AFE 597—Guidance and Counseling of Rural Youth

Course Syllabus

Winter Mini — 2014

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Course Description:
The purpose of this course is to enable individuals to be more effective in working with young persons as they plan their careers and make adjustments in life so that they can become healthy, well adjusted, socially useful, and productive citizens.

Text:

Course Readings: Selected articles and manuscripts. Materials provided online.

Hardware/software requirements:
It is your responsibility to make sure that your computer has all the requirements necessary to for an online class. Computer problems are not excused reasons for incomplete work. Please check the status of your computer before the beginning of class.

Student Learning Outcomes:
-Synthesis of learning activities for counseling youth in rural communities.
-Selection of appropriate methods and techniques for career guidance of rural youth.

Course Objectives:

Upon completion of the course the student will be able to:
1. Identify community structure in rural societies.
2. Discuss the reasons for guidance and counseling rural adolescents.
3. Define technical terms related to guidance and counseling.
4. Distinguish between the categories of rural vs. urban youth.
5. Understand the relationship between community institutions in rural societies.
6. Explain the importance of career education and career guidance.
7. Recognize the types of occupational information used to provide career guidance.
8. Analyze research articles and discuss relevance to course topics.
9. Discuss the importance instructional program evaluation.
10. Create and post multimedia presentation to course management system.

Grade Determination:

<table>
<thead>
<tr>
<th>Description</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Online interaction/discussion/participation</td>
<td>60</td>
</tr>
<tr>
<td>PowerPoint Presentation Report</td>
<td>40</td>
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<tr>
<td>Research Paper</td>
<td>50</td>
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<tr>
<td>Final Exam</td>
<td>50</td>
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Your Grade (%) = Points Earned

200

(A = 90 or above, B = 80-89, C = 70-79, D = 60-69, F = below 60)

Final authority regarding students’ grades is the responsibility of the professor.
Online Interaction, Discussion, and Participation

Students are expected to participate in the course to discuss experiences and observations, as well as reflect on assigned readings. Just being “logged on” is not the same as engaged in the learning process. By discussing issues and asking questions, you will reinforce learning through a multi-sensory approach. You will have 3 Modules. There will be one online activity or discussion prompt per module worth ten points each for a total of 20 possible points per module for online discussion and participation.

PowerPoint Presentation Report

Students will design and post a PowerPoint presentation (10-15 slides) on a topic related to rural youth in the United States (see Page 3) assigned by the instructor. A 1-2 page summary of the presentation should also be posted. Use proper documentation and include references. Presentation should be posted on Monday December 29th.

Research Paper

Assume that you are writing a proposal to a foundation for a grant to develop a community wide program designed to engage adolescents in wholesome and meaningful activities that will help them develop into healthy, well-adjusted young adults. Design the major components of the program you are proposing to the foundation. Include the following:

A. Need /rationale for the program (Literature Review)
B. Objectives of the program
C. The Plan—the major ingredients of the program needed to accomplish the objectives
D. Evaluation plan (how will you determine how successful the initiative is)
E. Budget

Final Exam

Final exam (comprehensive) will come from course concepts.
## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Assignments Due (By end of week)</th>
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<tbody>
<tr>
<td>1</td>
<td>Dec. 16th – 19th&lt;br&gt;The Nature &amp; Function of Guidance&lt;br&gt;Career Counseling Today&lt;br&gt;Understanding Youth&lt;br&gt;Rural vs. Urban Youth</td>
<td>Module 1</td>
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<tr>
<td>2</td>
<td>Dec. 22nd – 26th&lt;br&gt;Adolescent Development&lt;br&gt;Influence of Cultural &amp; Socioeconomic Diversity in Childhood Development&lt;br&gt;Needs of Young People</td>
<td>Module 2&lt;br&gt;PowerPoint Presentation (posted)</td>
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<tr>
<td>3</td>
<td>Dec. 29th – Jan 2nd&lt;br&gt;Career Education and Career Guidance&lt;br&gt;Theories of Career Development&lt;br&gt;The Changing Work Scene &amp; Implications for Career Planning</td>
<td>Module 3</td>
</tr>
<tr>
<td>4</td>
<td>Jan. 5th – 8th&lt;br&gt;Guidance Components&lt;br&gt;Individual Counseling&lt;br&gt;Group Guidance and Group Counseling</td>
<td>Research Paper</td>
</tr>
<tr>
<td></td>
<td>Jan. 9th&lt;br&gt;Final Exam</td>
<td>Exam opens @ 8am and closes at 5pm</td>
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</table>

The professor reserves the right to modify or adapt the syllabus and/or schedule for this course to accommodate the instructional needs of the students or the administrative needs of the university.

### PowerPoint Presentation Topics

<table>
<thead>
<tr>
<th>Substance Abuse (drugs, alcohol, tobacco)</th>
<th>Impact of Divorce/Youth in Single Parent Families</th>
<th>Sexual Activity/Teen pregnancy</th>
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<tr>
<td>Adolescent Depression/Suicide</td>
<td>Academic Pressures</td>
<td>Eating Disorders</td>
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<td>Influence of Television/Movies</td>
<td>Influence of World Wide Web</td>
<td>Juvenile Delinquency/Crime/Youth Gangs</td>
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<td>Influence of Religion/Questions about Morality</td>
<td>Influence of Music/Music Videos</td>
<td>Family Relations/Parent-Child Conflicts/Sibling Conflicts</td>
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<td>Peer Pressure/Peer Influence/ Dating Practices</td>
<td>Dealing with Bias, Prejudice, and Stereotyping</td>
<td>Abused Youth</td>
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<tr>
<td>Self Esteem/ Self Concept</td>
<td>Youth Employment/Spending Habits/ Buying Power</td>
<td>Influence of Involvement in Extracurricular Activities</td>
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Class Syllabus Addendum

Professionalism
Students are expected to engage in class as scheduled. Their participation in class discussion should follow the basic principles of common courtesy, decency, and cooperation with peers and instructional personnel. Rude and disruptive behavior, as well as cheating, in any form, will not be tolerated.

Reasonable Accommodations
Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. For more information, contact Director of Disability Services at 903/886-5835.

Office Hours
A meeting can be scheduled for consultation. I have an open door policy and will try to assist students any time that I am available. However, occasionally the professorial demands of class preparation, research, and service prohibit immediate drop-in service. If you need to schedule a meeting, just shoot me an email.

Academic Honesty and Integrity
Students are expected to do their own work. Assistance with written assignments, such as proofreading or editing, is encouraged as long as the final concepts and product are those drafted and authored by the student. Information or materials (including ideas, quotes, data, procedures, etc.) from sources other than the student must be given proper credit through appropriate citation. The discipline of Agricultural Education uses the APA format (6th edition) as its primary style guide for publications, including research papers and reports. Assistance with this format and general guidelines for written assignments are available at the following source:

The Online Writing Lab at Purdue University
http://owl.english.purdue.edu/owl/resource/560/01/

Academic honesty and integrity is expected of all students. Cheating including but not limited to copying, using notes when prohibited by instructor, and plagiarism (as defined by the Council of Writing Program Administrators http://www.wpacouncil.org/node/9) will not be tolerated. Penalties may include grade reduction or suspension from class, depending on the frequency and severity of the violation.