

The University of North Carolina at Greensboro
Department of Counseling and Educational Development

CED 671 Understanding and Counseling Adolescents

Credit: 3 semester hours

Spring 2006

Thursdays, 1:00pm – 3:50pm, 251 Ferguson

Todd F. Lewis, Ph.D., LPC, NCC

Assistant Professor, 219A Curry Building

E-mail: tflewis@uncg.edu (please identify yourself as a student in CED 671)

Phone: 334-3422 (Office)

Office Hours: I will be available before class, after class, and by appointment

Course Description

This course provides an analysis of the key issues and skills needed to counsel more effectively with an adolescent population. As such, emphasis will be placed on understanding adolescents, including issues relevant to girls and boys, and counseling adolescents, focusing on skills and techniques from a broad range of theoretical and ideological schools. To accomplish these goals, the course combines lecture, discussion, group activities, and video. Your role in this course will require your **active involvement** in learning and applying the ideas and issues discussed. Whereas I feel it is important to consider all the ideas presented in this class, do not feel that each one theory, strategy, or technique will work at all times. It is my belief that the effective counselor, especially with adolescents, is one who is flexible and can draw from many different approaches and experiences in helping. Therefore, expanding your repertoire of counseling interventions will be an important part of this class. Contrary to popular myth, adolescence is not necessarily a time of inevitable turmoil and strife, but rather a time of excitement and exploration. Problems often result from a mismatch between the adolescent's need for freedom and individuation and parental (and societal) need for control.

Course Objectives

Students will be able to:

1. understand the key developmental issues facing adolescents today, including biosocial, cognitive, and psychosocial, and the implications these issues present for counselors.
2. understand, identify, and critically examine important issues facing adolescent girls and boys and, perhaps more importantly, understand how these issues can better inform practice.
3. examine what factors contribute to “resistance” in an adolescent population and what techniques counselors can utilize to reduce its occurrence.
4. examine the sources of anger and aggression among adolescent clients and learn strategies for helping them resolve anger and aggression issues.
5. explore counseling options through several theoretical models, especially those thought to successful practice with adolescents.

6. become familiar with DSM-IV diagnoses common among adolescents and possible treatment options.
7. conceptualize strategies to work with parents and teens.

Required Texts

Martin, D. G. (2003). *Clinical practice with adolescents*. Brooks/Cole: Pacific Grove.

Edgette, J. S. (2002). *Candor, connection, and enterprise in adolescent therapy*. Norton: New York.

Pipher, M. (1994). *Reviving Ophelia: Saving the selves of adolescent girls*. Ballantine: New York.

Selected Chapters from:

Pollack, W. (1998). *Real boys: Rescuing our sons from the myth of boyhood*. Henry Holt: New York. These chapters are on e-reserve or at the library for your reading.

Optional Text

American Psychiatric Association (2000). *Diagnostic and statistical manual of mental disorders – text revision* (4th edition) [DSM – IV TR]. Washington, DC: author.

Note: There may be supplemental readings (magazine articles, manuscripts, etc) provided throughout the semester.

Course Requirements

NON-GRADED REQUIREMENTS

Readings, Attendance, and General Etiquette

Be on time, attend class regularly, and **actively participate** in group discussions and presentations. Because this is graduate class, instructors and students share responsibility for learning experiences. Your enthusiasm and energy are important for your learning, your peers learning, and the overall success of the class. Reading the material before class is expected. This will help facilitate group activities, participation, and class discussion.

This class is partly content based, which necessitates “mini-lectures” throughout. Please feel free to ask questions during lectures; however, kindly avoid unnecessary or irrelevant questions can bog down the energy of the class and leave little time for discussions or other activities. In many cases, questions can be easily answered from readings or other sources in class.

Case studies

Depending on time requirements, you may be required to read and critically examine cases from the *Casebook in Child and Adolescent Treatment: Cultural and Familial Contexts*. These cases can be assigned at any time during the semester and will serve as a springboard for in-class discussions. Your task will be to “react” to the case and how it was handled in the book. To guide your discussions, you can focus on addressing the following questions:

1. What are the strengths of the approach used in the case? Limitations?
2. If you were to give feedback to this counselor, what would you say?
3. What did you like about the counselors’ interventions?
4. What other theoretical models might work with such a client?
5. Did the counselor neglect any pertinent issues?

There is no written requirement for this assignment. Students are only responsible for reading the case, forming a “reaction” to it, making comments (if student chooses) and during class time.

GRADED REQUIREMENTS

Midterm Exam

A midterm examination will be **due on March 16, 2006**. The midterm will be a take home format, in which questions will be provided two weeks before the due date. The exam will consist of material covered in the required readings and class from the beginning of the semester. Please allow a two-week turnaround for midterm exam grading.

Group Research Paper

You are asked to pair up with one other student write a MAXIMUM 15-page research paper on a topic approved by the instructor (a list of potential topics is provided below). For this paper, you must include at least eight (8) articles from professional, peer-reviewed counseling and psychology based journals. Your tasks are to study a current issue facing adolescents today and discuss implications for treatment strategies presented in the literature.

The paper should conform to APA guidelines, which can be found in the APA publication manual (5th edition). There also are websites you can visit to get a brief tutorial on writing in APA style. Please be advised that these websites may only provide a general overview of APA style and, as a result, you may miss important guidelines related to your paper. This paper will be **on Thursday, April 13 at the beginning of class**. Typically, I do not separate content from the clarity/organization of your paper. Therefore, it is important to pay close attention to grammatical issues and the “neatness” of your paper. Please see the attached “Research paper structure and specifications” in Appendix 1 at the end of this syllabus for further guidance.

Group Presentations

Because we are a community of learners, it is important for students to share with other students what they have learned from their library research. Therefore, students will be required to provide a 20-25 minute group presentation (plus 5-10 minutes for questions/answers, for a total of 30 minutes) based on the research paper topic. The time limit on this will be strictly enforced due to additional presentations and class material to cover. Therefore, please provide a brief overview of your topic and focus primarily on implications for clinical practice with

adolescents. Please also provide a handout for all students, highlighting what you found in your research. A sign-up sheet for presentations is attached at the end of this syllabus.

Note: Because the paper is due later in the semester, the presentation will occur before the paper is completed. For some of you there will be a large discrepancy between when the paper is due and when the presentation is due. Please keep in mind that the presentation **DOES NOT HAVE TO BE FINISHED OR COMPLETED RESEARCH**. You may only have an outline of your topic, but enough information to give the class an overview of what you have found to date. I recommend that the majority of the presentation focus on strategies and techniques related to your topic (e.g., techniques one can implement when working with parents and teens).

Final Exam

The final examination will **be due on May 4, 2006** and can be submitted to my office or in my mailbox. The final will be a take home format, in which questions will be provided to you at least two weeks prior to the due date of the final. The exam will consist of material covered in the required readings and class since the midterm exam.

Grading

Your final grade depends on the number of points you have accumulated throughout the semester. The total number of points you can accumulate is 200. The following is a breakdown of points and the grading scale:

Midterm Exam	50 points = 25% of final grade
Paper	75 points = 37.5% of final grade
Presentation	25 points = 12.5% of final grade
Final Exam	50 points = 25% of final grade

A = 180 or more points, 90% of possible 200 points

B = 160 to 179, 80% of possible 200 points

C = 140 to 159, 70% of possible 200 points

F = below 140 points

Attendance

It is important that you attend class as a great deal of learning and integration of course material occurs through class activities and discussions. Any number of absences may jeopardize your final grade. Students who miss more than one class may be required to drop the course and take it another semester. Should you have a documented disability, please see me as soon as possible so that I may be most helpful to your learning experience.

Late Assignments

Late assignments are subject to grade penalties. One letter grade will be deducted for each day the assignment is late (therefore, if you hand an assignment in that is considered 'A' work 2 days late you will receive a 'C,' if the assignment was 'B' work, you would receive a 'D'). Assignments not handed in during class time are considered one day late.

Cheating, submitting work other than your own, or plagiarism will result in an F in the course and will be reported to the Office of Student Affairs. If you are unsure of the University's Academic Integrity Policy and Honor Code, please refer to their website:

<http://saf.dept.uncg.edu/studiscp/Honor.html>.

Accommodations of Student Needs

The University of North Carolina at Greensboro recognizes its responsibility for creating an institutional climate in which students with disabilities can thrive. In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the instructor at the beginning of the semester or as soon as given an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the Office of Disability Services in Room 101, Park Building, (336) 334-5440 (or visit <http://ods.dept.uncg.edu/> for more information on registration procedures).

Program Statement of Expectations

The University of North Carolina at Greensboro (UNCG) Department of Counseling and Educational Development (CED) is charged with the task of preparing individuals to become professional counselors in a variety of settings and to assume positions of leadership in the field. In order to fulfill these responsibilities, faculty evaluate students based on their academic, professional, and personal qualities. The UNCG CED Department attempts to establish a learning community where students can develop professionally. We do this by providing an environment in which students' rights and responsibilities are respected, and by respecting the dignity and worth of each student.

A student's progress in the program may, however, be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with education/training related requirements for self or others. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, be able to express feelings appropriately, and evidence professional judgment in decision making relative to issues and situations encountered in the program.

Tentative Course Outline CED 671 Spring 2006

Understanding Adolescents

1/12

Topic

Course introduction, syllabus review, and practicum information.

1/19

Topic

Adolescent development issues:
Biosocial considerations
Neuroscience and the adolescent brain
Cognitive considerations

1/26

Topic

Adolescent development issues:
Cognitive considerations
Psychosocial considerations

2/2

Topic

Adolescent development: Wrap up
Adolescent girls: Discussion groups

Readings

Pipher Chapters 1-7

2/9

Topic

Adolescent girls: Discussion groups

Readings

Pipher Chapters 8-15

Review of your adolescent development paper due (Practicum 653J)

2/16

Topic

In Class Movie and Analysis – “Thirteen”

2/23

Adolescent boys: Discussion groups

Readings

Pollack Chapters 1-2; 7 (on e-reserve)

3/2

Topic

Presentations (4)

3/7 – 3/10

SPRING BREAK – NO CLASSES

Counseling Adolescents

3/16

****MIDTERM EXAM DUE****

Topic

Building relationships with adolescents

Working through resistance

Treatment Issues

Readings

Martin Chapters 1-4

Edgette Chapters 1-6

Presentations (2)

3/23

Topic

Guest Lecture: Dr. Kelly Wester

Anger, aggression, and violent behaviors: Strategies to deal effectively with adolescent anger issues

GA group counseling demonstration (in class)

Readings

TBA

3/30

Topic

Writing Day – No class

4/6

Guest Lecture: Dr. Kelly Wester

Self-injurious behaviors among adolescents: Theory and practical applications

GA group counseling demonstration (in class)

Readings

TBA

4/13

Topic

Diagnostic considerations for adolescent clients and treatment planning options
Presentations (3)

Group Research Paper due

Readings

Martin Chapter 7

Mall observation, conference attendance, or movie observation paper due, depending on student's choice (Practicum 653J)

4/20

Topic

Counseling adolescents through theoretical frameworks
Cognitive-Behavioral
Constructivist
Gestalt and creative works
Presentations (2)
GA group counseling demonstration (from 4-5pm)

4/27

Topic

ST: Working with parents and teens
The solving circle technique
Presentations (3)
GA group counseling demonstration (from 4-5pm)
Course wrap- up

Readings

Edgette Chapters 7-8

Adolescent interview papers due (Practicum 653J)

5/4

GA group counseling demonstration (1-2pm)

FINAL EXAM DUE

Please Note:

Whereas it is my intention to closely follow this syllabus/course outline, situations may occur in which we must deviate from it. The instructor reserves the right to change the syllabus/course outline as needed. Students enrolled in CED 671 must receive a grade of satisfactory in CED 653J Practicum in Counseling Adolescents to successfully pass CED 671.

Practicum CED 653 J-01: Adolescents

Todd F. Lewis, Ph.D., LPC, NCC
219A Curry Building
334-3422
tflewis@uncg.edu
Spring 2006

This practicum is designed to provide students with opportunities to understand adolescents on a more personal, experiential level. Thus, the assignments in this practicum will afford direct experiences with adolescents, opportunities for self-reflection on your own adolescent development, and observations of doctoral GA's counseling with adolescents.

Assignments

1. Review your own development during adolescence – the physical, social, cognitive, vocational, moral, etc. Identify the critical points or incidents in your development during this period in your life. Prepare a written paper that expresses your own developmental path, the critical junctures and/or crises, how you resolved them, and your overall experience of what adolescence was like for you. Which counseling and/or developmental theories help you best understand your development? What can you take from your adolescent experiences that might help you with adolescent clients in your counseling practice? **Suggested limit: 5 pages. Due February 9th at the beginning of class.**

2. Adolescent interviews: Interview two adolescents, one age 12-14 and one age 18-21, using the list of prepared questions (that we will develop in class). In a brief paper, comment on their responses to your questions and on the similarities and differences in answers provided by individuals in early and late periods of adolescence. **Suggested limit: 3 pages. Due the last day of class.**

****Please Choose One (1) From the Following Options****

3. Attend a local mall on two weekend nights and observe how adolescent groups interact. Pay particular attention to what they wear, how they interact, what they do, how they speak to each other, cultural similarities and differences among a group of adolescents (i.e., do groups mix culturally and racially or not), gender similarities among groups (do genders mix together in groups or not). What do you think they want the world to know? What motivates them? What do they want or what are they seeking? How might this exercise help in you counseling with adolescents? In no way are you to interact with them; this is purely an observational exercise. Write a brief summary of your observations. **Suggested limit 3 pages. Due April 13th at the beginning of class.**

OR

3a. Attend one of the following and write a brief paper on your experiences. I may ask you to share informally what you have learned to the class. **Suggested Limit: 3 pages. Due April 13th at the beginning of class.**

- a. Attend the ACA convention (March 30 - April 2, 2006) in Montreal, Canada and attend at least one presentation/workshop on adolescent issues.
- b. Attend the NCCA Annual conference (February 22-25, 2005) in Durham, NC and at least one presentation./workshop on adolescent issues.

OR

3b. Watch one movie (with the exception of “Thirteen”, which we will watch in class) dealing with adolescent issues (e.g., Breakfast Club, American Pie, Star, Mean Girls, Whale Rider, Odd Girl Out) and provide a brief paper on your observations. Consider the following questions in your paper: What surprised you about the movie? How did it highlight adolescent issues? Did it portray adolescence in a realistic way? What can you take from this movie to help in your practice with adolescents? **Suggested limit: 3 pages. Due April 13th at the beginning of class.**

Please note: The instructor may take time in class to ask students questions related to these assignments (3, 3a, 3b).

4. The Practicum GAs will conduct a maximum of four (4) group counseling sessions with adolescents from a local agency. These sessions will be taped and played/reviewed in class, with GAs leading the discussions. The GAs will explain the rationale for running the group, strategies they employed, difficulties they encountered, and helpful tips for when you conduct groups with adolescents. We will try to arrange these activities during the month of April. Although I will attempt to allow as much class time as possible for these discussions, there will be occasions where some time outside of class will be used to review the tapes. Therefore, please leave from 4-5 open on April 20th and 27th. Students who have other obligations will be required to view the tapes at alternative times.

Evaluation/Grading

This practicum is graded on a “S/U” (Satisfactory/Unsatisfactory) basis. It is expected that you maintain professional and appropriate behavior during any activities outside of the UNCG campus. Remember that you are representing UNCG’s counseling program, and, consequently, your behavior will reflect strongly on our program. The written assignments for this practicum need to be 12-point font, 1 inch margins, and Times New Roman. Strict APA style is not necessary. I sincerely hope these experiences will enhance your understanding of adolescents and I look forward to facilitating these learning experiences with you.

Students enrolled in CED 653J-01 Practicum in Counseling Adolescents must receive a grade of B or better in CED 671 to successfully pass this practicum experience.

Appendix 1
Group Research Paper Structure and Specifications
Understanding and Counseling Adolescents
Spring 2006

Purpose: The purpose of this 15-page research paper is to afford you an opportunity to critically examine a contemporary issue in adolescent behavior. The paper should be observed as a *critical review* of the research literature on a particular topic. As an advanced counseling course, I expect students to be able to evaluate advanced knowledge in an area and synthesize findings into a coherent statement. It will not be adequate to simply “acquaint” yourself with a topic. Therefore, it may be important for you to pick a topic that you have some “feeling” or passion for. I am assuming by your enrollment in this course that there is some aspect of adolescence that fascinates you, so here is your opportunity to study that aspect. I am requiring that you include at least 8 articles from professional journals into your paper, *of which four (4) must be empirical based studies*. Empirical based studies include those in which data were collected on groups of participants. Please pay attention to the quality of journal you select, as not all are created equal. **For doctoral students only: Discuss implications for supervision and training of counselors.**

Approach and Style: Paper must conform to APA style. It is important that you remain concise and express yourself with precision and clarity, consistent with APA format. This is NOT a creative writing project. Rather, your writing should demonstrate your ability to organize a literature review and arrive at a set of conclusions based on existing empirical evidence. Furthermore, your paper should not reflect your own personal opinion on a particular topic, but should be empirically grounded (or at least a summary of what others in the field have found). Use quotes to a minimum.

Organization: The paper should be sub-divided into the following headings (in bold).

1. Review of existing literature. Summarize what is currently known and, if possible, critique methods used to collect data (10 pages)
2. Gaps in the Knowledge Base – Identify issues that we do not yet understand in intervening with adolescents and future research needs (2 pages)
3. Implications for Clinical Practice – Based on the research literature, identify the treatment and intervention options that practitioners, agencies, and communities should consider and implement (3 pages)
4. References – You should include at least 8 articles; however, for a paper this size you may need to include more.

Possible topics for paper:

Teen substance abuse	*Treatment for ADHD
Teenage pregnancy	Teenage smoking
Spiritual issues among teenagers	Parenting adolescents
Adolescent suicide	Identity vs. Role confusion
*Adolescent mood problems	Test anxiety
Low motivation	Anxiety disorders among adolescents
Safe sex among teenagers	Juvenile Delinquency & treatment
Treatment for ODD	*Conduct Disorder
“Rave” parties	*Eating Disorders
Social class and high school	Body image issues
Intimate relationships	Lack of family/social support
The role of peer pressure	Effects of poverty
Gang involvement	Adolescent egocentrism
Career concerns among teenagers	Impact of biological changes
Impact of TV violence on teens	*Bipolar disorders in adolescents
Resistance in counseling	Gay issues for teens
Teenage sexuality	Underachievement
The imaginary audience	The achievement gap among racial/ethnic groups
Condom use	Creative counseling with adolescents
Cognitive-Behavioral approaches	Popularity
HIV/AIDS issues with teens	Marijuana use
Extracurricular activity and mental health	
Ethical and legal issues with teens	

* Denotes topics that may be covered in class; please see me so that little or no overlap can occur

Due date:

The paper is **due on April 13, 2006 at the beginning of class**. Papers after this date will be accepted but with a reduced grade. Traditionally, I have offered to review drafts of a paper at students' requests. If you would like me to look over your paper before you turn it in, you will need to set-up a 30 minute meeting with me. Usually, most, if not all, questions can be addressed in 1 to 2 meetings. Also, it has been my experience that students who meet with me before they turn in final drafts generally receive higher scores. Remember that you also can seek campus assistance with your writing should you feel a need. Because this is a two-person group writing project, feel free to have both of you meet with me for a review.

Final Note: The paper comprises a large part of your grade (37.5%) and is the basis for your in-class presentation. Please devote considerable time to preparing this paper. In grading research papers, I usually do not separate the quality of the writing (i.e., spelling, grammar, sentence structure, paragraph development, etc) from the content of the paper. Failure to follow the guidelines above will affect your grade.

Appendix 2
Group Discussion Format

The first portion of CED 671 will be largely a group discussion format with an emphasis on cooperative learning. Two books, *Reviving Ophelia* and excerpts from *Real Boys*, will frame our discussions. These books are regarded as highly relevant to adolescence issues – societal messages, parenting, factors behind aggression and behavioral disturbance, peer and school influences, and implications for parents, teachers, and counselors. It is my hope that you will find these resources valuable in your current or future work with adolescents. However, some of the authors' views may seem controversial, and it will be important for you to express your concerns should you have any. I purposely choose one book central to girls issues and one central to boys issues because, although there may be overlap among certain conditions, each gender presents with a unique set of concerns and problems.

For these group discussions, the class will be divided into roughly 5 groups of 5 students. On relevant weeks, one or two students in each group will be asked to lead the group discussion based on the readings due for that day. To help you with your discussions, I will compose a list of “key questions” for each class, and *it is the responsibility of the student group leaders to become familiar with these key questions before class. The questions will be placed on blackboard a day or two before class for all students to view; however, it is not necessary for all students to see them. Only the group leaders would need to have access to the key questions.* This will give the leaders a day or two to review the questions they will pose to small groups during class. Use these questions as a guide. Ideally, all the questions should be addressed, but it is understandable if a group feels strongly about a certain issue and it seems premature to move to another topic/question. Small group discussions will last up to 90 minutes, but this is flexible depending on factors. Following this, we will reconvene as a large group (comprising the whole class) and the leaders of the small groups will lead the discussion in the larger group. However, it is the responsibility of every student to contribute to these discussions and assist your student leaders. The instructor may join select small groups on certain days.

Listed below are the groups in which you will meet. I have also designated leaders for respective days.

<u>Group</u>	<u>Lead Dates</u>
<u>Group 1</u>	
Allred-McGee	2/2
Weese	2/9
Ballard	2/23
Weaver	2/2
Bowton	2/9
<u>Group 2</u>	
Canter	2/2
Sterkenburg	2/9
Coldiron	2/23

Southall	2/2
Davidson	2/9

Group 3

Seaman-DeJohn	2/2
Evans	2/9
Saunders	2/23
Fitch	2/2
Sacasa	2/9

Group 4

Francis	2/2
Phares	2/9
Heller	2/23
Patel	2/2
Kayler	2/9

Group 5

Norment	2/2
Lara	2/9
Mulcahy	2/23
McDonald	2/2
Mekita	2/9

Optional Reading List

- Fuligni, A. J. (1998). Adolescents from immigrant families. In V.C. McLoyd & L. Steinberg (Eds.), *Studying Minority Adolescents* (pp 127-143).
- American Psychologist 48(2) February 1993 (whole issue dedicated to adolescence)
- McCloyd, V. C. (1998). Changing demographics in the American population: Implications for research on minority children and adolescents. In V.C. McLoyd & L. Steinberg (Eds.), *Studying Minority Adolescents* (pp. 3-28). Manwah, NJ: Lawrence Erlbaum Associates.
- Pinney, J. S., Lochner, B. T., & Murphy, R. (1990). Ethnic identity development and psychological adjustment in adolescence. In A. R. Stiffmen & L. E. Davis (Eds.), *Ethnic Issues in Adolescent Mental Health* (pp. 53-72). Newberry Park, CA: Sage Publications.
- Millis, R. E. (1988). Friendship patterns and peer group influences: An ecological perspective based on Bronfenbrenner, Kandel, and Dunphy. In R. E. Millis (Ed.), *Theories of Adolescence* (pp. 300 – 319). New York: Random House.
- Gibbs, J. T. (1998). High-risk behavior in African-American youth: Conceptual and methodological issues in research. In V. C. McLoyd & L. Steinberg (Eds.), *Studying Minority Adolescents* (pp. 55-87). Manwah, N.J: Lawrence Erlbaum Associates.
- Gibbs, J. T. (1990). Mental health issues of black adolescents: Implications for policy and practice. In A. R. Stiffman & L. E. Davis (Eds.), *Ethnic Issues in Adolescent Mental Health* (pp. 21-52). Newberry Park, CA: Sage Publications.
- Chevez, J. M. & Roney, C. E. (1990). Psychological factors affecting the mental health status of Mexican Americans. In A. R. Stiffman & L. E. Davis (Eds.), *Ethnic issues in Adolescent Mental Health* (pp. 21-52). Newberry Park, CA: Sage Publications.
- Capuzzi, D., & Gross, D. (1995). *Youth at risk* (2nd ed.). Alexandria, VA: American Counseling Association.
- Carrell, S. (1993). *Group exercises for adolescents: A manual for therapists*. Newbury Park, CA: Sage.
- Forman, S. G. (1993). *Coping skills interventions for children and adolescents*. San Francisco: Jossey Bass.
- Stiffman, A. R., & Davis, L. E. (1990). *Ethnic issues in adolescent mental health*. Newbury Park, CA: Sage.
- Stone, G. L., et al. (1996). Adolescence (special issue). *The Counseling Psychologist*, 24(3).

Wexler, D. B. (1991). *The adolescent self: Strategies for self-management, self-soothing, and self-esteem in adolescents*. New York: W. W. Norton.

Optional Reading – Books

Thumbsucker: A Novel by Walter Kim

Space: A Memoir by Jesse Lee Kercheval

By the Shore by Galaxy Craze

The Tiny One by Eliza Minot

River, Cross My Heart by Breena Clarke

The Odd Sea by Frederick Reiken

Caucasia by Danzy Senna

Last Days of Summer: A Novel by Steve Kluger

All Over but the Shoutin' by Rick Bragg

A Likely Story: One Summer with Lillian Hellman by Rosemary Mahoney

Flight of Passage by Rinker Buck

Go Ask Alice by Anonymous (Beatrice Sparks, Ed.)

Prozac Nation: Young and Depressed in America

The Adolescent by Fyodor Dostoevsky

Where I Stopped: Remembering an Adolescent Rape by Martha Ramsey

Diary of a Junior Year: Teen Real Teens, Vol. 1 by Anonymous

8 Ball Chicks: A Year in the Violent World of Girl Gangsters by Sikes

Annie John by Jamaica Kincaid

At Home with the Glynns: The Personal History, Experiences, & Observations of Peter Leroy by Eric Kraft

California's Over by Louis B. Jones

Desert Blues by Bill Albert

Joe by Larry Brown

A Tree Grows in Brooklyn by Betty Smith

Ecstasy of Fumbling: A Musician's Struggle with Adolescence by Mark Stewart-Jones

English Creek by Ivan Doig

Summer of '42 by Herman Raucher

This Side of Paradise by F. Scott Fitzgerald

Grading Rubric for CED 671 Group Research Paper

Literature Review (25 points)	Points
The specific issue is clear to the reader	5
A rationale for why the topic is an issue to be concerned with, studied, or emphasized	5
Student summarizes literature appropriately (i.e., uses citations correctly, highlights key points in literature related to topic, avoids redundancy)	10
Limitations of research briefly discussed	5
Gaps in the literature (10 points)	
Issues that we do not know related to the topic are clearly presented	10
Clinical Practice (25 points)	
Implications are clearly drawn from available literature	5
Practical applications are clearly presented	10
Opinions are kept to a minimum; if opinions are stated, it is clear they are the student's?	10
For Doctoral Students Only: Supervision and Training implications (no additional points)	
References (5 points)	
Student has at least 8 references/articles	1
At least 6 are after 1998	2
At least 4 are empirical	2
APA (10 points)	
APA style	10
Total	75

Sign-Up Sheet for CED 671 presentations: Spring 2006

Names

Topic

March 2 (Four presentations)

Group 1 _____

Group 2 _____

Group 3 _____

Group 4 _____

April 13 (Two presentations)

Group 1 _____

Group 2 _____

Group 3 _____

April 20 (Two presentations)

Group 1 _____

Group 2 _____

April 27 (Three presentations)

Group 1 _____

Group 2 _____

Group 3 _____

