I. Purpose of the Course:
This course focuses on introducing students to knowledge and skills necessary when counseling individuals in the stage of life known as adolescence. The course is designed to lay a foundational understanding of adolescence and build on that knowledge by introducing students to specific issues many adolescents may encounter as well as clinical techniques used with this population. Using self-investigation, lecture, class discussion, group work, video, and direct observation, students will meet the learning objectives for this course. Students will integrate information gained in previous counseling courses and begin to apply that knowledge to work with adolescents. We will discuss the parameters of the assignments in more detail throughout the semester.

An integral component of the course will be self-reflection. I will encourage you to reflect upon your adolescent experiences as a way to understand your clients, yourself, and your future work with adolescents. Please know that while it is an important component of the course you are not required to share information with myself or the class that causes you discomfort. I want you to each grow in your understanding of self and adolescents yet feel safe throughout our time together.

II. Course Objectives:
1. Define adolescence and the unique aspects of this stage of life. Develop an understanding of adolescence in order to counsel individuals in a culturally relevant manner.
2. Define and discuss the role and function of the counselor when working with adolescents.
3. Discuss development during adolescence with emphasis on emotional and social development.
4. Discuss theoretical models of counseling and their use when counseling adolescents and their families.
5. Discuss and begin to practice counseling techniques that will effectively enhance the role of a counselor with adolescents and their families.
6. Identify and discuss variables and issues that affect the development and full functioning of adolescents with attention to specific populations (at-risk adolescents, incarcerated adolescents, pregnant/parenting teens, LGBTQ youth).
7. Identify and discuss ethical and legal issues directly related to counseling adolescents.

IV. Core Curricular Experiences Covered
Curricular experiences will provide an understanding of the following:
Core Curricular Experiences

1. A general framework for understanding exceptional abilities and
   II.G.3.e
2. Theories for facilitating optimal development and wellness over the life span
   II.G.3.h
3. An orientation to wellness and prevention as desired counseling goals
   II.G.5.a
4. Counselor characteristics and behaviors that influence helping processes
   II.G.5.b
5. Essential interviewing and counseling skills
   II.G.5.c

V. Student Learning Outcomes (SLOs) Assessed:
The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her participation in key assessments in this course. SLOs for this course are as follows:

<table>
<thead>
<tr>
<th>SC Outcome</th>
<th>CACR</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues and (f) factors of...</td>
<td>SC A.6</td>
<td>Research Paper Group Presentation</td>
</tr>
<tr>
<td>2. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, substance abuse, and school bullying) on children and adolescents</td>
<td>SC G.1</td>
<td>Research Paper Group Presentation</td>
</tr>
<tr>
<td>3. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of eating disorders, attention deficit hyperactivity disorder, and school bullying</td>
<td>SC G.2</td>
<td>Substance Abuse</td>
</tr>
<tr>
<td>4. Knows strategies and methods for working with parents, guardians, families, and communities to prevent and address the effects of substance abuse in children and adolescents</td>
<td>SC M.5</td>
<td>Research Paper Group Presentation</td>
</tr>
</tbody>
</table>

VI. Methods of Instruction: This course will utilize class discussions, peer group work, lecture, demonstration, videotaped materials, direct observation, experiential activities, guest speakers and student presentations to reach learning objectives.

VII. Course Requirements: All assignments should adhere to APA (7th ed.) guidelines, including appropriate title pages, headings, margins, and spacing (no abstracts are necessary). Additionally, students should use 12 point, Times New Roman font. All papers should be double-spaced unless otherwise noted.

VIII. Required Texts:
Throughout the semester I will provide relevant articles for our class topics. These articles will not exceed two per week and will be uploaded on Canvas

**Recommended Reading:**


Ballantine Books.


**Videos (available via UNT Video on Demand):**


**Assessments:**

**Attendance and Participation (15 points)**

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 and small group meetings. If a student must be absent from class, please inform the instructor in advance. More than one excused absence may result in final grade reduction. Students who miss more than one class period, for whatever reason, will be considered below professional expectations.
**Experiential Activity (20 points)**

In groups of 3, students will be responsible for creating/finding two activities that can be used for individual and/or group counseling with pre-adolescents and/or adolescents. Each group will briefly go over each activity, but only role-play one of the activities in the class. The day of the role-play, you will be responsible for bringing materials to role-play the activity. In addition, you will need to provide the instructor of the class a handout describing each of the activities (this handout will be uploaded to Canvas and shared with the class). If the activity requires more time than allotted please present an example of the activity.

**Interviews of Young People (25 points)**

You will interview 2 young people. At least 1 interviewee has to be a pre-adolescent (10-13) and 1 interviewee has to be an adolescent (14-17). The interviews should have at a minimum the following questions:

- What is best and worst about being their age?
- What “goals” do they personally have?
- What do they think it would be like to be older?
- How are they different now than when they were younger?
- What advice do they have for other people their age for getting along with others?
- What would they most like their parents to understand about them?
- What do they think counseling/therapy is?
- What kind of counselor/therapist would they like to have?

After interviewing the three individuals you will compose a synopsis paper (APA style) summarizing what you learned about this age group from this assignment. You should use quotes from your interviews to support your learning experience.

In the course of your discussion you will need to address:

- The developmental level of each interviewee (e.g. Did you notice any developmental differences among the age groups? What characteristics did you noticed that are supported by the documentary we watched in class regarding adolescents’ development?).
- How did you feel while conducting the interview (e.g. did you feel more comfortable with one specific age group? what feelings did you find yourself experiencing?)
- What are you taking from this assignment that can help you in the future when you counsel pre-adolescents and/or adolescents?

**Reading Journal (15 points)**—You will be responsible for journaling your reactions as you read the book “The Boy Who Was Raised as a Dog.” There will be a total of 3 journal entries throughout the semester (each journal is based on approximately 3 chapters from the book; see class calendar for details). Each journal entry should be about 2 pages.

**Tik Tok Video (20 points):** You will create a video using a song that is meaningful to you which will be presented to the class along with a photo journal representing a typical week in your life. You will share your video and photo journal in class.

**Role-Play (50 points)** You will be responsible for conducting a 30-minute role-play counseling session with an adolescent. You can choose to do a therapeutic activity during the role-play. For this assignment, you need to work with an adolescent that is not currently presenting any clinical concerns. You need to ensure the parents sign the consent form and the adolescent signs the assent form (see attachments 1 and...
2). You will submit a video on Canvas of the role-play along with a short (no more than 2 pages) reflection paper regarding your experience of the role-play.

**Key Assessment: Adolescent Research Paper (50 points)**

The purpose of this assignment is to allow students to demonstrate their knowledge and understanding of addiction during adolescence. Students will write a research paper addressing the following topics:

a. Current trends in adolescent counseling
b. Signs and symptoms of adolescent addiction
c. Treatment options for adolescents addicted
d. Signs and symptoms of living in a home where substance/addiction use occurs

Students will read a minimum of five reputable sources (journal articles, book chapters, websites, etc.) to cite in this paper. Length: 8-10 pages, not including title page or references

<table>
<thead>
<tr>
<th>Class Participation</th>
<th>15 points</th>
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</thead>
<tbody>
<tr>
<td>Experiential Activity</td>
<td>20 points</td>
</tr>
<tr>
<td>Interviews of Young People</td>
<td>25 points</td>
</tr>
<tr>
<td>Participation in online “Reading Club”</td>
<td>20 points</td>
</tr>
<tr>
<td>Tik Tok video and photo journal</td>
<td>20 points</td>
</tr>
<tr>
<td>Role-Play</td>
<td>50 points</td>
</tr>
<tr>
<td>KA: Adolescent Addiction Paper</td>
<td>20 points</td>
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</tbody>
</table>

**Total: 170 points**

90 – 100 (180 – 200 pts.) = A
80-89 (160-179) = B
### Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignmen</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 19</td>
<td>Introductions &amp; Community Building Class &amp; Syllabus Overview</td>
<td>G &amp; G Ch 1 - 2</td>
</tr>
<tr>
<td></td>
<td>Adolescent Development Common Presenting Concerns</td>
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<tr>
<td>January 26</td>
<td>Multicultural Considerations Risk Factors in Adolescents</td>
<td>Presentation 1 G &amp; G Ch. 3, 4</td>
</tr>
<tr>
<td>February 2</td>
<td>“Paper Tigers” Fostering resilience in children and youth</td>
<td>Presentation 2 G &amp; G Ch. 5-6 Due: Reading Journal 1: Chapters 1, 2, 3, &amp; 4</td>
</tr>
<tr>
<td>February 9</td>
<td>Intakes and Assessments</td>
<td>Presentation 3 G &amp; G Ch. 7, 8, 9 Due: Interview of Young People Reflection</td>
</tr>
<tr>
<td>February 16</td>
<td>Facilitating the First Session and Maintaining Relationship</td>
<td>Presentation 4 G &amp; G 10, 11</td>
</tr>
<tr>
<td>February 23</td>
<td>Treatment Plans Diagnoses</td>
<td>Presentation 5 Due: Reading Journal 2: Ch 5-7 G &amp; G 12-13</td>
</tr>
<tr>
<td>March 2</td>
<td>In Class Presentations!</td>
<td>Due: Tik Tok Video Presentations and Photo Journal in class</td>
</tr>
<tr>
<td>March 9</td>
<td>Brief Counseling Self-Harm and Suicide</td>
<td>Presentation 6 G &amp;G Ch. 16</td>
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<tr>
<td>March 16</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>March 23</td>
<td>Gender and Sexual Identity Teen Pregnancy, and Domestic Violence</td>
<td>Presentation 7 Due: Reading Journal 3: Chp 8-9</td>
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<tr>
<td></td>
<td>Counseling College Students</td>
<td></td>
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<tr>
<td>March 30</td>
<td>Parent consults</td>
<td>Presentation 8 Faber and Mazlish Discussion</td>
</tr>
<tr>
<td>April 6</td>
<td>Modalities and Therapy Techniques: Art Therapy, Sand tray</td>
<td>Presentation 9 G &amp; G Ch14</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reference</td>
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</tr>
<tr>
<td>April 13</td>
<td>Modalities and Therapy Techniques: music therapy, writing therapy, bibliotherapy</td>
<td>Presentation 10 Due: Video of Role-play G &amp; G Chp 15</td>
</tr>
<tr>
<td>April 20</td>
<td>Porn Addiction, substance abuse</td>
<td>Presentation 11 Due: Reading Journal 4: Chp 10-11</td>
</tr>
<tr>
<td>April 27</td>
<td>Terminating with Adolescents Technology with Adolescents</td>
<td>Presentation 12 G &amp; G Ch 17-18</td>
</tr>
<tr>
<td>May 10</td>
<td>Final Paper Due</td>
<td>Due: Substance abuse/addiction paper due</td>
</tr>
</tbody>
</table>

**Other Requirements and Special Note of Instruction**

**Expectations**
Students are expected to turn in written assignments no later than the beginning of class on the day they are due. Extensions will be granted at the discretion of the instructor PRIOR to the due date of the assignment. No extensions will be granted the day an assignment is due or after the due date. Late assignments will be penalized 5% for each day they are late. Assignments turned in more than 1 week past the due date will not be accepted for credit.

Cell phones and pagers must be silenced during class for the respectful learning of all, unless otherwise requested. Students who need to respond to an emergency call may leave the class with minimal disruption.

**Sharing and Confidentiality**
In this course, each student is required to reflect on one’s own developmental journey. This reflection will involve self-examination and sharing of personal information with the class. It is important that students strive to be appropriate in personal sharing. To promote an emotionally safe learning environment, each student will be asked to maintain confidentiality of others’ personal material shared in class; however, confidentiality cannot be guaranteed. Therefore, each student should be mindful of what one chooses to share. Each student is encouraged to take risks and to challenge oneself while maintaining personal boundaries that are important to one’s continued wellbeing and development as a professional in training and a person.

Discussions, exercises, activities, and presentations in this course may elicit unexpected emotions and memories or uncover previously hidden psychological processes that students may find unsettling. If at any time you feel that you are overwhelmed, please feel free to leave the room, pass from the current activity, and/or talk with the instructor. If you would like counseling to address personal concerns, you may contact UNT’s Counseling & Testing at (940) 565-2741 or seek personal counseling at your own expense.
SYLLABUS ADDENDUM

Succeed at UNT:

- Show Up
- Find Support
- Take Control
- Be Prepared
- Get Involved
- Be Persistent

Face coverings
UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.

Attendance
Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community. If you are experiencing any symptoms of COVID (https://www.cdc.gov/coronavirus/2019-ncov/symptoms testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to submit the COVID-19 Positive Reporting Form to self-report a positive COVID test result. Contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, or potential exposure.

Academic Integrity and Academic Dishonesty
Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: http://vpaa.unt.edu/academic-integrity.htm.

Acceptable Student Behavior
Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional
forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at https://studentaffairs.unt.edu/dean-of-students

**Disability Access**
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA 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, ODA 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 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 the Office of Disability Access website at https://studentaffairs.unt.edu/office-disability-access. You may also contact them by phone at 940.565.4323.

**EagleConnect**
All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit https://eagleconnect.unt.edu. This is the main electronic contact for all course-related information and/or material.

**Emergency Notifications and Procedures**
UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

**Observation of Religious Holy Days**
If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.
Retention of Student Records
Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about students’ records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy.

Sexual Discrimination, Harassment, & Assault
UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. Because of Texas Senate Bill 212, as a UNT employee, I am required by law to report sexual misconduct, relationship violence, stalking, and crimes. I cannot keep those things confidential if you reveal any of those to me. If you need a confidential resource available on campus or in the local community then I can refer you. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: https://studentaffairs.unt.edu/survivor-advocate. UNT’s Student Advocate can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.

Student Perceptions of Teaching (SPOT)
Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13 and 14 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the spot website at www.spot.unt.edu or email spot@unt.edu.

Campus Carry Notification
The class meets in a UNT facility in which the legal carrying of a concealed firearm by an LTC permit holder is prohibited. Please refer to campuscarry.unt.edu for more information.