

COUNSELING PROGRAM
University of North Texas

COUN 5200

COUNSELING THE ADOLESCENT

Instructor:
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Office Hours:
Tuesday 10-1
Thursday 10-1

PURPOSE OF THE COURSE

Course Focus:

This course focuses on plans for achieving counseling and consulting objectives working with adolescents ages 12 - 21. Emphasis is on principles as well as methods. This course will utilize class discussions, peer group work, lecture, demonstration, videotaped materials, direct observation, guest speakers, 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.

Required Texts:

Carlson, J., & Lewis, J. (Eds.). (1998). *Counseling the adolescent* (3rd ed). Denver, CO: Love Publishers.

Nelson, J., & Lott, L. (2000). *Positive discipline for teenagers* (Revised 2nd ed.). Roseville, CA: Prima Publishing.

Optional Texts:

Geldard, K., & Geldard, D. (1999). *Counselling adolescents: The proactive approach*. Thousand Oaks, CA: Sage Publishing.

Benson, P., Galbrith, M., & Espeland, P. (1998). *What teens need to succeed: Proven, practical ways to shape your own future*. Minneapolis, MN: Free Spirit Publishing.

Cavert, C. (1990). *Games for groups book 1*. Oklahoma City, OK: Wood'N Barnes Publishing.

Faber, A., & Mazlish, E. (1999). *How to talk so kids can listen and how to listen so kids will talk*. New York, NY: Avon Books.

Herod, L. (1999). *Discovering me: Guide to teaching health and building adolescents self-esteem*. Needham Heights, MA: Allyn & Bacon.

The University of North Texas College of Education does not discriminate on the basis of disability in the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. The designed liaison for the Department of Counselor Education is Dr. Jan Holden, Room 155, Stovall Hall. Copies of the college of Education ADA Compliance Document are available in the Dean's Office, Matthews Hall 214.

The student has the responsibility of informing the course instructor of any disabling condition which will require modifications to avoid discrimination.

COURSE OBJECTIVES

1. Discuss developmental influences and needs of adolescents and their families.
2. Define and discuss the role and function of the counselor (e.g., counselor, consultant/collaborator) with adolescents.
3. Discuss theoretical approaches and their use with adolescents, parents, and others.
4. Apply counseling techniques that will effectively enhance the role as a counselor with adolescents, parents, and others.
5. Identify and discuss 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.).
6. Identify and discuss ethical and legal issues directly related to counseling adolescents.
7. Discuss the elements of educational planning and career development.

COURSE REQUIREMENTS

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 and small group meetings. If you must be absent from class, please inform me in advance by calling (940) 565-2917 or email kern@coefs.coe.unt.edu. (2 absences can lower your grade one letter.)

2. Completion of all reading assignments:

Texts and self-selected articles.

3. Completion of written assignments in APA style:

- a. **Self as Counselor-Thought Paper** (3-4 pg) - As a basis for background information, interview an adolescent counselor about their experience. In this paper you will discuss why you have chosen to become a counselor and how you believe you can make a difference in adolescent's lives. **Strive for depth, but be succinct** and include the following:
 - 1) Briefly discuss life experiences that led you to decide to become a counselor.
 - 2) Briefly discuss qualities/characteristics about yourself that both facilitate and hinder your growth as a counselor (a single characteristic can do both).
- b. **Theory Paper** (3-4 pg) - Exploration paper on applying your theoretical approach with adolescents. Discuss your understanding of how you will use your theory of counseling

in working with young. This is to be a "thought paper" dealing with practical applications--ways in which you will integrate your theory into your practice of counseling. Include a brief (1-2 pg) overview of your theory's constructs, citing 2-3 primary resources. (Be prepared to discuss in class)

- c. **Special Population Research Paper/Presentation** (8-10 pgs. not including title page and references) - Major research paper in APA format requiring library research on the difficulties of specific populations of adolescents today and possible interventions appropriate to use with adolescents.

(Possible topics: depressed/suicidal student, at-risk student, pregnant/parenting student, gifted student, substance abuse, eating disorders, step-families, alcoholism in family, death/loss, adjudicated adolescents, gangs/cults, learning-differences, students from a specific ethnic origin, etc....discuss other interests with instructor). Instructor must approve topic by the 3rd week of classes.

4. Completion of experiential component (minimum of 10 hours):

- a) Mini-field experience at (meet with a counselor about possible activities/responsibilities, formulate a plan for meeting the 20 hour requirement and discuss plan with instructor by 2nd week of class). Upon completion of 20-hour requirement, turn in your log of activities sign by your supervisor, and a 1-2 pg. reaction to your experience focusing on what you learned about being an adolescent counselor and what you learned about yourself.
- b) A project related to counseling adolescents approved by instructor.

5. Small group class presentations:

Your group will choose one of the two groups below to present to: (more details to follow--approve topic with instructor)

- a. Parent group presentation
 - b. Program for middle school or high school or college students
- (I encourage you to incorporate your special population research in your presentations)

PRESENTATION CRITERIA

1. Not all group members need to present, i.e., some can research topic; others put presentation together; others present. Only under extenuating circumstances would all group members not receive the same grade.
2. Presentations should last sixty minutes. This time limit should include at least 10 minutes for questions and comments.
3. Handouts are encouraged to enhance the amount of content that can be shared.
4. The group should prepare a **bibliography** for each member of the class.
5. A **sentence outline** of the presentation should be given to me at the beginning of the presentation.

6. Presentations that involve modes of presenting other than just lecturing are encouraged.
7. Evaluation of presentations will be based on:
 - knowledge of topic
 - extensiveness of content
 - ability to convey knowledge of topic
 - organization
 - usefulness of handouts etc.
 - creativity
 - involvement of audience
 - ability to field questions
 - overall presence
8. Grades will be assigned for content and for style and then averaged for an overall grade.

6. Sharing of current journal articles:

Choose 2 current articles (<5 yrs old) on topics of interest to you related to counseling adolescents, at least 1 must be research focused.

Grade Composite:

Attendance/Participation/Sharing of Journal Articles	15%
Self as Counselor Paper	5%
Theory Paper	10%
Special Population Research Paper	25%
Mini-Field Experience	20%
Group Class Presentation	<u>25%</u>
Total	100%

Bibliography

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- Cavert, C. (1999). Games for groups. (Book 1 revised). Oklahoma City, OK: Wood 'N' Barnes Publishing.
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- Curwin, R., & Mendler, A. (1988). Discipline with dignity. Alexandria, VA: Association for Supervision and Curriculum Development.
- Dougherty, A. M. (1990). Consultation: Practice and perspectives. Pacific Grove, CA: Brooks/Cole.
- Faber, A., & Mazlish, E. (1980). How to talk so kids will listen & listen so kids will talk. New York, NY: Avon.
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- Gerne, P., & Gerne, T. (1991). Substance abuse prevention activities. Paramus, New Jersey: Prentice Hall.
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- Glen, H., & Nelsen, J. (1987). Raising children for success. Fair Oaks, CA: Sunrise Press.
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- Herlihy, B., & Golden, L. (1990). Ethical standards casebook. Alexandria, VA: American Association for Counseling and Development.
- Hitchner, K., & Tiff-Hitchner, A. (1989). Making a difference in college admission. West Nyack, NY: The Center for Applied Research in Education.
- Hine, T. (1999). The rise & fall of the American teenager. New York, NY: Avon Books.
- Joan, P. (1986). Preventing teenage suicide: The living alternative handbook. NY: Human Sciences.
- Kaye, E., & Gardner, J. (1988). College bound: The student's handbook for getting ready, moving in, and succeeding on campus. NY: College Board.
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- Lambie, R., & Daniels-Mohring, D. (1993). Family systems within educational contexts. Denver, CO: Love Publishing Company.
- McWhirter J., McWhirter, B., McWhirter, A., & McWhirter, E. (1998). At-risk youth. Pacific Grove, CA: Brooks Cole.
- Nelson, J. (1987). Positive discipline. New York, NY: Ballantine Books.
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- Watson, G. (1998). Classroom discipline problem solver. West Nyack, NY: The Center for Applied Research in Education.

**COUNSELING THE ADOLESCENT
COURSE OUTLINE
EDSS 5800
Summer I 2003**

- June 3** Course overview & Introductions – Video “Teens: What makes them tick”
- 5** Adolescent Development
Assignment: Chap. 1 Counseling the adolescent
Chap. 1-2 Positive Parenting
- 10** Proactive Counseling for Adolescents - Resiliency
Assignment: Chap. 6 –8 Counseling adolescents
- 12** Counseling Skills & Strategies
Assignment: Chap. 9 –13 Counseling adolescents
SELF AS AN ADOLESCENT COUNSELOR Paper Due
- 17** Values & Life Choices
Empowerment Read: pg. 61-86 What teens need to succeed
Chap. 3-7 Positive Parenting
- 19** Peer Influences & Social Competencies
Assignment: Read Chap. 7 - 9, Counseling the adolescent
pg.255 - 341 What teens need to succeed
THEORY PAPER DUE
- 24** Issues in the 21st Century
Assignment: Assignment: Read Chap. 2 - 7, Counseling the adolescent
Guest Speaker
- 26** School Issues and Interventions
Ethics in Counseling Adolescents
Assignment: Read Chap. 18 - 22, Counseling the adolescent
Group 1 Presentation
RESEARCH PAPER DUE
- July 1** Families
Assignment: Support Read: pg. 21 - 53 What teens need to succeed
Chap. 11 - 17, Counseling the adolescent
Group 2 Presentation
- 3** ***MINI FIELD EXPERIENCE DUE***
Group 3 Presentation