

Counseling Children/Counseling Adolescents
University of Florida: Spring 2006
Department of Counselor Education

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1. **Course Number:** SDS 6411 and SDS 6413

2. **Course Title:** Counseling Children and Adolescents

3. **Course Purpose:** This course will provide an overview of theories and techniques of counseling children and adolescents in school settings. Emphasis will be placed upon the counselor's role as a facilitator of normal developmental processes to promote academic success.

4. **Course Description:** The purpose of this course is to provide an introduction to the process of counseling children and adolescents as a means of facilitating healthy development and promoting academic achievement in school. The course is designed to help graduate students specializing in school counseling to focus on the knowledge base, skills, theories, research, models, and critical issues of contemporary school counseling. Current issues facing youth in the contemporary world will also be explored.

5. **Course Objectives/Competencies:** As part of the learning entailed in this course, students shall be expected to:

1. Develop a knowledge of the history, philosophy and current trends in school counseling.
2. Define developmental guidance and counseling. Learn methods of planning, organizing and implementing developmental school counseling programs.
3. Identify the developmental needs, problems, and issues of K-12 students.
4. Identify, develop, and practice the six basic school counselor interventions:
 - a) individual counseling, b) small group counseling, c) large group guidance, d) peer facilitator training, e) consultation, and f) coordination of services.
5. Understand and be able to apply counseling theories and interventions appropriate for use with children and adolescents in schools in our multicultural society.

6. Acquire the skills necessary to conduct counseling sessions with children and adolescents utilizing a variety of techniques and interventions.
7. Gain the skills necessary to conduct consultation with parents, teachers, and other helping professionals concerning students as well as to make appropriate referrals for specialized help when necessary.
8. Become aware of the multitude of issues and stressors as well as the variety of cultural, socioeconomic, and lifestyle considerations facing youth in today's world.
9. Learn and practice application of computer resources to school counseling.
10. Learn effective counselor accountability strategies.
11. Identify and address ethical, legal, and diversity issues related to school counseling.
12. Acquire knowledge and understanding of the community, environmental, and institutional barriers that impede and enhance student academic success and overall development.
13. Develop an understanding of the counselor as an educational leader in the school.
14. Gain an awareness of policies, laws, and legislation relevant to school counseling.

6. **Course Requirements:** Final semester grades will be based on total points received, as related to one of the two courses. More specifically, each of the following indicates to which course points will be applied. If you have any questions or concerns about grades, please talk with the instructor.

- a. Attendance, readings, assignments, journals, web page, pre-practicum and in-class activities. Students are expected to attend each class and be on time, complete all readings and assignments, complete the technology training, and participate in role-plays, pre-practicum experiences in schools, and class activities. (40 points total: 20 for each course)
- b. Exam 1 -----40 points – Children
- c. Paper 1 -----30 points -- Adolescents (Children and Adolescents In Need of Counseling) ALSO: RELATED POWER POINT PRESENTATION
- d. Paper 2 -----30 points -- Children (Counseling Unit for Student Populations)
- e. Exam 2----- 40 points-- Adolescents
- f. Paper 3 ----- 30 points --Children (Large Group Counselor Interventions)
- g. Paper 4 ----- 30 points --Adolescents - (Counseling Applied-Theory Into Practice)
- h. Final Exams: 30 points-Children, 30 points Adolescents (60 total points)

There are two exams during the course, in addition to the two final examinations. The first two, for 40 points each, are primarily short-answer and multiple choice in format. The purpose is to help you prepare for the recall of specific information and the recognition of terms used in developmental guidance & counseling. One of the exams counts toward Counseling Children and the other toward Counseling Adolescents.

The final exams (one for each course) are written essays with 30 points each. In both exams, there will be one topic which everyone in the course must address, followed by a

choice of two others from a list of options. These exams are viewed as comprehensive and may focus on any area or topic presented in the course.

TOTAL 150 POINTS for EACH CLASS

- A = 92-100%
- B+= 90-91.9%
- B = 84-89.9%
- C = 74-83.9%

There will be two computer lab experiences during the semester. The first will be held as an in-service on EPEP, the latest technological tool for school counselors in the state of Florida. The other will be on WEBCT which we will use to communicate our findings on our International Research Project (see paper 4). You will need to complete these sessions and contribute to the WEBCT site to have met the state of Florida's Department of Education Accomplished Practice 12.1. Your participation in these activities will also be a part of your class participation grade.

7. **Accommodating students with special needs:** In accordance with university policy, students with documented sensory and/or learning disabilities should inform the instructor so that their special needs may be accommodated.
8. **Attendance:** Class participation is vital for acquiring the knowledge and skills necessary to achieve the course objectives. Additionally, students' presence and participation contributes to the interchange of ideas and experiences. Attendance and participation are a component of your final grade in this course. **Please be on time! This includes field trips/pre-practicum experiences!**
9. **Grading:** Evaluation is on a 270 point scale with 135 points assigned to each course component. You will receive course grades for SDS 6411 and SDS 6413. Assignments are due as scheduled. Failure to submit work satisfactorily will result in a point reduction for the course.
10. **Honor Code:** "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." Therefore, the pledge that is expressed or implied on all work submitted for credit in this course is: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." Working together on a team project and sharing responsibility for completion of a task and a final evaluation is acceptable under these guidelines.

11. Office Hours:

Monday	9:00-10:00 and 1:00-2:00
Wednesday	10:00-12:00
	And after class on Thursday

Class Meeting Time:	Thursday	9:15-10:30	1 st session
		10:30-10:45	Break
		10:45-12:00	2 nd session
		12:45-2:00	3 rd session
		2:00-2:15	Break
		2:15-3:30	4 th session

12. Course Prerequisites: MHS 5005, MHS 6401

13. Method of Instruction: Lectures by instructor, TAs and guest presenters, classroom discussions and demonstrations, role-playing, experiential learning activities, journaling, and pre-practica experiences in schools. Internet resources will be shared and students will post papers on their individual websites which they will develop. We will contribute to a CD-ROM which will enable class members to share group units and information they have researched with one another.

13. Class References: (Required)

Myrick, R. D.(2003). *Developmental Guidance and Counseling: A Practical Approach* (4th ed.). Minneapolis, MN: Educational Media Corporation.
Haddon, Mark (2003). *The Curious Incident of the Dog in the Night-Time*.
Target Packet of articles for SDS 6411/6413 (free of charge and will be distributed in class)

Recommended: (just a sampling of some of my favorite resources)

American School Counseling Association (2003). *The ASCA National Model*. Alexandria, VA: Author
Beane, A.L. (1999). *The Bully Free Classroom*. Minneapolis, MN: Free Spirit Publishing.
Capuzzi, D. (Ed.) (2000). *Youth at Risk: A Prevention Resource for Counselors, Teachers, and Parents*. (3rd ed.).
Charney, R. S. *Teaching children to care. Management in the responsive classroom* (1991). Greenfield, MA: Northeast Foundation for Children.
Conari Press, Editors (1994). *Kids' random acts of kindness*. Berkeley, CA: Author.
Erford, B. (Ed). (2004). *Professional School Counseling: A Handbook of Theories, Programs, and Practices*. (HIGHLY RECOMMENDED as a supplementary resource)
Foster, E. S. (1989). *Energizers and icebreakers*. Minneapolis, MN: Educational Media Corporation.
Gurian, M. (2005). *The minds of boys*. New York: Tarcher/Putnam.
Kriete., R. (1999). *The morning meeting book*. Greenfield, MA: Northeast Foundation for Children.
Myrick, R.D. & Erney, T. (2000). *Caring and sharing: Becoming a peer facilitator*. Minneapolis, MN: Educational Media Corporation.
Perlstein, L. (2003). *Not much, just chillin': The hidden lives of middle schoolers*.

Vernon, A. (1999). *Counseling children and adolescents*. (2nd ed.). Denver: Love.
Wittmer, J. & Clark, M.A. (2002). *Teaching Children to Respect and Care for Others*. Minneapolis, MN: Educational Media Corporation.
Wittmer, J. & Thompson, D. (1995). *Large Group Guidance Activities: a K-12 Sourcebook*. Minneapolis, MN: Educational Media Corporation

<http://www.schoolcounselor.org> (ASCA)

<http://www.counseling.org> (ACA)

<http://www.responsiveclassroom.org>

<http://www.edtrust.org>

<http://www.sbac.edu> (links to schools, calendars, resources for college)

<http://www.cyberguidance.net/> (Bob Turba's homepage-many resources for high school guidance and counseling)

http://stats.bls.gov/k12/html/edu_over.htm (Careers for Kids)

<http://www.itrc.ucf.edu/sunations/> (Florida Sunshine State Standards)

<http://jtc.colstate.edu/> (Journal of Technology in Counseling)

<http://www.firn.edu/doe/sas/sasshome.htm> (Student Assessment and Performance)

<http://www.ed.gov/nclb/landing.jhtml> (No Child Left Behind Act)

<http://www.tolerance.org/> (Teaching Tolerance)

<http://www.character.org/> (Character Education)

<http://www.flacounseling.org/> (Florida Counseling Association)

<http://info.doe.state.fl.us/fsir/> (Florida School Indicators-data to use on schools and characteristics-helpful in planning counseling programs)

<http://www.actsofkindness.org/> (Random Acts of Kindness materials-lesson plans)

<http://www.ed.gov/teachers/how/read/edpicks.jhtml?src=fp> (Improving Student Performance)

<http://www.coe.ufl.edu/Counselor/> (Counselor Education Department homepage)

<http://www.florida.echoices.com/eChoices/eChoices.nsf/frmllogin?OpenForm> (Florida e-choices, a computer-assisted education/career program)

<http://www.campustours.com/> (virtual campus tours)

<http://www.facts.org> (Florida Academic Tracking and Counseling website) click on EPEP for new counseling tool

<http://nces.ed.gov/programs/coe/2000/essay/e03e.asp> (entering kindergarten-examining gender differences)

In addition, journal articles and internet resources will be recommended.
(See Dr. Clark's website for updates)

14. GENERAL TOPICS:

- ? The Developmental Approach to Guidance & Counseling
- ? Managing Counselor Interventions – The School Counselor's Week
- ? The World of Children and Adolescents
- ? Talking With Children and Adolescents --- The Facilitative Model

- ? Assessment of Student Needs and Interests
- ? The Deviant Child and Adolescent
- ? Brief Counseling & Individual Counseling - The Problem-solving Model
- ? Behavioral Counseling
- ? Small Group Counseling
- ? Large Group and Classroom Guidance
- ? Teacher-Advisor Programs
- ? Peer Facilitator Training and Programs
- ? Consulting With Parents, Teachers and Principals
- ? The Counselor As Child Advocate and Educational Leader
- ? Being Accountable; Using data in program planning and evaluation
- ? Coordination of Services and Making Referrals
- ? School Counselors and Computer Technology
- ? Working with Target Populations (e.g. gender issues, eating disorders/body image, career planning, school adjustment, depression, family issues, sexual harassment, teacher-student conflicts, ADHD, learning issues etc....).
- ? The Professional School Counselor
- ? Action Research in School Counseling
- ? Examining gender differences in school achievement and counseling

15. Professional Standards:

There are specific professional standards that are addressed in the courses. These come from the Florida Department of Education and CACREP.

Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

CACREP Core Courses

Section II, Subsection K-1 PROFESSIONAL IDENTITY studies that provide an understanding of all of the following aspects of professional functioning:

- b. professional roles, functions and relationships with other human service providers;
- c. technological competence and computer literacy;
- g. advocacy processes needed to address institutional and social barriers that impede access, equity and success for clients;

K-2 SOCIAL AND CULTURAL DIVERSITY studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, families, ethnic groups and communities, including all of the following:

- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;
- d. counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind or body;

K-3 HUMAN GROWTH AND DEVELOPMENT studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following:

- a. theories of individual and family development and transitions across the lifespan;
- b. theories of learning and personality development;
- c. human behavior, including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- d. strategies for facilitating optimum development over the life span;

K-5 HELPING RELATIONSHIPS studies that provide an understanding of counseling and consultation processes, including all of the following:

- a. counselor and consultant characteristics and behaviors that influence helping processes, including age, gender and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations and skills;
- b. an understanding of essential interviewing and counseling skills so that the student is able to develop and therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries.
- f. integration of technological strategies and applications within counseling and consultation processes;

K-6 GROUP WORK studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following:

- a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
- c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
- e. approaches used for other types of group work, including task groups, psychoeducational groups and therapy groups;

K-7 ASSESSMENT studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following:

- b. basic concepts of environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations and computer-managed and computer-assisted methods;
- c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
- f. age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups and specific populations;
- g. strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;

Standards for School Counseling Programs

C. KNOWLEDGE AND SKILL REQUIREMENTS FOR SCHOOL COUNSELORS

1. Program Development, Implementation, and Evaluation

- c. implementation and evaluation of specific strategies that meet program goals and objectives;
- d. identification of student academic, career, and personal/social competencies and implementation of processes and activities to assist students in achieving these competencies;

2. Counseling and Guidance

- a. individual and small group counseling approaches that promote school success, through academic, career and personal/social development;
- b. individual, group, and classroom guidance approaches systemically designed to assist all students with academic, career and personal/social development;
- c. approaches to peer facilitation, including peer helper, peer tutor, and peer mediation programs;
- d. issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression, and suicide);
- e. developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school (SDS 6411), elementary to middle to high school, high school to postsecondary education and career options (SDS 6413));
- h. approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs;

3. Consultation

d. knowledge and skills in conducting programs that are designed to enhance students' academic, social, emotional, career and other developmental needs.

Portions of this course also fulfill *in part* the following CACREP standards:

A. FOUNDATIONS OF SCHOOL COUNSELING

1. history, philosophy and current trends in school counseling and educational systems;
3. role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school;
4. strategies of leadership designed to enhance the learning environment of schools;
7. current issues relevant to school counseling;
10. knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices;

B. CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING studies that provide an understanding of the coordination of counseling program components as they relate to the total school community, including all of the following:

1. advocacy for all students and for effective school counseling programs;
2. coordination, collaboration, referral and team-building efforts with teachers, parents, and support personnel to facilitate successful student development and achievement of all students;
3. integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K-12 students in maximizing their academic, career, and personal/social development;
5. methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents and the community;
6. methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs;

C. KNOWLEDGE AND SKILL REQUIREMENTS FOR SCHOOL COUNSELORS

1. Program Development, Implementation, and Evaluation

e. preparation of an action plan and school counseling calendar that reflect appropriate time commitments and priorities in a comprehensive developmental school counseling program;

g. use of technology in the design, implementation, monitoring and evaluation of a comprehensive school counseling program;

2. Counseling and Guidance

e. developmental approaches to assist all students and parents at points of educational transition (e.g. home to elementary (SDS 6413) elementary to middle to high school, high school to postsecondary education and career options (SDS 6411));

3. Consultation

- b. theories, models, and processes of consultation and change with teachers, administrators, other school personnel and students as appropriate;
- c. strategies and methods of working with parents, guardians, families and communities

16. Accomplished Practices (Required Competencies by the Florida Department of Education)

Indicator: **4.1** (Knowledge)

Knows and identifies strategies, materials, and technologies to develop all PK-12 students' academic performance and adjustment skills.

Assignment Description:

The candidate will demonstrate knowledge of strategies, materials, and technologies to develop and enhance students' academic performance and personal adjustment skills through performance on written examinations.

Assignment Directions:

Two examinations will be administered during the course and a final exam will be administered at the end of the semester. There will be a total of 140 points possible from these examinations. The first two examinations will consist of multiple-choice and essay question items. The final examination will consist of (course-comprehensive) essay questions.

The examinations assess a wide variety of important concepts, terms, skills, and knowledge related to students' cognitive, social and emotional developments, as well as to appropriate strategies and resources to help students develop their academic and personal adjustment skills.

Rating Guide for Indicator 4.1:

Met-

The candidate demonstrates good knowledge of strategies, materials, and technologies to improve students' performance by achieving a point total between 110-140 on the examinations.

Met with Weakness -

The candidate demonstrates minimally sufficient knowledge of strategies, materials, and technologies to improve students' performance by achieving a point total between 100-109 on the examinations.

Not Met -

The candidate demonstrates insufficient knowledge of strategies, materials, and technologies to improve students' performance by achieving a point total between 0-99 on the examinations.

Indicator: **4.2** (Skill)

Designs student services activities that develop all PK-12 students' academic and adjustment skills.

Assignment Description:

The candidate will develop a large-group (classroom) guidance unit that includes four (4) structured sessions appropriate for use in the candidate's intended school level setting (i.e., elementary, middle or high). The guidance unit developed will include description of the activities and plan for each session, objectives, materials and resources to be used, general procedures, processing "hints," and an evaluation measure to assess the effectiveness of the intervention.

Assignment Directions:

The candidate will develop a four (4) session unit for use with a large-group (e.g., classroom) of students presumably at the school level in which the candidate intends to work. The unit may be for a Teacher-Advisor Program, peer facilitation training, character education unit, career education or educational planning, or similar (approved by the instructor) topic. The (paper) presentation format is to include an outline of the sessions, processing questions to be asked and responded to during the sessions, and (school counselor and/or student) activities. A one page accountability measure to evaluate the unit also must be presented.

Rating Guide for Indicator 4.2

Met -

The group unit (paper) presented (evaluated to be appropriate and effective) includes a:

- (a) 1 to 2 page description of each classroom session, including activity title, objectives, materials needed, general procedures, and processing hints,
- (b) one page accountability measure to evaluate the unit,
- (c) list of resources and/or materials to be used in each session, and
- (d) URL to show that this assignment has been posted to the candidate's webpage.

Met with Weakness -

The group unit (paper) submitted effectively fulfills three (3) of the 4 criteria for met, as above.

Not Met -

The group unit (paper) submitted meets fewer than three of the criteria for met, as above. The student will be required to redo the assignment.

Indicator: **4.3** (Disposition)

Alters/varies student service(s) activities to accommodate students' cognitive, social, linguistic, cultural, emotional, and/or physical needs.

Assignment Description:

The candidate will demonstrate knowledge of how to accommodate students' cognitive, social, linguistic, cultural, emotional, and/or physical needs by writing a research paper on a student with a specific counseling need. The paper will include use of (i.e., integration of knowledge from) at least six (6) professional publications and six (6) related internet resources, and an accompanying PowerPoint presentation.

Assignment Directions:

The candidate will select a target population of students (e.g., in an elementary, middle, or secondary school) who are in need of (school) counseling services to address their cognitive, social, linguistic, cultural, emotional and/or physical needs. The candidate will prepare a (research) paper and accompanying PowerPoint presentation. The paper and PowerPoint presentations will address (a) the nature and extent of the problem (resulting from the need) for or among the targeted students, (b) the behavioral characteristics and manifestations of the problem, (c) two different (school) counseling intervention strategies that would be responsive to and presumably helpful for the problem, (d) conclusions and recommendations, and (e) references.

Rating Guide for Indicator 4.3:

Met -

The research paper presented will contain (evaluated to be appropriate and effective):

- (a) description of the nature and extent of the problem,
- (b) behavioral manifestations of the problem,
- (c) two school counseling interventions,
- (d) conclusions and specific recommendations, and
- (e) pertinent references.

Met with Weakness -

The research paper presented will achieve four of the five criteria for met, as above.

Not Met -

The research paper presented will achieve fewer than four of the criteria for met, as above. The student will be required to rewrite the paper.

Indicator: 12.1 (Knowledge)

Uses a variety of technologies to enhance student service(s) practice and improve development and learning for all PreK-12 students.

Assignment Description:

Candidates will satisfactorily complete a two hour training session on EPEP (ePersonal Educational Planner), the latest technological tool for school

counselors to assist students in having a carefully planned and challenging course of study, from the Florida Department of Education. They will also satisfactorily complete a training session on WEBCT and will conduct communication about assigned projects via this medium. They will post a minimum of 4 contributions (narratives, photos, resources and data) to WEBCT of their research findings. They will also conduct a minimum of four e-mail exchanges with other students who are on the WEBCT list.

Rating guide form indicator 12.1:

Met -

The candidate demonstrates good ability to use technologies to enhance student service(s) by satisfactorily completing the EPEP training offered by the Florida Department of Education and by making four or more contributions to WebCT as described above.

Met with Weakness -

The candidate demonstrates minimally sufficient ability to use technologies to enhance student service(s) by completing the EPEP training (Florida Department of Education) and by completing a minimum of three contributions to WEBCT as described above.

Not Met –

The candidate demonstrates insufficient ability to use technologies to enhance student service(s) ***EITHER*** by not completing the EPEP training or by not completing a minimum of three contributions to WEBCT as described above.

Topical Outline: Tentative Schedule

Please note that written materials are due on the dates scheduled and are marked with*** **

- January 12: Getting Organized and Started: Developmental Guidance and Counseling; Preparation of School Counselors; Six Basic School Counselor Interventions : What Do Counselors do?
Read: Myrick, Chapters 1, 2
- January 19: The Nature of Children and Adolescence; Developmental Issues; Talking with Children and Adolescents, The Facilitative Model; Diversity Issues in School Counseling; Looking at gender differences (an introduction to the Action Research Project)
Read: Myrick, ch. 4, 5
- January 26 EPEP Training Session at Gainesville High School: Report directly to GHS at 8:45 (9:00-11:00 session)

- Computer Lab Experience in Norman 12:45-1:45 WebCT (more about action research project)
Read: Continue Myrick, Ch. 4, 5: Start reading Target packet
- February 2 Individual Counseling; Brief Counseling; Problem-Solving Model; Use of play and various media in counseling; Discussion of Interview Questions for Action Research Project
Read Myrick, ch. 6; Continue with Target packet
*****Paper One (Target Populations) Due*****
- February 9 Small Group Counseling, Group Leader Skills (Units & Activities); Behavioral Counseling; Preparation for first session at Howard Bishop MS
Read: Myrick, ch. 7, Target articles
*****Exam One*****
- February 16 Howard Bishop Middle School: Pre-Practicum Experience: Meet at HBMS. Afternoon session back at UF; Large Group (Classroom) Guidance; Classroom Management Issues;
Read Myrick, ch. 3, 8, and outside resources for group activities; Finish up Target articles
- February 23 Howard Bishop Middle School: Pre-Practicum Experience: Meet at HBMS. Afternoon session back at UF: Teacher Advisor Programs (TAP); Peer Facilitator Training and Programs:
Read Myrick, ch. 9
- March 2 Guest Speaker on counseling high school students on college application and admissions process: Shifa Hussain, doctoral student and former IB counselor; Book Group Discussion “Curious Incident of the Dog in the Nighttime”;
Action Research (Should be working on interviews and e-mail correspondence) **Powerpoint Presentations**
*****Paper 2 Due*** (Small Group Units)**
- March 9 Working with Troubled Children and Adolescents; Exceptional Education: Special Topics; (504 plans etc.) Consultation as a Counselor Intervention: **Powerpoint Presentations**
Read Myrick, ch. 10; continuation of e-mail correspondence
- March 16 **Spring Break: No Class**
- March 23 The Counselor and Accountability; Coordination as a Counselor Intervention
Planning for Take Stock in Children Field Trip
Read Myrick, ch. 11,12-continuation of e-mail correspondence
*****Paper 3 Due*****

- March 30 "Take Stock in Children" Field Trip to UF, a.m.:
Working with Parents and Families in Schools; Meggen Tucker Sixbey
and Kisha Scott Facilitators; Continuation of e-mail correspondence
- April 6 Summary and group presentations on Action Research Project on Gender
Differences; Wrapping up e-mail correspondence; Legal and Ethical
Issues in Counseling Minors; **Powerpoint Presentations**
*****Exam 2*****
- April 13 Using Data to Plan Counseling Programs; Bill Goodman, Supervisor of
Guidance and Counseling, School Board of Alachua County; (9:15-10:30);
Large Group Guidance Sessions:
*****Paper 4 Due ; Action Research Project Results*****
- April 20 Course wrap up: Finish up Powerpoint Presentations
*****Exam*****
- April 27 *****Reading Day*** (no class)**
- May 4 **Culminating Activity**

The instructor reserves the right to amend this document as necessary.

Guidelines for Papers

PAPER 1

CHILDREN AND ADOLESCENTS IN NEED OF COUNSELING

Select a target population to study and confer with instructor. You may choose an area to study from below, or suggest one of your own. Review at least 6 professional publications; cite them as references using APA form and at least 6 related WWW sites. Make hyperlinks on your paper when possible.

1. Preventing Drug/alcohol Abuse Among Adolescents
2. Suicide Risk -- Prevention of Depression
3. Peer Pressures and Conflicts
4. Loneliness
5. Learning difficulties
6. Bullying

7. Sexual Harassment
8. Loss (e.g. Divorce or Separation, or Death)
9. Sexual Development - Identity, Issues and Conflicts
10. Eating Disorders and Weight Control: Issues dealing with body image
11. Self Injurious behavior
12. Motivation and underachievement
13. Psychological Disorders (DSM IV: Examples are ADHD, Oppositional/Defiant etc.)
14. Teen Pregnancy
15. Ethnic and Cultural Identity Issues
16. Alienated and Adrift from School
19. Youth and Employability
20. Poverty and its effects on school achievement

The following should be addressed in paper #1. Approximate number of paragraphs may be viewed as a guide to help organize the focus or summary paper and "manage" the topic. In addition, the common structure makes it easier to share among students in the course

I. The Extent of the Problem.

In 2-3 paragraphs, use national and state data to show need for counseling.

II. Behavioral Characteristics.

In 1-2 paragraphs, describe (define) and list observable behaviors or symptoms.

III. Two Different Counseling Strategies.

In 4-8 paragraphs, describe 2 different guidance/counseling approaches, perhaps listing some of the techniques or procedures used. Use Internet links where appropriate.

IV. Conclusions and Recommendations.

In 1-2 paragraphs, what are your final thoughts and suggestions?

V. References

(APA form) -- minimum 6 professional journal publications, and 6 related Internet WWW locations (URLs) with links.

Use this paper to become familiar with professional journals and Internet sites related to the work of school counselors. You will have an opportunity to share your findings with others in the class. You will also prepare a brief **powerpoint** presentation highlighting the basic points of your paper. These will be presented in class during the semester.(10-15 minutes), time to be determined.

Put a * by those references which provide statistical data or other evidence to support the outcomes and show the effectiveness of a strategy.

PAPER 2

COUNSELING CHILDREN AND ADOLESCENTS IN SMALL GROUPS

Design a group counseling unit using structured group activities. It will consist of 6 sessions and may be for elementary, middle or high school students. The assignment may be done with a classmate, in which case both receive the same number of evaluation points. Check with instructor before starting.

Description of Sessions: (1-2 pages for each session) Begin each session on a separate page and use the following outline.

Session 1: "Title of Session" (a brief title for quick reference)

Objectives: Purpose or specific objectives for this session (list).

Materials Needed: (list)

General Procedures: (list in chronological order the steps, tasks, and activities used in this session).

Processing Hints: (list some suggested questions, leads or tasks for discussion or when facilitating the group).

Accountability Measure: Evaluation or assessment procedure (1 page)-- How

will you be able to tell if the intervention is effective? Develop a one-page evaluation form.

Format for a 6 session unit

Session 1- Introductions, Statement of purpose of group, Guidelines for group, Icebreaker, Short activity to introduce topic/theme of group.

Session 2-Transition-introducing feeling word vocabulary, helping members feel comfortable and encouraging them to interact with one another-activity related to theme of group

Sessions 3-5 Working sessions-use activities and discussion to reinforce theme of group, learn and practice new skills, encourage feedback among one another

Session 6-Closure-Prepare members for ending of group-summarize what has happened in the previous sessions. Do a go around to have each member say what the group experience has meant to them; have members give positive feedback to each other about participation in the group. Do a short written evaluation of group. (ex. A retrospective measure using a 5 point likert scale)

PAPER 3

DEVELOPING A UNIT FOR CLASSROOM GUIDANCE

You will develop a 4 session unit for use with a large group or classroom of children. It may be a unit for a Teacher-Advisor Program, a peer facilitation training group, a character education unit for use in the elementary classroom, a career education or educational planning series of sessions or something else you may be interested in. Use a similar format to your small group paper/unit with regard to outlining the sessions, processing questions, and activities. Develop a one page accountability measure to assist you in evaluating this unit. You may work in small groups of 3-4 and may want to use this assignment to develop a session for a pre-practicum experience this semester. In this instance, each group of four will be planning for a specific grade level. Only one or two of the sessions described will be used at the pre-prac site..

PAPER 4

ACTION RESEARCH PROJECT: Examining Male Underachievement in Public Education: A Cross Cultural Study

Abstract:

Recent educational statistics and the popular media around the world have reported a gender gap in academic achievement and school success for boys as a group compared to girls. Our SDS 6411/6413 class here at the University of Florida will engage in a joint

research project with undergraduate and graduate students in Colleges of Education at Nottingham University (United Kingdom) and Wollongong University (Australia) which is being supported by the Center for International Studies. We will be carrying out focus groups with public school students, interviews with elementary and secondary teachers/school counselors, and collecting quantitative data to investigate this problem from a cross cultural perspective. Each student in our class will be assigned to small groups containing at least one from each of the other two universities to compare findings across our schools and countries to discover themes concerning factors that could possibly contribute to the gender achievement gap.

Description of the Project: Examining Male Underachievement in Public Education: A Cross Cultural Study

Our class has been invited to participate in an international research project involving groups of pre-service students from the University of Florida (School Counseling students), University of Wollongong (General Education student teachers) and University of Nottingham (Secondary English student teachers).

Triads of students, (i.e. one student from each of the three institutions), will engage, during the academic year 2005-2006, in parallel research on the issue of the gender achievement gap. Our own research will be based on interviews with teachers/counselors/student groups. The following time-line has been proposed for the University of Florida involvement:

- ? January-February 2006 – introductory reading and discussions to establish key questions and issues. (Target articles plus your own research into articles and websites)
- ? February-March 2006 – interviewing of school counselor or teacher, and selected student focus groups about their views of the apparent group gender disparity in achievement
- ? Each participant also collects relevant quantitative data from a school where they conduct their interview, e.g. grades, test scores, disciplinary referrals, special education referrals.
- ? February-April, 2006 – establishment of project website (WEBCT) for the purposes of communication and sharing of resources, (to be hosted by the University of Florida). Website can include data analysis, general discussion, resources, photos and video clips.
- ? March 2006 – qualitative and quantitative data shared by each student via email with the other two triad members. International email discussion is ongoing from this point.
- ? April 2006 – Possible video conferencing between student groups in each continent enables deepening of discussion based on a broadening range of international data. Website development continues, leading to final international discussion: emerging themes, conclusions, recommendations. What are the similarities and differences between data compiled in each of the three countries? How does the international data inform or enhance locally collected data? Does

- your data support or not support the hypothesis of male underachievement in schools?
- ? April 2006 – compilation of group data leading to production of group video to be sent to Wollongong and Nottingham.

Project coordinators will be:

- ? Dr Mary Ann Clark, University of Florida
- ? Dr Wilma Vialle, University of Wollongong
- ? Dr Paul Thompson, University of Nottingham

Products Required

- ? Web CT contributions (a minimum of one e-mail a week for 4 weeks, and 4 contributions to be posted to the site. These postings can be data, photos, narratives, and resources)
- ? Interview with a teacher/school counselor
- ? quantitative data
- ? A group paper (3-4 in a group) that includes 1) introduction 2) themes from the interviews with teachers/school counselors 3) themes found from focus groups of students (Howard Bishop/Take Stock in Children) 4) quantitative data about the “extent of the problem” 5) conclusions, including any comments about international findings-what were the similarities and differences from your experience to that of the students in Australia and the UK?