

The University of Oklahoma

College of Continuing Education

Advanced Programs – Course Syllabus

Course Title:

Counseling Implications for At-Risk and Gifted Youth

Course Number:

HR 5970-427

Course Description:

At-risk and gifted youth face specific mental health issues which require specialized training and care by counseling professionals. This directed reading will explore the particular challenges faced by gifted and at-risk youth and how mental health professionals can best serve these special populations. Challenges faced by these youth are increased risks of school dropout, incarceration, substance abuse, self-harm, and misdiagnosis as well as lower levels of self-esteem. Accurately addressing these issues with particular sensitivity to the stressors faced by gifted and at-risk youth can change the lives of these individuals. This course will provide an overview of how gifted and at-risk youth are defined and assessed, what unique mental health issues they face, and how counselors and mental health professionals can successfully treat these youth.

Course Dates:

Dates: January 2 – April 30, 2017

Last day to enroll or drop without penalty: January 2, 2017

Site Director:

Please see your local Site Director or e-mail apidr_internship@ou.edu

Professor Contact Information:

Course Professor: Dr. Katie Allen
Mailing Address: Physical Sciences Building, Room 702
Telephone Number: (405) 325-2402 HR (Office)
(806) 438-0663 Cell (Between the hours of 9am – 6pm)
E-mail Address: kallen@ou.edu
Virtual Office Hours: Monday 9:30 – 1:30; Thursday 4:00 – 6:00
Professor availability: The professor will be available via e-mail to students during the above listed Virtual Office Hours and other methods by arrangement.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Yalom, I. (2009). *The gift of therapy: An open letter to a new generation of therapists and their patients*. New York: Harper Collins. ISBN 9780061719615.
2. Silverman, L. (2012). *Giftedness 101*. New York: Springer. ISBN 9780826107978.

3. Taub, A.A.G. (2011). *Working with high risk youth: The case of Curtis Jones*. Mountoursville, PA: Hamilton Books. ISBN 9780761855354.
4. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at <http://learn.ou.edu>; enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

OU E-Mail:

All official correspondence from distance learning instructors will be sent only to students' ou.edu address.

Course Objectives:

- Closely examine unique characteristics of at-risk and gifted youth including how we define, assess, and treat these populations
- Clarify the specific challenges faced by these youth
- Consider characteristics of successful intervention for these individuals when necessary
- Explore special considerations of mental health professionals in serving these special populations

Assignments, Grading, and Due Dates:

The course requires reading all three texts and submitting three written assignments. **All readings and assignments must be complete and submitted no later than April 30.** The suggested order of the readings and assignments are listed chronologically below, **but a student may work at his/her own pace.** All assignments will be turned in to the D2L dropbox.

This course has three written assignments.

Assignment 1

Read *The Gift of Therapy*, which is a guidebook that utilizes case studies to illustrate how patients and therapists benefit most from therapy. This book is an informative introduction to what to expect in therapy. You will find this book helpful in that it provides great examples of actual clients and the process the therapist goes through to help them. This book is also useful in that you will probably not agree with all of the author's boundaries and recommendations. In this way too it is a helpful, useful read to think critically about all aspects of the therapeutic process.

For your paper, I have divided up the question that I want you to reflect on into three categories. Please answer all three. **First**, summarize some of the main themes that Yalom discusses. Point to some of the case studies that were most useful, interesting, or educational for you. **Next**, give your opinion of the author's ideas. What did you agree with? What did you disagree with? How do Yalom's case studies and methods compare to your ideas about therapy and the therapeutic process? **Finally**, what most interested you? What were you most surprised to learn? What will you take away from this book as you move forward as a future practitioner?

Assignment 2

Read *Giftedness 101*, which is the text for this course that will discuss giftedness, implications of being gifted, and special mental health and counseling needs of gifted youth. The text will dispel common myths about giftedness, explore the complex inner world of the gifted, and offers specific guidelines to future mental health professionals about how to best serve this special population. For assignment two, **first** summarize the main points of each of the eight chapters. **Next**, use the text and outside resources (e.g., "Journal for the Education of the Gifted," "Gifted Child Quarterly," etc.) to discuss what you believe to be the biggest and potentially most harmful myths about the gifted specifically regarding

mental health. Finally, discuss what considerations you would have, as a future mental health professional, when working with the gifted. What would you look for? What issues would you be interested in addressing? Who would you involve?

Assignment 3

Read *Working with High-Risk Youth*, which is the final text of the directed reading aimed at exploring mental health implications for at-risk youth and mental health professionals who will work with them. The text utilizes the case of Curtis Jones to explore the process of working with at-risk youth as a therapist. Many beginning therapists work in inpatient or outpatient facilities where working with at-risk children and adolescents is exceedingly common. This text is meant to give students insight into their future work environments as well as the tools you will need to work with this population.

For assignment three, **first** I want you to consider the role of the mental health professional described in the text and answer the questions posted on page 127. How would your personality affect how well you can work with at-risk youth? How would you adapt to an at-risk or juvenile detention environment? How realistic are the goals that you have? **Next**, identify what you feel is the most important issue related to the mental health needs of at-risk youth. Why is this issue so imperative and how will you face/address/combat it as a therapist? **Finally**, I want you to think about all that you have learned and read throughout the directed reading. Consider what assumptions you had about being a therapist and/or working with gifted or at-risk youth. What has changed? What is the same? How will you apply what you have read and learned to your future profession? What do you feel has been the most beneficial thing you have learned through your readings?

Document Preparation

All papers should be submitted utilizing APA format. Make sure you are utilizing an APA-appropriate title page and list of references. **Cite all references used. Do not plagiarize.** I will have no choice but to alert the department of academic integrity if you are suspected of plagiarism. Please use headings to organize your paper and to ensure that each section of the assignment has been addressed. Papers should be Times Roman font, 12-point, and double spaced. I am not setting finite page limits as I believe graduate students can self-regulate and understand that quality is more important than quantity. Papers should be long enough to answer all components of the paper listed with enough clarity and discussion to demonstrate comprehension of the material.

Grading:

This course is graded Satisfactory or Unsatisfactory (S/U). A grade of S is equivalent to B or better.

Suggested Deadlines (These deadlines are merely **suggested** guidelines to divide up the readings and work evenly throughout the semester. You may work at your own pace. **All assignments are due no later than April 30).**

Assignment	Suggested Due Dates
Book 1 and Assignment 1	Week of February 6
Book 2 and Assignment 2	Week of March 13
Book 3 and Assignment 3	Week of April 24

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

Incomplete Grade Policy:

A grade of "I" is not automatically assigned, but rather must be requested by the student by submitting to the instructor a "Petition for and Work to Remove an Incompleted Grade" form. An "I" can never be used in lieu of an "F" nor can an "I" be assigned because of excessive failure to participate in class activities.

Technical Support Information:

If you experience technical problems, contact Information Technology by visiting their website at: <http://webapps.ou.edu/it/> or contacting them by telephone at: (405) 325-HELP (4357).

POLICIES AND NOTICES

Attendance/Grade Policy

Note: Attendance/absences do not apply to online courses. However, participation in all course activities is extremely important to student success in online courses.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

Katie Allen, PhD, LPC

Education

- 2004 B.A. Double Major: Psychology and Philosophy, Texas Tech University
- 2006 M.A. Humanities; Duke University
- 2010 PhD Counselor Education, Texas Tech University

Current Positions

- Assistant Professor, Department of Human Relations since 2013
- Advanced Programs Professor since 2014
- Licensed Professional Counselor, State of Oklahoma since 2012
- Past Clinical Director & Therapist, Cedar Ridge Psychiatric Hospital & Residential Treatment Center, May 2011 – August 2013.

Frequently Taught Advanced Programs Courses

- HR 5100 Posttraumatic Stress Disorder
- HR5563 Career Counseling
- HR 5970 Counseling Implications for At Risk and Gifted Youth
- HR 5093 Introduction to Graduate Studies in Human Relations

Major Areas of Teaching and Research Interest

- At-risk children and adolescents
- Gifted youth
- Ethical issues related to counselors
- Career counseling implications and interventions
- Anxiety and academic performance
- Anxiety and Intelligence
- Counselor supervision
- Online issues: Learning online, teaching online, and cyber bullying

Representative Publications and Presentations

- Bradley, L., Hendricks, R., Whiting, P., & Rhode, K. (2010). Overview of counselor supervision. In L. Bradley & N. Ladaney (Eds.), *Counselor supervision: Principles, process and practice* (4th ed.). Philadelphia, PA: Taylor and Frances.
- Rhode, K. (2008). "Serving Gifted Learners beyond the traditional classroom: A guide to alternative programs and services," VanTassel-Baska, J. L. (Ed.). (2007), *Roeper Review*, 30, 70 – 71.
- Rhode, K. *Career Interests of Juvenile Offenders: Where Intervention Should Begin*. Paper accepted for presentation at the 2012 American Counseling association Annual Conference in San Francisco, CA.
- Rhode, K. *The Effect of Career Counseling on the Self-Efficacy and Career Maturity of Residential Juvenile Offenders*. Presented at the 2011 American Counseling Association Annual Conference in New Orleans, LA.
- Berg, R., Rhode, K., Hennington, C., Johnston, G., & Merriman, J. (2010). *Interventions Addressing Self Harm for Children and Adolescents in State Custody*. Presented at the 2010 American Counseling Association Annual Conference in Pittsburg, PA.
- Rhode, K., Hennington, C., Berg, R., & Berry, J. (2009). *Boundary Issues in Counselor Education: The Faculty-Student Relationship*. Presented at the 2009 Texas Counseling Association Annual Conference in Dallas, TX.

Major Professional Affiliations

- American Counseling Association
- Oklahoma Counseling Association
- Leadership Oklahoma : Loyal Class VII