB #6 QUIZ #2
Week 9 3-18-15	SPRING BREAK		
Week 10 3-25-15	MODULE 10: <ul style="list-style-type: none"> Teenage Pregnancy, STDs, and Risky Sexual Behavior Love and Sexuality 	<ul style="list-style-type: none"> Arnett, CH 9 McWhirter, CH 9 	<ul style="list-style-type: none"> DB #7
Week 11 4-1-15	MODULE 11: <ul style="list-style-type: none"> Juvenile Delinquency and Youth Violence Friends and Peers 	<ul style="list-style-type: none"> Arnett, CH 8 McWhirter, CH 10 	<ul style="list-style-type: none"> DB #8 (NOTE: A poll everywhere activity)
Week 12 4-8-15	MODULE 12: <ul style="list-style-type: none"> Film: <i>The Inevitable Defeat of Mister and Pete</i> 	<ul style="list-style-type: none"> Arnett, CH 6 	<ul style="list-style-type: none"> Film Critique #2
Week 13 4-15-15	MODULE 13: <ul style="list-style-type: none"> Youth Suicide Film: <i>America The Beautiful</i> (Video stream documentaries in HULU) 	<ul style="list-style-type: none"> McWhirter 11 	<ul style="list-style-type: none"> DB #9
Week 14 4-22-15	MODULE 14: <ul style="list-style-type: none"> Prevention, Early Intervention, Treatment Framework, and Other 	<ul style="list-style-type: none"> McWhirter, CH 12,14 	<ul style="list-style-type: none"> DB #10 QUIZ #3

	Environmental Considerations • Peer Interventions		
Week 15 4-29-15	MODULE 15: Observation of Adolescents Groups in a Social Setting /Interview Assessment and Reflection		• Conduct Interview Assessment and Observation
Week 16 5-6-15	MODLUE 16: • Final Paper – Adolescent Interview and Assessment		• Final Paper Due
Week 17 5-11-15	FINAL EXAM (Based on Gibbs' reflective cycle)		

Online Attendance and Participation

Regular attendance and participation in online and face-to-face class discussions is required.

Likewise, students' professionalism in internship attendance is a must! You will receive a grade based on your overall participation, particularly at your internship placement, so be prepared and ready to discuss for each class meeting. Points will be deducted for negative participation or reporting. Student/Instructor communication and interactions will take place primarily using the such methods as Chat, Email, Online Discussion Groups, Phone, U.S. Mail, Face to Face. Detailed information is provided in course schedule.

UNT Dallas

Grade Appeal Guidance for Students

The UNT Dallas Counseling and Human Services faculty are committed to each student's academic and professional success. As such, the faculty would like to guide students in professional protocol of managing concerns regarding their grades. When you have concerns regarding grades, please consider the information below and follow the protocol in sequential order.

Facts

1. Each student is responsible for the grade they earned. Professors do not give grades. Students earn grades.
2. Student's grades are based on the requirements stated in the syllabus. Students are responsible for fulfilling all course requirements including readings, writings, assignments, and exams by the deadline that is stated on the syllabus. If you have a true emergency or crisis, then notify the professor via email as soon as possible and ask if an exception can be granted. Make every effort to show the professor that you are taking responsibility for your assignment.
3. Professors are NOT required to allow students to retake exams or resubmit assignments just because the student did not earn the grade they desired.
4. Students do have the right to ask questions to understand the material they missed on exams or assignments. Students may ask questions in class, email or phone professors, or visit professors during their office hours.
5. A grade of Incomplete is only granted the last part of the semester if (a) the student notifies the professor in writing of an unforeseen circumstances such as illness, death in the family, active military service, etc. and (b) the student is passing the class. An Incomplete is not granted just because the student did not complete their work on time or did not like the grade they received.
6. Just because a student is not satisfied with his or her grade does not mean the student should pursue a grade appeal. Grade appeals are ONLY granted for three reasons
 - a. "Arbitrary" means a decision based on inappropriate criteria or not in conformity with established procedures or standards.
 - b. "Prejudice" means a decision motivated by ill will that is not indicative of the student's academic performance in regard to grades.
 - c. "Error" means a decision that is based on a mistake in fact.

Chapter 7(7.001) Student Code of Conduct: Online “Netiquette”: Emails should use proper “netiquette,” i.e., no writing in all caps (usually denotes yelling), no curse words, and no or “flaming” messages (angry, personal attacks). Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind. Any violation of netiquette policies may result in a loss of points or removal from the course. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Chapter 7(7.002) Academic Integrity: Academic integrity is a hallmark of higher education. You are expected to abide by the University’s code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University’s policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code. TurnItIn Statement: Students are required to submit written assignments for this class to Turnitin, a web-based plagiarism detection service. Before submitting your paper to Turnitin, please remove your title page and other personal information. (OPTIONAL: Any paper that is not submitted to Turnitin prior to 2 submission to the instructor will not be accepted by the instructor and will not be graded).

Chapter 7(7.004) Disability Accommodations for Students

Blackboard Learn Accessibility Statement: University of North Texas at Dallas is committed to ensuring it’s online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with Blackboard Learn, please contact our ITSS Department. To assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided:

<http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

Instructional technology tools, such as Turnitin, Respondus, Panapto, and several publisher cartridge content (i.e. MyLab, Pearson, etc.) are NOT fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any6 of these tools.

Diversity/Tolerance Policy

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions, which violate the Code of Student Conduct, will be referred to the Center for Student Rights and Responsibilities, as the instructor deems appropriate.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

General Submission Guidelines

1. Papers should conform to the writing style and reference guidelines found in the *Publication Manual of the American Psychological Association (6th ed.)*.

2. Double space using Word files using an appropriate 12-point, black color font, and one inch margins.
3. Use a Title Page, and make it APA style with assignment/project title, your name, the date, the course.
4. Use headers, right justified, per APA. Put your last name and page number on first header line; and on the second header line, type the assignment title/name.
5. Always write an introductory paragraph and a final concluding (i.e., synthesizing, evaluative) paragraph; always include a references page, per APA.
6. A full page equals 22-23 lines of content.
1. *For all assignments and projects:* Please be careful and attend to issues of good grammar, spelling, and presentation.
 - a. DO NOT USE CONTRACTIONS (SHORTENED FORM) in academic writing. This course's writing is academic and scholarly.
 - b. Be very careful to maintain consistency in use of verb tense and voice (e.g., third, second, or first person voice) throughout papers.
 - c. An important note about plagiarism as it pertains to this course, avoid writing more than 2 or 3 consecutive words of anything that might be borrowed from another source without citing. When in doubt, cite the source. Realistically, until the conclusions are being drawn and the reflective thoughts are being conveyed, chances are that most students' thoughts and writings are drawn from reliable and valid sources. Therefore, citing appropriately, sentence by sentence, adds credibility to the writer's work. Furthermore, do not copy either by physically typing or by simply pasting from another source's website or article and call it your own work by failing to cite the material as a direct quotation. The instructor has been known to sleuth out plagiarism (within minutes of detecting a possible problem with a document) despite any desire **to not find** the evidence. One key way to avoid problems with plagiarism is to submit assignments informally and early by a date upon which has been mutually agreed. The instructor will return the document with feedback and make suggestions for how to better engage in source citations and how to avoid inappropriately handled quotations. Also, student who make such efforts tend to earn higher grades.
 - d. *Do not cite* Wikipedia, Answer.com, Ask.com, About.com, or any other non-scholarly or non-academic Website (*need I go on?*). *It is not good academic form; the instructor will critically grade the use of such reference choices to the disadvantage of the student who uses such.*