

Integrating Youth Voice & Expertise in Undergraduate Education & Workforce Development

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Workshop Focus

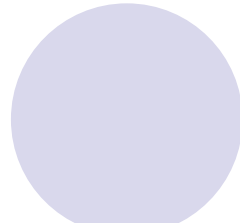
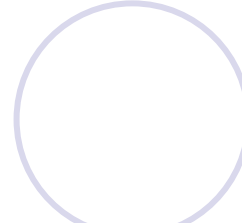
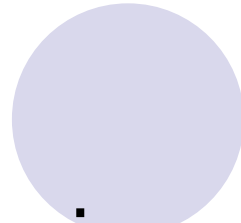
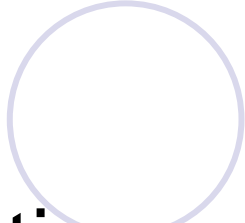
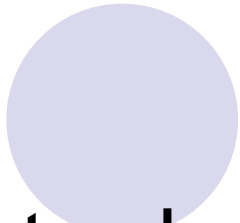


- Integrating youth voice and expertise into undergraduate education to better prepare graduates for roles within community-based systems of care. The approaches and teaching tools are used at Portland State University's undergraduate program in Child and Family Studies, School of Social Work.



Learning Objective:

- **Participants will learn to** integrate systems of care principles into course content and processes to prepare undergraduate students for professional roles in mental health, family support services and youth work.



Introduction and Overview

- **Philosophy of teaching and community-based learning**
- **Confronting power hierarchy**
- **Engaging students in a learning community**

Systems of Care & Education

- **Family Driven**
- **Youth Guided**
- **Evidence Based**
- **Diversity**
- **Clinical Excellence**
- **Individualized**
- **Community-based**
- **Families as teachers**
- **Students as experts**
- **Knowledge Paradigms**
- **Lived Experiences**
- **Technical knowledge**
- **Bio-psycho-social frame**
- **Community-based learning**



Paradigms of Knowledge

- **Instrumental/Technical -positivistic science, clinical trials and observable behaviors**
- **Interpretive/Narrative - based on narratives and everyday life experiences, and perceptions**
- **Critical Perspectives & Emancipatory Knowledge - insight regarding power dynamics and oppression**



Bio-psycho-social framework

- **Mental health challenges cannot be understood by one theory or viewpoint**
- **Integrates rival theories of etiology**
- **Encourages critical thinking regarding complex causes (biological and societal factors vs. individual/family focus)**
- **Build critical examination of both etiology and interventions**



Reducing Stigmas and Bias

Classroom and community-based methods to honor and utilize student knowledge and expertise, increase acceptance of diversity, and reduce stigma.

- **Confidentiality and safety**
- **Student narratives as learning experience**
- **Normalizes students living with mental health challenges by promoting a learning community inclusive of students as experts**

Deconstructing Cultural Assumptions



- **Mental health challenges continue to be viewed as a weakness in popular culture**
- **Mental health issues are still seen as an outcome of deficiencies in the individual or family**
- **Integrating lived experience of students provides powerful evidence of resilience and coping with mental health challenges**



Assumptions & Attitudes

Critical perspective of social context

Introduce and critique instrumental knowledge re: youth

- **Conversation between instrumental and narrative knowledge**

Interrogate “theory” based on narrative experience

- **Emancipatory knowledge results, which humanizes “the other” and enriches practice**



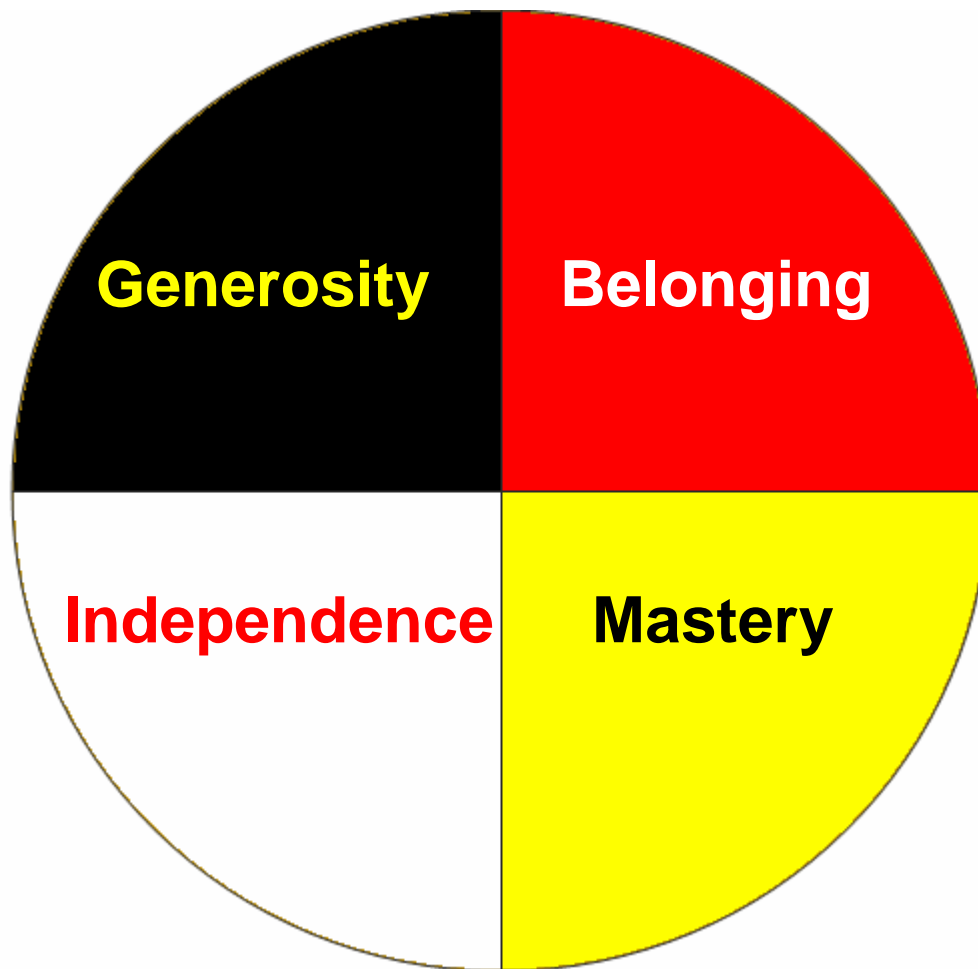
Tools & Techniques

Specific **tools** and **techniques** to build knowledge and skills with strengths-based approaches to teaching, learning and service delivery

- Youth Development
- Community-based Learning
- Civic Engagement

Circle of Courage

Brendtro, L., Brokenleg, M. & VanBockern, S. (1990)



Community-Based Learning - Supporting Civic Engagement and Social Change

Facilitating student collaboration and participation in **community-based learning** to prepare for work in systems of care.

- Community-based assignment
- Group work in class and community
- Civic engagement
- Students as change agents

Classroom to Community Outcomes

- Community-based outcomes - students as engaged citizens and change agents
- Individual outcomes are increased acceptance and embracing personal resilience
- Civic engagement
 - Classroom to Community learning
 - Community outcome *“Depression, Suicide & Behavioral Disorders at an Elementary Level”*



Dual Disorders

The Comorbidity of Mental
Disorders and Substance Abuse
Among Young Adults



Depression, Suicide & Behavioral Disorders at an Elementary Level

*Diagnosis, Treatment and Supports for Youth
with Mental/Emotional Disorders
in the Classroom.*

Beven Byrnes, December 2005.

Questions and Group Discussion

- **Can you protect the voices of student/consumers as they share their knowledge?**
- **How can this approach be accepted in your local university curriculum?**
- **What steps can you take to create this type of learning experience for students/clients/staff?**
- **How do we overcome power differentials within the learning community and in practice settings?**

References for Mental Health

- Backlar, Patricia (1994). *The Family Face of Schizophrenia*. New York: G. P. Putnam.
- Friere, P. (1970). *Pedagogy of the oppressed*. New York: Seabury.
- Huang, L., MacBeth, G., Dodge, J. & Jacobstein, D. (2004) Transforming the Workforce in Children's Mental Health. *Administration and Policy in Mental Health*, 32(2), 167-87.
- Stuart, G.W., Tondora, J.S., & Hoge, M.A. (2004). Evidence-based teaching practice: Implications for Behavioral Health. *Administration and Policy in Mental Health*, 32(2), 107-130.
- U.S. Dept of Health and Human Services (1999). Mental Health: A Report of the Surgeon General. Rockville, MD: U.S. Department of Health and Human Services.



Mental Health Class Objectives

- Examine causes and responses to mental and emotional disorders in context
- Explore individual and family resilience
- Engage in community-based learning
- Increase awareness of socially constructed views of ability and disability
- Provide opportunities to engage in social and systems change



References for Youth Work

- Brendtro, L. K., Brokenleg, M., & Van Bockern, S. (2002). "Reclaiming youth at risk: Our hope for the future (Rev. Ed.)." Bloomington: National Educational Service.
- Jeffs, T. & Smith, M. K. (1999). "Informal education: Conversation, democracy, and learning." Ticknall, Derbyshire: Education Now Publishing Cooperative.
- Krueger, M. A. (1998). "Interactive youth work practice." Washington, DC: CWLA Press.

Resources



- *Different from you: Unfulfilled promises*, Fanlight Productions.
- *Hearts and Minds*. Boise: Idaho. Idaho Department of Health and Human Services
- *Medicating Kids* (1999). WGBH Educational Foundation
- *Refrigerator Mothers*, Fanlight Productions.
- *Suicide Prevention* (2003). American Foundation of Suicide Prevention
- Child Trauma Academy Website. [www. Child TraumaAcademy.com](http://www.ChildTraumaAcademy.com)
- Your local NAMI or Family Support Network
- Michael Taylor motaylor@pdx.edu (503) 725-8589
- Ben Anderson-Nathe banders@pdx.edu