Psychology 3000A

Intervention with Children and Youth

University of Lethbridge
Summer, 2008

Instructor: Phil Jones
Telephone: 394-3960
Email: phil.jones2@uleth.ca
Office Hours: Monday afternoon
       or by appointment

Times: M, W, 09:00-11:50
Location: L 1060

Office: AH 115F

COURSE OUTLINE

Course Description:

The purpose of the course **Intervention with Children and Youth** is for students, through using an inquiry-based learning process, to develop a broad understanding of approaches, theory, and methods which are used in providing intervention to children and youth. In addition, the course will examine the process of assessment and intervention, ethical considerations in providing services to children and youth, and survey other approaches which are used in serving this population.

An inquiry based learning process will be used in the course and will introduce students to the skills and processes of inquiry based learning as well as assist them to use inquiry to develop an understanding of the course content. Inquiry is the process of trying to come to a critical understanding about a problem, issue, or phenomenon. It should be envisioned as a continuous feedback process in which questions are formulated and potential answers are investigated leading in turn to new, challenging, and relevant questions. The skills and abilities of inquiry include knowing how to formulate good questions, how to identify sources of information, how to critically assess and use information from a variety of sources, how to draw reasoned conclusions, and how to communicate the process, conclusions, and emergent questions to others.

This type of education assumes that learning is a collaborative process based on discovery guided by mentoring, within a community of learners, rather than on a transmission of knowledge.

Learning Objectives:

1). Students will demonstrate their ability to learn in a self-directed way through the use of inquiry based learning methods as applied to intervention with children and youth.

2). Students will begin to critically examine and reflect on counselling practice including ethical issues and personal impact.

3). Students will apply critical thinking skills to their examination of intervention models and approaches.

4). Students will develop the information literacy skills to find useful literature and research that can be applied to their inquiry process.

5). Students will demonstrate collaborative learning skills which facilitate their ability to learn from and with peers and instructors.

Course Process:

The course will use a combination of lecture presentations, demonstrations, role plays, student presentations, and class discussions to deliver course content. Students will also contribute to the learning of their peers through presentations and participation in on-line discussions. The course will use a blended learning approach which will require that some of the class activities will occur in the on-line environment; this will reduce class time to one face to face class per week.

Required Text:

There is no required text for this course. Course materials and links to on-line texts and reading will be provided in the Webct site for the course.

Course eLearning Site:

webct.uleth.ca

Tentative Class Schedule: (subject to change)

May 5	Introduction to course including learning objectives, assignments, and expectations; introduction to Inquiry Based Learning methodology. Discussion of ethical issues, beginning the process of intervention. Beginning work on development of learning plans and goals. Orientation to Webct. *Learning Plan due May 9, 2008 , 4:00 p.m. by email.*
May 12	Assessment; demonstration of assessment tools. Behaviour intervention. ***On line****: Developmental and Family contexts for Intervention.*
May 19	**Statutory Holiday – No Class.**
May 26	The intervention process. Consultation on behaviour intervention project. ***On line****: Intervention models and approaches for addressing mood and externalizing problems.* Learning Product to be posted in Webct by 4:00 p.m. May 26th, 2008. Responses to learning products to be posted by 4:00 p.m. June 2nd, 2008.
June 2	Intervention models and approaches for addressing developmental disorders and psychosocial problems. ***On line****: group intervention approaches: group work, bullying programs, early intervention/prevention programs, resilience.*
June 9	Simulation: "ideal" treatment system for children and youth. ***On line****: Specialized intervention settings: Group homes, residential treatment programs, school-based intervention programs; Family intervention.* Behaviour Intervention Project to be posted by 4:00 p.m., June 9th , 2008, in the Webct course site.
June 16	Last class – Professional issues across treatment settings; review of course and goal attainment. Discussion Forum self-evaluation due June 18, 2008, 4:00 p.m. via email.

Grading and Assignments:

1). **Discussion Forum and Self-Evaluation:** *Weight: 30%.* This assignment asks students to contribute to the learning of others through using the class presentations and activities and course readings which have been utilized in class as a frame of reference <u>for formulating a discussion about new material and ideas related to the weekly topics</u>. Students will be assigned dates to be discussion group leaders in the Webct course site. The assignment requires that assigned discussion group leaders introduce new content related to the course readings, class presentations, and/or class activities from the content for the week, and then lead a discussion group on this topic for the assigned week. Other class members are required to join and participate in two (2) discussion groups for the week. <u>Please see the link in the Webct site for more detail on discussion forum leadership and participation.</u> Criteria for marking include the extent to which the postings and responses introduce new content, reflect critical thinking and reflection, the extent to which the postings and responses are appropriate and thoughtful, and the extent to which student responses encourage further reflection, discussion, and comment. **All contributions to the discussions are expected to be thoughtful, respectful, and considerate.**

The *self-evaluation* component asks students to measure their own performance and participation in discussion forum against the criteria for the assignment (weekly participation in two discussions, leading a discussion, quality of postings, contributions to the learning of others, etc.) In addition, the self-evaluation component asks students to reflect on the experience over the term and draw some learning and conclusions which have arisen for the student as a result of participating in discussion forum. <u>Please see the link in the Webct course site for more information on completing the self-evaluation of discussion forum.</u>

Note: Please see the link in the Webct course site for the dates for discussion forum, and the directions for choosing a date to be discussion leader.

2). **Learning Plan and Learning Product:**

Learning Plan: *Ungraded*. This assignment asks students to formulate a "good" question on an area of interest *within the area of intervention with children and youth;* this question will guide student self-directed learning throughout the course and result in the learning product. The learning plan should include tentative questions and sub-questions which will be investigated further and will identify possible sources of information which will be used in answering the questions posed. The learning plan also needs to propose the output or product which the student will produce to demonstrate their learning; the products will be posted in webct for other students to view, and respond to. The plan should be 2-3 pages in length, single sided and double spaced. Students can format the learning plan in any way which will ensure that the proposal is clearly expressed. The course instructor will provide feedback and input on the plan to assist the student in this project. <u>Due: May 12th, 2008, at 4:00</u> **by email**.

Learning Product: *Weight:30%*. Students will produce a learning product which will demonstrate the learning which has occurred as the student worked with their inquiry process. The product needs to clearly identify the inquiry questions and sub-questions which guided student learning, clearly report the findings, demonstrate the use of critical thinking about the findings, draw some reasoned and appropriate conclusions, and comment on any other questions or issues which were raised by the inquiry process. Presentation to peers will take the form of posting the learning product in the Learning Products area of the Webct Discussion Forum. <u>Due: May 26th, 2008, by 4:00 pm.</u>

3). **Feedback on Learning Products:** *Weight: 5%*. For this assignment, students are required to provide thoughtful, considered, and detailed feedback to two (2) other students on their learning products. Students will post their feedback on the Webct Discussion Forum site as a reply to the postings of the Learning Products. <u>Due: Responses to two learning products need to posted by June 2nd, 2008, at 4:00 pm.</u>

4). **Behaviour Intervention Project:** *Weight: 35%.* For this assignment students will develop a behaviour intervention program. Using presentation material and the literature the project will include the following elements:

- Definition of the behavioural issue to be addressed; this should include the use of material from the literature.
- Description of the issue, and explanation of why a behavioural approach is appropriate.
- Detailed description of the specific program which is intended to address the behavioural issue.
- Discussion of expected, and possible, unexpected, outcomes of the program.
- Discussion of the learning which has taken place for the student as a result of completing this project.

<u>Due: June 9th, 2008, 4:00 p.m. posted in the Webct site.</u>

Grading Breakdown:

A+ :	4.0	95-100%	C+ :	2.3	71-74.9%
A :	4.0	91-94.9%	C :	2.0	67-70.9%
A- :	3.7	87-90.9%	C- :	1.7	63-66.9%
B+ :	3.3	83-86.9%	D+ :	1.3	59-62.9%
B :	3.0	79-82.9%	D :	1.0	55-58.9%
B- :	2.7	75-78.9%	F :	0	0 -54.9%

Note: If your assignment will be late, please ask for an extension!