MHS 6423 - COUNSELING ADOLESCENTS

This syllabus is a representative sample for this course. Specific information such as texts, assignments, and schedule may vary by semester.

CATALOG DESCRIPTION
Course explores methods and special issues involved in counseling adolescents.
**Prerequisites:** MHS 5005 Processes in Counseling; MHS 6401 Counseling Theories & Techniques; MHS 6055 Life Span Development and permission of instructor.

TEXTS AND SUPPLEMENTAL MATERIALS
**REQUIRED:**
Readings as assigned.
You are expected to access library resources to complement the textbook

**Recommended:**


Text used for pre-requisite Life Span Development Course for review of Adolescent Development (Cognitive, Social/Emotional, Physical) and text used for pre-requisite Counseling Theories Course for review.

COURSE OBJECTIVES
1. To develop an understanding of the nature of adolescents as related to their counseling needs within school, family, and community contexts.
2. To become familiar with school and community settings of adolescents including current issues, policies, laws, and legislation that have an impact on counseling programs and activities.
3. To develop an understanding counseling related problems/issues confronting adolescents including developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, abuse, violence, and situational and environmental factors that may impede academic, personal/social, or career success and overall development.
4. To identify community and institutional opportunities that enhance, as well as barriers that impede the academic, career, and personal/social success and overall development of adolescents.
5. To identify emerging technology resources, innovative counseling techniques in individual and small group counseling, and prevention oriented classroom guidance supporting adolescent development.
6. To develop an understanding of the efficacy and nature of a comprehensive approach in working with guidance and counseling issues of adolescents including relationships and partnerships with community, family, and school systems.
7. To study the efficacy of related theories and techniques for prevention, early intervention, and crisis management of identified at risk adolescent populations.
8. To explore leadership roles and opportunities for student advocacy and advocacy to the counseling profession.
9. To apply knowledge of educational and career planning including the use of technology to inform students, parents, and teachers in the decision making process.
10. To become familiar with the use of technology and data in the design, implementation, monitoring, and evaluation of a developmental comprehensive guidance and counseling program reflecting academic, career, and personal/social needs of adolescents.
11. To identify developmental approaches to assist students and parents at points of educational transition.
12. To develop knowledge of current research supporting counseling approaches for adolescents as well as action research methods supporting ongoing program accountability.

Florida DOE Subject Area Competencies: 1.3-6, 1.8, 1.8, 2.1-6, 3.4, 4.4, 5.3, 7.1, 7.3
School: A.4, A.5, A.6, A.8, A.9, B.1, B.6, B.7, C.1.c, C.1.d, C.1.f, C.1.g, C.2.a, C.2.b, C.2d-h.
TEACHING METHODOLOGY
Lecture, Power Point, use of Internet and libraries, whole class and small group discussions, skill demonstrations, student skills practice and feedback, research and resource reviews.

ATTENDANCE POLICY
Regular class attendance is expected. Attendance includes active participation in all class discussions, and class activities as well as professional conduct in class. Student attendance will be reflected in the participation portion of the grade.

COURSE REQUIREMENTS
1. Participation and professional conduct in classroom discussions and activities.
2. Group discussion/facilitation of assigned readings.
3. Observation of classroom guidance with adolescents and write-up following format given in class.
4. Developmental topics paper/discussion.
5. Team in-class presentation on “at risk” topic assigned by instructor.
6. Resource sharing with class (copies of information/resources on assigned topic).
7. Completion of midterm and final exams.

EVALUATION CRITERIA AND PROCEDURES

<table>
<thead>
<tr>
<th>Participation in Class Activities</th>
<th>20</th>
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<tbody>
<tr>
<td>Group Discussion/Facilitation of Readings</td>
<td>15</td>
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<tr>
<td>Classroom Guidance Observation/Write-up</td>
<td>15</td>
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<tr>
<td>Developmental Transitions Paper/Discussion</td>
<td>20</td>
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<tr>
<td>Presentation/At Risk Categories/Intervention</td>
<td>30</td>
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<tr>
<td>Midterm</td>
<td>50</td>
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<tr>
<td>Final Exam</td>
<td>50</td>
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<tr>
<td>Total Points Possible</td>
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FINAL GRADE COMPUTATION

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<tr>
<th>Grade</th>
<th>Points</th>
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<tr>
<td>A</td>
<td>186-200 (93%)</td>
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<tr>
<td>A-</td>
<td>180-185 (90%)</td>
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<tr>
<td>B+</td>
<td>176-179 (88%)</td>
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<td>B</td>
<td>164-175 (82%)</td>
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<tr>
<td>B-</td>
<td>160–163 (80%)</td>
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<td>C+</td>
<td>156-159 (78%)</td>
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<td>C</td>
<td>144-155 (72%)</td>
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<tr>
<td>C-</td>
<td>140-143 (70%)</td>
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<td>Below 140</td>
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CONTENT OUTLINE

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<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>READING ASSIGNMENTS</th>
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<tr>
<td></td>
<td></td>
<td>*Reflect Current Issues/Policies</td>
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<td></td>
<td>Course overview, Discussion of projects</td>
<td>1 &amp; 2</td>
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<tr>
<td></td>
<td>The World of Adolescents/Factors effecting growth and behavior</td>
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<td></td>
<td>Developmental MS/HS school counseling programs/Models and needs assessments/Advocacy and Enhancement of School Environment/Laws, Policies, and other Educational Issues</td>
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<td>Family related problems &amp; school issues</td>
<td>3 &amp; 4</td>
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<td>Overview of comprehensive model including a local example: “Impact Counseling” &amp; Student Success Skills (SSS)</td>
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<td></td>
<td>Emerging Technology</td>
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<td>Three reviews of research that anchor SSS</td>
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<td>Group Discussion Skills</td>
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<td>Critical Incidents: Counselor Role and Function</td>
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<td>Characteristics of high and low risk youth/Prevention and Early Intervention</td>
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<td>Peer Coaching Model</td>
<td>5</td>
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<tr>
<td>Classroom Guidance Model Demo #1 (Academic Skills) Group Discussion/Readings *Critical Incidents: Confidentiality</td>
<td>6-7</td>
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<tr>
<td>Dropouts and Substance Abuse Classroom Guidance Model #2 (Social Skills) Group Discussion/Readings *Critical Incidents: Counselor Involvement/Substance Abuse</td>
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<tr>
<td>Pregnancy, Risky Sexual Behavior &amp; Delinquency Classroom Guidance Model #3 (Self Management Skills) Group Discussion/Readings *Critical Incidents - Pregnancy</td>
<td>8-9 *</td>
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<tr>
<td>Suicide/Depression: Prevention Early intervention Classroom Guidance Model #4 (Self Efficacy Skills) Crisis Intervention – Planning and Implementation Group Discussion/Readings</td>
<td>10-11</td>
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<tr>
<td>Components of effective programs – Achieving competence Career Counseling 6-12 – Planning, placement, follow-up Classroom Interventions/Resources Electronic Resources, Programs, &amp; Information Systems Group Discussion/Readings</td>
<td>12-13</td>
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<tr>
<td>Family and community interventions PARENTING GROUPS - video segments and overview Refusal skills *Critical Incidents: Sexual Identity/Sexual Harassment Classroom guidance - Sexual Harassment</td>
<td>14-15</td>
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<tr>
<td>Exam I &amp; Group Counseling Planning for successful groups *Critical Incidents: Group Counseling</td>
<td>Group Counseling for School Counselors—Assigned reading</td>
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<tr>
<td>NO CLASS MEETING Field Observation Classroom guidance with adolescents; Prepare transition discussion outlines for class.</td>
<td>NO CLASS MEETING</td>
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<td>(Cont. on next page) Critical Incidents: Disabilities Transition #1 – Elementary to middle school Group Demo: Academic and social support</td>
<td>Group Counseling for School Counselors—Assigned reading</td>
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<tr>
<td>Critical Incidents: TBA Transition #2 – Middle to high school Group Demo: Loss</td>
<td>Group Counseling for School Counselors—Assigned reading</td>
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<tr>
<td>Critical Incidents: TBA Transition #3 – Academic and Career Planning Group Demo: Self Regulation/Anger management</td>
<td>Group Counseling for School Counselors—Assigned reading</td>
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<td>Transition #4 – World of work Group Demo: Divorce Test Preparation</td>
<td>Group Counseling for School Counselors—Assigned reading</td>
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<tr>
<td>Course evaluation by students Final exam</td>
<td>Group Counseling for School Counselors—Assigned reading</td>
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At Risk Project
MHS 6423/Counseling Adolescents

Students will work in teams to address the needs and resources of at risk youth. Each team will be assigned one “At Risk” category to investigate. The team will compile the following information/resources to disseminate to peers and prepare a 20 minute presentation to focus on school counselor intervention. All work should be in APA format. Books, journals, and assigned course readings should be used and cited.

- One page overview of the problem as it effects adolescents in our schools.
- A 3-4 page discussion of prevention and intervention (home and school) associated with the “at risk” category.
- A copy of a journal article that is particularly relevant to adolescence and provides information that will help the school counselor/teacher/parent better understand the issues facing students.
- A copy of a journal article that describes a counseling approach(es) addressing the needs of adolescents in this particular “at risk” category (appropriate for school counselors in a school setting).
- An annotated list (3-5 sentences) of ten relevant referral sources in the local community (Palm Beach/Broward Counties). Be sure to include contact information/procedures and what types of services are provided. When possible, indicate funding sources used for resources.
- An annotated list (3-5 sentences) of ten relevant/evaluated web sites with information regarding resources (books, information, services) related to the “at risk” category.
- An annotated list (3-5 sentences) of five books from the popular literature that you might suggest for parents/students in the “at risk” category. Be sure to include books that could be considered “prevention or early intervention” in nature.

Teams of three students will complete each project that will be due on the assigned date (instructor will assign each team a date). Copies for peers/instructor are due no later than the mid term date.

Group Discussion Facilitation
MHS 6423/Counseling Adolescents

Each student will facilitate the discussion of assigned readings on the assigned date. Students will use this 25 minute experience to practice key group discussion skills. Participants will provide feedback to the facilitator.

Key prompts include:
- What about the article(s) was particularly relevant/helpful?
- What other questions did this create for you?
- What experiences have you had with similar concerns?
- How can you use/apply what you have learned or re-learned?

Group discussion skills to practice:
- Personalizing
- Structuring
- Modeling and Coaching
- Connecting
- Empathic Responding
- Involving Everyone
- Summarizing and Goal Setting

Students should refer to handout Seven Group Leadership Skills for additional information.
Developmental Transitions Facing Adolescents

Students will investigate and be prepared to discuss developmental transitions facing adolescents during one of the following transition periods:

- Transition from elementary to middle
- Middle to high
- High school to college
- High school to work

Students will be assigned to one of the four developmental transition periods listed above. Provide a context for the paper/discussion by describing the assigned transition period. Be sure to include what changes students can expect with regard to their cognitive, social/emotional/ and physical development during these transitions. You will also want to include tips (5) and resources (5) for parents and teachers working with adolescents at this stage. Next, include a description of direct service interventions (supporting the transition) by school counselors implementing a developmental guidance and counseling program. Prepare a one page outline to be shared in class. Use APA format and be sure to cite your work. (5-6 pages).

BIBLIOGRAPHY

Selected Articles (Required Reading for In-Class Discussions)


**Selected Journals**
Professional School Counselor
Elementary School Guidance & Counseling
The School Counselor
Journal of Counseling and Development
Journal of At Risk Issues
The Journal of Individual Psychology
The Journal of Educational Research
Educational Leadership
American Psychologist
Journal of Consulting and Clinical Psychology
Journal of School Psychology
ERIC Clearinghouse on Counseling and Student Services. Greensboro, NC
Psychological Bulletin
Review of Educational Research

**Web Sites**

www.schoolcounselor.org  ASCA site
http://www.casel.org  Site linking to research regarding a focus on academic skills in comprehensive guidance programs
http://www.counselorandteachtips.com  Internet resources for school counselors
http://www.bcpl.net/~sandyste/school_psych.html  School psychology resources online
www.cecp@counseling.org  ACA’s Center for Effective Counseling Practice
www.spanusa.org  Suicide Prevention Action Network
www.ncda.org  National Career Development Association
www.ncpc.org  Crime prevention for youth, teens, and adults
www.donlaugh.org  Free national bully prevention program.
www.bullying101.com  Bully prevention resources
http://www.ed.gov/databases/ERIC_Digests/index/  Site for over 2000 ERIC digests
http://www.nimh.nih.gov/  National Institute of Mental Health
www.monitoringthefuture.org  University of Michigan Institute on Social Research/teen drug survey
http://www.surgeongeneral.gov/library/mentalhealth/home.html
www.loc.gov  Library of Congress
www.temple.edu/LSS/  Good links for social/emotional and Student Success/Temple University LSS site
http://www.acrnetwork.org/research_items.htm  Career resource institute—research and links
**Selected Books**


