

University of North Texas at Dallas
Fall 2019
SYLLABUS

COUN 5200: Counseling the Adolescent 3 hours			
Department of	Counseling	School of	Human Services
Instructor Name:	Dr. Jennifer Baggerly		
Office Location:	Building 1, Room 105R		
Office Phone:	972-338-1575		
Email Address:	Jennifer.baggerly@untdallas.edu		
Office Hours:	Tuesdays 1:00 – 4:00pm, Thursdays 1:00-4:00 pm and by appointment		
Classroom Location:	Founders Hall (Building 2) room 304		
Class Meeting Days & Times:	Hybrid Class that is partially online and meets face to face Tuesdays 7:00 to 9:50 pm every other week on		
Course Catalog Description:	<p>Counseling adolescents requires unique knowledge and skill. This course will prepare counselors to work with young people ages 12 – 21. A focus on the nature and needs of adolescence along with effective strategies in counseling will be explored.</p> <p>This course will utilize class discussions, peer group work, lecture, demonstration, videotaped materials, direct observation, and student presentations to reach learning objectives. In this course you should begin to integrate all your previous course learning in the Counselor Education program in preparation for applying that learning for working with adolescents in a variety of settings.</p>		
Prerequisites:	COUN 5680 Basic Counseling Skills and COUN 5710 Counseling Theories		
Co-requisites:	None		
Required Text:	<p>Underwood, L.A. & Dailey, F. L. (2017). <i>Counseling adolescents competently</i>. Los Angeles: Sage.</p> <p>Nelsen, J., & Lott, L. (2012). <i>Positive discipline for teenagers: Empowering Your Teens and Yourself Through Kind and Firm Parenting</i> (Revised 3rd ed.). New York: Three Rivers Press.</p>		
Recommended Text and References:	<p>Gallo-Lopez, L. & Schaefer, C. (2010). <i>Play therapy with Adolescents</i>. Lanham, Maryland: Jason Aronson.</p> <p>Jaycox, L. (2004). <i>CBITS: Cognitive Behavioral Intervention for Trauma in Schools</i>. Dallas: Sopris West.</p> <p>Rathus, J. & Miller, A. (2015). <i>DBT Skills Manual for Adolescents</i>. New York: Guilford Press.</p>		
Access to Learning Resources:	<p>UNT Dallas Library: phone: (972) 780-1616 web: http://www.untdallas.edu/library email: library@untdallas.edu</p> <p>UNT Dallas Bookstore: phone: (972) 780-3652 web: http://www.untdallas.edu/bookstore e-mail: untdallas@bkstr.com</p>		
Supported Browsers: Chrome 67 & 68 Firefox 60 & 61 Flash 29, 30 (for audio/video) Respondus Lockdown Browser	<p>Getting Help with Canvas:</p> <p>Canvas 24/7 Phone Support for Students: 1-833-668-8634</p> <p>Canvas Help Resources: Web: Canvas Student Guide</p> <p>For additional assistance, contact Student Assistance (Distance Learning): Founders Hall, Rm 124</p>		

<p>Safari 10, 11</p> <p>Supported Devices: iPhone Android Chromebook <i>(Tablet users can use the Canvas app)</i></p> <p>Screen Readers: VoiceOver (Safari) JAWS (Internet Explorer) NVDA (Firefox) <i>Note: There is no screen reader support for Canvas in Chrome</i></p>	<p>phone: (972)338-5580 email: distancelearning@untdallas.edu</p> <p><i>If you are working with Canvas 24/7 Support to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.</i></p> <p><i>If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me during office hours or by email.</i></p>
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COURSE GOALS AND OVERVIEW:
 The goal of this course is to develop knowledge and skills for counseling adolescents ages 12 – 21 and consulting with their parents, families, teachers, and community members.

	Student Learning Objectives/Outcomes: At the end of this course, the student will	CACREP TEA Standard	Measure
1	Explain developmental influences (e.g. neurobiological, physical, cognitive, social, emotional, and cultural) and needs of adolescents and their families.	CACREP 3a TEA b.7	Development and Counseling Paper
2	Analyze the role and function of the counselor (e.g., counselor, consultant/collaborator) with adolescents.	CACREP 5a,b,c; CACREP 1h TEA b.12	Discussion Board 4
3	Justify theoretical approaches and their use with adolescents, parents, and others.	CACREP 3d,h TEA b.2	Discussion Board 6 Adolescent Special Topic Small Group Presentation
4	Demonstrate counseling techniques that will effectively enhance the role as a counselor with adolescents, parents, and others.	CACREP 3e TEA b. 13; c.3; c.4, 9; d.3	Mini-Practicum and Service Learning Reflection Paper
5	Evaluate variables and issues which affect the development and full functioning of the adolescent, with attention to specific populations (e.g., divorce, abuse, academic/learning difficulties, sociocultural differences, etc.).	CACREP 2d TEA b. 9	Adolescent Special Topic Small Group Presentation
6	Assess ethical and legal issues directly related to counseling adolescents	CACREP 1j TEA b. 8	Discussion Board 3
7	Examine the elements of educational planning and career development.	CACREP 4e TEA b.3	Discussion Board 9

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated on the course Canvas webpage.

TIMELINE	TOPICS	SLO
1. August 27 Online	Module 1: Developmental Influences: Neurobiology to Cultural Context (Objective 1) Syllabus Review and Group Assignments <ul style="list-style-type: none"> Underwood & Dailey, Chapter 1 and 2 Video: Adolescent Brain Development clips Discussion Board 1 	1
2. September 3 Face to Face	Module 2: Typical Development versus Psychopathology in Adolescents (Objective 1) <ul style="list-style-type: none"> Erk, Chapter 1 and 2 (posted online) Underwood & Dailey, Chapter 3 (Skim chapter 8) Quiz 1 No video or discussion board for this week 	1
3. September 10 Online	Module 3: Family Patterns and Family Therapy (Objective 4) <ul style="list-style-type: none"> Underwood & Dailey, Chapter 4 Quiz 2 Video: Adolescent Family Therapy Discussion Board 2 	4
4. September 17 Face to Face	Module 4: Ethical and Legal Context of Adolescent Counseling (Objective 6) <ul style="list-style-type: none"> Underwood & Dailey, Chapter 17 Quiz 3 Video: A Confidential Space: Ethical Considerations When Counselling Children and Young People Discussion Board 3 	6
5. September 24 Online	Module 5: The Role and Function of the Adolescent Counselor: Counselor, Consultant, Collaborator to Address Barriers to Adolescents (Objective 2) Social Justice Advocacy for Adolescents <ul style="list-style-type: none"> Underwood & Dailey, Chapter 9 & 11 (school counseling role) Video: Empowerment and Social Justice: Values, Theory and Action Quiz 4 Discussion Board 4 	2
6. October 1 Online	Module 6: Fostering Resilience in Children and Youth/Wellness Model (Objective 2, 4) <ul style="list-style-type: none"> Underwood & Dailey, Chapter 6 Quiz 5 Readings http://resilnet.uiuc.edu/library/dig126.html (Additional readings on Canvas) Adolescent Development and Counseling Paper Due	2, 4
7. October 8 Face to Face	Module 7: Theoretical Approaches: Solution Focused Therapy, Reality Therapy, Cognitive Behavioral Therapy (Objective 3) <ul style="list-style-type: none"> Underwood & Dailey, Chapter 10 Quiz 6 Video: Three Counseling Approaches: One Adolescent Client 	3
8. October 15 Online	Group Work on Presentations Technology with Adolescents – Tele-mental Health Treatment <ul style="list-style-type: none"> Underwood & Dailey, Chapter 19 Journal Article 1 Due	
9. October 22 Face to Face	Module 8: Counseling Skills and Strategies for the Adolescent: Expressive Arts and Psychodrama (Objective 4) <ul style="list-style-type: none"> Underwood & Dailey, Chapter 7 	4

	<ul style="list-style-type: none"> Videos: The Challenge of Counseling Teens: Techniques for Engaging and Connecting with Reluctant Youth Psychodrama in Action 	
10. October 29 Online	Module 9: Depression and Anxiety in Adolescents (Objective 4) <ul style="list-style-type: none"> Readings online Quiz 7 Video CBT for Depressed Adolescents and CBT for Anxiety in Adolescents Discussion Board 5 Journal Article 2 Due 	4
11. November 5 Face to Face	Special Topics Group Presentation Due Adolescent Special Topics Group Presentation Due	5
12. November 12 Online	Module 10: Suicide Prevention and Intervention <ul style="list-style-type: none"> Underwood & Dailey, Chapter Quiz 8 Video: Depression and Suicidal Behavior in Adolescents	
13. November 19 Online	Model 11: Chemical and Behavioral Addictions <ul style="list-style-type: none"> Underwood & Dailey, Chapter 13, Videos posted on Canvas Discussion Board 6: 	7
14. November 26 Online	Module 12: Educational Planning and Career Development (Objective 7) <ul style="list-style-type: none"> Underwood & Dailey, Chapter 12 Quiz 9 Video: Career Counseling With Children: The Creative Career Constellation Discussion Board 7 	7
15. December 3 Face to face	Adolescent Counseling Synthesis and Practicum	2, 4
16. December 10 Online	Module 13: Consulting with Parents: Positive Discipline (Objectives 2 and 4) <ul style="list-style-type: none"> Nelsen & Lott, Chapters 2, 3, 6, 7, 8, 9 Quiz 10 Discussion Board 8 Mini-Practicum Analysis due Service Learning with Adolescent Log and Reflection Paper Due	2

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

1. Attendance and Participation:

Regular attendance is imperative for successful completion of this course. Each student enrolled in this course should be committed to full participation in class discussion/activities both face to face and online. This is a professional responsibility. If more than one non-emergency absence or chronic tardiness occurs, students may lose 5% of their overall grade.

2. Canvas Online Discussion Board

Students must complete online assignments and post in Canvas during the same week. If you must be absent from class, please inform the instructor in advance by phone or email. More than one absence for non-emergency reasons can result in a loss of 50 points, which may lower your grade. Habitual tardiness will also lower your grade. (8 online postings for 12.5 points each = 100 points).

3. Journal article reviews:

Choose 2 current articles (<5 yrs old) related to counseling adolescents. The first article must be on a presenting problem/concern such as gang members, teen violence, depression, eating disorders, etc. The second article must be on a counseling modality such as Expressive Arts, Psychodrama, Dance Therapy, Sandtray Therapy, Music Therapy, or Recreation Therapy. Write a one page review that (a) summarizes

important information/recommendations and (b) provides your response of what you liked about the article and what you would recommend for improvement. (50 points each).

4. Quizzes based on reading assignments:

Ten multiple choice quizzes will be posted on Canvas based on reading assignments. Each quiz will be worth 10 points. (100 points).

5. Adolescent Development and Counseling Paper (4 pages **not including title page or reference page**)

In the first two pages, explain typical adolescent development (physical, cognitive, emotional, behavioral, and social) according to major developmental theorists and current research. Cite 2 to 3 primary resources in the first section. In the second two pages, discuss a set of guiding principles in counseling adolescents based on theory and current research. Cite 2 to 3 primary resources in the second section. Include a reference page. (100 points). See outline and rubric posted on Canvas before beginning paper.

6. Adolescent Special Topic Small Group Presentation

Your group will develop and give a 30 minute presentation for adolescents. The presentation topic will be on a special topic, population, or issue (i.e. ADHD, healthy dating, eating disorders, Latina self-esteem). Your PowerPoint and presentation will be rated on the following components:

- a. Research based information describing problem or population (cite current research)
- b. Research based information on helpful counseling strategies for adolescents and their parents (cite current research)
- c. Attractive pictures and videos to illustrate points
- d. Demonstration of a counseling modality such as Expressive Arts, Psychodrama, Dance Therapy, Sandtray Therapy, Music Therapy, or Recreation Therapy used to treat population or problem.
- e. At least two active learning techniques
- f. References in APA format

7. In Class Mini-Practicum

Students will participate in an In-Class mini-practicum with adolescent volunteers to demonstrate counseling techniques. Students will video tape their counseling demonstration with adolescents. After reviewing their video, they will find the time stamp (minutes) that demonstrate (a) explanation and guidance in expressive arts activity with adolescent, (b) reflection of adolescent's feelings, and (c) facilitation of insight or understanding. They will submit the video with list of time stamp to the professor.

8. Service Learning with Adolescent (minimum of 10 hours):

Meet with an adolescent in need for a total of 10 hours with a minimum of 5 meetings. During the meetings, use a variety of counseling modalities to explore the following with the adolescent: (1) adolescent's view of "typical teen development" compared to their experience, (2) adolescent's view of their culture and their experience, (3) adolescent's view of social barriers such as racism or oppression and their experience, (4) adolescent's view of current teen problems and their experience, and (5) adolescent's view of their academic success and career plans. While these meetings are NOT formal counseling sessions, it is intended that you will use your counseling and advocacy skills to help the adolescent. Upon completion of 10-hour requirement, turn in your **log of activities signed by the adolescent and a 2-3 pg. reflection paper (APA style)** to your experience focusing on what **new** things you learned about being an adolescent counselor and what you learned about yourself. (100 points).

Grading Matrix:

Assignment	Points	Measures SLO
Online Assignments/Discussion Board	8 x12.5 = 100	1 – 7
Journal Article Review	2 x 50 = 100	5
Quizzes based on Assigned Reading	10 x 10 = 100	1 – 7
Adolescent Development and Theory Paper	200	1, 3
Adolescent Special Topics Presentation	300	5
Adolescent Practicum	100	4
Service Learning	100	4
Total	1000	

Grade Determination:

A = 1000 – 900 points
B = 899 – 800 points
C = 799 – 700 points
D = 699 – 600 points
F = 599 – 0 points

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students:

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see [Disability Services Office](#). You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untDallas.edu or at Building 2, room 204.

Canvas Instructure Accessibility Statement:

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. [Canvas Instructure Accessibility Statement is also provided.](#)

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Course Evaluation Policy:

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy: (According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy: (Online exams and the ability to retake is solely at the instructor's discretion). NOTE: Online exams may be proctored on campus per instructor's discretion.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to [UNT Dallas' Student Code of Academic Integrity](#) for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Canvas classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency.

Attendance for this online or hybrid course is considered when you are logged in and active in Canvas, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to [UNT Dallas' Registrar](#) for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course.

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online "Netiquette":

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written

communication in the online environment should use proper “netiquette” (i.e., no writing in all caps (usually denotes yelling), no curse words, and no “flaming” messages (angry, personal attacks)).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University’s policies and procedures. Refer to [UNT Dallas Student Code of Conduct](#). Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Technology Assistance: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements listed on the first page of the syllabus.

If you experience difficulty accessing or using components of the course, try using Google Chrome browser. If you still experience technical difficulties, first, notify your instructor.

If the problem is still not resolved, call Distance Learning at the phone number listed on the first page of the syllabus. Also, no matter what browser you use, always enable pop-ups. For more information see:

- [UNT Dallas Canvas Technical Requirements](#)
- [Canvas Instructure Supported & Unsupported Operating Systems](#)