# The Youth Development Project (YDP)[1] Handbook

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# Chapter 1:
## Overview

## Purpose

This *Handbook* provides a summary of the policies and procedures of the Youth Development Project and the duties, responsibilities, and conduct expected of members of the Project. Project members participate in the operational of the project at many levels (as faculty, students, volunteers, etc.) and function in many roles (intervention, research, training, etc.). Refer to the Handbook for information and to answer questions about the Project and your role in it.

## Objectives of the Youth Development Project

The objective of the Youth Development Project is to foster positive youth development. The intervention program currently under development, the Changing Lives Program (CLP) is a school-based intervention for promoting positive development in troubled (multi-problem) youth. The program uses a participatory and transformative intervention approach and targets adolescence in transition to adulthood. The aim is to engage these young people and to get them invested in themselves and their community, to create an intervention context in which troubled young people can change their lives for the better. The program is a community-based response to the need for youth programs that are broad-based, culturally responsive, and can be readily adapted to local and particular contexts.

The Youth Development Project has its home base in the Child and Family Psychosocial Research Center, Department of Psychology, Florida International University, Miami, Florida 33199, USA. The Youth Development Project has evolved by establishing partnerships between:

- Florida International University (FIU), the public university in Miami,
- Communities in Schools (CIS), the leading community-based organization for delivering community resources to schools, and
- Local community based alternative public high schools throughout Miami and Miami Dade County.

These partners have responded to a perceived community need - the need for community-based youth programs that work.

FIU is an urban, multicampus, research university located in Miami, Florida's largest population center. Its mission includes serving the people of Southeast Florida. CIS partners with families, schools and community leaders to create a support system for students. The schools where we offer the program are mainly public high school of the Miami-Dade County Public Schools, the fourth largest school system in the country. The high schools serve a multiethnic population of youth drawn from all over the greater Miami metropolitan area and Miami Dade County. These youth come to the alternative schools with a history of attendance, behavior, or motivational problems in their neighborhood school, with many coming from inner city, low-income families that exist within a community context of disempowerment, limited access to resources, and pervasive violence, crime, and substance abuse.

## Youth Development Project Training Program

# Objectives

The objective of the Youth Development Project is to foster positive youth development. The Youth Development Project Training Program is an integral part of this goal. Members of the YDP Training Program participate in the knowledge development efforts of the project. These include research projects developing, refining, and implementing the interventions for working with the adolescents in the schools such as the Changing Lives Program (CLP) and longitudinal life course studies of the lives of individuals in the school such as the Longitudinal Life Course Change Project (LCP). The alternative high schools serve as intern and research sites for project members.

The Youth Development Project Training Program is open to graduate students and undergraduate students and provides opportunities for intern placement and research training with project members participating at many levels of involvement. At the graduate level, students in the Psychology Department's Life Span Developmental Science Doctoral Program may obtain research training in the process of fulfilling academic requirements (e.g., Masters Thesis, Doctoral Dissertations) as well as obtain supervision that can be accrued toward fulfilling the licensure requirements for licensure as a mental health counselor in the State of Florida. Students in the Psychology Department's Mental Health Research and Services Masters Degree Program and other license eligible programs also obtain supervision that can be accrued toward fulfilling the licensure requirements for the State of Florida. At the undergraduate level, students may obtain both research and intern experience by participating in research projects and in working in counseling groups, conducting assessments and interviews, and other forms of direct experience in working with the adolescents at the high schools. Course credit is available for work done as part of the project as briefly described next.

The following conditions apply in order to receive undergraduate credit for Senior Lab For Psychology Majors (DEP4720: Lecture + Lab) or Independent Field Experiences in Psychology (PSY 4941)

**Psychosocial Intervention in Field Settings Senior Lab Requirement for Psychology Majors.** Psychology majors are eligible to sign up for Psychosocial Intervention in Field Settings Senior Lab (DEP-4720: Lecture + Lab) as their advanced senior lab and complete their field placement as part of the Youth Development Project. These credits are only available Letter Grade

**Field Experience in Psychology.** If you are participating in the Youth Development Project for credit, you must sign up for PSY 4941 Independent Field Experiences in Psychology under Dr. Kurtines's section for the semester(s) you receive credit. You must sign up for 3 hours of field placement credit each semester. These credits are only available Pass/Fail

# Project Administration

### Project Director

The Director of the Youth Development Project is responsible for overseeing the overall operation and implementation of the CLP Program. The Project Director is responsible for the overall coordination of all of the program's intervention and organizational/administrative activities.

- At the high schools, the Project Director works with the principal, school counselor, and staff, the Clinical Supervisor, and the Training Team Leader to ensure the maintenance of the clinical integrity and efficacy of the groups.
- At FIU, the Project Director works with the Coordination and Evaluation Team Leader to ensure that the organizational/-administrative and evaluation activities function effectively.

## Clinical Supervisor

The clinical supervisor is responsible for monitoring the clinical activities of the Program and coordinates the supervision meetings.

## Services and Research Coordinator

The Services and Research Coordinator is the link person that coordinates the provision of services and the evaluation of outcome.

- At the high schools, the Services and Research Coordinator works on site with the Project Director, the school principal, school counselor, and staff to maintain effective liaisons, open lines of communication, and efficient day-to-day operation of the program at the placement site.
- At FIU, the Services and Research Coordinator works on the Intervention Team Leaders, the Data Management Team Leader, and the Coordination Team Leader to maintain linkages between the program operations that bridge both locations and facilitate efficient day-to-day coordination of multi-site activities.

# Chapter 2
## What Do Project Members Do?
## Roles and Responsibilities

## Basic Activities

All Project Members participate in <u>three</u> basic types of activities:

- Intervention activities (running groups, participating in groups, etc.)
- Organizational/administrative activities (organizational activities, data management, etc.).
- Research and evaluation activities (research projects that vary by semester).

Participation in these activities takes place within the context of the Organizational and Administrative structure of the Youth Development Project. This structure is defined in term <u>three</u> organization units:

- Intervention Teams,
- Support Teams
- Research Projects.

All members participate in one of each of these.

## The CLP Intervention Team:
## Organizational Structure

The Intervention Team is the basic organizational structure for implementing the Changing Lives Program (CLP), the school based intervention currently under development by YDP. A more detailed description of the Changing Lives Program is available on the YDP website (see, *Changing Lives Program Implementation Manual*)**.** The Intervention Teams implement the counseling groups (e.g., Anger Management, Relationships, Self Esteem, etc.) that make up CLP. Within the program, each counseling group is implemented by a basic intervention team compromised of the following three individuals:

- Facilitator
- Co-Facilitator
- Group Assistant
- Intern Trainee

## Responsibilities of the CLP Intervention Team Members

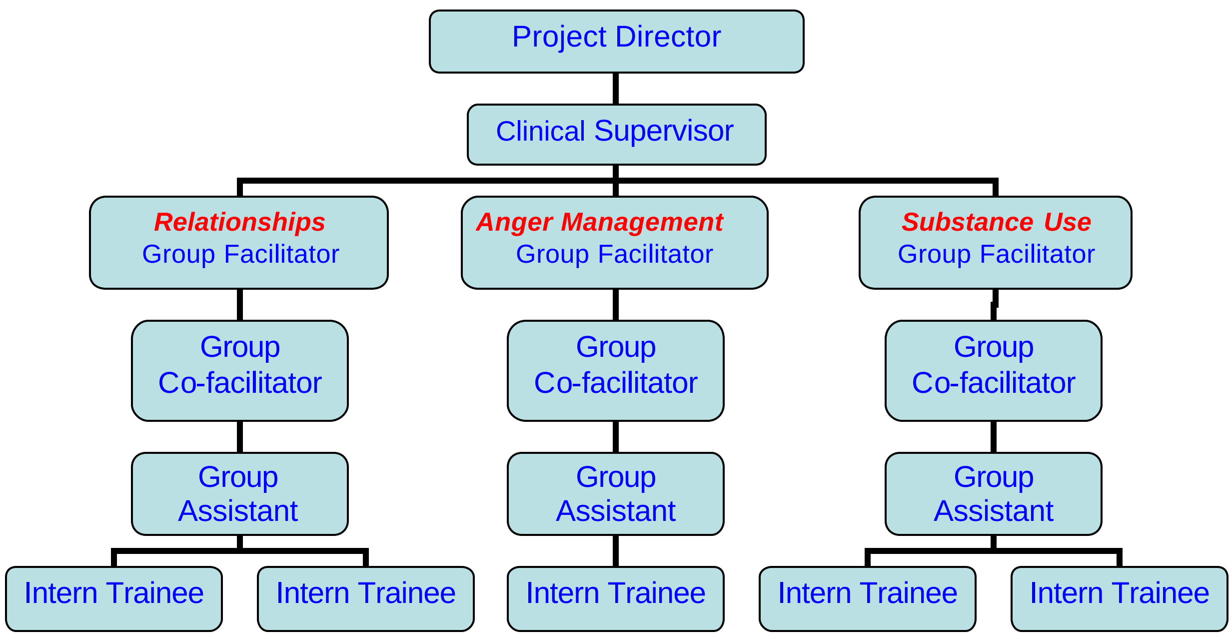
### Facilitators

The facilitator is responsible for ensuring that her/his group meets its intervention objectives. In addition, the facilitator is also responsible for ensuring that the group is conducted in a professional manner. This means that the groups meet as scheduled and at the times and places scheduled. It also means ensuring that the participants in the group, students and interns, focus on the problems and issues the group addresses and engage in the type of content activities appropriate to the helping resolve these issues. Finally, it also means that sufficient attention is paid to specific issues related to conducting groups in a school setting such as confidentiality, boundaries, dress code, etc.

## Co-facilitators

The group co-facilitator works with the facilitator in achieving the intervention objectives of the group as outlined above. The co-facilitator is expected to assume and share in all of the activities that the facilitator is responsible for, to work on developing the skills necessary for running the group, and to take over responsibility for the group in the absence of the facilitator. The Co-facilitator is also responsible the orientation of all new members of the intervention, and serves as their contact person after they join the team. Finally, Co-facilitators have direct supervisory responsibility for the Group Assistants and Intern Trainees with respect to all support and evaluation functions.

**The CLP Intervention Team:**
**The Basic Administrative Unit**




## Group Assistants

The Group Assistant (GA) works under the supervision of the facilitator and co-facilitator in facilitating the group process as outlined above. The main responsibility of the Group Assistant, however, is providing administrative and organizational support for his or her group. Each group has one Group Assistant, and that GA (under the supervision of the Co-facilitator, is responsible for the "record keeping" and other organizational activities that support the group. These tasks are described in more detail in the Handbook Appendix, **Group Assistant and Intern Trainee Duties and Responsibilities.** The GA is also expected to use this administrative experience and the opportunity to pro-actively participate in the ongoing counseling processes of the group to acquire the skills and knowledge to be able to eventually fill the role of Co-facilitator as s/he moves up through the team levels.

## Intern Trainees

The Intern Trainees (IT) engages primarily in intervention activities (e.g., assisting in groups, etc.) depending upon the counseling needs of a particular semester. All Intern Trainees also engage in organizational/administrative activities (organizing meetings, preparing for assessments, maintaining membership lists, etc.) that support the intervention activities. When assigned to an intervention team, the Intern Trainee works under the supervision of the GA to support the GA's efforts for provide administrative and organizational support for his or her group. The IT is also expected to acquire the skills and knowledge to be able to eventually fill the role of GA as s/he moves up through the team levels. These tasks are described in more detail in the Handbook Appendix, **Group Assistant and Trainee Duties and Responsibilities.**

## Advancement in Levels of Positions

The length of time it takes an Intern Trainee, Group Assistant, or Co-Facilitator to advance to higher levels positions within Intervention Teams (IT to GA, GA to Co-Facilitator, Co-Facilitator to Facilitator) depends upon a variety of factors, including:

- The number of positions in the groups that become available in a particular semester,
- The types of advanced training and skills the Intern brings to the program, and
- The quality and effectiveness of the Intern's performance of her/his duties and responsibilities activities at a particular level.

The decision to advance an Intern in an intervention group (IT to GA, GA to Co-Facilitator, etc.) is made by the Project Director and the Clinical Supervisor in consultation with the appropriate and relevant Facilitators and/ or Co-facilitators.

## The WLC Research Team: Organizational Structure

**Wait List Project** (LCP) is an ongoing longitudinal study of quantitative and qualitative changes in the life course or life pathways of multi-problem adolescents in alternative school programs who do not receive psychosocial intervention. The LCP Research Team is the basic organizational structure for implementing the Longitudinal Life Course Change Project (LCP).

- Team Leader(s)
- Co-Team Leaders
- Group Assistants
- Research Trainee

## Responsibilities of the LCP Team Members

### Team Leader(s)

The Team Leader is responsible for ensuring that the team meets its objectives. In addition, the Team Leader is also responsible for ensuring that the group is conducted in a effective and efficient manner. This means that the groups meet as scheduled and at the times and places scheduled.

### Co-Team Leader

The Co-Team Leader works with the Team Leader in achieving the team objectives as outlined above. The Co-Team Leader is expected to assume and share in all of the activities that the Team Leader is responsible for, to work on developing the skills necessary for running the team, and to take over responsibility in the absence of the Team Leader. The Co-Team Leader is also responsible the orientation of all new members of the team, and serves as their contact person after they join the team. Finally, Co-Team Leaders have direct supervisory responsibility for the Group Assistants and Research Trainees with respect to all support and evaluation functions.

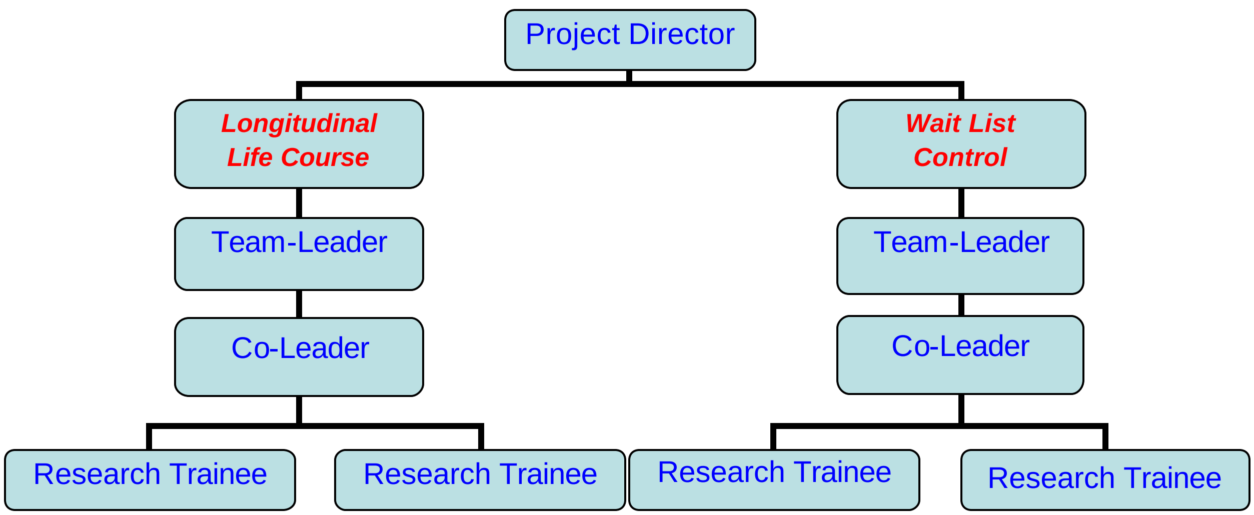
## The LCP Research Team:

# Organizational Structure

**Longitudinal Life Course Change Project** (LCP) is an ongoing longitudinal study of quantitative and qualitative changes in the life course or life pathways of multi-problem adolescents in alternative school programs who do not receive psychosocial intervention. The LCP Research Team is the basic organizational structure for implementing the Longitudinal Life Course Change Project (LCP).

- Team Leader(s)
- Co-Team Leaders
- Group Assistants
- Research Trainee

**The LCP Research Team:**
**The Basic Administrative Unit**




## Responsibilities of the LCP Team Members

### Team Leader(s)

The Team Leader is responsible for ensuring that the team meets its objectives. In addition, the Team Leader is also responsible for ensuring that the group is conducted in a effective and efficient manner. This means that the groups meet as scheduled and at the times and places scheduled.

### Co-Team Leader

The Co-Team Leader works with the Team Leader in achieving the team objectives as outlined above. The Co-Team Leader is expected to assume and share in all of the activities that the Team Leader is responsible for, to work on developing the skills necessary for running the team, and to take over responsibility in the absence of the Team Leader. The Co-Team Leader is also responsible the orientation of all new members of the team, and serves as their contact person after they join the team. Finally, Co-Team Leaders have direct supervisory responsibility for the Group Assistants and Research Trainees with respect to all support and evaluation functions.

### Research Trainees

The Research Trainees (RT) are assigned to research projects (see above) and engage in research and evaluation (e.g., conducting assessments, entering data, analyzing data, etc.), depending upon the group needs of a particular semester. All Research Trainees also engage in organizational/administrative activities (organizing meetings, preparing for assessments, maintaining membership lists, etc.) that support the data management. When assigned to a research or data management team, the Research Trainee works under the supervision of the team leader. The RT is also expected to acquire the skills and knowledge to be able to eventually fill the role of Research Team Leader as s/he moves up through the team levels or transfer to an Intervention Team in the role of Intern Trainee. The decision to advance an RT to the role of IT is made by the Project Director and the Clinical Supervisor in consultation with the appropriate and relevant Research Team Leader and Facilitator. The RTs tasks are described in more detail in the Handbook Appendix, **Group Assistant and Trainee Duties and Responsibilities.**

## Advancement in Levels of Positions

The length of time it takes an Research Trainee, to advance to higher levels positions within Teams (RT to IT, IT to GA, GA to Co-Facilitator, Co-Facilitator to Facilitator) depends upon a variety of factors, including:

- The number of positions in the groups that become available in a particular semester,
- The types of advanced training and skills the Intern brings to the program, and
- The quality and effectiveness of the Trainee's performance of her/his duties and responsibilities activities at a particular level.

The decision to advance an Trainee is made by the Project Director in consultation with the appropriate and relevant Team Leader and/or Co-Team Leader.

# Chapter 3
## What Else Do Project Members Do?
## Additional Responsibilities

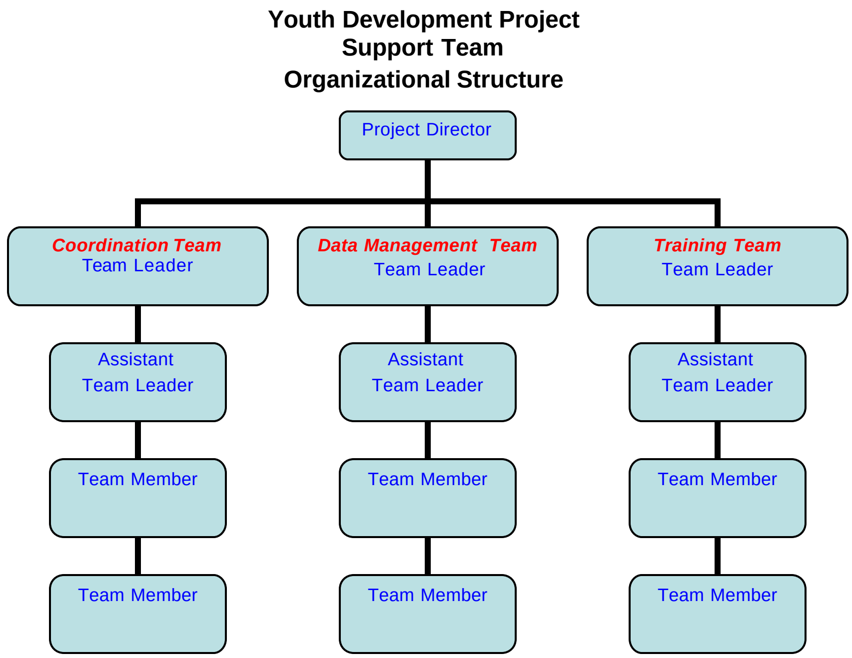
All project members have to take responsibility for a fair share of the organizational/administrative activities involved in running the project as well as the research projects evaluating the program. The conduct and implementation of the organizational/administrative activities are the responsibility of the Team Leaders for the three support teams (the Coordination, Evaluation, and Training Teams) and conduct and implementation of the research projects is the responsibility for the Research Project Leaders. Each team and/or research project thus has a leader and appropriate team members. ITs must have an assignment and work on *at least **one*** of the three support teams (Coordination, Evaluation, and Training) and one Research Project (research projects vary by semester). RTs are assigned to a Research Project as their primary responsibly and must have an assignment and work on *at least **one*** of the other support teams. The Team and Project Leader are responsible for organizing a regularly meeting schedule to accomplish these activities and each Team and Project Leader ensures that the team or project functions effectively. The basic structure of each of the teams is outlined next:

## The Support Teams and Research Projects: Additional Organizational Units

## The Support Teams

There are three types of support teams, each with the same basic organizational structure illustrated in the Figure, but responsible for the specific functions described in the following sections:

1) Coordination Team
2) Data Management Team
3) Training Team



# 1) Data Management Team

The Youth Development Project (YDP) Data Management Team is responsible for data tracking and monitoring for YDP. The operation of the YDP Data Management Team is defined in term the four organization units and supervisors described below, each of which supports the mission of YDP Data Management Team: the CLP Data Management Team, the LCP Data Management Teams, the Core II Supervisor, and the SEF Supervisor

## YDP Data Management Team Leader

The YDP Data Management Team Leader is responsible for the coordination of all data management activity for all placement sites (ACE, CAS, CAN, SAT).

## CLP Data Management Teams

The **Changing Lives Project (CLP) Data Management Teams** are responsible for both Core I and Core II for CLP participants (high school students in the counseling group intervention) in all high schools (ACE, CAS, CAN, SAT). Each site's team responsibility includes preparing the data collection folders, getting them out and administered at the scheduled evaluation times (Fall, Winter, Spring), back to the lab, and input into the computer (coordinated with the YDP Data Management Team Leader). YDP members assigned to to the CLP Data Management Team(usually ITs) will be supervised in the data management process by by the Site Team Leader and Co-leaders. The CLP Site Team Leaders/Co-Leaders for each site's CLP data management team is also be responsible for training the GAs each semester (they are the link between the Data Management Team and the Facilitators in the field and the GAs are responsible for monitoring the actual data collection by the ITs in the field and turning the the Core I & II measures for data entry after each evaluation period (Fall, Winter, Spring).

**Team Coordinators,**

**Site Team Leaders/Co-Leaders**

**ACE, CAN, CAS, SAT**

## LCP Data Management Team

The **Longitudinal Life Course Change Project (LCP) Data Management Team** is responsible for both Core I and Core II for LCP and WLC participants (high school students NOT in intervention) in all high schools (ACE, CAS, CAN, SAT). This team is also responsible for ALL Core III data (Life Course Interview—taping and transcription) at all high schools. The team's responsibility includes preparing the data collection folders, getting them out and administered at the scheduled evaluation times (Fall, Spring) or Fall and Spring for the LCI, back to the lab, and input into the computer. The **overall supervision** of the YDP members assigned to the LCP Data Management Team (usually RTs) will be monitored by LCP Data Management Team Leaders/Co-Leaders. The **onsite supervision** of the YDP members assigned to specific placement sites (i.e., the same RTs at each site) will be monitored by the Site Team Leader and Co-leaders.

**Team Leaders/Co-Leaders**

**Site Team Leaders/Co-Leaders**

**ACE, CAN, CAS, SAT**

### Core II Supervisor

The **Core II Supervisor** is responsible for monitoring the coding and entry of all the data from Core II. This supervision is done in coordination with the YDP Data Management Team and the SEF Supervisor. The focus of the work of the Core II supervisor, however, is on the RDA coding for all of the qualitative components of Core II (PSQ-QE, PEAQ, and TGAS for all CLP, WLC, and LCP participants (ACE, CAS, CAN, SAT). The Core II Supervisor is also responsible for coordinating with the LCP Data Management Team Leader for RDA coding for ALL Core III data (Life Course Interview—taping and transcription) at all high schools and the SEF Supervisor for the RDA coding for the SEF qualitative component.

### SEF Supervisor

The **SEF Supervisor** is responsible for monitoring the coding and entry of all the data from the Session Evaluation Form (SEF). The SEF is administered weekly at the end of each counseling session. Consequently, data collection and entry for SEF takes place throughout each of the semesters (rather than at the three Evaluation Periods, Fall, Winter, Spring). The focus of the work of the SEF supervisor is on both the quantitative and qualitative components of the SEF. Specifically, the SEF Supervisor monitors the weekly data collection *and* data entry for the quantitative component of the SEF and the end-of-semester RDA coding for the qualitative components of the SEF for all CLP participants (ACE, CAS, CAN, SAT). The supervision of the RDA coding is done in coordinator with the YDP Data Management Team and the Core II Supervisor.

## 2) Coordination Team

The Coordination Team is responsible for the administrative and organizational activities of the program. This includes managing the email list and communication procedures, coordinating the scheduled semester meetings for the program, managing program records, travel, etc.

**1) Team Leader**

Team Members

Assistant Team Leader
Orientation Advisor
Corresponding Secretary
Lab Manager/coordinator
Meeting Coordinator
Travel Coordinator

**a) Responsibilities**

Organizing YDP project meetings
Communication Coordinator (update YDP contact list, maintain YDP email lists, etc.)
Maintaining YDP participant member records (PIFs, required forms, etc.)
Orientation/Advisement of new YDP participants (until they link up with a research or intervention team)
Respond to requests for information about the program, etc.
Maintain YDP reference library
Send out letters of recommendation
Travel Coordination
Maintain the YDP Lab at FIU

## 3) Training Team

The Training Team is responsible for intervention delivery, clinical supervision of the intervention groups, and skills development. This includes monitoring intervention implementation as well as scheduling and conducting appropriate training sessions as needed. The Training Team also supervises and monitors the course work requirements of the ITs and RTs

**1) Intervention Team Leader**

Team Members

Assistant Team Leader

Basic Skills Coordinator
Intervention Delivery Coordinator

**a) Responsibilities**

Training in basic group skills and techniques
Training in the intervention/research protocol delivery
Training in qualitative methods and procedures

**2) Senior Lab Teaching Assistant**

Team Members

Assistant TAs

Download Class Roll
Maintain Up-dated Grade Rolls
Track Student Progress

**a) Responsibilities**

Training in filling out work logs
Training in completing performance evaluations (self and team leader)
Assist in preparing case conceptualizations and written projects
Monitor use of data files for use in course requirements

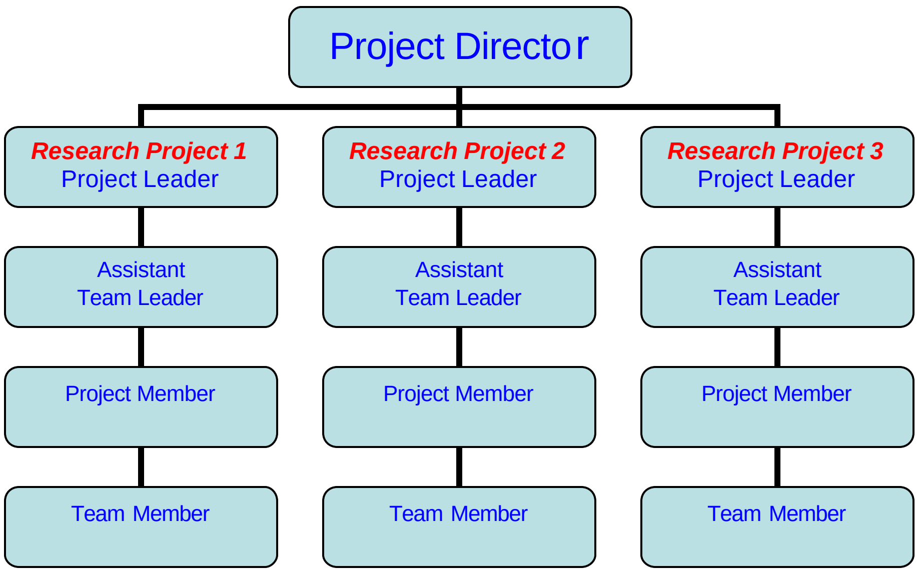
## The Research Projects

Vary by semester in terms of structure and organization

**1) Project Leader**

Assistant Project Leader
Data Collection
Data Analysis
**b) Responsibilities**
Data Collection
Data Analysis

# Youth Development Project
# Research Projects
# Organizational Structure



# Chapter 4
## Performance Evaluation

The performance of all YDP members who participate directly in counseling session at the high school Placement Sites (Facilitator, Co-Facilitator, Group Assistants, and Intern Trainees) will be evaluated at the end of each high school semester (not the FIU semester). The performance evaluations will be used to provide feedback to interns with respect to positive areas of performance and with respect to areas of performance that may be improved. In addition, the performance evaluations will also be used as the basis for recommending continuation in the program for Interns not signed up for credit and/or for the semester grade for students signed up for credit (Pass/Fail for Field Experience, Letter Grade for Senior Lab). The performance of RTs will be evaluated using the same criteria at the end of each FIU semester.

## Facilitator's Performance Evaluation Ratings

Evaluations will be completed for your performance in groups by your appropriate supervisor (Clinical supervisor for Facilitators; Facilitators for Co-facilitator, GAs ITs, and RTs) using the YDP Intern Performance Evaluation Ratings Form.

## GA's, IT's. & RT's Performance Evaluation Ratings

Evaluations will be completed for your performance in the Teams you are assigned to (Coordination, Data Management, Training) and/or the Research Projects you are assigned to (varies by semester) by your appropriate supervisor (Team or Project Leader) using the YDP Participant Performance Evaluation Ratings Form.

The evaluation will be based on satisfying the expected work requirement of at least 8 hours per week. For purposes of evaluating ITs, the time you spend at your high school Placement Site for counseling sessions will normally count as 4 hours. That is, the expectation is that you will spend approximately 45 minutes travel each way to and from the Placement Site, 1 hour in counseling session, 1-hour preparation prior to the session, debriefing after the session, etc. This will count as 4 hours per week toward your 8-hour total. Record 4 hours this in your Activity/Work Log for every week you attend and participate in-group sessions at your Placement Site. If you are involved in more activities (e.g., facilitating two groups, co-facilitating two groups, etc.), make appropriate adjustment in your work log.

For purposes of evaluating RTs, the time you spend at the high schools conducting assessments and the time you spend in data management activities at FIU will normally count as 4 hours. That is, the expectation is that you will spend approximately 4 hours per week in travel to and from the high schools and in data management activities (data coding at home, data entry at FIU, etc). This will count as 4 hours per week toward your 8 hour total. Record 4 hours this in your Activity/Work Log every visit to a school or FIU. For weeks were you are involved in more activities (e.g., special data coding sessions), make appropriate adjustment in your work log.

For purposes of evaluation, the time you spend on your additional responsibilities (additional responsibilities are not part of you work on the intervention teams or the evaluation team) will count toward the other 4 hours per week. Keep a record in your Activity/Work Log of the type activities and amount of time you spend on your additional responsibilities. You may not work four hours every week. Some weeks you may work more (e.g., during Semester Evaluations) and some weeks you may work less. Your commitment is for an average of four hours per week in addition to the four hours for group sessions (total 8 hours. Both of these types of activities and the times need to be recorded in your Activity/Work Logs that are handed in at the end of the semester.

At the end of each Fall and Spring semester, your Facilitator, Team Leader, and/or Project Leader will evaluate you as having satisfactory performance using the YDP Performance Evaluation Ratings Form. You are also required to complete a self-evaluation at the end of each semester using the YDP

Performance Self Evaluation Ratings Form (See Sample form in the *YDP Handbook* Appendices) to be turned in to your Facilitator along with your Activity/Work Log.

Thus, for purposes of evaluation, the performance evaluation procedure is essentially the same for both ITs and RTs and it will involve all of the same type of activities except for the ITs' time in counseling sessions.

# Chapter 5
## Communication Procedures

Good communication is important. It is especially important in a project of our size. The communication procedures listed below are intended provide some “group rules” to help us communicate better.

## Email

### Check Your Email Regularly

It is important to check your email regularly (every day, at a minimum). Sometimes things (plans, goals, meetings, procedures, etc.) change rapidly and we need to have a reliable way of getting information out quickly. It is not possible to do this by phone. We do not have the time and resources to call individuals personally to inform them of changes and bring them up to date. Everyone who works on the project is a very special person, BUT not that special! Phone calls are not practical. The only way that we keep up to date is through emails. Therefore, if you work as part of the Youth Development Project you have to check your email regularly.

### Respond to Emails that Request a Confirmation

It is not only important to check your email, it is important to answer those emails that request a response. We have a procedure for doing this.

If you are the sender of an email to a particular group of people (e.g., the members of your intervention team, all of the members of the project, etc.), and if it is important that you know they received the information the email contains (e.g., that they know a meeting time has been changed, a session has been canceled, etc.), include a statement at the beginning of the email (like the one at the beginning of this email, i.e., PLEASE REPLY BY EMAIL CONFIRMING THAT YOU RECEIVED THIS MESSAGE) that informs the person receiving the email that you need to know that they have the information. It is also possible on some systems to activate a feature that asks automatically sends a reply when you read the email. If this feature is activated when you receive an email, the easiest way to let the person who sent it know that you received the message is to just click, Yes, when asked by your system if you want to send a reply.

If you are the receiver of an email requesting a confirmation, you are responsible for confirming the your received the message. If you do not do not send an email reply or otherwise confirm, then someone will have to give you a call to find out if you received the message (e.g., are coming to the meeting, know about the change in time, etc.). If there is not time to give you a personal call (which there usually is not), then some people show up and others do not and everyone stands around wondering who is going to show up. This is not an efficient use of our time. So please respond to your emails that request a response.

## The YDP Website

### Check the YDP Website Regularly

It is also important to check the YDP Website regularly (every day, at a minimum) along with your email. When things (plans, goals, meetings, procedures, etc.) change, the most recent changes are posted to the Website. Check the **YDP Participating Members Only** *Updates/Changes* box on the YDP Home Page whenever you check your email. If you work as part of the Youth Development Project you have to check the YDP Website regularly.

# Appendices

# Appendix A

## Youth Development Project (YDP[1])
## Group Assistant, Intern/Research Trainee
## Duties and Responsibilities

Group Assistants play an essential role in the Youth Development Project's intervention teams. GAs contribute to achieving the intervention objectives (and they get first-hand exposure to intervention process in a counseling setting that is personally rewarding), but it is their role in maintaining the integrity of the research and evaluation protocol that makes them crucial to the success of the Youth Development Project. GAs are responsible for working with their facilitator to ensure that all evaluation data are properly collected.

In all of the activities described in this section, the GA is assisted by all of the ITs assigned to her/his group. The GA assumes responsibility for training the IT(s) to take over these responsibilities in the GA's absence (and for coordinating having the GA's responsibilities covered in such cases) as well as for eventually assuming the role of GA on an intervention team. RTs may be involved in administering assessments and in other ways in contact with students. In such cases, their conducted is governed by the same rules as the ITs

The primary duties and responsibility of Group Assistants involve a number of important tasks. The first is working with the facilitator to make sure that all members of their group complete their initial and semester evaluation each semester. The second is filling out the keeping attendance using the procedure designated by the school. Finally, GAs are responsible for administering the Session Evaluation Form at the end of each group session.

## GA's Evaluation/Data Management Tasks

### Completion of Initial and Scheduled Evaluations

GAs work directly with the facilitator (and share responsibility for) making sure that all members of their group complete the regularly scheduled Fall, Winter, and Spring semester evaluations each semester and/or their Initial Evaluation[2] and that the completed evaluations are turned using the procedures described in this section

Although the facilitator is ultimately responsible making sure that all evaluations are completed (i.e., that students in their group have finished all components of the assessment), the GA provides the facilitator with direct support for this activity, using whatever means necessary. This means that the GA has to take whatever steps are necessary (e.g., make arrangements to have the evaluations administered before, after, during their sessions, or by means of appointments with individual students on days when they are not in counseling) to get the assessment completed. If any of the participants in the GA's group do not complete the assessment at the scheduled assessment time, it is the responsibility of the facilitator (with the help of the GA) to take whatever steps necessary to get them completed (this includes recruiting additional help if it is more than you can handle yourself). It is absolutely essential that you not fall behind

[1] Revised: 9/01/04 Contact: Youth Development Project Lab, DM269
Printed: 1/17/05 Phone: 305-348-3941, email: ydpfiu@fiu.edu, website: http://w3.fiu.edu/ydp

[2] All students who receive counseling need to complete an initial evaluation. For the initial evaluation the participant receives the initial (Long Form) Background Information Form (YDP: BIF), Core I, II, and III. This is the first time the participant's ID number will appear in the computer data file and this evaluation will serve as the baseline evaluation for this participant. On all subsequent evaluation, the receives the (Up-date, Short Form) Background Information Form-Update (YDP: BIF-U). If the participant starts counseling after the regularly scheduled evaluations, the GA is responsible for making sure the new participant receives an Initial Evaluation (YDP: BIF) and that the evaluation is turned in to the Evaluation Team.

on this task. If you (the GA) find yourself falling behind, bring the issue up with your facilitator or because this is an issue for the entire intervention team. The GA should first bring up any issues or obstacles to completing the assessments within the team in order to get done what is necessary to get the assessments completed. If further help is needed, the facilitator bring the issue up with the Evaluation Team Leader. Everyone in the project has a stake in maintaining the integrity of the protocol, so you can get as much help as you need.

### Conducting Assessments

In assigning responsibilities for assessments, GAs should note that all ITs are required to administer at least three assessments per semester (with highest priority going to following up on participants who have been previously assessed, preferably by them) each semester, and more if they are needed. Assessments beyond three should be shared equally among ITs, i.e., no single IT should assess more participants than any other. In their role as “Evaluator” (i.e., the person who administers all the forms and measures to a participant) ITs are responsible for following through and completing all phases of the assessments they have been assigned. ITs who do not complete their assessment assignments will be given an unsatisfactory performance evaluation at the end of the semester.

Facilitators and GAs are responsible for assigning each IT her/his assessments “cases.” GAs, Co-Facilitators, and Facilitators also conduct assessments on an “as needed basis.” Once a team member (at any level) of a specific intervention team (e.g., ACE Anger Management, 2$^{nd}$ Period; CAN Substance Use, 3$^{rd}$ Period, etc.) is assigned as the Evaluator for a specific student participant in that counseling group, that team member is responsible for following through on all subsequent assessments for that student participant for the duration of the participants’ and/or team members’ assignment to that counseling group. Again, all ITs in a team should share the total assessment responsibility <u>equally</u>, and assignments of new evaluations should take into account the current equality of work distribution.

### Ensuring Completion of the Assessments

It is essential that all assessments be fully completed; Data Management will return any incomplete portions to the Facilitator to return to the GA and ITs to complete. ITs have to do whatever is necessary to get the missing data including, contacting students at lunchtime or free periods to complete the assessment if they cannot be taken out of group. All assessments must be checked for completion by the evaluator and verified by the facilitator. Completion includes all questions being legibly answered (or at least “attempted”) with all correct identification information on the assessment front page, to include the following:

- Assessment date
- School
- Student name
- Student ID number
- Student semester activity level: CLP (intervention condition), WLC (wait-list condition), LCP (longitudinal condition).

### Maintaining Confidentiality of Client Data Files and Updating the PTMPC

GAs are responsible for maintaining the confidentiality of the data collected during the evaluations and for updating the YDP Participant Tracking and Measures/Forms Processing Checklist (PTMPC). This includes:

- ensuring that all completed forms and measures are handled with appropriate safeguards for client confidentiality
- maintaining a paper copy of the PTMPC at their placement site throughout all semester evaluation periods (F, W, and S) and
- up-dating the web-based PTMPC on the YDP website on a **weekly** basis throughout all semester evaluation periods (F, W, and S).

Facilitators supervise the GAs and have the ultimate responsibility for ensuring that confidentiality of the client data is maintained and that the participant tracking is conducted appropriately.

## Procedures during semester evaluation periods (F, W, and S):

Prior to each evaluation periods (F, W, and S), GAs are responsible for assisting the Data Management Team in the preparation of the evaluation folders that contain the forms and measures to be administered to the participants at the intervention sites. GAs are also responsible for assembling a sufficient number of evaluation folders for their group. It is often helpful to take along to your intervention site a few extra evaluation folders to meet unforeseen needs. The evaluation folders may be kept on hand at the intervention site until they are needed. However, they cannot be kept at the intervention site after they have been filled out. After that, the information contained on the completed forms is strictly CONFIDENTIAL and the Evaluators should turn all completed components of the assessments (e.g., Core I, II, etc.) as they are completed to the GA by the end of each session. The GA should then return the completed components to YDP Lab EVERY WEEK. At this time, the GA should turn the components in for processing and update the web-based PTMPC. After the evaluation is completed, return the empty folder to the lab for recycling. REPEAT: Do not leave any completed evaluation material at the school.

GAs (and their designated assistants within the intervention team) are responsible for updating the PTMPC (both the web-based version in the lab and the paper copy maintained on site) after each weekly counseling group session, beginning with the first session. Please note that this means that you do not have to enter data on the webpage until after students at your site have been assigned to your group **and** after you have had your first session. The drafts of the groups that are circulated during the pre-intervention phase do not have to be entered as they often change considerably by the time the groups actually meet. Even then, do not enter a name and number for a student until they have been assigned an evaluator and has been administered at least one component of the evaluation (e.g., a BIF or Core I). After a student has shown up for a session and completed at least one component of the evaluation, they are officially a participant in the group and in the research project. After you have entered her/his name on the list, the student's name should not be removed from tracking list. After a name has been entered on the tracking list, that person is a permanent part of the YDP data file. They are expected to be tracked until they are not longer active in the project at which time they become part of the permanent data archive.

For your weekly update of the web-based PTMPC place an **X** in the appropriate column as each measure is completed and the date (mm/dd/yy) the evaluation is completed under the Done column (see PTMPC tables below for examples). When you update the list, insert the update dates in sequence following the directions on the table. At the end of the year, all update dates for the entire year should be recorded on the table. Do **not** enter an evaluation as completed under the Done column until after you have made a visual inspection and initialed the informed assent and consent forms and each one of the core measures (BIF, Core I, II, & III) to ensure that they are completely filled out and in the file cabinet in the lab. REPEAT: After you have checked that all the measures are completed and have entered a completed date under the Done column, there should be a copy of each form/measure (with your initials on it) in the file cabinet. The data management team will conduct random checks to make sure the

## Procedures between semester evaluation periods (F, W, and S)

Between semester evaluation periods (i.e., after all participants' evaluations have been completed), each participant will continue to be carried as active in your counseling group until their status is changed to a No Longer In Group (NLIG) status, at which time the change in status should be entered on to the paper copy of the PTMPC that you maintain on your intervention site and also entered into the this web-based PTMPC using the following No Longer In Group (NLIG), Date ___Code # __ CODES:

1=NLIG, Still at your school but in other Group,
2=NLIG, Still at your school but no longer in Counseling Groups,
3=NLIG, Still in school, but not your School (e.g., returned to home school),
4=NLIG, No longer in school system,
5=NLIG, Other___

### Procedures for adding new participants to the PTMPC

When (if) a new student(s) joins the group, add their name to the bottom of the list. When the list is full, continue on the same table by inserting a new row(s) at the bottom of the table. If you are unsure about how to add a row(s) at the bottom of the table, check with a member of the Data Management Team for instructions.

## Administering the Session Evaluation Form (SEF)

GAs are responsible for administering the Session Evaluation Form at the end of each group (or individual) session that s/he participants in. To complete this task the GA should have the SEF ready before the session ends. This means that the GA should the student fill in their ID number (not their name) on one of the SEF forms that they use to evaluate that session. The GAs also have to be responsible for monitoring the session time to ensures that the session process comes to an end **at least five minutes** before the end of the time allotted for the session so there is time to complete the session evaluation.

### Evaluating Level of Participation

Immediately after the conclusion of each session, the GA is responsible for soliciting the input of the two other intervention team members for purposes of evaluating the level of participation of each participant in that session. The levels of participation are:

5=very active/constructive,
4=active/constructive,
3=active,
2=passive,
1=passive/unconstructive

The number assigned to the evaluation of each individual's participation should be the consensus of the intervention team as arrived at through discussion at the end of the session. If the team assigns a Rating of 1 or 2 or 4 of 5, the GA should write down the team's consensual justification (reason) for the rating and any other relevant comments

After session closure, remind the facilitator and co-facilitator that they should not be present when the participants complete the evaluation form. After the facilitator and co-facilitators leave, give each participant the SEF form with their ID number on it.

Remind the participants their evaluation is anonymous -- that there are no names on the form and that the members of the intervention team will not see the forms as the data manager collects the forms after the session. It is important that you (the GA) remind them that we need them to be honest in filling out the evaluation form. If we are going to make the programs better we have to know what is working and what is not working and the only way we can find out is if they share their true feelings with us. Explain this to the participants in words that you feel comfortable with and that are appropriate for your group. Remind students of this several times each semester, especially if you see indications that "response set" has developed, rather than thoughtful and honest completion of the form. When they are finished, collect the SEFs a turn them using the procedure provided by the Evaluation Team Leader.

It is important for research purposes that the facilitators and co-facilitators be "blind" with respect to the session evaluation so as to not compromise the results. It is therefore very important that you make every effort to maintain the integrity of the evaluation. The SEFs and the ratings for level of participation MUST be turned in to the Evaluation Team EVERY WEEK (consult the ETL for the current procedure).

# GA's and IT's Weekly Counseling Group Tasks

To successfully complete their weekly session tasks, it is important that GAs and ITs know *all* the members of their group by name *and* by ID number. All student participants are identified by their school ID numbers for purposes of data tracking and management. The IDs are essential for maintaining the confidentiality of the data and the anonymity of the participants. GAs should know the number as well as the names of all participants in their sessions.

GAs are also responsible for having all of the material that will be needed to complete their tasks on hand before the session starts. This means having the appropriate number of forms, pencils, etc. when you get to the school. In some schools it is possible to make a limited number of copies, but it is better to have everything ready when you get there.

Although missing sessions is strongly discouraged, if it becomes necessary to miss a session it is crucial that you arrange with the co-facilitator to take attendance and administer the Session Evaluation Form (as described below) for any session that you miss.

## Escorting Students to Counseling Sessions and Back to Class

GAs are responsible for insuring that for each week the students are escorted to the location where their sessions are being held that week (e.g., office, cafeteria, park, etc.) and are escorted back to class at the end of the session. The student participants are to be accompanied by at least one member of the intervention team (i.e., IT, GA, Co-facilitator, Facilitator) at ALL times when they are not in counseling sessions or in class. The following procedures are to be used in getting the students to group and back to class. Because of the complex and evolving nature of the context in which the session are offered and the differing sites they are offered at, all intervention team members responsible for keeping up to date on in the procedure at their placement site.

<u>Escorting Students to Counseling Sessions</u>

The students in the counseling groups have been given a pass to be in counseling sessions during the scheduled times. Because the students have been released from class to attend the counseling groups, during this time they are under the supervision of the intervention team. During this time, the student participants are to be accompanied by at least one member of the intervention team (i.e., IT, GA, Co-facilitator, Facilitator) at ALL times.

<u>Walking Students to Session</u>

If you are working with your participants on school property, walk with them to the designated location (e.g., cafeterias during evaluation periods). The students must be escorted to session location and back to class. Students are not allowed to walk around the school building unescorted without a hall pass, a "yellow" slip, even to go to the bathroom. The only time they students are allowed in the halls without a pass is during break between periods. For this reason, you should not authorize them going to the bathroom during sessions. They know that they should use the bathroom during class breaks, and you should remind them of this. If you feel that it is really an emergency, you should either escort them or write them a hall pass. Teachers have to do this, and we do as well. If they are stopped in the hall without a pass and you are the one that released them, then you are responsible for the consequences that follow.

If you are working with your groups off school property, then it is essential that they be escorted at all times. Students are not allowed to walk to or from sessions off school property (e.g., at the park) without an escort. They may tell you otherwise, but that does not change anything. They are still released to you and you are responsible for them. If something happens to them and you are not with them, you are responsible for what happens. If there is some need for your session to end before the end of the class period, the students must be escorted back to class. If your group is being held off campus, this means that a team member has to walk them back to class. If you are escorting them back to the school after the end of a session and arrive at the school during (or just before the period break), you can release them on school property (after the bell for break rings) because they have only been released to you for the period of your session. Until the bell rings, however, they are your responsibility.

At the Session Location and Walking Students Back to Class

During sessions off school property, the intervention team is responsible for the conduct of the students. If the session is in the park, the facilitator is responsible for the students after they arrive. If the team breaks up (e.g., for evaluations), each team member is responsible for the student with them (and all the rules and procedures described in this document).

When the session is over, the students must be escorted back to class. Again, if there is some need for your session to end before the end of the class period, the students must be escorted back to class not just to school property. They are not allowed to be in the halls or around school (outside of class) without a pass (except during break and lunch). If they are caught at the school outside of class without a pass when they are released to you, then you are responsible for the consequences that follow.

# Appendix B
## Certification for Human Participant Protections Education in Research Teams

Because every member of the project has contact (direct or indirect) with participants in research projects (i.e., as human subjects), I understand that I must complete the National Institute of Health Computer-Based Training Module on research ethics to be eligible to participate in YDP. I understand that if I DO NOT complete this requirement for certification, I CANNOT participant as a member of the Youth Development Project (YDP), including any of its field placement site activities. Directions for completing the Computer Based Training (CBT) are summarized at the end of this document (please read and initial that page of the document that is to be filed in your PIF). Additional information and updates about the NIH CBT are available at the Division of Sponsored Research and Training http://www.dsrt.fiu.edu. You will receive a written notification of your completion (the certification may be printed on your computer printer when you complete the CBT). One copy of the certification with your name on it must be turned in to be placed in your PIF at the YDP lab. You are responsible for ensuring that your PIF contains all the required information and is kept up to date. If you are signed up for credit and your file is not complete at the time grades are assigned, you will not be given a grade.
I have read the above orientation to the duties, responsibilities, and guidelines for participating in Youth Development Project, received clarification as needed, understand them, and agree to act in accordance to them.

## Human Participant Protections Education Computer Based Training (CBT) Module

**(This information was downloaded from the Division of Sponsored Research and Training. Check the website for any updates: http://www.dsrt.fiu.edu)**

### Meeting the FIU Human Subjects Educational Requirements

Federal Regulations require that key personnel in studies involving human subjects undergo training to improve research subject safety. Key personnel are all individuals responsible for the design and conduct of the study. This includes the PI, Co-PI's, Supervisors and other personnel who will be interacting with the human subject or that will be handling data even if they do not interact with the human subjects. Certification of this training is required to receive IRB approval for ALL research studies whether or not they will be submitted to outside funding agencies. Currently, FIU's researchers receive their certification for the use of human subjects by using Computer-Based Training (CBT) modules offered by the National Institutes of Health (NIH). You are required to include a copy of your certificate with every initial application for use of human subjects (Form A). Only certifications for additional personnel should be submitted with modifications or annual reviews (Form B).

### How to Obtain a Training Certificate?

**Student Investigators, Faculty, Research Staff and other Key Personnel** are required to go to complete the CBT entitled **"Human Participant Protections Education for Research Teams"** maintained at the **Continuing Cancer Education Curriculum for Health Professionals** website (**http://cme.cancer.gov/clinicaltrials/learning/humanparticipant-protections.asp**).

The Human Participant Protections Education for Research Teams tutorial presents common concepts, principles, and issues related to protection of human participants. It will help you and your team identify research activities that involve human participants, and help you understand how to protect the rights and welfare of all human participants involved in research.

**In order to gain access to and complete the training at this site you must:**

1) Go to the following web page: http://cme.cancer.gov/clinicaltrials/learning/humanparticipant-protections.asp

2) Click on the **"new user register"** link. Provide the information in the required fields on the registration form. Please note your username and password for your records as the IRB Office will be unable to supply this information to you at a later date.

3) Complete the **"Human Participant Protections Education for Research Teams**." There are six (6) chapters with an exercise at the end of each.

4) You must complete all six chapters in order to receive a certificate. Please print your certificate and keep copies for future submissions to the IRB.

** If you have obtained certification at another university or college, you are not required to repeat training the same training at FIU for submission to the IRB. However, you must provide a copy of your certificate.

# Appendix C
## ACE Student Dress Code
## 2000-2001

**Inappropriate clothing for both girls and boys includes the following:**

--Tops with shoulder coverings less than 4 fingers wide or with large armholes

--Beach shoes or beach-type shoes, any rubber or straw shoes, thongs, or slippers

--Tank-tops, shirts showing the midriff or sides, undershirts (White T-shirts are acceptable.)

--Off-the-shoulder tops

--Low-cut tops

--See-through clothing of any kind

--Shorts, skirts, or slits in skirts or dresses that are not the length of finger tips, when arm are at sides

--Biker shorts or similar skin-tight exercise wear

--Ragged, frayed, or torn jeans

--Unzipped pants or pants that are not securely fastened on the waist

--Overalls worn too low revealing underwear, or any clothing that does not completely cover all undergarments

--Leggings or skin-tight pants

--Pajama bottoms

--Inside-out pockets

--Evening dresses or evening wear

--Hats, caps, head coverings, or sun visors

--Sunglasses inside the building

--Inappropriate accessories such as drug-related or studded jewelry, heavy chains, or any item that might be used as a weapon

# Appendix D
## Youth Development Project
## Group Counseling Orientation[1]

## What is Group Counseling?

In group counseling, six to twelve people meet with one or more group leaders and facilitators and talk about their issues and concerns. Group members also give feedback to each other by sharing their feelings and thoughts about what someone says or does in and out of the group. This gives group members new information and differing perspectives. This also provides members with the opportunity to experiment with new ways of behaving and to learn more about how others perceive them; this opportunity for change is unique because the group setting is a safe and supportive environment for personal growth and improving interpersonal skills. Group members contract to maintain confidentiality; what members talk about or disclose within the group is not discussed outside the group.

In the beginning sessions of group counseling, developing trust is the general focus for the group. During this time, the facilitators and members work to establish a safe and trusting environment where group members will be able to talk openly and honestly. When all members make a commitment to the group, a climate of trust and safety is solidified.

## How does group counseling work?

When individuals come into a group and interact freely with other group members, they usually experience difficulties in relationships with group members that are similar to those problems which brought them into counseling in the first place. Utilizing their professional skills and training facilitators assist the group to give support, offer alternatives, explore options, provide information, or sensitively confront the individual. In this way, the difficulty is highlighted and resolution is possible through learning new behaviors, altering thought processes, experiencing emotions, developing new social techniques or ways of relating to others. As a result of group counseling, people begin to experience in a new way that they are neither alone nor unique. It is very encouraging to discover that other people have similar difficulties, struggle with common dilemmas, wrestle with the same feelings and thoughts. In the group setting, people feel free to care about and help each other grow and achieve their goals.

## What do people talk about in group counseling?

Group counseling is a laboratory for risk-taking. People talk about all their problems and concerns. They share what is bothering them. They disclose the things that they want and need from others. They risk asking for support, feedback, and advice. Group members are free to ask the group to meet their expectations. At some times support may be needed. At other times, confrontation may be what the member needs and is seeking. It is important to tell people what you expect of them. Group therapy/counseling provides great opportunities to practice these difficult behaviors.

Unexpressed feelings and negative thoughts are major reasons why people experience difficulties. Revealing thoughts and feelings - self-disclosure - is an important part of group counseling. The degree of self-disclosure (and risk-taking) affects how helpful the group can be. The appropriate disclosures will be those that relate directly to your present difficulties. How much you talk about yourself depends upon your own comfort level. If you have any questions about what might or might not be helpful to discuss in group, you may always bring this up for group feedback.

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[1]Adopted from the Group Counseling Announcement
Counseling and Psychological Services Center
Florida International University
Miami, FL 33199
Printed: 1/17/05

## What are the ground rules for participation in the group?

If the group is to be effective, all group members must make a commitment to the rules and expectations of the group program. A highlight of these rules and expectations are as follows:

Group members are expected to be on time and to notify facilitators in advance if they must miss a session, it is your responsibility to participate and talk about your problems, concerns and reasons for being in the group.

The group sessions are confidential. You, other members, and the facilitators are bound ethically and legally not to disclose the contents of the group sessions. Violating confidentiality is grounds for being asked to leave the group.

Having feelings and thoughts and acting on them are quite different. Acting out your feelings upon yourself or on others is inappropriate. The way we most respect others and ourselves is by experiencing feelings and then allowing ourselves to talk about them.

## Common Misconceptions about Group Counseling

*1. "I will be forced to tell all of my deepest feelings and secrets."*

In group counseling, you control what, how much, and when you share with the group. Most people find that when they share 'what is bothering them; a group can be very helpful and affirming. We encourage you not to share what you are not ready to disclose. Even if you are hesitant to self-disclose, you can also be helpful by listening to others and thinking about how their experience might be applicable to your life

*2. "I will be verbally attacked by the facilitator or by other group members."*

It is essential that group members feel safe. Group facilitators are there to help develop a safe environment. Feedback is often difficult to hear. As group members come to trust and accept one another, they generally experience feedback and even confrontation as positive, as if it were coming from their best friend. One of the benefits of group counseling is the opportunity to receive constructive feedback from others in a supportive environment. It is rare to find friends who will gently point out how you might be acting in ways that hurt you others, but this is exactly what group counseling offers. This type feedback will be given in a respectful, gentle way, so that you may hear it and make use of it.

3. "I have so much trouble talking to people; I'll never be able to talk about myself in a group."

Most people are anxious about being able to talk in group. Almost without exception, within a few sessions people find that they do begin to talk in the group. Group members remember what it is like to be new to the group, so you will most likely get a great deal of support for beginning to talk in the group.

# Appendix E
## Youth Development Project[1]
DEP4720 (Senior Lab):
## Requirements for Written Paper

**Instructor**:
Dr. William M. Kurtines,
Department of Psychology,
Florida International University
Miami, Florida 33199

This course is taught in conjunction with the:
**Miami Youth Development Project**
**Department of Psychology**
**Florida International University**

The objective of the **Youth Development Project** (YDP) is to foster positive youth development by developing, refining, and implementing programs for promoting positive development.

The two main programs that we are currently implementing as part of this project are the:

**Changing Lives Program** (CLP) is a school-based counseling program that aims to empower troubled adolescents so they can be in control of their lives and take responsibility for changing their life course in positive directions.

**Longitudinal Life Course Change Project** (LCP) is an ongoing longitudinal study of quantitative and qualitative changes in the life course or life pathways of multi-problem adolescents in alternative school programs who do not receive psychosocial intervention

Students in the **DEP4720 Senior Lab** participate in one of these two projects, as either a Research Trainee (RT) or an Intern Trainee (IT).

### Completing the basic requirements for a letter grade.

**Two basic requirements** have to be completed in order to receive a final (letter) grade for the Senior Lab. They are:

- Satisfactory Self and Supervisor Performance Evaluation Completed and Turned into the Senior Lab TA.
- Senior Lab Written Project (Case Conceptualization or Case Comparison) Completed and Turned into the Senior Lab TA.

These assignments provide the basis for your final grade. You must receive a satisfactory performance evaluation from your supervisor in order for you Written Project to be evaluated. If you receive a satisfactory performance evaluation, then your Written Project will be evaluated and the letter grade you receive for that project will be you final grade for the course.

[1] Revised: 9/1/04 Printed: 1/17/05

# Senior Lab Written Project (Case Conceptualization or Case Comparison)

This document provides guidelines for the preparation of your Written Project, the second basic Course Requirement (to be turned in at the end of your grading period).

## Collecting the Data for your Case Conceptualizations/Comparisons

To collect the data for the Written Project, ITs and RTs will conduct at least six complete assessments (YDP BIF, Core I, II, and III) during their grading period. The assessments are conducted during YDP's three Evaluations—Fall, Winter, Spring.

- Fall Evaluation usually takes place in *September*;
- Winter Evaluation in *January*;
- Spring Evaluation in *May*.

**When collecting data for your Written Project, highest priority goes to follow-ups in conducting assessments (for both RTs and RTs).**

In collecting your data, you must start early in the semester, plan ahead, and be prepared for challenges. YDP is a community-based intervention NOT a controlled laboratory study. We work in community schools with young people with serious problems and complex lives. Community and field based operations lack the tight control of a lab study, and it is critical that you be prepared to respond to complex and changing contingencies. Never plan on things going as planned!! Think of a plan as a basic blueprint rather than a detailed road map. Do not be surprised when:

- class schedules have been changed,
- students do not show up for appointments or are absent on the day you show up,
- field trips have been scheduled that you have not be informed about,
- students are behind on their course work and the teachers will not release them,
- etc.

We work with troubled adolescents in alternative high schools. These young people want help but at the same time are frequently oppositional and defiant. So, do not be surprised when not everything goes "according to plan." When you work in the community with real people with real problems, it is essential that you be flexible and prepared to respond positively and constructively to the challenges that inevitably emerge. Remember, we are there to help. We are supposed to be part of the solution, not part of the problem. Being unconstructive does not solve anything, and it definitely does not help! You have to be very focused and very mission/goal oriented. Know what you have to accomplish and be prepared to be creative about what you have to do to accomplish it.

<u>Data Collection for ITs</u>

**ITs** will conduct assessments on three cases in their counseling group as part of CLP, each assessed twice—three at the beginning of their grading period and the same three (follow-ups) at end of their grading period (first priority to follow-ups).

- If you are an IT in FIU's Fall semester, these assessments (YDP's Fall and Winter Evaluations) usually span FIU's Fall and Spring Semesters

- If you are an IT in FIU's Spring semester, these assessments (YDP's Winter and Spring Evaluations) usually span FIU's Spring and Summer A Semesters.

If you are an IT and responsible for a case conceptualization, you MUST complete the follow-up assessments on the students in your counseling groups. That is, if you are assigned to assess three students in your counseling group, you are expected to complete the first three of your six assessments on the students in your group within the first three weeks of the start of the counseling group. These assessments include the YDP-BIF (or BIF-U, as appropriate), the YDP Core Battery I and II, and the YDP Core Battery III (in Fall and Spring Evaluations, but not the Winter Evaluation]).

If you are an IT, you will receive an incomplete at the end of the semester you registered for credits and return the following semester (if you are going to continue for the entire second FIU semester, you can sign up for Field Experience credits for your second semester). During the second semester, you will be responsible for finishing out the MDCPS semester with your counseling group, completing your second three assessments (i.e., follow-ups on the SAME three students you assessed during the previous evaluation period), and writing up your Written Project. If you do not complete all three of your follow-up assessments by the end of the MDCPS semester with your counseling group, you are responsible for making arrangements for returning to your placement site after you are no longer in the counseling group to complete your assessments. That is, if you do not get your assessments completed during the regularly scheduled Evaluation Period, you are still responsible for getting your placement sites after the end of the Evaluation Period at times when you can assess the students that have been assigned to you.

The three pre and post assessments that you administer provide the data for the "cases" that will be used in your case conceptualization, so it essential that you give high priority to getting the first set of three assessments done (and done right) so that at the end of the MDCPS semester you are prepared to complete your follow-ups on those students *during* the Evaluation Period. If you are unable to complete all six of your assessments, you need to contact your group facilitator and get replacement assessment assignments or alternative assignments. If you do not have the required assessments *or* been approved for an alternative assignment, you will not receive a passing grade for the course. The task of completing six assessments in one semester is challenging, but if you are prepared, it will save you a lot of extra time and effort. Remember, the initial assessments are important, but the follow-ups are critical.

<u>Data Collection for RTs</u>

**RTs** will conduct assessments on at least six cases at as part of LCP at their assigned placement site(s) (RTs may be assigned to more than one placement site), each assessed once at some time during their grading period (i.e., the FIU semester they spend with YDP). RTs' assessment will normally be completed within one FIU semester. That is, if you are an RT, you are *not* expected to receive an incomplete grade at the end of FIU semester. You will normally complete your assessments and your Written Project within one FIU semester.

Your cases will either be initial or follow-up assessments. If you are assigned Wait List Control (WLC) assessments at the beginning of the semester, they will have first priority. If you are also assigned longitudinal assessments as part of LCP and some (or all) of them are follow-ups on students who have been previously assessed, the follow-ups have highest priority. If you are assigned WLC or LCP follow-ups, it is essential that you do whatever it takes to complete these assessments. These will be the bases for writing up your case conceptualization and/or case comparisons. That is, if you are an RT and:

- If you are assigned *all* initial assessment (i.e., either WLC or LCP), completing these assessments will be your highest priority. They all need to be done within the semester you are signed up for credit. These will be the bases for writing up your case comparisons.

- If you are assigned *all* LCP follow-ups, it is essential that you do whatever it takes to complete these assessments. These will be the bases for writing up your case conceptualization.

- If you are assigned a *mix* of LCP initial assessments and follow-ups, the follow-ups have the highest priority. It is essential that you do whatever it takes to complete these assessments. These will be the bases for writing up your case conceptualizations. The initial assessments have second priority, and they will be the bases for writing up your case comparisons.

If you are an RT and responsible for a case conceptualization, you MUST complete the *follow-up* assessments on the students that you have been assigned *and* complete your Written Project during the FIU semester you are part of YDP. These assessments include the YDP-BIF (or BIF-U, as appropriate), the YDP Core Battery I and II, and the YDP Core Battery III (in Fall and Spring Evaluations, but not the Winter Evaluation]). You must plan ahead and make sure you get the assessments completed. Do not wait until the end of the semester to find out that three of your six students have been thrown out of school and the other three did not agree to complete the assessments. You need to get in touch with the students as early as possible during the semester, and it they are no longer in school (or for any other reason not available to you) you need to contact your supervisor and get replacement assessment assignments or alternative assignments.

If you do not complete all six of your assessments by the end of the FIU semester and you have not received replacement assessments *or* been approved for an alternative assignment, you will not receive a passing grade. The task of completing six assessments in one semester is challenging, but not *that* challenging. You do not have the additional responsibility of attending weekly counseling groups and, consequently, it is a reasonable expectation. Moreover, if you have more than normal difficulties, it is possible to work out other arrangements and alternative assignments. But you cannot get a passing grade if you do not accomplish something. Therefore, it is wise to begin to work on the assessments as early as possible. The sooner you get your assignments done the sooner you can start working on your Written Project. In the end, *you* are the one responsible taking the initiative to complete your assessments by the end of the FIU semester. Moreover, if you get them done early, you will have fulfilled your obligations ahead of the game. Thus, it is essential that you give high priority to getting your assessments done (and done right) so that at the end of the FIU semester you have plenty of time to do your qualitative analysis of the interview data and work on writing a good paper.

The six assessments are the minimum for both RTs and ITs, whether signed up for Senior Lab or the Field Experience credits. However, the total number will be determined by the total number of assessments that need to be conducted in a particular semester, and that number *may* be greater than six. If more than six assessments are needed, they will be shared equally among the ITs and RTs. That is, the idea is that everyone will conduct an equal number of the needed assessments for each semester, no matter how few or many are needed.

## 2. Writing the Paper

The general structure of the Written Project is the same for both ITs and RTs and will involve the preparation either case conceptualizations or case comparisons. The core text of the paper should range from 10 to 20 pages. The document will be prepared in accordance with the most current version of the APA Style Manual. In addition, students will be expected to attach relevant appendices to the core text to present necessary supporting materials (e.g., assessment instruments) or tables.

Each paper will include a Method section (see Appendix F-A for sample method section and guidelines for data management and reporting)

### Basic Organization of the Paper

The prototypical paper will provide a presentation of progress to date on the assessed cases within the framework of psychosocial developmental life course theory as it is conceptualized for implementation within CLP and LCP. The paper will have three sections:

1. a literature review/background section,

2. a case conceptualization and/or comparison; and,

3. a progress/outcome report

ITs will prepare a Case Conceptualization report that includes at least 2 Case Conceptualizations based on the evaluation data (2 cases, each assessed twice)

collected on participants in their intervention group in “Changing Lives Program (CLP)” being carried out by YDP at the alternative high schools.

RTs will prepare a Case Comparison (4 cases) or a Case Conceptualization (2 cases, each assessed twice) report depending upon the type of assessments they administer. For their assessments, RTs will either administer:

- Only initial assessments

- Only follow-up assessments or

- A mixture of follow-up and initial assessments

collected on participants in the “Longitudinal Life Course Change Project (LCP)” project being carried out by YDP at the alternative high schools.

Case Conceptualization for ITs and RTs (with follow-up data)

1. The **Literature Review/Background** should include the following:

- Present an overview of “psychosocial developmental life course” approach that provides the framework for the as used in YDP

- Synthesize and integrate any additional theoretical and conceptual literatures you consider relevant

- Discuss any other relevant and representative treatments or intervention/prevention and/or positive development programs that provide a framework for conceptualizing life course change in multi-problem youth.

The **Case Conceptualization** should include the following:

A description of each of the high school student’s history and background derived from the participant’s YDP Background Information Form (YDP-BIF).

The Background Information description will be followed by a qualitative analysis of the open-ended free response interview data from the LCI Theme, Personal Identity/Question #3 (Who Am I?) and the participant’s response to the LCI Theme, Life Turning Point/Question #4 (Are You Undergoing a Present Turning Point?). The LCI Personal Identity Theme is used to provide a qualitative index of positive identity development. The LCI Life Turning Point Theme is used to capture non-developmental change. If two or more measurement points are available, the qualitative analysis will focus on the identification of qualitative identity change (if any) and the direction of life course change (e.g., negative to positive, positive to negative, etc.). If only one LCI measurement point is available, the qualitative analysis will focus on the identification of qualitative identity differences (if any) between participants in your sample with a focus on positive identity development.

Although the LCI is one of YDP's primary measures, because it is only given twice a year (Fall, Spring), it is likely that you will only have one measurement point. For the other three measures *(PSQ-QE, PEAQ, and TGAS),* which are administered three times a year (Fall, Winter, Spring), in contrast, the expectation is that you will quite likely have at least two measurement points on each measure. Consequently, the qualitative analysis of these measures will focus on the identification of qualitative change (if any) in each of the measures, and the direction of that change (e.g., negative to positive, positive to negative, etc.). The focus of the qualitative analysis will be on the "Meaning and Significance" questions from three measures that are contained in the YDP Core II, namely, the*(PSQ-QE, PEAQ, and TGAS*. More specifically, focus of the qualitative analysis will be on narrative response (the descriptive words, phrases, and sentences) that were entered on the Core II measure (on the ruled lines) that follow the specific questions (and associated probes) listed next:

1. Participants' qualitative responses to PSQ-QE meaning and significance questions about their future possible selves:

- **Meaning Question**: ***What*** *it would mean to you to be that way in the future*?
- **Significance Questions.** ***Why*** *is this significant or important to you?* ***How*** *significant or important is this to you?*

2. Participants' qualitative responses to PEAQ's meaning and significance question about their life goals:

- **Meaning Question**: ***What*** *does this life goal mean to you*?
- **Significance Questions.** ***Why*** *is this significant or important to you?* ***How*** *significant or important is this to you?*

3. Participants' qualitative responses to TGAS's meaning and significance question about their life change goals:

- **Meaning Question**: *What would this change <u>mean</u> to you*?
- **Significance Questions:** *<u>Why</u> would this change be significant or important to you? <u>How</u> significant or important would such a change be?*

The Case Conceptualization/Comparison should focus on the main issues and obstacles the student faces and possible means of overcoming these life challenges (future possible selves, life goals, life change goals) and should include recommendations for possible directions for positive development.

The Progress/Outcome Report should include the following:

- An integration of the student's history with the theory of the Youth Development Project and possible explanations for changes if they were any (or for no change).
- Description of the possible effects of the CLP intervention on the student's positive development.
- Conclude with suggestions for how to facilitate the student's move to a more positive life course direction.

**Case Comparison for RTs (initial assessments only)**

RTs who conduct initial assessments only will prepare a case comparison Written Project drawn from LCP that include only initial assessments. It should use the same basic format and the same measures as the Case Conceptualization but the focus should be on the analysis of qualitative differences between participants in the RTs study sample. Like the case conceptualization, the case comparisons should focus on the main issues and obstacles the student faces and possible means of overcoming these life challenges (this should include recommendations for possible directions for positive development).

The Progress/Outcome Report should include the following:

- An integration of the student's history with the theory of the Youth Development Project and possible explanations for changes if they were any (or for no change).

- Description of the possible effects of being in the alternative high school on the students positive development.

- Conclude with suggestions for how to facilitate the student's move to a more positive life course direction.

## Final Grade

For the paper grade, the student will receive a letter grade (e.g., A, B+, C-, etc.). The final grade for this course will be based on the paper.

**Appendix A:**

**Sample Method Section for Case Conceptualization/Comparison and**

**Guidelines for Data Management and Reporting**

**SAMPLE METHOD SECTION**

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# Method

*Participants*

**X (fill in number)** middle adolescent high school students from Miami-Dade County Public Schools participated in this research study. The sample for this case conceptualization (or comparison, as appropriate) was drawn from the Academy for Community Education (ACE) (insert appropriate school). Participants in this study consisted of urban youth who were identified by Dade County Public Schools as "at risk" for a multitude of problem behaviors and adverse outcomes. The intervention condition sample contains **x** males and **x** females. The participants' ages ranged from **x** to **x** years old. The sample was multiethnic, including **x** Black/African Americans, **x** Hispanic Americans, **x** Non-Hispanic White Americans and **x** others.

*Participant Recruitment and Selection*

Participants were recruited through self or counselor referrals (not randomly assigned) and participated in (either CLP or LCP), an ongoing intervention or longitudinal study.

*Procedure*

Each participant was individually administered the study measures by a project trainee. The measures were administered at the beginning and the end of each semester.

# Measures

## *Measurement Selection Goals*

The YDP core battery includes quantitative measures that are used in the quantitative evaluation of the effects of the intervention in terms of both producing and maintaining intervention gains in the primary developmental domains of interest (i.e., skills/knowledge, attitudes/orientation, and self understanding and insight). The core battery also contains qualitative measure to address the need for evaluating the impact of the program on the life course or developmental trajectory of the participants that is often not captured well by traditional self-report questionnaires and structured interviews. The use of these measures highlights the importance of the need to use of both "open-ended" less structured qualitative markers of change as well as "closed ended" and more structured quantitative indices. This appears to be particularly so with respect to assessing the impact of the intervention in promoting long term positive change in developmental trajectory that is often not captured well by traditional self-report questionnaires and structured interviews, as they tend to focus on incremental changes in specific domains. Because one of the programs goals in working with marginalized youth is to foster in them a greater critical understanding of themselves and the world they live in, this is an important contribution. In an efforts to realize the emancipatory potential of YDP's transformative and co-constructivist approach, however, it is also important to document the intervention's potential for promoting positive change that is qualitative and long term, i.e., to foster qualitative change in participants' developmental trajectory. YDP's strategy, consequently, has been to complement the use of quantitative methods with qualitative methods in order to increase the likelihood that we will be successful in capturing and reporting accurately the experiences of the participants, particularly those involving qualitative and long-term developmental change.

The YDP core battery thus includes four measures that elicit open ended response data that can be coded using qualitative methods: [the Life Course Interview (Clausen, 1998) and Possible Selves Questionnaire (PSQ; Oyserman, 1987), the Personally Expressive Activities Questionnaire (PEAQ: Waterman, 1995), and the Transformative Goal Attainment Scale (TGA; Swenson, 2003) as adapted for use in our research program].

## Description of Measures

*The Life Course Interview (LCI*) (Clausen, 1993; 1995; 1998) is an individually administered open-ended unstructured "full" response qualitative performance measure of self development intended for use in conducting comprehensive qualitative analysis (with relatively small samples) focusing on the meaning and significance of participants' experiences of identity transformations across the life course.

The LCI builds on Clausen's (1993; 1995; 1998) pioneering work on the use of Life Reviews and Life Stories in life course research for the methods and procedures that it uses to elicit participants' qualitative descriptions of their life course experiences. More specifically, the Life Course Interview uses Clausen's Life Chart procedure (1998) and a semi-structured interview (structured probes and follow-up questions) drawn from life course theory to elicit and structure free response data of participants regarding their life history and experiences. To this basic narrative structure, the LCI adds seven Themes with corresponding standardized questions and follow-up probes (drawn from psychosocial developmental theory and life course theory) that provides participant's the opportunity to respond to open-ended questions about issues related to their life course experiences in general and their personal identity in particular.

> The unstructured responses to the seven Themes of the LCI are classified into qualitatively difference conceptual categories using the Integrated Qualitative/Quantitative Data Analytic Strategy (IQ-DAS) adaptation (Kurtines, Lewis Arango, Kortsch, 2003/in press) of Strauss and Corbin (1998) grounded theory approach to open coding techniques and the use of the method of constant comparison. The IQ-DAS adaptation of Strauss and Corbin's (1998) method of constant comparison for open coding is designed to identify the smallest set of qualitatively different categories in a particular data set

*The Possible Selves Questionnaire – Qualitative Extension (PSQ-QE)*, a qualitative extension of the Possible Selves Questionnaire (PSQ; Oyserman, 1987) that we have refined for use as a group (or individually) administered open-ended "brief" response qualitative performance measure of self development intended for use in conducting qualitative analysis (with large samples) focusing on the meaning and significance of participants' possible future selves.

The PSQ-QE builds on the Possible Selves Questionnaire (PSQ; Oyserman, 1987). The PSQ is a self-report questionnaire used to assess variation in possible selves, including participants' goals and motivations as well as fears and anxieties (Markus & Nurius, 1986). Possible selves are the selves that individuals could become, or want to avoid becoming, and represent one aspect of the ability to conceptualize the self in the future. The PSQ asks participants to identify up to four expected selves and four to-be-avoided selves.

The Possible Selves Questionnaire – Qualitative Extension (PSQ-QE) is an extension of the PSQ, adapted and refined to provide a method for eliciting the subjective meaning and significance of participants' possible future selves. The PSQ-QE is used to document qualitative change in the subjective meaning and significance of participants' most important possible selves as a marker of developmental change. For the PSQ-QE, participants are asked to identify up to four expected selves and four to-be-avoided selves; Part II of the PSQ-QE, however, also asks participants to identify their most important possible self and to provide an open ended description of its meaning and significance. In the interview format, as administered as part of the Changing Lives Program, the meaning and significance questions are followed by up to three neutral probes that request secondary elaboration on the meaning and significance. The PSQ-QE thus provides a method for eliciting participants' open-ended descriptions of the subjective meaning and significance of their most important future possible selves.

The unstructured responses to the PSQ-QE are classified into qualitatively difference conceptual categories using the Integrated Qualitative/Quantitative Data Analytic Strategy (IQ-DAS) adaptation (Kurtines, Lewis Arango, Kortsch, 2003/in press) of Strauss and Corbin (1998) grounded theory approach to open coding techniques and the use of the method of constant comparison. The IQ-DAS adaptation of Strauss and Corbin's (1998) method of constant comparison for open coding is designed to identify the smallest set of qualitatively different categories in a particular data set

<u>The Personally Expressive Activities Questionnaire (PEAQ: Waterman, 1995)</u> is used to assess positive changes in both the personal and prosocial content of participants' life goals and change in the degree to which they experience the pursuit of these goals as personally satisfying and expressive of their unique potentials. The PEAQ asks participants to identity three short-range life goals (strivings) that are important to them, and then to rate each striving on fourteen 7-point Likert items. Six items rate the strivings for personal expressiveness, six for enjoyment, and two for flow (Csizkszentmihalyi, 1990).

The PEAQ yields quantitative results that focus on participants' current life goals. More specifically, the yields three quantitative scores with respect to current life goals: personal expressiveness (<u>PE</u>), hedonic enjoyment (<u>HE</u>), and flow (<u>FLOW</u>), the average of the ratings across all activities. Alphas for (<u>PE</u>) and (<u>HE</u>) have been reported as .77, .90, respectively. The (FLOW) scale contains only two items per striving.

The PEAQ also asks participants to identify their most important life goal and to provide an open ended description of its meaning and significance. In the interview format, as administered as part of the Changing Lives Program, the meaning and significance questions are followed by up to three neutral probes that request secondary elaboration on the meaning and significance. The PEAQ thus provides a method for eliciting participants' open-ended descriptions of the subjective meaning and significance of their most important life goal.

The unstructured responses to the PEAQ are classified into qualitatively difference conceptual categories using the Integrated Qualitative/Quantitative Data Analytic Strategy (IQ-DAS) adaptation (Kurtines, Lewis Arango, Kortsch, 2003/in press) of Strauss and Corbin (1998) grounded theory approach to open coding techniques and the use of the method of constant comparison. The IQ-DAS adaptation of Strauss and Corbin's (1998) method of constant comparison for open coding is designed to identify the smallest set of qualitatively different categories in a particular data set.

The <u>Transformative Goal Attainment Scale</u> (TGA; Swenson, 2003) The TGAS assess both a quantitative and qualitative index of goal attainment. Specifically, it was designed to assess qualitatively the *type* of transformative goals intervention participants strive for as well as assess quantitatively the *degree* to which they report successful attainment of these goals (utilized as an index of mastery experience). The TGAS is comprised of two-part: the TGT and the TGA.

Part I: Transformative Goal Type (TGT): Participants are asked to describe three important life change goals and then to identify their most important change goal ("If you could change anything at all that you wanted to change about yourself or your life, what is the most important thing you would like to change?"). This question is following by a set of three standardized "meaning and significance" questions ("What would this change mean to you?" "Why would this change be significant or important to you?" "How significant or important would it be?"). In addition they are asked, "Is this something you might be able to work on within a counseling setting?" (Yes, No).

Part II: Transformative Goal Attainment (TGA): Part II asks participants who have participated in the CLP intervention condition if they have succeeded in making the changes they wanted to make over the course of the past semester (Yes, No) and, if No, how much progress they have made toward achieving their change goals, rated on a Likert scale of 1 (No Progress) to 5 (Very much). Participants in the control condition are asked if they have worked on their life change goals over the course of the past semester and if yes, are asked what have they did to try to achieve their change goals. They are also asked if they succeeded and if not, to rate how much progress they have made on the same 5-point Likert scale.

Part I (TGT) is scored to identify the number and type of qualitatively different transformative goals that participants report, while part II (TGA) yields a quantitative index of the degree to which participants report having attained their change goals. Because the focus of this study was on mediators of developmental change, participants' ratings of progress toward goal attainment (TGA) was used as the index of transformative goal attainment

**Appendix B:**

**Procedure for Handling Data Collection and**

**Use in the Senior Lab Written Project**

The training that you will receive in the administration of the evaluation measures and the collection and handling of the completed measures is described more fully in the YDP Handbook, Appendix A: Group Assistant and Intern/Research Trainees Duties and Responsibilities. The purpose of this document is to specific the procedure that you will use for handling data for use in the senior lab written project.

As specified in the FIU Institutional Review Board's approval of our program (a complete copy of the approved IRB review is available at the YDP lab office), all YDP data are stored in a locked file cabinet in the offices of the Youth Development Project at Florida International University. Only the Project Director and Clinical Supervisor will have access to project data, and facilitators will have access only through one of these two individuals. Further, no data will be disseminated unless identifiers have first been removed. Participant names and identifiers will not be included in any presentation or publication of the project data.

As further specified in the FIU Institutional Review Board's approval of the YDP project, the YDP counseling program is offered as an ongoing service to students in the MDCPS alternative high schools and the program also provides an internship placement site for graduate and undergraduates students at FIU who participate in the YDP training program. All counseling facilitators are supervised by the Project Director and the Department of Psychology Practicum/Internship Supervisor. In addition, the graduate internship program also includes instruction in program evaluation as part of the internship training. As part of their academic training program, students carry out supervised research projects (e.g., masters thesis, doctoral dissertations, etc.) evaluating components of the program. These ongoing projects provide the primary means by which the effectiveness of the YDP program is evaluated on an ongoing basis as well as providing critical feedback with respect to improving the quality of the services offered to the students in the alternative high schools.

The program evaluation core battery includes a background questionnaire (BIF-TGA). In addition, the YDP targets three developmental domains assessed by Core Battery I-III: (Core I, EIPQ, EPSI, ISI, ZBI, PSBI-CDS, IDS) Attitudes and Orientations (focusing on Positive Identity Development), (Core II, PSQ-QE, PEAQ, TGAS, CPSS, PRM) Skills and Knowledge (focusing on Control and Responsibility, and Problem Solving), and (Core III: Life Course Interview) Self Understanding and Insight (focusing on Knowledge of Self). The ongoing program evaluation serves to monitor the effectiveness with which the program achieves these goals.

As participants in the program evaluation process, you are authorized limited access to the data collected as part of the evaluation process for use in fulfilling your specific course requirements. Your access is limited to only the information needed to conduct the qualitative research analysis you have been assigned to complete your written paper for the Senior Lab. To do so, you are authorized to copy from the data files (by hand or by electronic means) only those portions of the YDP-BIF and YDP Core Battery II as specified in the DEP4720 (Senior Lab) Requirements for Written Paper document that was made available to you at the beginning of the course. Only the portions of the measures that you administered to your assigned cases and that are directly related to your research analysis may be reproduced, and then only when ALL identifiers have first been removed. As noted, participant names and identifiers will not be included in any presentation or publication of the project data. Moreover, once the process of collecting data on each individual participant in the study is completed and filed in the locked files, participant data files may not be removed from the YDP lab office without written permission from the Project Director and/or Clinical Supervisor. Reproductions of the narrative information contained in the data files may be included as appendices to the written paper you are required to submit for completing your course requirements but, as noted, only after all identifiers have first been removed. Project data are not authorized for use beyond that of fulfilling the requirements for completing the DEP4720 (Senior Lab)

Requirements for Written Paper without further prior written approval of the Project Director and/or Clinical Supervisor.

# Sample Forms

# Sample Form A
## Youth Development Project Training Program[1]
## Semester Activity/Work Log

Name & SS#________________________________________ Semester & Year ______________

Group _______________ Group Facilitator ____________________ Team Leader _______________

| Group/Team/ Project | Date/Time of Activity | Type/Location of Activity | Number of Hours |
|---|---|---|---|
| | | | |

[1] Revised: 8/1/03 Printed: 1/17/05

# Sample Form B
## Youth Development Project Training Program[1]
### YDP Performance Self-Evaluation Rating Form

**YDP Member's Name** __________________ **Semester/Year** _______________________

**Rating Scale**

Please rate your overall performance over the past semester using the scale below by circling each item; if an item does not apply, circle NA.

SCALE
1 = Very unacceptable; needs considerable improvement
2 = Somewhat unacceptable; needs some improvement
3 = Acceptable
4 - Quite acceptable; performed somewhat better than expected
5 = Very acceptable; exceptional performance.
NA = Non-applicable

**Part I: Performance of GROUP Duties and Responsibilities**

Group __________ Group Facilitator ___________ Group Assignment _______________

**Self Evaluation (circle)**

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. Punctuality | 1 | 2 | 3 | 4 | 5 | NA |
| 2. Willingness to follow directions | 1 | 2 | 3 | 4 | 5 | NA |
| 3. Self reliance | 1 | 2 | 3 | 4 | 5 | NA |
| 4. Reliability | 1 | 2 | 3 | 4 | 5 | NA |
| 5. Responsiveness to supervision | 1 | 2 | 3 | 4 | 5 | NA |
| 6. Cooperative | 1 | 2 | 3 | 4 | 5 | NA |
| 7. Initiative | 1 | 2 | 3 | 4 | 5 | NA |
| 8. Willingness to learn new skills | 1 | 2 | 3 | 4 | 5 | NA |
| 9. Availability | 1 | 2 | 3 | 4 | 5 | NA |
| 10. Overall rating | 1 | 2 | 3 | 4 | 5 | NA |
| 11. Other (describe) | 1 | 2 | 3 | 4 | 5 | NA |

**Comments and Personal Experience Area**:

12. Please describe some of the work you did or participated in throughout this semester.

13. Please share any additional comments you may have (e.g., experiences, suggestions)

Signature of Participant ___________________________ Date _________

[1] YDP-IE-S, Revised: 6/1/03 Printed: 1/17/05

**Part II: Performance of TEAM Duties and Responsibilities**

Team __________ Team Facilitator ___________ Team Assignment _______________

**Self Evaluation (circle)**

| | |
|---|---|
| 1. Punctuality | 1 2 3 4 5 NA |
| 2. Willingness to follow directions | 1 2 3 4 5 NA |
| 3. Self reliance | 1 2 3 4 5 NA |
| 4. Reliability | 1 2 3 4 5 NA |
| 5. Responsiveness to supervision | 1 2 3 4 5 NA |
| 6. Cooperative | 1 2 3 4 5 NA |
| 7. Initiative | 1 2 3 4 5 NA |
| 8. Willingness to learn new skills | 1 2 3 4 5 NA |
| 9. Availability | 1 2 3 4 5 NA |
| 10. Overall rating | 1 2 3 4 5 NA |
| 11. Other (describe) | 1 2 3 4 5 NA |

**Comments and Personal Experience Area**:

12. Please describe some of the work you did or participated in throughout this semester.

13. Please share any additional comments you may have (e.g., experiences, suggestions)

Signature of Participant __________________________ Date _________

**Part III: Performance of PROJECT Duties and Responsibilities**

Project __________ Project Leader ___________ Project Assignment _______________

**Self Evaluation (circle)**

| | |
|---|---|
| 1. Punctuality | 1 2 3 4 5 NA |
| 2. Willingness to follow directions | 1 2 3 4 5 NA |
| 3. Self reliance | 1 2 3 4 5 NA |
| 4. Reliability | 1 2 3 4 5 NA |
| 5. Responsiveness to supervision | 1 2 3 4 5 NA |
| 6. Cooperative | 1 2 3 4 5 NA |
| 7. Initiative | 1 2 3 4 5 NA |
| 8. Willingness to learn new skills | 1 2 3 4 5 NA |
| 9. Availability | 1 2 3 4 5 NA |
| 10. Overall rating | 1 2 3 4 5 NA |
| 11. Other (describe) | 1 2 3 4 5 NA |

**Comments and Personal Experience Area**:

12. Please describe some of the work you did or participated in throughout this semester.

13. Please share any additional comments you may have (e.g., experiences, suggestions)

Signature of Participant __________________________ Date _________

# Sample Form C
## Youth Development Project[1]
### Facilitator's Performance Evaluation Rating Form

**YDP Member's Name** __________________ **Semester/Year** _______________________

**Rating Scale**

Evaluators please *rate* the Participant's overall performance over the past semester for your Group, Team, or Project using the scale below by circling each item; if an item does not apply, circle NA.

**SCALE**
1 = Very unacceptable; needs considerable improvement
2 = Somewhat unacceptable; needs some improvement
3 = Acceptable
4 - Quite acceptable; performed somewhat better than expected
5 = Very acceptable; exceptional performance.
NA = Non-applicable

**Part I: Performance of GROUP Duties and Responsibilities**

Group __________ Group Facilitator ___________ Group Assignment _______________

**Group Facilitator's Evaluation (circle)**

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. Punctuality | 1 | 2 | 3 | 4 | 5 | NA |
| 2. Willingness to follow directions | 1 | 2 | 3 | 4 | 5 | NA |
| 3. Self reliance | 1 | 2 | 3 | 4 | 5 | NA |
| 4. Reliability | 1 | 2 | 3 | 4 | 5 | NA |
| 5. Responsiveness to supervision | 1 | 2 | 3 | 4 | 5 | NA |
| 6. Cooperative | 1 | 2 | 3 | 4 | 5 | NA |
| 7. Initiative | 1 | 2 | 3 | 4 | 5 | NA |
| 8. Willingness to learn new skills | 1 | 2 | 3 | 4 | 5 | NA |
| 9. Availability | 1 | 2 | 3 | 4 | 5 | NA |
| 10. Overall rating | 1 | 2 | 3 | 4 | 5 | NA |
| 11. Other (describe) | 1 | 2 | 3 | 4 | 5 | NA |

12. If receiving credit, what grade do you recommend? (circle): Pass Fail
13. If <u>not</u> receiving credit, do you recommend continuing in YDP? (circle): Yes Maybe No
14. Would you want this intern to be assigned to you next semester? (circle): Yes Maybe No

Signature of Group Facilitator ___________________________ Date _________
Signature of Participant ___________________________ Date _________

[1] YDP-IE-F, Revised: 6/1/03 Printed: 1/17/05

**Part II: Performance of TEAM Duties and Responsibilities**

Team __________ Team Facilitator ___________ Team Assignment _______________

**Team Leader's Evaluation (circle)**

| | |
|---|---|
| 1. Punctuality | 1 2 3 4 5 NA |
| 2. Willingness to follow directions | 1 2 3 4 5 NA |
| 3. Self reliance | 1 2 3 4 5 NA |
| 4. Reliability | 1 2 3 4 5 NA |
| 5. Responsiveness to supervision | 1 2 3 4 5 NA |
| 6. Cooperative | 1 2 3 4 5 NA |
| 7. Initiative | 1 2 3 4 5 NA |
| 8. Willingness to learn new skills | 1 2 3 4 5 NA |
| 9. Availability | 1 2 3 4 5 NA |
| 10. Overall rating | 1 2 3 4 5 NA |
| 11. Other (describe) | 1 2 3 4 5 NA |

| | |
|---|---|
| 12. If receiving credit, what grade do you recommend? (circle): | Pass Fail |
| 13. If <u>not</u> receiving credit, do you recommend continuing in YDP? (circle): | Yes Maybe No |
| 14. Would you want this intern to be assigned to you next semester? (circle): | Yes Maybe No |

Signature of Team Leader ___________________________ Date _________

Signature of Participant ___________________________ Date _________

**Part III: Performance of PROJECT Duties and Responsibilities**

Project __________ Project Leader ___________ Project Assignment _______________

**Project Leader's Evaluation (circle)**

| | |
|---|---|
| 1. Punctuality | 1 2 3 4 5 NA |
| 2. Willingness to follow directions | 1 2 3 4 5 NA |
| 3. Self reliance | 1 2 3 4 5 NA |
| 4. Reliability | 1 2 3 4 5 NA |
| 5. Responsiveness to supervision | 1 2 3 4 5 NA |
| 6. Cooperative | 1 2 3 4 5 NA |
| 7. Initiative | 1 2 3 4 5 NA |
| 8. Willingness to learn new skills | 1 2 3 4 5 NA |
| 9. Availability | 1 2 3 4 5 NA |
| 10. Overall rating | 1 2 3 4 5 NA |
| 11. Other (describe) | 1 2 3 4 5 NA |

| | |
|---|---|
| 12. If receiving credit, what grade do you recommend? (circle): | Pass Fail |
| 13. If <u>not</u> receiving credit, do you recommend continuing in YDP? (circle): | Yes Maybe No |
| 14. Would you want this intern to be assigned to you next semester? (circle): | Yes Maybe No |

Signature of Project Leader ___________________________ Date _________

Signature of Participant ___________________________ Date _________