

**FLORIDA ATLANTIC UNIVERSITY  
DEPARTMENT OF COUNSELOR EDUCATION  
COLLEGE OF EDUCATION**

**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.**

**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**

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

Vernon, A. (2004). *Counseling children & adolescents*, 4th ed. Denver, CO: Love Publishing Co.

**REQUIRED RESOURCES: LiveText**

Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/livetext>.

**GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES**

**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.

**CACREP: 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.

**2010 Florida Educators Accomplished Practices (FEAPs):** 7.1, 9.1, 10.1, 12.1

**2010 Subject Area Competencies and Skills (SAC&S):** 2.5, 5.4, 5.6, 7.1, 7.2, 7.3, 9.1, 9.2, G, J, SSS

**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. 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.

#### **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.

<b>Assignment</b>	<b>FEAP Indicators</b>	<b>SAC&amp;S Standards</b>	<b>Points</b>
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			15
Final Exam			41
<b>TOTAL</b>			<b>200</b>

#### **GRADING SCALE**

Scores are cumulative and the grade scale represents percentage of total points earned.

A = 200 – 186	B+ = 178 – 173	C+ = 158 – 153	D+ = 138 – 131	F = 119 – 0
A - = 184 – 179	B = 172 – 167	C = 152 – 147	D = 130 – 127	
	B- = 166 – 159	C- = 146 – 139	D- = 126 – 120	

#### **ATTENDANCE**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Because university-based professional programs are charged with the responsibility of preparing students for certification and/or licensure, attendance policies and other course requirements tend to be considerably more demanding than academic, non-professional programs. Accordingly, Counselor Education students are expected to attend every class meeting. Please notify the University Professor/Instructor 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.

### RELIGIOUS ACCOMMODATION

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. Students who wish to be excused from course work, class activities or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

### INFORMATION FOR STUDENTS WITH DISABILITIES

In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

### 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\\_Code\\_of\\_Academic\\_Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

### ACADEMIC INTEGRITY STATEMENT

Because of its gate keeping function in training counselors for professional certification and licensure, the faculty of the Department of Counselor Education expects all of its graduate students to demonstrate the highest level of integrity in their personal and professional lives. Like faculty, students are expected to abide by the Ethics Code of the American Counseling Association and to know and observe both the Department's and the University's policies regarding, plagiarism, cheating, and other academic irregularities. In addition, any special requirements or permission regarding academic integrity in any course will be stated in the course syllabus and are binding. Failure to abide by these indicators of academic integrity will result in sanctions. In addition, students are expected to report cases of academic dishonesty to the instructor. The Counselor Education student handbook (pages 44 – 47) available at [www.coe.fau.edu/counsel/MED\\_Handbook\\_Final2009.pdf](http://www.coe.fau.edu/counsel/MED_Handbook_Final2009.pdf) includes specific policies regarding the Academic Integrity Statement, Policy on Plagiarism, Cheating, and Other Academic Irregularities. Students are encouraged to read and adhere to the outlined policies.

## 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. When scheduled, students are expected to make their initial posts on the discussion board by **10 pm on Wednesdays** and fulfill their discussion board responsibilities by **10 pm on Saturdays**.
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 and Livetext.com**. 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](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.

## REFERENCES

- Amatea, E., Smith-Adcock, S. and Villares, E. (2006). From family deficit to family strength: Viewing families' contributions to children's learning from a family resilience perspective. *Professional School Counseling*, 9, (3).
- Brigman, G. & Earley-Goodman, B. (2001). *Group counseling for school counselors*, 4<sup>th</sup> ed.. Portland, ME: J. Weston Walch.
- 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*, 4<sup>th</sup> ed. Pacific Grove, CA: Brooks/Cole Publishing Company.

<b>COURSE CONTENT &amp; OUTLINE</b>
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The content and activities for each session are described below. Assigned readings should take place prior to class.

DATE	TOPICS	READINGS & ASSIGNMENTS
<b>Week 1</b>	Course overview, discussion of projects The World of Adolescents Factors effecting growth and behavior At-Risk topic selections	Shelton & James – Chapter 1 Vernon - p. 12 – 37
<b>Week 2</b>	SSS overview and research Designing a Developmental Counseling Curriculum Components of effective programs – Achieving competence Classroom Interventions/Resources	SSS Manual – Section #1 Vernon 12
<b>Week 3</b>	Student Advisement, Pupil Progression Plans, DOE Handbooks Emerging Technology, Electronic Resources, Programs, & Information Systems, Facts.org	<b>Blackboard</b> Shelton & James – 2
<b>Week 4</b>	SSS Demo & Practice #1 Building caring, supportive, encouraging environments Prevention oriented classroom guidance Health & Wellness	Brigman & Webb – Section #2
<b>Week 5</b>	College and Career Planning Emerging Technology, Electronic Resources, Programs, & Information Systems, E-Choices	<b>Blackboard</b> Shelton & James – 3
<b>Week 6</b>	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
<b>Week 7</b>	Counseling Children and Adolescents with Special Needs Counseling At-Risk Children and Adolescents	<b>Blackboard</b> Vernon 9 & 10 <i>Sunshine State Standards Assignment due</i>
<b>Week 8</b>	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 8
<b>Week 9</b>	<b>FAU Spring Break</b>	<b>NO CLASS</b>
<b>Week 10</b>	At-Risk Presentations and Online Discussions Referrals for in-school and out-of-school individuals and/or agencies	<b>Blackboard</b> Shelton & James 5
<b>Week 11</b>	Brief Counseling with Adolescents Rational-Emotive Behavior Therapy with Adolescents	Vernon 5 & 6
<b>Week 12</b>	Meeting Adolescents Developmental Needs Overview of Classroom Guidance Lessons – presentation of rationale and series of lessons	<b>Blackboard</b> <i>Counseling Adolescents Competency Quiz</i>
<b>Week 13</b>	Classroom Lessons Facilitation	
<b>Week 14</b>	Student Transition Programs and Follow up	<b>Blackboard</b> Shelton & James – 4
<b>Week 15</b>	Classroom Lessons Facilitation Course Evaluations	
<b>Week 16</b>	Developmental Transitions Papers and Online Discussions	<b>Blackboard</b>
<b>Week 17</b>	Final Exam	<b>Blackboard</b>

## 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.
- Carlson, J. & Lewis, J. Eds. (2007). *Counseling the adolescents: Individual, family, and school interventions*, 5<sup>th</sup> 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.
- 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.

## COMPETENCY ASSESSMENTS of FEAPS and Subject Area Competencies and Skills 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.

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.	<b>Classroom Guidance Lessons &amp; Facilitation:</b> 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.	<b>Classroom Guidance Lessons &amp; Facilitation:</b> 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.	<b>Classroom Guidance Lessons &amp; Facilitation:</b> The school counselor candidate will develop a series of classroom guidance lessons demonstrating understanding of the developmental needs of adolescents and the	Assignment Rubric

		ability to develop lessons with multiple activities to meet those needs in a way that is motivating and engaging for students.	
12.Technology	12.1 Demonstrates ability to use available technology to prepare and implement guidance related materials, programs, and activities.	<b>Using Technology:</b> 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
SAC&S 2. Knowledge of Activities and programs for addressing current concerns	2.5. Identify self-destructive and addictive behaviors and develop appropriate intervention strategies.	<b>At-Risk topic discussions and team presentations:</b> 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
SAC&S 5. Knowledge of consultation, collaboration, and coordination	5.4. Identify appropriate procedures for student transition and follow-up.	<b>Student Transition and Follow-up:</b> 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.	<b>Resource Collection:</b> 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
SAC&S 7. Knowledge of academic advisement	7.1. Identify approaches for enhancing student awareness of academic and other requirements for graduation and scholarships.	<b>DOE Handbook and Pupil Progression Plans:</b> 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	<b>Student Success Skills and FCAT Results:</b> 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.	<b>College and Career Planning:</b> 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
SAC&S 9. Knowledge of appropriate technology	9.1. Demonstrate knowledge of the use of technology in student record management.	<b>FACTs.org:</b> 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.	<b>FACTs.org:</b> 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	<b>Safe School Environment:</b> 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	<b>At-Risk topic paper and class presentations:</b> 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		<b>Student Success Skills Facilitation:</b> 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