



EDST 497J (3.0) Problem Youth vs. Youth With Problems

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Office hours: By appointment

Classes (dates and times): July 23-August 3, Monday to Friday from 1:00-4:30 pm

Course Description

The course will focus upon changing how teachers view at-risk youth, how to recognize the problems, how to help the youth overcome the problems, and how to change those who feel like failures into those who know they are successes. Real life examples and input from actual “problem students” will illustrate that there is no such thing as problem youth, just youth with problems. Teach them to cope and they will soar.

It should be noted that at-risk youth not only inspired this course, but have also been actively involved with the development of the topics.

Course Format

The first week will focus upon students articulating their own core beliefs and applying some theory to real life situations using examples of successful application in classrooms. Each class will consist of approximately one third lecture, one third discussion, and one third group work and idea sharing.

Days six and seven will consist of discussions about current real world techniques and strategies to ensure the success of at-risk learners. Approximately one third of each class will involve presentation through lecture with the other two thirds allotted for class and group discussion to determine why the techniques/strategies are successful and how they can be used in a variety of environments.

Days eight and nine will be for student presentation and the questions and discussions arising from the presentations.

Day ten will be have a presentation and discussion by at-risk youth who will speak candidly about what did and did not work for them in the education system, and what teachers can do to increase their understanding of youth and to have the youth increase their understanding of teachers.

Course Overview, Content, and Objectives

There is no such thing as problem youth, just youth with problems: teach them to cope and they will soar. Is this a nice mantra? Yes. Is this a great attitude for an educator? Absolutely. Will it work in reality? Many will say no and many more will think that getting at-risk youth doing



TEDx talks, Ignite talks, newspaper columns and leadership conferences is not even remotely possible; yet, it is. It is not only possible, it is actually happening.

This course will focus on mental health issues such as anxiety and PTSD, as well as the resulting behaviours; the roots of which often include abuse, neglect, loss, bullying, and other events that undermine self-esteem. Techniques to successfully increase self-esteem and help students cope with other issues will be outlined in detail; including examples of successes.

Learning Outcomes

After completing this course, students should be able to:

- State their own vision for their classroom and the students.
- Recognize the causes of student issues rather than merely the visible symptoms.
- Apply and modify theories to a variety of classroom situations.
- Create a personalized classroom to facilitate personalized learning
- Visualize situations from the point of view of the students
- Understand the internal and external factors affecting the students
- Develop their own core ideology and articulate their vision
- Articulate the difference between “problem youth” and youth with problems
- Determine what will or will not be successful when working with at-risk youth, and how to modify approaches and environments to increase the successes

Additional Course Requirements

Students will need a phone/tablet/laptop to allow online brainstorming and information sharing

Evaluation Criteria and Grading

Learning Journal

40%

Students will articulate their own core beliefs and values, and discuss the value of them in relation to their classroom. Students will further write four entries based any of the topics covered prior to the due date on August 2. Journals should summarize the material covered, and offer personal perspectives as to how it may be applied in their classrooms. Each journal should be a maximum of 1 page in length.

Marking will be based upon the quality of the summary, and the relevance of the classroom applications in relation to their core beliefs and values.

Presentations

55 %

Prior to the first class, students will be given a list of possible topics and formats for a presentation. Topics will be those covered during the course, with an emphasis on personalization and modification of current theories.



Rubrics will be given when the topics are chosen; however, assessment will be based upon the presentation, the knowledge of the topic, and an understanding of its application when dealing with at-risk youth.

Participation

5 %

In addition to attendance and discussion throughout the course, students will be expected to directly engage in the discussion with the youth presenters on the final day.

Pass/Fail Assessment

The goal of courses within the Post Baccalaureate Programs is for students to grow as well-informed, knowledgeable and capable professionals. By employing a pass/fail assessment system, we hope to see our students engaged in learning that is meaningful and durable, not focusing upon competition with each other but focusing, instead, on developing and constructing collegial and cooperative learning environments that will serve as models in their ongoing teaching careers.

The UBC Okanagan Faculty of Education will use marking schemes and rubrics with a minimum pass equivalency set at a B+ (76%) in UBC's standard marking system. We feel that achieving a minimum equivalency of B+ is expected of a well-informed, knowledgeable and capable educator.

For further information about Pass/Fail assessment in the Faculty of Education, please visit the following site:

<http://education.ok.ubc.ca/programs/undergrad/resources/pass-fail-assessment.html>

Required Readings and Videos

Collins, James C. & Porras, Jerry I(1996). Building your company's vision. *Harvard Business Review*, 74(5) 65-77

Kohn, A. (1989, Nov). Suffer the restless children. *The Atlantic*, 264(5), 90-100.

Mather, B. A. (2012). The social construction and reframing of attention-deficit/hyperactivity disorder. *Ethical Human Psychology and Psychiatry*, 14(1), 15-26.
doi:10.1891/1559-4343.14.1.15

Skopalová, J. (2010). Social Deviations, Labelling and Normality. *Human Affairs*, 20(4), pp. 327-337. Retrieved 14 Jan. 2018, from doi:10.2478/v10023-010-0034-8

TEDx Talks. (2017, March 10). *Sandy Balascak: From Outcast to "Incast": Reintegrating Disenfranchised Youth* [Video file]. Retrieved from
<https://www.youtube.com/watch?v=JjoOJb7y9AQ&t=10s>



Recommended Readings

These readings, while not necessary for the purpose of the course, provide an alternate view that will help teachers gain further insight into dealing with at-risk youth.

Armstrong, T. (1997). *The myth of the a.d.d. child: 50 ways to improve your child's behavior and attention span without drugs, labels, or coercion*. New York: Plume.

Berger, P. L., & Luckmann, T. (1966). *The social construction of reality: A treatise in the sociology of knowledge*. Harmondworth: Penguin.

Course Schedule

Each session will begin with a check-in style of discussion and will have a break in the middle of the class.

The sessions will have a lecture component, but will primarily be interactive with emphasis on discussion, sharing ideas, and application to a variety of classroom situations.

	Topics	Required Reading(s)/Videos
Day 1	<p>1. Introduction</p> <p>2. Core Values and Beliefs</p> <p>Although the parallels between corporations and schools may not be immediately obvious, many of the principles of building a core belief system and using that system to personalize and innovate are directly relevant to the classroom. Students will determine their own core belief system and learn to use those beliefs to build a supportive and innovative classroom.</p>	<p>TEDx Talks. (2017, March 10). <i>Sandy Balascak: From Outcast to "Incast": Reintegrating Disenfranchised Youth</i> [Video file]. Retrieved from https://www.youtube.com/watch?v=JjoOJb7y9AQ&t=10s</p> <p>Collins, James C. & Porras, Jerry I(1996). Building your company's vision. <i>Harvard Business Review</i>, 74(5) 65-77</p>
Day 2	<p>Discerning between sympathy and Empathy</p> <p>The focus of this session will be to ignore our own frame of reference and see a situation through the eyes of a youth.</p>	<p>Anecdotal examples will be provided for this class; however, students should have a basic understanding of sympathy and empathy from a counselling perspective.</p>



<p>Day 3</p>	<p>Social Construct Theory vs Disorders</p> <p>We will explore the Social Construct Theory and its influence on the perception of disorders.</p>	<p>Kohn, A. (1989, Nov). Suffer the restless children. <i>The Atlantic</i>, 264(5), 90-100.</p> <p>Mather, B. A. (2012). The social construction and reframing of attention-deficit/hyperactivity disorder. <i>Ethical Human Psychology and Psychiatry</i>, 14(1), 15-26. doi:10.1891/1559-4343.14.1.15</p>
<p>Day 4</p>	<p>1. Labels 2. Self-esteem 3. Self-fulfilling Prophecy</p> <p>Labels can affect self-esteem. Low self-esteem and negative self-talk can lead to the self-fulfilling prophecy. The impact can be minimized once it is recognized.</p>	<p>Skopalová, J. (2010). Social Deviations, Labelling and Normality. <i>Human Affairs</i>, 20(4), pp. 327-337. Retrieved 14 Jan. 2018, from doi:10.2478/v10023-010-0034-8</p>
<p>Day 5</p>	<p>1. Learning Gaps vs Learning Disabilities 2. The Gifted “Problem Youth” 3. Treating problems rather than symptoms</p> <p>Discussion will involve the difference between learning gaps created by external circumstances and learning disabilities as well as recognizing that a student may be gifted and still have those gaps; appearing to be a disability.</p> <p>Observable struggles and issues are often a symptom of the underlying problem and cannot be dealt with until recognized.</p>	<p>Classroom anecdotes and examples of successes and failures based upon the instructor’s own class will be provided.</p>
<p>Day 6</p>	<p>1. Relationships and Trust 2. The Importance of Behaviour Modeling 3. Creating Pride 4. Reactions</p>	<p>Classroom anecdotes and examples of successes and failures based upon the instructor’s own class will be provided.</p>



<p>Day 7</p>	<ol style="list-style-type: none"> 1. Rational Emotive Behaviour Therapy (REBT) within the classroom 2. Clear and Relevant Expectations 3. Voluntelling 	<p>Students will not be expected to purchase or read the book used for this discussion, but should see the preview and sample worksheet at https://www.researchpress.com/books/847/thinking-feeling-behaving</p> <p>Classroom anecdotes and examples of successes and failures based upon the instructor’s own class will be provided.</p>
<p>Day 8</p>	<p>Student Presentations and Discussions</p>	
<p>Day 9</p>	<p>Student Presentations and Discussion</p>	
<p>Day 10</p>	<p>Youth Presentation</p>	

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President’s Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the University’s policies and procedures, may be found in the Academic Calendar at <http://okanagan.students.ubc.ca/calendar/index.cfm?tree=3,54,111,0>.

Grading Practices

Faculties, departments, and schools reserve the right to scale grades in order to maintain equity among sections and conformity to University, faculty, department, or school norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the faculty, department, or school. Grades are not official until they appear on a student's academic record. <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,41,90,1014>

Student Service Resources

UBC Okanagan Disability Resource Centre



The Disability Resource Centre ensures educational equity for students with disabilities and chronic medical conditions. If you are disabled, have an injury or illness and require academic accommodations to meet the course objectives, please contact Earllene Roberts, the Diversity Advisor for the Disability Resource Centre located in the University Centre building (UNC 214).

UNC 214 250.807.9263

email: earllene.roberts@ubc.ca

Web: www.students.ok.ubc.ca/drc

Ombuds Office

The Ombuds Office offers independent, impartial, and confidential support to students in navigating UBC policies, processes, and resources, as well as guidance in resolving concerns related to fairness.

UNC 217 250.807.9818

email: ombuds.office.ok@ubc.ca

Web: <https://ombudsoffice.ubc.ca/okanagan-campus/>

UBC Okanagan Equity and Inclusion Office

Through leadership, vision, and collaborative action, the Equity & Inclusion Office (EIO) develops action strategies in support of efforts to embed equity and inclusion in the daily operations across the campus. The EIO provides education and training from cultivating respectful, inclusive spaces and communities to understanding unconscious/implicit bias and its operation within in campus environments. UBC Policy 3 prohibits discrimination and harassment on the basis of BC's Human Rights Code. If you require assistance related to an issue of equity, educational programs, discrimination or harassment please contact the EIO.

UNC 216 250.807.9291

email: equity.ubco@ubc.ca

Web: www.equity.ok.ubc.ca

Health & Wellness

At UBC Okanagan health services to students are provided by Health and Wellness. Nurses, physicians and counsellors provide health care and counselling related to physical health, emotional/mental health and sexual/reproductive health concerns. As well, health promotion, education and research activities are provided to the campus community. If you require assistance with your health, please contact Health and Wellness for more information or to book an appointment.

UNC 337 250.807.9270

email: healthwellness.okanagan@ubc.ca

Web: www.students.ok.ubc.ca/health-wellness



THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education

Okanagan Campus

UBC Okanagan Sexual Violence Prevention & Response Office

The Sexual Violence Prevention and Response Office is a single point of contact and liaison for UBC students, faculty and staff who have experienced sexual assault, sexual harassment, or any other form of sexual violence or misconduct.

- If you have experienced a sexual assault the Sexual Violence Prevention and Response Office (SVPRO) can provide confidential personal support, facilitate referrals to campus and community resources, and identify and coordinate appropriate accommodations. This office can also provide information on reporting options and support through the reporting process.
- If you are supporting a survivor, the SVPRO can also provide information and support to you in this role.

Nicola Townhome 120, 1290 International Mews 250.575.8586

email: shilo.stcy@ubc.ca

Web: <http://ok.ubc.ca/sexualviolenceresponse.html>

SAFEWALK

*Don't want to walk alone at night? Not too sure how to get somewhere on campus? Call Safewalk at **250-807-8076**.*

For more information, see: www.security.ok.ubc.ca