

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

**MHS 6423  
COUNSELING ADOLESCENTS  
Fall 2012/ 3 credits**

**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**

**2009 CACREP: General:** G.2.a, G.2.b, G.2.c, G.3.a, G.3.d, G.3.f, G.3.g, G.3.h, G.5.a, G.5.e, G.5.f, G.8.a, G.8.e

**2009 CACREP: School:** A.5, A.6, C.1, C.2, C.3, C.4, D.1, D.5, D.6, E.1, E.2, E.3, E.4, G.1, G. 2, G.3, I.5, K.2, K.3

**Florida Educators Accomplished Practices (FEAPs – Dec. 2010):** A.1.a, A.1.c, A.1.e, A.1.f, A.2.i, A.3.a, A.3.d, A.3.g, A.3.h

**Subject Area Competencies and Skills (SAC&S):** 2.3, 2.4, 3.5, 4.6, 4.7, 4.8, 4.9, 5.4, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3

**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.

Assignment	FEAP Indicators	Points
Participation in class and online activities		50
Sunshine State Standards Assignment	A.1.a	25
At Risk Presentation /Intervention		30
Classroom Lessons, Facilitation, and Reflection	A.1.c, A.1.e, A.1.f, A.2.i, A.3.a, A.3.d, A.3.g, A.3.h,	20
Developmental Transitions Paper/Discussion		20
School Counselor Competencies Quiz		15
Final Exam		40
<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	

*Note:* University, College of Education, and department policy stipulates that students in graduate-level programs must maintain an overall GPA of 3.0 and have received a grade of “B” or higher in all courses.

### 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.

### CLASSROOM ETIQUETTE

In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions.

### 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.

### CODE OF ACADEMIC INTEGRITY POLICY

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)

### DEPARTMENT 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 Wednesday** 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 Internet.

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

*Note:* \*\* means class will be held online in Blackboard. Shelton & James = S & J

DATE	TOPICS	READINGS	Due On LIVETEXT
<b>Week 1</b> <i>Aug. 22</i>	Course overview, discussion of projects The World of Adolescents Factors effecting growth and behavior	S & J – 1 Vernon – p. 12 – 37	
<b>Week 2</b> <i>Aug. 29</i>	SSS overview and research Designing a Developmental Counseling Curriculum Components of effective programs – Achieving competence Classroom Interventions/Resources	Vernon 12	
<b>**Week 3</b> <i>Sept. 5</i>	Student Advisement, Pupil Progression Plans, DOE Handbooks Emerging Technology, Electronic Resources, Programs, & Information Systems, Facts.org	S & J – 2	
<b>Week 4</b> <i>Sept. 12</i>	SSS Demo & Practice #1 & 2 Building caring, supportive, encouraging environments Prevention oriented classroom guidance Health & Wellness		
<b>**Week 5</b> <i>Sept. 19</i>	College and Career Planning Emerging Technology, Electronic Resources, Programs, & Information Systems, E-Choices	S & J – 3	<a href="#"><i>Sunshine State Standards Assignment</i></a>
<b>Week 6</b> <i>Sept. 26</i>	SSS Demo & Practice #3 & #4 Goal Setting and Progress Monitoring for Academic Success Stress and Anxiety Management Change Strategies for Academic and Personal/Social Growth		
<b>**Week 7</b> <i>Oct. 3</i>	Counseling At-Risk Children and Adolescents At-Risk Presentations and Online Discussions	Vernon 10	<a href="#"><i>At-Risk Presentations</i></a>
<b>Week 8</b> <i>Oct. 10</i>	SSS Demo & Practice #5 & Booster Typical Challenges Facing Today's Youth Using Positive Self-talk Counseling Culturally Diverse and Exceptional Students	Vernon 7 & 8	<a href="#"><i>In-class At-Risk Presentations</i></a>
<b>**Week 9</b> <i>Oct. 17</i>	Counseling Students with Special Needs Meeting Adolescents Developmental Needs Overview of Classroom Guidance Lessons	Vernon 9	<a href="#"><i>Guidance Lessons rationale and overview of topic</i></a>
<b>Week 10</b> <i>Oct. 24</i>	Brief Counseling with Adolescents Rational-Emotive Behavior Therapy with Adolescents	Vernon 5 & 6	<a href="#"><i>In-class At-Risk Presentations</i></a>
<b>**Week 11</b> <i>Oct. 31</i>	Student Transition Programs and Follow up Developmental Transitions Papers and Online Discussions	S & J – 4	<a href="#"><i>Transitions Papers</i></a>
<b>Week 12</b> <i>Nov. 7</i>	Classroom Lessons Facilitation		<a href="#"><i>Classroom lessons presentations</i></a> <a href="#"><i>Bring copies of Classroom Guidance Tape Review Form</i></a>
<b>**Week 13</b> <i>Nov. 14</i>	Referrals for in-school, out-of-school, and/or agencies Teens and Technology	S & J – 5	<a href="#"><i>Competency Quiz</i></a>
<b>Week 14</b> <i>Nov. 21</i>	<b>Thanksgiving Break</b>	<b>NO CLASS</b>	
<b>Week 15</b> <i>Nov. 28</i>	Classroom Lessons Facilitation <b>Course Evaluations</b>		<a href="#"><i>Classroom lessons presentations</i></a> <a href="#"><i>Bring copies of Classroom Guidance Tape Review Form</i></a>
<b>**Week 16</b> <i>Dec. 5</i>	<b>Final Exam on 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

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
Quality Instruction 1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:	A.1.a Aligns instruction with state-adopted standards at the appropriate level of rigor;	<b>Sunshine State Standards:</b> 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.	Assignment Rubric
	A.1.c Designs instruction for students to achieve mastery;	<b>Classroom Lessons Planning:</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 sequential lessons with multiple activities to ensure coherence, test required prior knowledge in a way that is motivating and engaging for students, and provides students will the opportunity to practice and demonstrate skill mastery through a variety of instructional strategies, resources, and technology.	Assignment Rubric
	A.1.e Uses a variety of data independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons	<b>Classroom Lesson Facilitation Reflection:</b> After demonstrating a classroom lesson, the student will prepare a one-page reflection on how to improve lesson effectiveness in the future based on (1) their observation of their own large group facilitation skills, (2) their assessment of their student's skill development and mastery, and 3) input they receive from their peers and instructor.	Assignment Rubric

	A.1.f Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	<b>Classroom Lessons Planning:</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 sequential lessons with multiple activities to ensure coherence, test required prior knowledge in a way that is motivating and engaging for students, and provides students with the opportunity to practice and demonstrate skill mastery through a variety of instructional strategies, resources, and technology.	Assignment Rubric
Quality Instruction 2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:	A.2.i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	<b>Classroom Lesson Facilitation:</b> Students will facilitate one classroom lesson demonstrating their large group facilitation skills including the ability to (1) use a variety of instructional practices to deliver and engaging and challenging lesson, (2) involve students in establishing and maintaining a positive learning environment and (3) high-quality communication interactions, (4) utilizes available technology (5) modify the lesson during implementation to respond to misconceptions or preconceptions, and (6) provide student's with differentiated instruction based on their student's individual needs during the lesson.	Observation Rubric
Quality Instruction 3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	A.3.a. Deliver engaging and challenging lessons;	<b>Classroom Lesson Facilitation:</b> Students will facilitate one classroom lesson demonstrating their large group facilitation skills including the ability to (1) use a variety of instructional practices to deliver and engaging and challenging lesson, (2) involve students in establishing and maintaining a positive learning environment and (3) high-quality communication interactions, (4) utilizes available technology (5) modify the lesson during implementation to respond to misconceptions or preconceptions, and (6) provide student's with differentiated instruction based on their student's individual needs during the lesson.	Observation Rubric
	A.3.d. Modify instruction to respond to preconceptions or misconceptions	<b>Classroom Lesson Facilitation:</b> Students will facilitate one classroom lesson demonstrating their large group facilitation skills including the ability to (1) use a variety of instructional practices to deliver and engaging and challenging lesson, (2) involve students in establishing and maintaining a positive learning environment and (3) high-quality communication interactions, (4) utilizes available technology (5) modify the lesson during implementation to respond to misconceptions or preconceptions, and (6) provide student's with differentiated instruction based on their student's individual needs during the lesson.	Observation Rubric
	A.3.g. Apply varied instructional strategies	<b>Classroom Lesson Facilitation:</b> Students will facilitate one classroom lesson demonstrating their large group facilitation skills including the ability to (1) use a variety of instructional practices to deliver and engaging and challenging lesson, (2) involve students in establishing and maintaining a positive learning environment and (3) high-quality communication interactions, (4) utilizes available technology (5) modify the lesson during implementation to respond to misconceptions or preconceptions, and (6) provide student's with differentiated instruction based on their student's individual needs during the lesson.	Observation Rubric
	A.3.h. Differentiates instruction based on an assessment of student	<b>Classroom Lesson Facilitation:</b> Students will facilitate one classroom lesson demonstrating their large group facilitation skills including the ability to (1) use a variety of instructional	Observation Rubric

	learning needs and recognition of individual differences in students	practices to deliver and engaging and challenging lesson, (2) involve students in establishing and maintaining a positive learning environment and (3) high-quality communication interactions, (4) utilizes available technology (5) modify the lesson during implementation to respond to misconceptions or preconceptions, and (6) provide student's with differentiated instruction based on their student's individual needs during the lesson.	
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