THE UNIVERSITY OF BRITISH COLUMBIA
Okanagan School of Education

EPSE 470D (3.0) Overcoming Behaviour Issues by Understanding the Cause(s)

Instructor: Sandy Balascak
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Office hours: by appointment
Classes (dates and times): July 2-12, 2019, Monday to Friday, from 1:00-4:30pm

Course Description

There is no such thing as problem youth, just youth with problems. We can never undo the damage of trauma but we can help youth turn trauma into strength. Understanding mental health issues and how a lack of inclusion and community can lead to negative coping mechanisms, helps us identify the root causes of the problems and manage them. The course will blend theory with real-life examples where identifying and managing the root of their issues has led to at-risk students doing TEDx and Ignite talks, attending leadership conferences, contributing to community, and contributing to the development of this course.

Course Format

In person

Approximately one third of the course will involve presentation of examples and theories through lecture, with approximately two thirds allotted for interactive discussion, theory application, and student presentations.

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:

- Develop their own core ideology and articulate their vision.
- State their own vision for their classroom and 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.
- 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

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 School 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

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   **50 %**

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   **10 %**

As the course is designed to be interactive and discussion-oriented, it is important for students to attend all classes, and to engage in the discussion and activities. Full participation marks will be awarded for attendance as well as participation in the discussion and group work throughout the course.

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.

McLeod, J. D., Uemura, R., & Rohrman, S. (2012). Adolescent mental health, behavior problems, and academic achievement. Journal of health and social behavior, 53(4), 482-97.

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

	Topics	Required Reading(s)/Videos
Day 1	1. **Introduction** 2. **Core Values and Beliefs** 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.	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 Collins, James C. & Porras, Jerry I(1996). Building your company's vision. *Harvard Business Review,* 74(5) 65-77. Retrieved from
Day 2	1. **Sympathy vs. Empathy** 2. **The Impact of Mental Health on Achievement and Success in School and in Life** Using research and examples, the session will focus on mental health issues from a youth point of view. 3. **Social Construct Theory vs Disorders (Part I)** We will explore the Social Construct Theory and its influence on the perception of disorders, as defined in the DSM.	McLeod, J. D., Uemura, R., & Rohrman, S. (2012). Adolescent mental health, behavior problems, and academic achievement. Journal of health and social behavior, 53(4), 482-97. 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
Day 3	1. **Social Construct Theory vs Disorders (Part II)** We will explore the Social Construct Theory and its influence on the perception of disorders, as defined in the DSM. 2. **Labels** 3. **Self-esteem** 4. **Self-fulfilling Prophecy** The session will focus on the correlation between self-esteem and the labels we place upon youth, which, in turn, influences their self-fulfilling prophecies.	Skopalová, J. (2010). Social Deviations, Labelling and Normality. Human Affairs, 20(4), pp. 327-337. Retrieved, from doi:10.2478/v10023-010-0034-8

Day 4	1. **Learning Gaps vs Learning Disabilities** 2. **The Gifted "Problem Youth"** 3. **Finding Solutions Based Upon Causes Rather Than Symptoms** 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; which may be incorrectly labeled as disabilities. Once the gaps are identified accurately, solutions are more likely to be found.	The instructor will provide examples and case studies to facilitate discussion. Students are encouraged to share their own personal experiences as well.
Day 5	1. **Relationships and Trust** 2. **The Importance of Behaviour Modeling** 3. **Creating Pride** 4. **Reactions** Students will examine positive strategies to connect with youth and have them feel safe and engaged. This will involve presentation of material, and group work for brainstorming strategies.	The instructor will provide examples and case studies to facilitate discussion. Students are encouraged to share their own personal experiences as well.
Day 6	1. **Clear and Relevant Expectations** 2. **"Voluntelling"** 3. **Rational Emotive Behaviour Therapy (REBT) within the classroom** This is a continuation of day 5 with further exploration into other strategies.	Students will not be expected to purchase or read the book used for this discussion, but should be familiar with the preview and sample worksheet at https://www.researchpress.com/books/847/thinking-feeling-behaving
Day 7	**Student Presentations and Discussions**	
Day 8	**Student Presentations and Discussion**	
Day 9	**Youth Presentation**	Youth are scheduled to lead a discussion about the obstacles and/or issues they have faced, how it affected their success in mainstream schools, and the resiliency that has come from learning to cope with adversity.

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

UBC Okanagan 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

UBC Okanagan Sexual Violence Prevention & Response Office (SVPRO)

A safe and confidential place for UBC students, staff and faculty who have experienced sexual violence regardless of when or where it took place. Just want to talk? We are here to listen and help you explore your options. We can help you find a safe place to stay, explain your reporting options (UBC or police), accompany you to the hospital, or support you with academic accommodations. You have the right to choose what happens next. We support your decision, whatever you decide.

Visit svpro.ok.ubc.ca or call us at 250.807.9640

Independent Investigations Office (IIO)

If you or someone you know has experienced sexual assault or some other form of sexual misconduct by a UBC community member and you want the Independent Investigations Office (IIO) at UBC to investigate, please contact the IIO. Investigations are conducted in a trauma informed, confidential and respectful manner in accordance with the principles of procedural fairness.

You can report your experience directly to the IIO via email: director.of.investigations@ubc.ca or by calling 604.827.2060 or online by visiting investigationsoffice.ubc.ca .

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