

University of North Texas at Dallas

Fall 2025
SYLLABUS

COUN 5200: Counseling the Adolescent 3 hours

Department of	Counseling in School of Behavioral Health & Human Services
Instructor Name	Dr. Kimberly Washington, LPC
Office Location	DAL 2, Room 339
Office Phone	214-728-2032
Email Address	kimberly.washington@untDallas.edu
Office Hours	Tuesdays and Thursdays 1:00 – 3:00pm and by appointment
Virtual Office Hours	By Appointment
Course Format/Structure	Hybrid – 10 Face to Face classes; 6 online classes
Classroom Location	Dal 2 339
Class Meeting Days & Times	Thursdays 7:00 to 9:50 pm Face to Face on 8/28, 9/4, 9/18, 10/9, 10/16, 10/30, 11/13, 11/20, 12/4, 12/11
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, video 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 & COUN 5710 Counseling Theories
Corequisites	None
Required Text	Underwood, L.A. & Dailey, F. L. (2017). <i>Counseling adolescents competently</i> . Sage.
Recommended Text & References	<p>Green, E., Baggerly, J., & Myrick, A. (Eds.). (2018). <i>Play therapy with preteens</i>. Rowman & Littlefield.</p> <p>Jaycox, L. (2004). <i>CBITS: Cognitive Behavioral Intervention for Trauma in Schools</i>. Sopris West.</p> <p>Rathus, J. & Miller, A. (2015). <i>DBT Skills Manual for Adolescents</i>. Guilford. Press.</p>

Access to Learning Resources	UNT Dallas Library: Phone: (972) 338-1616; Website URL: http://www.untdallas.edu/library UNT Dallas Bookstore: Phone: (972) 780-3652; Website URL: http://www.untdallas.edu/bookstore Email: untdallas@bkstr.com
Canvas Resources Supported Browsers: <ul style="list-style-type: none"> • Chrome 67 & 68 • Firefox 60 & 61 • Flash 29, 30 (for audio/video) • Respondus Lockdown Browser • Safari 10, 11 Supported Devices: <ul style="list-style-type: none"> • iPhone • Android • Chromebook <i>Note: Tablet users can use the Canvas app</i> Screen Readers: <ul style="list-style-type: none"> • VoiceOver (Safari) • JAWS (Internet Explorer) • NVDA (Firefox) <i>Note: There is no screen reader support for Canvas in Chrome</i>	Getting Help with Canvas: Canvas 24/7 Phone Support for Students: 1-833-668-8634 Canvas Help Resources: Canvas Student Guide - https://community.canvaslms.com/docs/DOC-10701 For additional assistance, contact Student Assistance (UNT Dallas Distance Learning): DAL1, Room 157 Phone: 972-338-5580 Email: distancelearning@untdallas.edu If you are working with Canvas 24/7 Support to resolve a technical issue, please keep me updated on the troubleshooting progress. If you have a course-related issue (e.g., course content, assignment trouble, quiz difficulties), please contact me during office hours or by email.

Course Overview

Course Goals/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.

Learning Objectives/Outcomes:

Learning Objectives. By the end of the course, students will be able to:	Standards: CACREP and TEA	Assessment 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> Discussion Board 4
3. Justify theoretical approaches and their use with adolescents, parents, and others.	CACREP 3d,h TEA b.2	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Adolescent Special Topic Small Group Presentation
6. Assess ethical and legal issues directly related to counseling adolescents	CACREP 1j TEA b. 8	<ul style="list-style-type: none"> Discussion Board 3
7. Examine the elements of educational planning and career development.	CACREP 4e TEA b.3	<ul style="list-style-type: none"> 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. Readings are to be completed before class. All assignments are due on the week indicated on Saturday at 11:59 pm.

Timeline	Topic	Readings/Activities/Assignments
Class 1 Aug. 28 Dal 2 339	Module 1: Developmental Influences: Neurobiology to Cultural Context (SLO 1) Syllabus Review and Group Assignments	<ul style="list-style-type: none"> Underwood & Dailey, Chapter 1 & 2 Video: Adolescent Brain Development clips Discussion Board 1 Due 9/6
Class 2 Sept. 04 Dal 2 339	Module 2: Typical Development versus Psychopathology in Adolescents (SLO 1)	<ul style="list-style-type: none"> Erk, Chapter 1 and 2 (posted online) Underwood & Dailey, Chapter 3 (Skim chapter 8) Quiz 1 Due 9/13
Class 3 Sept. 11 Asynchronous Online	Module 3: Family Patterns and Family Therapy (SLO 4)	<ul style="list-style-type: none"> Underwood & Dailey, Chapter 4 Quiz 2 Video: Multi-dimensional Family Therapy for Adolescents Discussion Board 2 Due 9/20

Timeline	Topic	Readings/Activities/Assignments
Class 4 Sept. 18 Dal 2 339	Module 4: Ethical and Legal Context of Adolescent Counseling (SLO 6)	<ul style="list-style-type: none"> • Underwood & Dailey, Chapter 17 • Quiz 3 Due 9/27 • Video: A Confidential Space: Ethical Considerations When Counselling Children and Young People • Discussion Board 3 Due 9/27
Class 5 Sept.25 Asynchronous Online	Module 5: The Role and Function of the Adolescent Counselor: Counselor, Consultant, Collaborator to Address Barriers to Adolescents (SLO 2) Social Justice Advocacy for Adolescents	<ul style="list-style-type: none"> • Underwood & Dailey, Chapter 9 & 11 (school counseling role) • Video: Helping Counselors and Psychologists as Advocates and Activists: Strength, Solidarity, Strategy and Sustainability • Quiz 4 • Discussion Board 4 Due 10/4
Class 6 Oct. 2 Asynchronous Online	Module 6: Fostering Resilience in Children and Youth/Wellness Model (SLO 2, 4)	<ul style="list-style-type: none"> • Underwood & Dailey, Chapter 6 • (Additional readings on Canvas) • Quiz 5 • Adolescent Development and Counseling Paper Due 10/11
Class 7 Oct. 9 Dal 2 339	Module 7: Theoretical Approaches: Solution Focused Therapy, Reality Therapy, Cognitive Behavioral Therapy (SLO 3)	<ul style="list-style-type: none"> • Underwood & Dailey, Chapter 10 • Quiz 6 Due 10/18 • Video: Three Counseling Approaches: One Adolescent Client
Class 8 Oct. 16 Dal 2 339	Module 8: Counseling Skills and Strategies for the Adolescent: Expressive Arts and Psychodrama (SLO 4)	<ul style="list-style-type: none"> • Underwood & Dailey, Chapter 7 • Video: The Challenge of Counseling Teens: Techniques for Engaging and Connecting with Reluctant Youth • Video: Psychodrama in Action Due 10/25
Class 9 Oct. 23 Asynchronous Online	Work on Group Presentations (SLO 5) Technology with Adolescents – Tele-mental Health Treatment	<ul style="list-style-type: none"> • Underwood & Dailey, Chapter 19 • Journal Article 1 Due 11/1
Class 10 Oct. 30 Dal 2 339	Module 9: Depression and Anxiety in Adolescents (SLO 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 11/8

Timeline	Topic	Readings/Activities/Assignments
Class 11 Nov. 6 Asynchronous Online	Model 11: Chemical and Behavioral Addictions (SLO 5)	<ul style="list-style-type: none"> • Underwood & Dailey, Chapter 13 • Videos posted on Canvas • Discussion Board 6: Due 11/15
Class 12 Nov. 13 Dal 2 339	Special Topics Group Presentation (SLO 5)	<ul style="list-style-type: none"> • Adolescent Special Topics Group Presentation Due 11/22
Class 13 Nov. 20 Dal 2 339	Module 10: Suicide Prevention and Intervention (SLO 5)	<ul style="list-style-type: none"> • Readings Online • Quiz 8 • Video: Depression and Suicidal Behavior in Adolescents Due 11/29
Class 14 Nov. 27 Asynchronous Online	Module 12: Educational Planning and Career Development (SLO 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 Due 12/6
Class 15 Dec. 4 Dal 2 339	Module 13: Consulting with Parents: Positive Discipline (SLO 2 and 4)	<ul style="list-style-type: none"> • Nelsen & Lott, Chapters 2, 3, 6, 7, 8, 9 • Quiz 10 • Discussion Board 8 12/13
Class 16 Dec. 11 Counseling Clinic	Adolescent Counseling Synthesis and Practicum (SLO 4)	<ul style="list-style-type: none"> • Mini-Practicum Analysis due • Service Learning with Adolescent Log and Reflection Paper Due (Due Dec. 10)

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 professional counseling articles (<5 yrs old) related to counseling adolescents from professional **counseling** journals. 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 how you will use this information to counsel adolescents. (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, neurological, 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. Mini-Practicum with Your Volunteer

Students will find a volunteer adolescent (ages 11 – 19) to participate in a 60 minute mini-practicum either online or face-to-face at a time convenient for the student and volunteer. The student will demonstrate expressive arts 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 8 hours):

Meet online or face to face with an adolescent in need for a total of 8 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:

Instrument	Measures SLO	Value (Points)	Total
Online Assignments/Discussion Board	1 – 7	8 x12.5	100
Journal Article Review	5	2 x 50	100
Quizzes based on Assigned Reading	1 – 7	10 x 10	100
Adolescent Development and Theory Paper	1, 3		200
Adolescent Special Topics Presentation	5		300
Adolescent Practicum	4		100
Service Learning	4		100
Total			1,000

Grade Determination:

A = 1000 – 900 points

B = 899 – 800 points

C = 799 – 700 points

D = 699 – 600 points

F = 599 – 0 points

Course-Specific Policies

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Please refer to Policy 7.005 Student Attendance at <https://www.untDallas.edu/hr/upol>.

Attendance and appropriate participation are required as part of professional responsibility. Students are expected to demonstrate (a) personal characteristics listed in the Master's Student Handbook, (b) engage in ethical behavior as defined in the American Counseling Association Code of Ethics, and (c) adhere to Academic Integrity Policy. Students are responsible for coming to class prepared to discuss readings, make productive contributions to class discussions/activities, and be respectful of others. The following chart serves as a guide regarding expectations for professional behavior. Below professional expectations may result in a 5% grade reduction and significantly below may result in 10% plus probation.

<i>Meets professional expectations</i>	<i>Below professional expectations</i>	<i>Significantly below expectation</i>
§§ 0 – 1 absences (Excused) §§ Seldom tardy or late from break §§ Contributions reflect careful preparation for class and allow for other students to participate §§ Attentive and respectful toward others when not contributing directly §§ No concerns regarding personal characteristics §§ Shows ethical integrity and adheres to <i>ACA Code of Ethics</i> §§ No concerns regarding academic integrity	§§ 2 unexcused absence* (Excused absence is due to a medical emergency or death in the family) §§ 2+ tardy or leave early (10 minutes or more) §§ Contributions reflect only occasional preparation for class or inhibits others' participation §§ Sometimes distracted or disrespectful nonverbally when not contributing directly (e.g., texts, sidebars in class) §§ Occasional or minor personal characteristic concerns §§ If ethical violation present, concern is minor and student takes action to remedy	§§ 2 + unexcused absences §§ Persistent tardiness §§ Contributions are rare or not productive §§ Contributions reflect consistent lack of preparation for class §§ Behaviors detract from safe, scholarly learning environment §§ Serious concerns regarding personal characteristics §§ Major ethical violation OR inability to understand ethical concerns/implications §§ Intentional violations of Academic Integrity Policy

For asynchronous classes, attendance is counted when you complete readings, view videos, take quizzes, and complete discussion boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course.

Please notify the instructor via email the reason you will be or were absent.

Assignment Policy: All assignments must be original work to this course and not obtained from other people, websites, or Artificial Intelligence. All assignments must be uploaded to the course Canvas by the due date.

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas at Dallas makes reasonable academic accommodations for students with disabilities. Students seeking accommodations must first register with the Disabilities 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 delays in implementation. Note that a student 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 letter during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDisability@untDallas.edu on the first floor of the Student Center.

Canvas Instructure Accessibility Statement:

University of North Texas at Dallas is committed to ensuring that 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. The Canvas Instructure Accessibility Statement is provided at <https://www.canvaslms.com/accessibility>.

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.

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 UNT Dallas Academic Integrity Policy in the appropriate Catalog at <http://dallascatalog.unt.edu>.

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 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.

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 preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student's Rights, Responsibilities, and Conduct will be referred to the Dean of Students as the instructor deems appropriate (UNT Policy 7.001 found at <https://www.untDallas.edu/hr/upol>).

Diversity, Equity, and Inclusion:

Like counselors, counseling students promote diversity, equity, and inclusion in and out of the classroom. This means that counseling students will (a) demonstrate respect in non-verbal, verbal, and written communication for all people; (b) professionally manage biases; (c) be mindful of the needs of other students and assist them as appropriate; (d) inform the instructor if an inequity is observed, and (e) look for ways to include all members within the classroom and during other social interactions.

Classroom Disruption:

Students are expected to engage with the instructor and other students in this class in a respectful and civil manner at all times to promote a classroom environment that is conducive to teaching and learning. Students who engage in disruptive behavior will be directed to leave the classroom. A student who is

directed to leave class due to disruptive behavior is not permitted to return to class until the student meets with a representative from the Dean of Students Office. It is the student's responsibility to meet with the Dean of Students before class meets again and to provide the instructor confirmation of the meeting. A student who is directed to leave class will be assigned an unexcused absent for that class period and any other classes the student misses as a result of not meeting with the Dean of Students. The student is responsible for material missed during all absences and the instructor is not responsible for providing missed material. In addition, the student will be assigned a failing grade for assignments, quizzes or examinations missed and will not be allowed to make up the work.

The Code of Student's Rights, Responsibilities, and Conduct (UNT Policy 7.001 found at <https://www.untDallas.edu/hr/upol>) describes disruption as the obstructing or interfering with university functions or activity, including any behavior that interferes with students, faculty, or staff access to an appropriate educational environment. Examples of disruptive behavior that may result in a student being directed to leave the classroom include but are not limited to: failure to comply with reasonable directive of University officials, action or combination of actions that unreasonably interfere with, hinder, obstruct, or prevents the right of others to freely participate, threatening, assaulting, or causing harm to oneself or to another, uttering any words or performing any acts that cause physical injury, or threaten any individual, or interfere with any individual's rightful actions, and harassment. You are encouraged to read the Code of Student's Rights, Responsibilities, and Conduct for more information related to behaviors that could be considered disruptive.

Course Evaluations:

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 via your campus email, providing you a chance to comment on how this class is taught. I will not have access to the results of the evaluations until after final grades have posted. 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.

Bad Weather Policy:

Campus facilities will close and operations will be suspended when adverse weather and/or safety hazards exist on the UNTD campus or if travel to the campus is deemed dangerous as the result of ice, sleet or snow. In the event of a campus closure, the Marketing and Communication Department will report closure information to all appropriate major media by 7 a.m. That department will also update the UNTD website, Facebook and Twitter with closing information as soon as it is possible. For more information please refer to <http://www.untDallas.edu/police/resources/notifications>.

Inclement Weather and Online Classes:

Online classes may or may not be affected 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.

Technology Assistance: In order to successfully access the materials in Canvas, 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: <https://community.canvaslms.com/docs/DOC-10721>
- Canvas Instructure Support & Unsupported Operating Systems: <https://community.canvaslms.com/docs/DOC-10720>