

DePaul University: School for New Learning

LL 302 Externship Seminar Caring for Our Most Vulnerable Youth L10 L11

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Location: O'Hare
Day: Monday
Time: 6:30-9:30

This is a working draft of the syllabus. Changes may be necessary due to circumstances regarding sites.

Course Description: The mission of the juvenile court is simple and straightforward. As one Illinois advocate wrote “The fundamental ideas of the juvenile court is so simple it seems anyone ought to understand it---It is “the acknowledgement by the state of its relationship as the parent to every child within in its borders.” However, too often this mission seems to become lost. Every year over 15,000 juveniles are tried in adult court, many for misdemeanors. These juveniles are now considered “unsalvageable”. Over 60% of juveniles say they can readily obtain a gun. These statistics confirm there is a great need for reform.

In this intensive externship learners will work with youth in the juvenile justice system: delinquent, disabled or dependent. The course provides valuable hands-on experience in working with young people and is essential for anyone considering career or volunteer work in field of behavioral health or community development. In addition to the 20 hour service learning component, learners will understand the complexity of youth and social issues through an overview of the juvenile court system of Cook County.

Instructor Biography

Barbara Donnelly has been a member of the part-time faculty since 1991. She has a Doctor of Ministry from the University of St. Mary of the Lake and a Master’s degree in Religious Studies from Mundelein College. She is a graduate of SNL. She has studied juvenile justice for many years and worked with disabled children for 23 years.

As part of the class, all learners will be asked to do a service-learning project of at least 20 hours. This will be completed at sites already

identified as good partners with DePaul. A site must be chosen within the first class.

Competencies:

L-10-Can reflect on the learning process and methods used in an experiential learning project.

L-11- Can understand the history of the juvenile justice system and describe the effect it has on the juveniles in its care.

Course Objectives:

Learners:

1. Understand Kolb's four ways of learning and can engage in an unfamiliar way of learning from that model.
2. Can engage in a learning experience and explain what implications it has for the future.
3. Can articulate an understanding of the juvenile justice system and describe an experience of working within that system.
4. Can assess the method(s) used in terms of strengths and weaknesses for achieving one's learning goal.

Learning experiences: This course will include readings, both text and others listed under "Course Documents" on blackboard, in class and online discussions, interviews, journal writing, experiential learning activities and 20 hours of a service-learning project. Feedback will take place throughout the course as well as self-assessment.

Requirements: Knowledge of Blackboard. Attendance at all on ground classes, online classes and all service-learning sessions. Learners are expected to complete all journals, give a presentation and complete all self assessments.

Required readings:

Gittens, Joan Poor Relations, The Children of the State of Illinois, 1818-1990. Chicago, IL. University of Illinois Press 1994

Course Deliverables:

1. Journal-a summary of insights about the model of learning chosen as a focus area in the externship and the process and outcomes of using that particular model in one's chosen experience. This will include an overview of the Kolb learning theory.
2. Reflective paper- reflection on the impact of spending time with children in the juvenile justice system. Paper will focus on what was learned about the juvenile justice system and how one could use this knowledge in the future.
3. Presentation-learners are expected to give an overview of their experience with the children, what they learned about the juvenile justice system and identify at least 3 key factors (i.e. how politics effects the care of youth) they learned from the experience and the readings. This presentation can be individual or with others who have worked within the same site. (15-20 minutes in length)
4. Chart-learners will create a chart to assess the methods used in the Externship project. This chart will include 1) methods, 2) learnings from each method, 3, how this method facilitated learning and 4) what, if anything, learner was unable to learn.

Criteria for Assessment:

This class is on a pass/fail basis. Learners will need to complete all 4 deliverables listed.

Class Schedule:

Session one:

Learners will have completed the interview on line before the first class. Sharing of the interview with learners in small group. Discussion of the service learning project and externship. Discussion of expectations for the class; both instructor's and learners'. Discussion of individual learning styles; review of Kolb. Introduction to juvenile justice. Power game. Homework. Read Chapters Four and Five, pages 89-125 of Poor Relations. **All learners must choose the site where they wish to do their service learning project by the end of this class. Sites will not accept students who apply late.** On ground.

Session Two:

Groups of three will work together throughout the remainder of the class. These groupings will be based on their service learning goals. Group members will offer feedback and support to each other throughout the remainder of the class. Defining

delinquency. Discussion of delinquent children and their care in the first twenty five years of the court. Role-playing the care during the beginnings of the court system. Discussion of service learning project and the expectation and procedures learners will encounter. Homework. Read Chapter Six and Seven, pages 125-161. On ground.

Session Three

Service Learning Project.

Session Four

Small group work on the readings and how they apply to the service learning project. Use of guided conversation to review information presented in the readings and in the small group session. Online.

Session Five

Reflection on the experience of the service learning project; what are some similarities and differences from what was read in the text. Image Shaping Tool exercise. Formative assessment and feedback on the journals. Time for learners to share feedback. Homework: an outline of learner's reflective paper and read pages 161- 206 of Poor Relations. On ground.

Session Six

Service Learning Project

Session Seven

Discussion of the experience of service learning. Field Study Reflection to guide learners in critically thinking about their experience at the site. Learners give each other feedback on their outlines. Share in large group for more insights. Homework: read pages 206-239. On ground.

Session Eight

Online guided discussion of reading. A rationale for all answers is expected.

Session Nine

A guided discussion on restorative justice. From Novice to Expert exercise Learners work on presentations. Instructor gives feedback to each individual. On ground.

Session Ten

Presentations. Reminder: No “social loafing”. Everyone must participate. A critique of both text and site. So what is next? Evaluations. Forms from site turned in. On ground.