

**University of North Texas at Dallas**  
**Fall 2015**  
**SYLLABUS**

**COUN 5200: Counseling the Adolescent 3 hours**

<b>Department of</b>	<b>Counseling</b>	<b>Division of</b>	<b>Education and Human Services</b>
<b>Instructor Name:</b>	<b>Dr. Jennifer Baggerly</b>		
<b>Office Location:</b>	<b>Building 2, Room 332</b>		
<b>Office Phone:</b>	<b>972-338-1575</b>		
<b>Email Address:</b>	<b>Jennifer.baggerly@unt.edu</b>		
<b>Office Hours:</b>	Tuesdays and Thursday 1:30 to 4:30 pm or by Appointment		
<b>Virtual Office Hours:</b>	Email		
<b>Classroom Location:</b>	Dal 2 Room 339		
<b>Class Meeting Days &amp; Times:</b>	<b>Tuesdays 5:00 to 6:45 pm and 1.5 hours per week online and service learning</b>		
<b>Course Catalog Description:</b>	<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>		
<b>Prerequisites:</b>	<b>COUN 5680 Basic Counseling Skills and COUN 5710 Counseling Theories</b>		
<b>Co-requisites:</b>			
<b>Required Text:</b>	<p>Carlson, J., &amp; Lewis, J. (Eds.). (2007). <i>Counseling the adolescent</i> (5<sup>th</sup> ed). Denver, CO: Love Publishers.</p> <p>Nelson, J., &amp; Lott, L. (2000). <i>Positive discipline for teenagers</i> (Revised 2<sup>nd</sup> ed.). Roseville, CA: Prima Publishing.</p>		
<b>Recommended Text and References:</b>	<p>Faber, A., &amp; Mazlish, E. (2005). <i>How to talk so teens will listen and how to listen so teens will talk</i>. New York, NY: HarperCollins Publishers.</p> <p>Geldard, K., &amp; Geldard, D. (2004). <i>Counselling adolescents: The proactive approach</i>. Thousand Oaks, CA: Sage Publishing.</p> <p>Ragsdale, S. &amp; Saylor, A. (2007). <i>Great group games. Boredom-busting, Zero-Prep Team Builders for All Ages</i>. Minneapolis, MN: Search Institute Press.</p> <p>Schab, L. M. (2008). <i>The Anxiety workbook for teens</i>. Oakland, CA: Instant Help Books.</p> <p>Schab, L. M. (2008). <i>Beyond the Blues: A workbook to help teens overcome depression</i>. Oakland, CA: Instant Help Books.</p> <p>Selekman, M.D. (2005). <i>Pathways to change: Brief therapy with difficult adolescents</i> (2<sup>nd</sup> ed.) New York: The Guilford Press.</p>		
<b>Access to Learning Resources:</b>	<p>UNT Dallas Library:  phone: (972) 780-3625;  web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a>  Online Videos are available at  <a href="http://irservices.library.unt.edu/resource.cfm?ai_id=642">http://irservices.library.unt.edu/resource.cfm?ai_id=642</a>  UNT Dallas Bookstore:</p>		

	phone: (972) 780-3652; e-mail: <a href="mailto:1012mgr@fhcg.follett.com">1012mgr@fhcg.follett.com</a>
<b>Course Goals or Overview:</b>	
	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.
<b>Student Learning Objectives/Outcomes:</b> At the end of this course, the student will	
1	Explain developmental influences (e.g. neurobiological, physical, cognitive, social, emotional, and cultural) and needs of adolescents and their families. (TEA b.7; CACREP 3a).
2	Analyze the role and function of the counselor (e.g., counselor, consultant/collaborator) with adolescents. (TEA b.12; CACREP 5a,b,c; CACREP 1h)
3	Justify theoretical approaches and their use with adolescents, parents, and others. (TEA b.2; CACREP 3d,h)
4	Demonstrate counseling techniques that will effectively enhance the role as a counselor with adolescents, parents, and others. (TEA b. 13; c.3; c.4, 9; d.3; CACREP 3e)
5	Evaluate variables and issues which affect the development and full functioning of the adolescent, with attention to specific populations (e.g., step family, divorce, abuses, academic/learning difficulties, sociocultural differences, etc.). (TEA b. 9; CACREP 2d)
6	Assess ethical and legal issues directly related to counseling adolescents.(TEA b. 8; CACREP 1j)
7	Examine the elements of educational planning and career development. (TEA b.3; CACREP 4e)

### Course Outline

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

TIMELINE	TOPICS	SLO	Readings/Assignments
1. August 25	Module 1: Developmental Influences: Neurobiology to Cultural Context (Objective 1) Social Justice Advocacy for Adolescents Syllabus Review and Group Assignments	1	<a href="#">Carlson &amp; Lewis, Chapter 1 and 21</a> <a href="#">Video &amp; Discussion Questions: Adolescent Brain Development clips</a>
2. September 1	Module 2: Typical Development versus Psychopathology in Adolescents (Objective 1)	1	<a href="#">Erk, Chapter 1 and 2</a> <a href="#">Quiz 1</a> <a href="#">No video or discussion board for this week</a>
3. September 8	Module 3: Ethical and Legal Context of Adolescent Counseling (Objective 6) <ul style="list-style-type: none"> <li>Carlson &amp; Lewis, Chapter 2</li> <li>Quiz 2</li> <li>Video &amp; Discussion Questions: <a href="#">A Confidential Space: Ethical Considerations When Counselling Children and Young People</a></li> </ul>	6	<a href="#">Carlson &amp; Lewis, Chapter 2</a> <a href="#">Quiz 2</a> <a href="#">Video &amp; Discussion Questions: <u>A Confidential Space: Ethical Considerations When Counselling Children and Young People</u></a>
4. September 15	Module 4: The Role and Function of the Adolescent Counselor: Counselor, Consultant, Collaborator to Address Barriers to Adolescents (Objective 2)	2	<a href="#">Carlson &amp; Lewis, Chapter 3 &amp; 11</a> <a href="#">Quiz 3</a>

	<ul style="list-style-type: none"> <li>Carlson &amp; Lewis, Chapter 3 &amp; 11</li> <li>Quiz 3</li> <li>Video &amp; Discussion Questions: <a href="#">Empowerment and Social Justice: Values, Theory and Action</a></li> </ul>		<p>Video &amp; Discussion Questions: <a href="#">Empowerment and Social Justice: Values, Theory and Action</a></p> <p><b>Journal Article 1 Due</b></p>
5. September 22	<p>Module 5: Fostering Resilience in Children and Youth/Wellness Model (Objective 2, 4)</p> <ul style="list-style-type: none"> <li></li> </ul>	2, 4	<p>Carlson &amp; Lewis, Chapter 5 &amp; 14 (Additional readings on blackboard)</p> <p>Quiz 4</p> <p>Readings &amp; Discussion Questions: <a href="http://resilnet.uiuc.edu/library/dig126.html">http://resilnet.uiuc.edu/library/dig126.html</a></p>
6. September 29	<p>Module 6: Theoretical Approaches: Solution Focused Therapy, Reality Therapy, Cognitive Behavioral Therapy (Objective 3)</p>		<p>Murdock Chapters 10, 11, &amp; 14</p> <p>Quiz 5</p> <p>Video &amp; Discussion Questions: Three Counseling Approaches: One Adolescent Client</p>
7. October 6	<p>Module 7: Group Work on Project Presentation Preparation</p>	3	<p><b>Adolescent Development and Counseling Paper Due</b></p>
8. October 13	<p>Module 8: Counseling Skills and Strategies for the Adolescent: Expressive Arts and Psychodrama (Objective 4)</p> <ul style="list-style-type: none"> <li></li> </ul>	4	<p><b>Journal Article Presentation 2 Due</b></p> <p>Video &amp; Discussion Questions: <a href="#">The Challenge of Counseling Teens: Techniques for Engaging and Connecting with Reluctant Youth</a></p> <p><a href="#">Psychodrama in Action</a></p>
9. October 20	<p>Module 9: Depression and Anxiety in Adolescents (Objective 4)</p> <ul style="list-style-type: none"> <li></li> </ul>	4	<p>Carlson &amp; Lewis Chapter 6</p> <p>Quiz 6</p> <p>Video &amp; Discussion Questions: <a href="#">CBT for Depressed Adolescents</a> and <a href="#">CBT for Anxiety in Adolescents</a></p>
10. October 27	<p>Community Presentation Week</p>		<p><b>Special Population Research Presentation Due</b></p>
11. November 3	<p>Module 10: Suicide Prevention and Intervention</p>	5	<p>Carlson &amp; Lewis Chapter 7</p> <p>Quiz 7</p> <p>Video &amp; Discussion Questions: <a href="#">Depression and Suicidal Behavior in Adolescents</a></p>
12. November 10	<p>Module 11: Family Patterns and Family Therapy (Objective 4)</p>	4	<p>Carlson &amp; Lewis Chapters 20 and 21</p> <p>Quiz 8</p> <p>Video &amp; Discussion Questions: <a href="#">Adolescent Family Therapy</a></p>
13. November 17	<p>Module 12: Educational Planning and Career Development (Objective 7)</p>	7	<p>Carlson &amp; Lewis Chapter 12</p> <p>Quiz 9</p> <p>Video &amp; Discussion Questions: <a href="#">Career Counseling With Children: The Creative Career Constellation</a></p> <p><b>Special Population Research Paper Due</b></p>
14. December 1	<p>Module 13: Consulting with Parents: Positive Discipline (Objectives 2 and 4)</p> <ul style="list-style-type: none"> <li></li> </ul>	2, 4	<p>Nelsen &amp; Lott, Chapters 2, 3, 6, 7, 8, 9</p> <p>Quiz 10</p>
15. December 8	<p>Module 14: Adolescent Counseling Synthesis and Practicum</p>	4	<p><b>Service Learning with Adolescent Log and Reflection Paper Due</b></p>

## 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. Blackboard Online Discussion Board

Students must complete online assignments and post in Blackboard 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. (10 online postings for 10 points each = 100 points).

### 3. Journal article review:

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 other article must be on an instructor assigned counseling modality such as Expressive Arts, Psychodrama, Dance Therapy, Sandtray Therapy, Music Therapy, or Recreation Therapy. Write a 1 to 2 page review of the article including purpose, method or theory, findings or recommendations, and your personal critique (what you liked and what you would recommend for improvement). (50 points each).

### 4. Quizzes based on reading assignments:

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

### 5. Completion of written assignments in APA style:

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

In the first two pages, explain typical adolescent development 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 Blackboard before beginning paper.

#### b. Special Population Research Paper:

(6-8 pgs. **not including title page and references**) - Major research paper in APA format requiring library research on prevention and treatment of adolescents with particular difficulties or issues. Include 7-10 current references from peer-reviewed journals and/or books. See outline and rubric posted on Blackboard before beginning paper.

(Possible topics: dating violence, family violence, internet safety, bullying, alcohol and drug abuse, gang involvement, eating disorders, depression, anxiety, divorce, career exploration). Instructor must approve topic by the 2<sup>nd</sup> week of class. Include aspects listed in the Grading Rubric. (400 points).

### 6. Small group presentations:

Your group will give a 45 minute presentation for adolescents and parents in the community. The presentation topic will be related to your research paper. Your PowerPoint and presentation will be rated on the following components:

- a. Research based information describing problem or population
- b. Research based information on helpful counseling strategies for adolescents and their parents
- 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. 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	10 x10 = 100	1 – 7
Journal Article Presentations	2 x 50 = 100	5
Quizzes based on Assigned Reading	10 x 10 = 100	1 - 7
Adolescent Development and Theory Paper	200	1, 3
Special Population Research Paper	300	6, 5
Group Community Presentation	100	5
<u>Service Learning</u>	<u>100</u>	4
<b>Total</b>	<b>1000</b>	

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):

*The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call Laura Smith at 972-780-3632.*

### Student Evaluation of Teaching Effectiveness Policy:

*The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. 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 the SETE to be an important part of your participation in this class.*

### Assignment Policy:

*Assignments submitted late will be penalized 10% per day for a maximum of three days. Turn in all assignments through the Blackboard webpage.*

### 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 the Student Code of Academic Integrity at <http://www.unt.edu/unt->*

[dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic\\_Integrity.pdf](https://www.unt.edu/dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic%20Integrity.pdf) for complete provisions of this code.

*In addition, all academic work submitted for this class, including exams, papers, and written assignments should include the following statement:*

**On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.**

**Bad Weather Policy:**

*On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.*

**Attendance and Participation Policy:**

*The University attendance policy is in effect for this course. Class attendance 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 class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. More than one non-emergency absence or tardy will result in a student's grade being lowered by 5%. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.*

**Diversity/Tolerance Policy:**

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