FLORIDA ATLANTIC UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF COUNSELOR EDUCATION

MHS 6423.001/16922
COUNSELING ADOLESCENTS
Spring 2009

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COURSE 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.

REQUIRED READINGS & MATERIALS

Brigman, G. & Webb, L. (2006). *Student Success Skills: Classroom Manual*. Boca Raton, FL: Atlantic Education Consultants.

Shelton, C. & James, E. (2005). *Best Practices for Effective Secondary School Counseling*. Thousand Oaks, CA: Corwin Press.

Vernon, A. (2004). Counseling children & adolescents (3rd ed.) Denver, CO: Love Publishing Co.

CONCEPTUAL FRAMEWORK

As a reflective decision-maker the student will demonstrate the ability to make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional through the implementation of direct and indirect guidance and counseling activities with written and verbal feedback from peers and multiple evaluators.

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. The 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: 2.5, 5.4, 5.6, 7.1, 7.2, 7.3, 9.1, 9.2, G, J, SSS
Florida Educators Accomplished Practices (FEAPs): 7.1, 9.1, 10.1, 12.1
CACREP: General: K.3.c, K.4.c, K.4.e, K.4.g, K.4.h, K.5.f, K.6.d, K.6.e, K.8.b.
    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.

COURSE REQUIREMENTS

1. Participate in class, skills practice, discussions, and online activities
2. Completion of web-based activities including the use of technology to locate information and resources.
3. Prepare a team paper and presentation on "at risk" topic, including resource sharing with class (copies of information/resources on assigned topic).
4. Develop a series of classroom lessons and facilitation of lessons in class.
5. Developmental transitions topics paper/discussion.
6. Completion of School Counselor Competencies quiz and final exam.

COURSE EVALUATION

Grades will be assigned based on points earned.

Assignment	FEAP Indicator	DOE Standards	Points
Participation in class and online activities			50
Sunshine State Standards Assignment		SSS	24
At Risk Presentation /Intervention	12.1	2.5, 5.6, J	30
Classroom Lessons and Facilitation	7.1, 9.1, 10.1		20
Developmental Transitions Paper/Discussion		5.4	20
School Counselor Competencies Quiz		2.5, 5.6, 7.1-7.3, 9.1, 9.2, G	15
Final Exam			41
		TOTAL POINTS	200

Participation in class and online activities	50 points
Sunshine State Standards	24 points
At Risk Presentation /Intervention	30 points
Classroom Lessons and Facilitation	20 points
Developmental Transitions Paper/Discussion	20 points
School Counselor Competencies Quiz	15 points
Final Exam	41 points
Total points	200 points

FINAL GRADE DEVIATION

A	200-189	points	B+	182-177	points	C+	165-163	points
A-	188-183	points	B	176-171	points	C	162-153	points
			B-	170-166	points	C-	152-148	points

COMPETENCY ASSESSMENTS of FEAPS and DOE Standards

Any student who does not meet expectations on a competency assessment is required to remediate on the assignment before earning a grade in the course. Students should refer to the provided Competency Assessment rubric for evaluation criteria on each required assignment.

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Standard	Indicator	Detailed description of assignment or activity	Instrument
7. Human Development and Learning	7.1 Uses multiple activities to engage and motivate students at appropriate developmental levels.	**Classroom Guidance Lessons & Facilitation:** The school counselor candidate will develop a series of classroom guidance lessons demonstrating understanding of the developmental needs of adolescents and the ability to develop lessons with multiple activities to meet needs in a way that is motivating and engaging for students.	Assignment Rubric
9. Learning Environment	9.1 Demonstrates ability to involve students in establishing standards of behavior to create and maintain a positive learning environment.	**Classroom Guidance Lessons & Facilitation:** The school counselor candidate will facilitate a classroom lesson demonstrating large group facilitation skills including the ability to involve students in establishing a positive learning environment.	Assignment Rubric
10. Planning	10.1 Demonstrates ability to plan classroom guidance and group topics that meet developmental needs of students.	**Classroom Guidance Lessons & Facilitation:** The school counselor candidate will develop a series of classroom guidance lessons demonstrating understanding of the developmental needs of adolescents and the ability to develop lessons with multiple activities to meet those needs in a way that is motivating and engaging for students.	Assignment Rubric
12.Technology	12.1 Demonstrates ability to use available technology to prepare and implement guidance related materials, programs, and activities.	**Using Technology:** The school counselor candidate will complete web-based assignments/activities including use of technology to locate information and resources; prepare materials for use with students; communicate and share information/resources with peers; and facilitate in class assignments.	Assignment Rubric
DOE 2. Knowledge of Activities and programs for addressing current concerns	2.5. Identify self-destructive and addictive behaviors and develop appropriate intervention strategies.	**At-Risk topic discussions and team presentations:** The school counselor candidate will review at-risk behaviors and interventions in the course text, prepare an at-risk presentation and participate in class discussions. Students will demonstrate their knowledge of identifying self-destructive and addictive behaviors and appropriate interventions on a Counseling Adolescents Competency Quiz	Counseling Adolescents Competency Quiz
DOE 5. Knowledge of consultation, collaboration, and coordination	5.4. Identify appropriate procedures for student transition and follow-up.	**Student Transition and Follow-up:** The school counselor candidate will identify appropriate procedures for student transition and follow-up in a class discussion.	Assignment Rubric
	5.6. Specify appropriate referrals and referral procedures for in-school and out-of-school individuals and/or agencies.	**Resource Collection:** The school counselor candidate will select five resources and appropriate delivery procedures to make them available to parents, teachers, counseling professionals and community members within a given content area.	Assignment Rubric
DOE 7. Knowledge of academic advisement	7.1. Identify approaches for enhancing student awareness of academic and other requirements for graduation and scholarships.	**DOE Handbook and Pupil Progression Plans:** The school counselor candidate will identify approaches for enhancing student awareness of academic, graduation requirements and financial aid opportunities on a Counseling Adolescents Competency Quiz.	Counseling Adolescents Competency Quiz

	7.2. Interpret student academic assessment data for appropriate educational placement and student progression	**Student Success Skills and FCAT Results:** The school counselor candidate will interpret student assessment data i.e. FCAT scores, demonstrate knowledge of the potential placement of students in SSS classrooms or small group lessons and its benefits with regards to student progression on a Counseling Adolescents Competency Quiz.	Counseling Adolescents Competency Quiz
	7.3. Identify approaches for assisting students with course selection to prepare for postsecondary educational or employment opportunities.	**College and Career Planning:** The school counselor candidate will identify approaches, including resources available on FACTs.org for college and career planning on a Counseling Adolescents Competency Quiz.	Counseling Adolescents Competency Quiz
DOE 9. Knowledge of appropriate technology	9.1. Demonstrate knowledge of the use of technology in student record management.	**FACTs.org:** The school counselor candidate will demonstrate knowledge of the use of technology in student record management, include the Florida Academic Counseling and Tracking for Students website on a Counseling Adolescents Competency Quiz.	Counseling Adolescents Competency Quiz
	9.2. Demonstrate knowledge of the appropriate use of technology in student services.	**FACTs.org:** The school counselor candidate will demonstrate knowledge of the appropriate use of technology in student services on a Counseling Adolescents Competency Quiz.	Counseling Adolescents Competency Quiz
DOE Uniform Core Curriculum	G) School safety	**Safe School Environment:** The school counselor candidate will demonstrate knowledge of interventions aimed at addressing school violence and bullying Counseling Adolescents Competency Quiz.	Counseling Adolescents Competency Quiz
	J) Write and speak in a logical and understandable style with appropriate grammar	**At-Risk topic paper and class presentations:** The school counselor candidate will prepare an at-risk paper and presentation. Students will facilitate the presentations in a logical and understandable style with appropriate grammar.	Assignment Rubric
DOE Knowledge and Understanding of Sunshine State Standards		**Student Success Skills Facilitation**: The school counselor candidate will demonstrate knowledge of and support outcomes described in the Sunshine State Standards by demonstrating the ability to implement specific interventions to help students improve academic achievement and behavior through the Student Success Skills program (test taking strategies, managing anxiety, positive self-talk, cognitive re-framing, goal setting, progress monitoring, etc.).	Assignment Rubric

ATTENDANCE

Counselor Education students are expected to attend every class meeting. Please notify the University Supervisor if you must miss a session. More than two absences may result in an incomplete or lower grade in the course. Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances.

INFORMATION FOR STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act, students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) and follow all procedures.

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The OSD is apart of the Office of Diversity Student Services on the MacArthur Campus in Jupiter and is located in the Student Resource building in SR 117. The phone number is 561-799-8585, and the TTY number is 561-799-8565.

UNIVERSITY HONOR CODE

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitutes academic irregularities:

   (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating.
   (b) The presentation of words or ideas from any other source as one's own are an act defined as plagiarism.
   (c) Other activities that interfere with the educational mission of the university.

For full details of the FAU Honor Code, see University Regulation 4.001 at
http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

METHODS OF INSTRUCTION

This course uses a variety of teaching methods including readings, lecture, live/video demonstrations and on-line discussions. Students will have an opportunity to synthesize and apply what they are learning through in class and online discussions and skills practice. Students will receive peer and instructor feedback regarding ideas and skills.

DISTANCE LEARNING REQUIREMENTS

1. Students will access Blackboard for course PowerPoint presentations, materials, discussion forums, syllabus, grading book, and/or exams.
2. Students are encouraged to use a broadband (cable or DSL) connection.
3. Students may use Windows or Mac operating systems.
4. Students may use Internet Explorer, Firefox, Safari browsers.
5. Student assignments must be completed using the Microsoft Office suite (Word, PowerPoint, Excel etc.) for Windows or Mac.
6. Student assignments should be **emailed** to the instructor on the **scheduled due date** (see course content and outline).
7. On the weeks Blackboard is used for the course delivery, students are expected to post their statements on the discussion board by Tuesdays at **11 pm** and have responded to their peers and fulfilled all other online activities by **Saturday at 11 pm.**
8. Unless otherwise noted, all written assignments should follow APA style, including but not limited to: Title page, page numbers, running head, reference page, 12 pt. font, 1 in. margins etc.
9. Students are expected to adhere to all department, college, and university policies of Academic Integrity. This includes but is not limited to:
       a. Cheating
       b. Plagiarism
       c. Misrepresenting information or failing to give proper credit for citations used
       d. Participating or facilitating acts of academic dishonesty by others
       e. Unauthorized prior possession or sharing of examinations
       f. Submitting the work or tampering with the work of another person
10. Students will receive feedback on assignments from the instructor **via email**. Comments, suggestions, recommendations are provided in pdf format. If necessary, students can download the free Adobe Reader from http://www.adobe.com/products/acrobat/readstep2.html
11. Students should contact the instructor if they experience technical difficulty accessing course materials and activities on Blackboard. Students should contact the IRM helpdesk at http://blackboard.fau.edu/webapps/portal/frameset.jsp?tab_id=_107_1 if you experience login or connection issues.
12. In order to minimize technological issues, prior to taking this course, students should be able to send and receive email, send attachments with emails, be familiar with Blackboard, navigating and conducting research on the World Wide Web.

COURSE CONTENT & OUTLINE

The content and activities for each session are described below. Assigned readings should take place prior to class.

DATE	TOPICS	READINGS & ASSIGNMENTS
Week 1 *Jan. 6*	Course overview, discussion of projects The World of Adolescents Factors effecting growth and behavior At-Risk topic selections	Shelton & James – Chapter 1 Vernon - p. 17 – 31
Week 2 *Jan. 13*	SSS overview and research Designing a Developmental Counseling Curriculum Components of effective programs – Achieving competence Classroom Interventions/Resources	SSS Manual – Section #1 Vernon 12
Week 3 *Jan. 20*	Student Advisement, Pupil Progression Plans, DOE Handbooks Emerging Technology, Electronic Resources, Programs, & Information Systems, Facts.org	**Blackboard** Shelton & James – 2
Week 4 *Jan. 27*	SSS Demo & Practice #1 Building caring, supportive, encouraging environments Prevention oriented classroom guidance Health & Wellness	Brigman & Webb – Section #2
Week 5 *Feb. 3*	College and Career Planning Emerging Technology, Electronic Resources, Programs, & Information Systems, E-Choices	**Blackboard** Shelton & James – 3
Week 6 *Feb. 10*	SSS Demo & Practice #2 & #3 Goal Setting and Progress Monitoring for Academic Success Stress and Anxiety Management Change Strategies for Academic and Personal/Social Growth	Brigman & Webb – Section #3 & #4
Week 7 *Feb. 17*	Counseling Children and Adolescents with Special Needs Counseling At-Risk Children and Adolescents	**Blackboard** Vernon 9 & 10 *Sunshine State Standards Assignment due*
Week 8 *Feb. 24*	SSS Demo & Practice #4, #5, Booster Typical Challenges Facing Today's Youth Using Positive Self-talk Counseling Culturally Diverse Youth	Brigman & Webb – Section #4, #5, #6 Vernon 7 & 8
Week 9 *Mar. 3*	**FAU Spring Break**	**NO CLASS**
Week 10 *Mar. 10*	At-Risk Presentations and Online Discussions Referrals for in-school and out-of-school individuals and/or agencies	**Blackboard** Shelton & James 5
Week 11 *Mar. 17*	Brief Counseling with Adolescents Rational-Emotive Behavior Therapy with Adolescents	Vernon 5 & 6
Week 12 *Mar. 24*	Meeting Adolescents Developmental Needs Overview of Classroom Guidance Lessons – presentation of rationale and series of lessons	**Blackboard** *Counseling Adolescents Competency Quiz*
Week 13 *Mar. 31*	Classroom Lessons Facilitation	
Week 14 *April 7*	Student Transition Programs and Follow up	**Blackboard** Shelton & James – 4
Week 15 *April 14*	Classroom Lessons Facilitation Course Evaluations	
Week 16 *April 21*	Developmental Transitions Papers and Online Discussions	**Blackboard**
Week 17 *April 28*	Final Exam	

ASSIGNMENT: **Sunshine State Standards**

Description: School counseling students will demonstrate knowledge of and support outcomes described in the Florida Sunshine State Standards to help students improve academic achievement and behavior through the Student Success Skills Programs.

Procedures: Students will visit the DOE website http://www.floridastandards.org/index.aspx and review the Next Generation of Sunshine State Standards in each subject area (select grade level reflecting your school level, i.e. elementary, middle, or high). Students will identify two standards in each of the six subject areas that can be supported through the facilitation of the school counselor led Student Success Skills Program.

Students should include: benchmark number, benchmark description, subject area, grade level, strand, and standard along with a description of the specific Student Success Skills strategy supporting benchmark outcomes.

One example might be:
- HE.K.B.3.2
- Recognize healthy options to health related issues or problems
- Health Education
- Grade K
- Health Literacy: Responsible Behavior
- Demonstrate the ability to use decision making skills to enhance health
- Looking Good/Feeling Good goal setting and progress monitoring strategy

Evaluation: The Sunshine State Standards assignment is worth 24 points, two points for each standard identified and matched to the appropriate Student Success Skills strategy. Students earning 22-24 points will have exceeded criteria demonstrating understanding and knowledge of Sunshine State Standards and how school counselors can support their development. Students earning 16-21 points will meet expectations. Students earning 15 points or less will not meet expectations and will need to remediate and redo the assignment. The assignment should be emailed to the instructor by **11:00 p.m. on Feb. 17, 2009**

Please save your file using the following format: **MHS 6423 Sunshine State Standards_Last name** (e.g.: MHS 6423 Sunshine State Standards_Villares)

ASSIGNMENT: **At Risk Project**

Description: Students will work in teams to address the needs and resources of at risk youth. Each team, of no more than three students, will be assigned one "At Risk" category to investigate (i.e. Dropouts, Substance Abuse, Pregnancy/risky sexual behavior, Delinquency, Youth Gangs, Suicide/Depression, Sexual Harassment/Bullying). The team will compile the following information/resources to disseminate to peers and prepare a 20-minute PowerPoint 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.

Procedures:
- Teams will include the following information in their papers/presentations:
  o One page overview of the problem as it effects adolescents in our schools.
  o A summary 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.
  o An annotated list (3-5 sentences) of ten relevant referral sources in the local community. Be sure to include contact information/procedures and what types of services are provided.
  o 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.
  o 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.
  o A PowerPoint presentation focusing on school counselor intervention(s) to addressing the at-risk category.

Evaluation: Students will earn up to 30 points for their presentation, at risk paper and intervention. Students earning 28 – 30 points will have exceeded criteria demonstrating their ability to facilitate the presentations in a logical and understandable style with appropriate grammar. Students earning 27-23 points will meet expectations. Students earning 22 points or less will not meet expectations and will need to remediate and redo the assignment. The paper/presentation should be emailed to the instructor **by 11:00 p.m. on March 10, 2008**. Please save your file using the following format: **MHS 6423 At Risk Project_Last name** (e.g.: MHS 6423 At Risk Project_Villares). Electronic copies of the paper/presentation should be added to Blackboard discussion board on March 10th for peer review and feedback. Peers should review the classmate's presentations and provide feedback to at least two teams no later than March 14th at 11 p.m.

Relevant At-risk articles:

Akos, P., Levitt, D.H. (2002). Promoting healthy body image in middle school. *Professional School Counseling, 6*(2), 138-144.

Carlson, L.A. (2003). Existential theory: Helping school counselors attend to youth at risk for violence. *Professional School Counseling, 6*(5), 310-315.

Casey-Cannon, S., Hayward, C., & Gowen, K. (2001). Middle-school girls' reports of peer victimization: Concerns, consequences, and implications. *Professional School Counseling, 5*(2), 138-147.

Day-Vines, N.L., Patton, J.M., & Baytops, J.L. (2003). Counseling African American adolescents: The impact of race, culture, and middle class status. *Professional School Counseling, 7*(1), 40-51.

Evans, J.R., Van Velsor, P., & Schumacher, J.E. (2002). Addressing adolescent depression: A role for school counselors. *Professional School Counseling, 5*(3), 211-219.

Feller, R.W. (2003). Aligning school counseling, the changing workplace, and career development assumptions. *Professional School Counseling, 6*(4), 262-271.

Holcomb-McCoy, C.C., & Moore-Thomas, C. (2001). Empowering african-american adolescent females. *Professional School Counseling, 5*(1), 19-26.

Kalafat, J. (2003). After a suicide. *ASCA School Counselor, 41*(2), 16-21.

Kraus, L.J., & Hughey, K.F. (1999). The impact of an intervention on career decision- making self-efficacy and career indecision. *Professional School Counseling, 2*(5), 384-390.

Mitchell, C.W., Disque, J.G., &Robertson, P. (2002). When parents want to know: Responding to parental demands for confidential information. *Professional School Counseling, 6*(2), 156-161.

Omizo, M.M., Omizo, S.A., & Okamoto, C.M. (1998). Gay and lesbian adolescents: A phenomenological study. *Professional School Counseling, 1*(3), 35-37.

Omizo, M.M., Omizo, S.A., & Honda, M.R. (1997). A phenomenological study with youth gang members: Results and implications for school counselors. *Professional School Counseling, 1*(1), 39-42.

Popenhagen, M.P., & Qualley, R.M. (1998). Adolescent suicide: Detection, intervention, and prevention. *Professional School Counseling, 1*(4), 30-36.

Additional articles may be reviewed with instructor approval.

ASSIGNMENT: Classroom Lessons and Facilitation

Description: Students will develop a series of classroom guidance lessons demonstrating understanding of the developmental needs of adolescents and the ability to develop lessons with multiple activities to meet those needs in a way that is motivating and engaging for students. Students will facilitate one of those classroom lessons demonstrating large group facilitation skills including the ability to involve students in establishing a positive learning environment. This

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assignment has three parts as outlined below.

Procedures:
- First, students will choose one of the classroom topics listed below and provide a one page overview of the topic including why this is an important topic/relevant topic to explore with adolescents (at least three references in APA format).
- Students will post overviews in Blackboard discussion board.
- Students will read what others have posted and offer feedback or comments.
- Second, students will develop three classroom lessons with multiple activities to facilitate exploration of the topic with adolescents using the format provided in class.
- Students will share these lessons with all class members via Blackboard discussion board.
- Last, students will choose one of the classroom lessons to facilitate in class. Students will use the classroom guidance format provided in class, will demonstrate large group facilitation skills, and facilitate the lesson in a way that is motivating and engaging for students. Students will receive feedback from peers and the instructor using the Classroom Guidance Feedback Form.

Evaluation: Students will earn up to 20 points for the assignment to include up to 5 points for the overview and feedback to peers, 6 points for the classroom lessons, and 9 points for the facilitation of the classroom lesson. Students earning 20 – 18 points will exceeded expectations demonstrating their ability to plan classroom guidance topics that meet developmental needs of students, involve students in establishing standards of behavior to create and maintain a positive learning environment, and engage and motivate students at appropriate developmental levels. Students earning 17 – 15 points will meet expectations. Students earning 14 points or less will not meet expectations and will need to remediate and redo the assignment.

The overview and lessons should be emailed to the instructor, and posted onto the Blackboard discussion board no later than **11:00 p.m. on March 24.** Students will provide feedback/comments to at least two peers no later than **11:00 p.m. on** March 28. Lessons will be facilitated in class on March 31 and April 14. Please save your file using the following format: **MHS 6423 Classroom Lessons_Last name** (e.g.: MHS 6423 Classroom Lessons_Villares).

- Embracing Diversity
- Academic and Career Planning
- Dating and Relationships
- Sexual Harassment
- Civic and Social Responsibility

ASSIGNMENT: Developmental Transitions Facing Adolescents

Description: Students will investigate; develop a paper, and share information on developmental transitions facing adolescents during one of the following transition periods:
- Transition from Elementary to Middle
- Middle to High
- High school to College/Vocational Programs
- High school to Work

Procedure:
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 (minimum of 6 references).
- 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.
- Post your paper onto the Blackboard discussion board; respond to at least two peers by April 25.
- **Use APA format and be sure to cite your work**, **minimum of 6 references and 5 – 6 pages limit.**

Evaluation: Students will earn up to 20 points for developmental transition paper and discussion. Papers should be emailed to the instructor by **11:00 p.m. on April 21, 2007.** Please save your file using the following format: **MHS 6423 Transition paper_ Last name** (e.g.: MHS 6423 Transition paper_Villares). The assignment should be posted to the Blackboard discussion group by April 21 for peer review and feedback. Students should respond to at least two peers no later than April 25th. Students earning 20 – 18 points will have exceeded expectations for demonstrated their ability to identify appropriate procedures for student transition and follow-up. Students earning 17 – 15 points will meet expectations. Students earning 14 points or less will not meet expectations and will need to remediate and redo the assignment.

BIBLIOGRAPHY

Allen, M., Burt, K., Bryan, E., Carter, D., Orsi, R. & Durkan, L. (2002). School counselors' preparation for and participation in crisis intervention. *Professional School Counseling*, 6 (2), 96 – 102.

Brigman, G. & Earley-Goodman, B. (2001). *Group counseling for school counselors, 4th ed.*. Portland, ME: J. Weston Walch.

Carlson, J. & Lewis, J. Eds. (2007). *Counseling the adolescents: Individual, family, and school interventions, 5th ed*. Denver, CO: Love Publishing Company.

Goldstein, A. & McGinnis, E. (1997). *Skillstreaming the adolescent: New strategies and perspectives for teaching prosocial skills*. Champaign, IL: Research Press.

Hernandez, T.J., & Seem, S. R. (2004). A safe school climate: A systematic approach and the school counselor. *Professional School Counseling*, 7(4), 256 – 262.

McWhirter, J. J., McWhirter, B.T, McWhirter, E. H., & McWhirter, R. J. (2007). *At risk youth: A comprehensive response for counselors, teachers, psychologists, and human services professionals, 4th ed*. Pacific Grove, CA: Brooks/Cole Publishing Company.

Prout, H., & Brown, D. (1999). *Counseling and psychotherapy with children and adolescents*. New York, NY: John Wiley & Sons.

Smead-Morganette, R. (1994). *Skills for living. Group counseling activities for young adolescents*. Champaign, IL: Research Press.

Tyson, L. (1999). *Critical incidents in school counseling*. Alexandria, VA: American School Counselor Association.

Vernon, A. (2000). *Passport*. Champaign, IL: Research Press.

Wittmer, J. (Ed.). (1993*). Managing your school counseling program: K-12 developmental strategies*. Minneapolis, MN: Educational Media Corp.

Wittmer, J. (Ed.). (1994*). Classroom Guidance Activities K-12*. Minneapolis, MN: Educational Media Corp.

Ungar, M. (2006). *Strengths-based counseling with at-risk youth*. Thousand Oaks, CA: Corwin Press.

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

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http://www.counselorandteachertips.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.drugstrategies.com
        Safe School, Safe Students: A Guide to Violence Prevention Strategies

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.dontlaugh.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