



## **Course Syllabus for: Adolescent Counseling (COUN 664) Summer, 2008**

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### **Catalog Description:**

This course examines the physical, cognitive, emotional, social, and spiritual developmental processes of the adolescent. Family and peer relationships are explored as well as school influences. Attention will be given to self-concept and self-esteem, identity diffusion, psychosexual development, and adjustment problems. An overview of theories and practices in counseling the adolescent are provided. Prerequisites: COUN 561, 562.

### **Course Objectives:**

#### **I. Knowledge**

The student will:

- A. identify the developmental stages of the adolescent [EG: 5]
- B. identify key issues affecting the adolescent at each stage of development [EG: 5]
- C. identify issues which have adverse affects on the adolescent [EG: 5]
- D. understand the legal, ethical, and professional issues involved in counseling adolescents [EG: 6]
- E. understand issues related to the spiritual development of adolescents [EG: 5]

#### **II. Skills**

The student will:

- A. demonstrate basic counseling skills in generating dialogue with adolescents [EG: 7]
- B. explain and integrate counseling theories regarding adolescent development [EG: 4]
- C. develop the ability to perform a thorough assessment interview with adolescents [EG: 4]

- D. develop strategies to deal with the various issues affecting adolescents [EG: 4]
- E. demonstrate a sensitive manner toward persons differing culturally from him/herself [EG: 5]

### **III. Attitudes and values**

The student will:

- A. develop an awareness of his/her own developmental issues during adolescence [EG: 9]
- B. develop an increased sensitivity to diverse issues related to adolescence [EG: 5]
- C. assume professionalism at all times using a sense of ethics and morality [EG: 1]
- D. know and follow the legislation on confidentiality [EG: 2]
- E. embrace a style of building rapport which encompasses a culturally sensitive attitude [EG: 7]

\*Denotes Educational Goals (EG) addressed in this objective.

### **Instructional Strategies:**

The learning process will be achieved through various means including: lectures, interviewing, discussions, role-plays, group discussion, and the use of audio/visual aides.

### **Required Texts:**

Edgette, J. S. (2006). *Adolescent therapy that really works: Helping kids who never asked for help in the first place*. W.W. Norton & Company: New York.

NOTE: Additional reading material will be given out by the instructor.

### **eCompanion**

Use of an educational tool called “eCompanion” will be utilized for this course. Its primary function will be as a communication tool. While this web-based tool has many features, we will be using it for submission of most assignments. As you read through the assignments, please note which ones need to be submitted via “eCompanion” and which need to be submitted “in class.” Therefore, you need to be sure to check your email as you will need to go through a brief log in process using your Malone email account. If you have any problems when you log in to this system, you should contact [distancelearning@malone.edu](mailto:distancelearning@malone.edu) or call 330-471-8423 (or 1-866-221-8245).

### **Assignments:**

#### **Annotated Bibliography** [Submit via eCompanion]

In order to help you survey a small part of the literature, you will need to write an annotated bibliography from three articles/chapters you will find from professional journals or books related to adolescence. The references need to be relatively current (the last 5 years preferably) and should be from professional books or journals (see page 8 for possible journals) and not from general Internet sources.

The articles/chapters can follow a particular topic related to adolescents, or you can

look at several different issues. For this document, you will write your name and the course in the upper, right-hand corner. You need to follow APA guidelines and make this document professional in its presentation. Clarification about developing an annotated bibliography can be found at: [www.library.cornell.edu/olinuris/ref/research/skill28.htm](http://www.library.cornell.edu/olinuris/ref/research/skill28.htm). You will submit one reference at a time (see the course schedule).

### **Adolescent Related Website Report** [Submit via eCompanion]

In order to encourage your understanding of the world of adolescents, you will need to find a website (i.e. My Space, Facebook, rate your teacher, Pro Ana, sites on cutting, sites regarding drug use, etc.) that teens use as a form of communication or to fuel their causes. This landscape is very broad. You will need to provide the exact website along with a brief description of what is contained in the website and why/how teens use it. You will be graded on its relevance to teens and your ability to convey its content to the reader.

### **Adolescent Autobiography** [Submit in class]

You are to write an autobiography about your own adolescence. There is no prescribed length for this task; however, you are to be thorough and use details and stories to develop the writing. This autobiography is “an exposition of awareness, re-exploration and analysis of your own adolescent experience.” You will need to explore family relationships (immediate and extended), values, school, spirituality, sexuality, socio-economic class, peer relationships, achievements, racial/ethnic identity, gender identity, developmental issues, barriers/frustrations in development, and any other valuable information or experiences which were part of your adolescence. You will also need to reflect on how aspects of your adolescence might influence your development and effectiveness as a counselor. This should be typed double-spaced, and have a cover sheet including your name, the class, and a creative picture/drawing and title which reflect your adolescence. You will be graded on your cover, the depth of exploration, the thoroughness of reflection in each area, and your ability to examine any aspects of your adolescence that might influence your development or effectiveness as a counselor.

### **Your Teenage Music** [Bring to class]

You will need to bring in music that is from the time when you were a teenager. This experience will be used to discuss the cultural influences of music on teens and how music is often used by adolescents for affect regulation. See Course Schedule to plan for this in advance.

### **Relationship Cartoon/Drawing** [Bring to class]

You will be given a sheet to draw specific issues related to your adolescence. More will be explained in class.

### **Oral Presentation of the Autobiography**

You will present your adolescent autobiography to your small group. You need to enhance your presented autobiography by using artifacts (i.e. letters, videos, pictures, trophies, awards, music, clothing, etc.) from the past which express your development as an adolescent. You are free to leave out any parts of your autobiography that are too private for sharing in this setting. However, you are expected to be fairly open in your self-disclosure.

## Group Participation

As part of the processing of the class experiences, you will be placed into small groups. You are expected to share within your small group ideas, personal reflections, memories, and your life experiences with your group members. You will be evaluated by the other small group members on the following:

1. Openness in sharing self during various small group discussions.
2. Genuineness in exploring issues related to your own adolescence.
3. Attempt to take material seriously and try to gain from the course.
4. Support/attentiveness demonstrated toward others in the group.
5. Openness in disclosure of your adolescent autobiography.

## Journaling [Submit via eCompanion]

You will write four, 1-2 page journal entries throughout the course. You are to use this journal as a means of reflecting your own internal processing. As we become involved with the sundry issues and material in the class, you are likely to feel, think, remember, or experience various responses to your own adolescent years. You are being asked to capture these in your journal entries. Please look deeply and be reflective. I expect that emotions will be expressed in your journals and that you develop a very personal grounding for how you are impacted by your “take” on the material and on the reflections of your own adolescence.

## Interview Sessions and Written Summary

You will need to find one **non-related, culturally-different-from-you adolescent** (12 to 16 year-old) to interview. You will videotape two sessions and be prepared to share part of them in class when asked. Each session will be between 25-30 minutes in length.

### First Session:

In this first session you need to demonstrate your ability to build rapport, putting the teen at-ease, while listening for possible inroads for the second session. You will also need to employ one of the techniques below (we will discuss these more in class) to help in the process of getting to know this teen. Toward the end of the first session you will ask the teen to complete an assignment (according to what you believe will best fit the personality and interests of this teen) before the next session (the assignment will be brought to the next session).

Techniques: Trust circles, family drawing, friends and self as objects, others as suggested in class (or by student)

Assignment: Picture collage, short-story or poetry of an important event in his/her life, “music to live by,” or others suggested in class (or by student).

You will turn-in the tape as well as the “work” (from the “technique”) that the teen produced. You will be graded on rapport building, use of interview skills discussed in class and in your texts, and the way you “set-up” and use the chosen “technique” in the session (see rubric in Doc Sharing).

### Second Session:

During this session you will utilize the assignment given from the prior session to explore more deeply the teen’s world. You will need to carefully listen to how the teen

copies, who is important to him/her, and other elements based on the questions you will need to answer on your written summary (see in Doc Sharing) of this teen. You will be evaluated on your ability to discuss the assignment in a way that values the teen while exploring deeper issues of his/her beliefs, relationships, and possible trouble spots. You are not to try to “fix” anything, just open further discussion.

### Written Summary (Submit via eCompanion)

You will need to write-up a summary of your experience seeking to answer specific questions regarding the adolescent’s development, coping style, response to the environment, and other such pertinent issues (see Doc Sharing for guidelines). Please note, you are not to simply ask the adolescent these questions, you are to create a dialogue which yields this information. You will turn in this summary along with the second, taped session.

### **Examinations**

There will be two examinations, a midterm and a final, which will evaluate the knowledge you retain from the assigned readings and from class lectures/discussions. You should anticipate the test to challenge your ability to apply the information to scenarios you are given. This will include ethical and legal concerns as well.

### **Overall Participation**

You will be asked to personally and professionally “show-up” for each class. Your input and participation is vital to your learning process. Therefore, your classmates (see Group Participation) and I will evaluate your participation. Also, please note that your attendance and punctuality will affect these points. Each evening is worth five points. You will lose points for lateness and the full five points for missing a class for any reason. Missing any portion of class is solely your responsibility to make-up. More than one class absence will directly affect your final grade.

### **Academic Integrity Policy**

This course is governed by the Malone College Academic Integrity Policy. Students are responsible for reviewing this policy in the Graduate Student Handbook.

### **Attendance Policy:**

Students are expected to be punctual and uphold 100% attendance especially in courses due to their intensive format. In the event of an emergency or illness or other significant conflict, students are responsible for notifying the professor and for fulfilling all class requirements according to the professor’s directions. Absence from one class may be excused provided only that the student: 1) expresses in writing to the professor (copy to the Director of Counselor Education) an acceptable reason for the absence; 2) receives permission from the professor; and 3) agrees to do all make-up work required by the professor. Absence from two or more classes in a course, if unexcused, will result in a failing grade.

**Student Evaluation:**

<b><u>Assignments</u></b>	<b><u>Points</u></b>
Annotated Bibliographies	45
Adolescent Related Website Report	10
Your Teen Music	10
Relationship Cartoon/drawing	10
Written Autobiography	50
Oral Presentation of Autobiography	15
Group Participation	30
Journals	40
First Taped Session	30
Second Taped Session	30
Written Summary of Taped Sessions	40
Midterm	50
Final	100
Overall Participation	40
<b>Total Possible</b>	<b>500</b>

**Grading Scale:**

<b><u>Points</u></b>		<b><u>Grade</u></b>
500-480	100%--96%	A
479-465	95%--93%	A-
464-445	92%--89%	B+
444-425	88%--85%	B
424-410	84%--82%	B-
409-395	81%--79%	C+
394-360	78%--75%	C
359 or below	74% or below	F
359 or below	74% or below	F

**NOTE:** All assignments are expected to be turned-in on the day they are due. All late assignments may be penalized by 10% for each day past the due date.

## Course Schedule

### May

15<sup>th</sup> Topic: Introductions to the Adolescent Years  
Typical Adolescent Development  
Reading: Edgette 1 & Chapter/Article on Teen Development\*

22<sup>nd</sup> Topic: Development of Self During Adolescence  
Due: Journal 1  
Music of your teen years  
Reading: Edgette 2 & Chapter on “Self-Psychology“

29<sup>th</sup> Topic: Therapeutic Stance and Identity  
Due: Annotated Bibliography submission #1  
Reading: Edgette 3 & 4

### June

5<sup>th</sup> Topic: Relationships  
Due: First Interview Video  
Cartoon of adolescent relationships  
Journal 2  
Reading: Edgette 5 & “Fifty Strategies for Counseling Defiant, Aggressive Adolescents: Reaching, Accepting, and Relating”

12<sup>th</sup> Topic: Developmental Issues: Spirituality, Sexuality, & Culture  
Due: Midterm  
Annotated Bibliography submission #2  
Adolescent Related Website Report  
Reading: Edgette 6 & “Soul Searching: The Religious and Spiritual Lives of American Teenagers”

19<sup>th</sup> Topic: At Risk Youth: Violence, Suicide, ADD/ADHD,  
Pregnancy and Depression  
Due: Journal 3  
Adolescent Autobiography  
Reading: Edgette 7 & “Treating Adolescents Who Self-Harm”

26<sup>th</sup> Topic: Substance Abuse (self and family) & Self-harm  
Due: Second Interview Video and Write-up  
Annotated Bibliography submission #3  
Reading: Edgette 8

### July

3<sup>rd</sup> Final  
Due: Presentation of Adolescent Autobiography  
Journal 4

**\* All articles and chapters in the assigned reading can be found on Doc Sharing of eCompanion.**

## **Journal Resources for Article Reviews**

Adolescence  
American Journal of Psychiatry  
American Psychologist  
The American Journal of Family Therapy  
Child Development  
Journal of Adolescence  
Journal of Adolescent Health  
Journal of American Academy of Child and Adolescent Psychiatry  
Journal of Biblical Counseling  
Journal of Child Psychology and Psychiatry  
Journal of Counseling Psychology  
Journal of Counseling and Development  
Journal of the Family  
Journal of Family Psychology  
Journal of Marital and Family Therapy  
Journal of Marital Counseling and Family Development  
Journal of Marriage and Family  
Journal of Mental Health Counseling  
Journal of Multicultural Counseling and Development  
Journal of Psychology  
Journal of School Psychology  
Journal of Substance Abuse  
Journal of Youth and Adolescence  
Professional School Counseling  
Psychotherapy  
The School Counselor  
The Family Networker

Note:           There are many other resources available. Please utilize as many different resources as possible.