



**Missouri State**  
U N I V E R S I T Y

**ADOLESCENT AND YOUNG ADULT COUNSELING IN  
SCHOOL AND MENTAL HEALTH SETTINGS  
(COU 716)**

**INSTRUCTOR INFORMATION:**

Instructor Name:

Email:

**STUDENT SUCCESS AND INCLUSIVITY:**

At Missouri State University we are committed to your success and the creation of an environment where all students are welcome. As a community of learners, we acknowledge the value in the engagement and exchange of ideas with individuals, whose backgrounds may be different than our own.

A key element to your success as a student is to actively engage in the course activities, with your peers, and me - your instructor. If you anticipate or experience academic barriers during the course, contact me right away so we can discuss options for addressing those barriers. Missouri State University (as an institution) and I (as a human being and instructor of this course) are committed to full inclusion in education for all persons. Services and reasonable accommodations are available to persons with temporary and permanent disabilities, to students facing mental health or other personal challenges, and to students with other kinds of learning challenges. Please let me know if there are circumstances affecting your ability to participate in class. Some resources that might be of use include:

- [Disability Resource Center](#)
- [Counseling Center](#)
- [Multicultural Center](#)
- [Academic Advising & TransferCenter](#)

**DEFINITION OF COUNSELING:** Recently ACA and 28 other Counseling Organizations adopted the following definition: “Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.”

**REFLECTIVE COUNSELING PRACTICE:** The Counseling Programs are committed to providing students with opportunities for self-reflection as those practices are congruent with the beliefs of the Professional Education Unit at Missouri State University and constitute the cornerstone of modern professionalism. Self-reflective practice requires openness, awareness, honesty, self-analysis, problem solving, conflict resolution, tolerance, and responsibility. These personal attributes and skills are crucial to the development of excellence in our schools and community agencies serving a diverse, multicultural society.

**COURSE DESCRIPTION:**

An introduction to adolescent and young adult counseling theory designed to help students better

prepare to work with adolescents and young adults in culturally diverse school and mental health counseling settings. Emphasis is placed on relevant developmental models and the ways in which life experiences that occur during adolescence can impact early adulthood.

**METHODS OF INSTRUCTION:**

This course is structured using a “flipped design” wherein content delivery is moved outside of the classroom, allowing for class time to be utilized actively. Methods involved in this form of student-centered approach include small group discussion, problem-based learning, reflective writing, and contemplative work as well as skills practice and supervision.

**COURSE MATERIALS:**

Geldard, K., Geldard, D., & Yin Foo, R. (2019). *Counseling adolescents, The proactive approach for young people* (5th ed.). Sage.

**Current Research Articles in Course:**

Bulut, S., Thabassum, L. (2020). Effectiveness of mindfulness-based counseling on social anxiety disorder among adolescents. *EC Psychology and Psychiatry*, 9(10), 53-58

Mojtabai R, Olfson M. National Trends in Mental Health Care for US Adolescents. *JAMA Psychiatry*. 2020;77(7):703–714. doi:10.1001/jamapsychiatry.2020.0279

Owens, R.L. (2022). Promoting Mental Health and Well-Being in Children and Adolescents: The Intersection of Positive Psychology and Counseling Psychology. In: Andrews, J.J., Shaw, S.R., Domene, J.F., McMorris, C. (eds) *Mental Health Assessment, Prevention, and Intervention. The Springer Series on Human Exceptionality*. Springer, Cham.

[https://doi.org/10.1007/978-3-030-97208-0\\_16](https://doi.org/10.1007/978-3-030-97208-0_16)

Rayle, A. D., & Myers, J. E. (2004). Counseling Adolescents toward Wellness: The Roles of Ethnic Identity, Acculturation, and Mattering. *Professional School Counseling*, 8(1), 81–90.

<http://www.jstor.org/stable/42732418>

Slyter, M. (2012) Creative Counseling Interventions for Grieving Adolescents, *Journal of Creativity in Mental Health*, 7:1, 17-34, DOI: [10.1080/15401383.2012.657593](https://doi.org/10.1080/15401383.2012.657593)

## MSU COUNSELING SYLLABUS MATRIX

This course is designed to meet certain content standards for accreditation adopted by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2016 standards. As such, CACREP standards covered in the course, goals, learning outcomes, learning objectives, curricular activities, and curricular assessments are displayed below:

<b>LEARNING OBJECTIVES</b>	<b>CACREP STANDARDS (2016)</b>	<b>LEARNING ACTIVITIES</b>	<b>LEARNING OUTCOMES</b>	<b>EVALUATION TOOLS</b>
By the end of this course, students will be able to describe theories of development related to adolescence and young adulthood .	Human Growth & Development 2.F.3.a.	Instruction, Discussion, Adolescent Interviews Case Studies	Students will apply understanding of developmental theories specific to adolescence and young adulthood,	Reflections, Case Conceptualization, Stressors and Strategies Resource Compilation, Final Exam
By the end of the course, students will be able to describe the impact of biological, neurological, and physiological factors that affect development, functioning and behavior in adolescence and young adulthood.	Human Growth & Development 2.F.3.e.	Instruction, Discussion, Reading, Videos, Research reviews.	Students will demonstrate understanding of biological, neurological, and physiological factors that affect development, functioning and behavior in adolescence and young adulthood.	Case Conceptualization Stressors and Strategies Resource Compilation, Final Exam
By the end of this class, students will be able to describe the impact of systemic and environmental factors that affect development, functioning and behavior in adolescence and young adulthood.	Human Growth and Development 2.F.3. f.	Instruction, Discussion, Reading, Role-Play, Videos. Case Studies	Students will show knowledge of systemic and environmental factors that affect development, functioning and behavior in adolescence and young adulthood through case conceptualization and counseling interventions	Case Conceptualization Stressors and Strategies Resource Compilation, Final Exam
By the end of this class, students will be able to define and implement ethical and culturally relevant strategies for promoting resilience and optimum development, specifically related to adolescents and young adults.	Human Growth and Development 2.F.3.i.	Instruction, Discussion, Reading, Role-Play, Videos, Case Studies	Students will define and implement ethical and culturally relevant strategies for promoting resilience for adolescents through role play counseling sessions, case studies and strategies resource compilations..	Case Conceptualization Stressors and Strategies Resource Compilation, Final Exam
By the end of this class, students will be able to identify evidence-based counseling strategies and techniques for	Counseling and Helping Relationships 2.F.5.j.	Instruction, Discussion, Reading, Role-Play, Case Studies, Research Reviews.	Students will demonstrate knowledge and skill identifying evidence-based counseling strategies and	Case Conceptualization Stressors and Strategies Resource Compilation, Final Exam

prevention and intervention that are developmentally appropriate for adolescents and young adults.			techniques for prevention and intervention using case studies, role play and resource compilation.	
--	--	--	--	--

**COURSE EXPECTATIONS:**

**Attendance and Engagement Policy:** Please attend each class and be a consistent, appropriate, and knowledgeable participant in class discussion. Unexcused absences, excessive excused absences as well as repeated tardiness or leaving class early, will result in lowering of your final course grade. Given the nature of this course, students who miss more than two classes will be dropped from the course and will be encouraged to take the course at its next offering. If you are unsure how you are engaging in the class, please set up a meeting with me and we can discuss perceptions. Engaged and contemplative engagement can be demonstrated by the following:

- verbal contributions in larger classroom discussion
- verbal contributions in small group discussions
- clear demonstration of course content knowledge in assignments
- introspection of course content
- voicing dissenting thoughts in a respectful way to course content
- asking questions/adding comments which indicate thoughtful reflection on material
- gaining and compiling resources outside of what is required for the course
- engaging in advocacy outside of course

**Technology:** The use of technology is a part of our everyday lives at the university and there is important information you should know about your own computer’s capabilities, Internet access, Blackboard, and other technology tools whether you are participating in a classroom on campus or taking an online class. For information on the basic computer requirements to be successful in class visit the [Knowledge Base for Computer Requirements](#) on the Missouri State University website. It is strongly recommended that, in addition to your standard means of access, you have an alternative plan for acquiring course materials, should your computer fail to function, or your Internet connectivity becomes disrupted. The MSU campus library is an excellent option if it is nearby; otherwise, most public libraries offer Internet access. If you have a laptop computer, then familiarity with local “hotspots” might also serve you well. It is your responsibility to address technical problems actively and proactively, therefore, develop a plan to address technical problems before they arise. If you need assistance with Blackboard the MSU helpdesk can be reached by phone at 417-836-5891 or by emailing [HelpDesk@MissouriState.edu](mailto:HelpDesk@MissouriState.edu). You can also visit the [Help Desk website](#) for a live chat option.

**Blackboard.** We will utilize Blackboard throughout the semester. The announcements tool will be used to post information about the course as the semester progresses. All course assessments will be submitted through Blackboard (this includes any written assignments, quizzes, tests, etc.), and should be **uploaded in PDF format only**. You will also have access to view your grades through the My Grades link so you can stay up to date on how you are doing in the course. If you are unfamiliar with how to use Blackboard, I recommend reviewing the [Blackboard Basics for Students](#) on the Computer Services Knowledge Base. **Blackboard Ally:** To help ensure you have access to your digital learning materials in formats that work for your different devices, learning needs, and preferences, Blackboard includes a new tool called Ally. Explore the [Accessibility website](#) to learn more.

**Classroom Expectations for Students using Digital Learning Platforms:** Students using a digital learning platform (Zoom, Blackboard, Teams) should maintain professional, focused behavior while in class. Be aware that the instructor and other students are observing your behavior. Successful students find that consistently using a distraction-free, well-lit, “study area” works best. Unprofessional behavior such as attending class while driving, lying in bed or stretched out on the couch, eating, playing with children or pets; or multi-tasking including texting, or working with other documents or apps while attending class using Zoom or Teams contributes to poor performance and is unprofessional. Students who engage in unprofessional behavior while using Zoom or Teams technology will be reminded of these expectations privately one time. If the behavior continues, this will be reflected in assessment of their professional dispositions, and related grading policies for participation will apply.

### **Digital Delivery Netiquette**

- I. Make sure you have a camera so that you can be seen through video when possible. Experiment with your lighting so that your face can be seen, especially for breakout sessions.
- II. Be aware of what/who is behind you and any other sounds in the area. Choose the quietest space available and mute yourself when you are not talking. Use earphones or buds when feasible.
- III. All participants should dress appropriately, as you would for class.
- IV. Use the chat box for comments, and the Q&A section for questions, or raise your hand for questions that involve discussion with the entire class.
- V. Please do not engage in other activities on your computer during class, since research shows that our brains cannot multitask.

**Participation in Asynchronous and Synchronous Learning:** Participation in experiential learning, case studies, and class discussions is required. Each student is expected to treat each person with respect, even when there are differences in experiences or viewpoints. Participation points will be awarded based on class participation and in some weeks, student questions demonstrating grasp of materials to be handed in at the end of class. (Substantive contributions based on readings and class experiences, raising questions that demonstrate either the student’s areas of confusion or the depth of the student’s understanding and a furthering of the topics at hand.) Each person has something important to contribute to the collective learning in our class experience, so it is the expectation that each student will participate in class discussions. Here are some “ground rules” participation:

1. BREATHE. . .and settle your body when conversations are tough. A Mindful approach to learning has been correlated with an increase in cultural consciousness (Anderson & Blisard, 2013).
2. Be OPEN to learning, perhaps from a new perspective than you have previously considered, especially when it comes to systems-level analysis of our society. Try to move outside your comfort zone.
3. Be fully present and be an active participant. Use “I” language and speak from your own experience.
4. Respect each person’s right to be heard and to have their own experience that may differ from yours.
5. Listen to others before responding.
6. Don’t mistake your discomfort of feeling ideas challenged as a lack of safety—we will aim for “Brave” space of mutual respect for each other’s humanity while we strive to understand the impact of individual and group experiences as future counselors.
7. Be responsible for your own growth and development. Notice your own reactions and become curious about them as a source of deeper understanding.

8. Do not judge another person's feelings, and do not mistake your feelings for "fact"; the goal is truly hearing and understanding. Be soft on people and hard on the barriers to understanding.
9. Share the discussion by allowing everyone to participate. Go for honesty and depth, but don't go on and on.
10. Be as open and honest as you feel you can be, even if it seems embarrassing.
11. Realize that we are all teachers and all learners.
12. Remember everyone has an individual experience that is sometimes also reflective of a larger group, but not always! Do not ask people to be spokespersons for their groups.
13. Honor confidentiality of what is discussed in this class.
14. And, finally, BE. GENTLE with yourself and others as we all learn and grow.

**Participation:** Participation and questions are expected in class discussions. It is the responsibility of each of us to treat each other with respect, even when there are differences in experiences or viewpoints. Participation points will be awarded on the basis of class participation AND in some weeks, student worksheets demonstrating grasp of materials to be handed in at the end of class or posted to Blackboard. (Substantive contributions based on readings and class experiences, raising questions that demonstrate either the student's areas of confusion OR the depth of the student's understanding and a furthering of the topics at hand.)

**Expectations for Written Work:** Students are expected to have read required materials prior to class. These readings are complementary and cumulative and will be used as a basis for all class activities, including quizzes. The expectation is that we will build upon the readings and develop higher-order applications of the concepts: analyzing, evaluating, creating (Anderson, Krathwohl & Bloom, 2001), rather than simply review the readings, so your preparation is critical. We will have guest speakers, watch films, and have discussions or participation activities (graded) meant to build on the readings. If you don't understand concepts in the book or want discussion, it is up to you to initiate that conversation!

ALL written projects are expected to adhere to the proper use of grammar, spelling and word choice, use of nonsexist and culturally sensitive language, as well as proper acknowledgment of quotations and citations. Journals are less formal stylistically but should use proper grammar and respectful language. Assignments in this class do not require APA style for formatting sections. Instead, please use the assigned prompts in the paper itself (single spaced) and write your response below them (double spaced). All written work should demonstrate graduate-level thought and analysis (see comments regarding Bloom's revised taxonomy in #7 above), and should reflect understanding and integration of course materials and process. If you need assistance, please don't hesitate to consult the Missouri State University writing lab and the "Bear Claw" in the library. For help with APA style: [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)

Plagiarism or cheating of any form will not be tolerated (see Academic Integrity and all other University policies [here](#)):

**Key Performance Indicator Policy:** A key performance indicator measures your performance in either a CACREP common core area or specialty area (clinical mental health counseling or school counseling). Failure to demonstrate proficiency on a Key Performance Indicator Assignment requires for you to re-do

the assignment. If one is unable to demonstrate competency after a second review, one is required to retake the course to ensure that successful demonstration of knowledge and skill in the related area is achieved.

**COURSE GRADING:**

A total of 275 points can be earned in this course. Your final grade is determined by the total number of points you earn for each of the course activities (breakdown listed in the Grading Scale Table below).

**Grading Scale:** Final grades will be determined using the total points you earned during the semester:

Assignment	Total Points
<b>Interview/Reflection 1</b>	<b>50</b>
<b>Adolescent/Young Adult Counseling Case Conceptualization</b>	<b>50</b>
<b>Resource Directory</b>	<b>50</b>
<b>Stressors and Strategies Resources Compilation</b>	<b>50</b>
<b>Final Exam</b>	<b>25</b>
<b>Total</b>	<b>275</b>

Final grades will be determined using the total points you earned during the semester: 93.00%

or higher = A; 90.00% to 92.99% = A-; 87.00% to 89.99% = B+; 83.00% to 86.99% = B; 80.00% to 82.99% = B-; 77.00% to 79.99% = C+; 73.00% to 76.99% = C; 70.00% to 72.99% = C-; 67.00% to 69.99% = D+; 60.00% to 66.99% = D; 59.99% or lower = F

**INFORMATION ABOUT ASSIGNMENTS:**

**Adolescent Interview/Reflection- CACREP 2016 standards covered as part of this assignment:** 2.F.3.e.,2.F.3. f., 2.F.3. i., 2.F.5.j.)Interview two (2) adolescents and reflect on their answers in 300-500 words or less, font 12 double spaced. Specific prompts and information is provided through Blackboard.

**Resource Directory-CACREP 2016 standards covered as part of this assignment:** 2.F.3.e.,2.F.3. f., 2.F.3. i., 2.F.5.j.) Complete a notebook/directory on resources in the area and online that can assist various areas. The directory should be organized according to the table of contents, contain relevant and up-to-date resources, and include local and online resources. See Blackboard for more information.

**Adolescent/Young Adult Counseling Film Case Conceptualization CACREP 2016 standards covered as part of this assignment:** 2.F.3.a, 2.F.3.e.,2.F.3. f., 2.F.3. i., 2.F.5.j.)-This project will help students apply the theoretical and applied constructs to a adolescent/young adult client based on the chosen film. See Blackboard for more details and options.

***Strategies and Coping Skills Resource: CACREP 2016 standards covered as part of this assignment: 2.F.3.a, 2.F.3.e.,2.F.3. f., 2.F.3. i., 2.F.5.j..)*** Define specific stressors of adolescence, signals to recognize these stressors when working with clients and at least three counseling interventions and related coping strategies that students can utilize. See Blackboard for more details.

### **UNIVERSITY POLICIES:**

The purpose of the [University Syllabus Policy Statements](#) is to support teaching and learning on the Missouri State campus. The established policies are in place to ensure that students, faculty, and staff may pursue academic endeavors with as few obstacles as possible.

As a student at Missouri State University, you are a part of the university community therefore, you are responsible for familiarizing yourself with the [University Syllabus Policy Statements](#). These policies cover topics such as nondiscrimination, disability accommodation, academic integrity, among many others. For program and course specific policies please refer to the individual course syllabus provided by your instructor.

### **COPYRIGHT & FAIR USE:**

This course may contain copyrighted material, the use of which may not have been specifically authorized by the copyright owner. This material is available to explain issues relevant to the course or to illustrate the use and benefits of an educational tool. The material contained in this course is distributed without profit for research and educational purposes.

Only small portions of the original work are being used and those could not be used easily to duplicate the original work. This should constitute a ‘fair use’ of any such copyrighted material (referenced and provided for in section 107 of the US Copyright Law).

If you wish to use any copyrighted material from this course for purposes of your own that go beyond ‘fair use’, you must obtain expressed permission from the copyright owner.

## COURSE CALENDAR

Statement of Flexibility: Please note that the course calendar, office hours, etc. are subject to change due to inclement weather, student needs, instructional delays, etc. Any changes that may occur will be communicated through the course announcements on Blackboard.

Week	Date	Readings	Topics	2016 CACREP Standards Addressed Per Week	Assignments
1	1-18	None	<ul style="list-style-type: none"> <li>•Syllabus &amp; Introductions</li> <li>•Nature of Adolescence</li> <li>•Influence of Childhood Experiences on adolescents and young adults.</li> </ul>	2.F.3.a. theories of individual and family development across the lifespan 2.F.3. f. systemic and environmental factors that affect human development, functioning, and behavior	
2	1-25	Geldard Chs. 1-2	<ul style="list-style-type: none"> <li>•How the Environment Impacts adolescent development.</li> <li>•Development of mental health disorders in adolescence and young adulthood.</li> <li>•Biological, physiological, and neurological development and the impact on development in adolescents and young adults.</li> </ul>	2.F.3.f. Systemic and environmental factors that affect human development, functioning, and behavior 2.F.3.e. biological, neurological, and physiological factors that affect human development, functioning, and behavior	<i>Reading Textbook &amp; Blackboard as Assigned</i>
3	2-1	<ul style="list-style-type: none"> <li>• Geldard Chs. 3-4</li> </ul>	<ul style="list-style-type: none"> <li>•Counseling strategies specific to adolescence and young adulthood</li> <li>•Making counseling relevant for adolescents and young adults</li> <li>•Professional &amp; ethical issues</li> </ul>	2.F.3 i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan 2.F.5.j. evidence-based counseling strategies and techniques for prevention and intervention	<i>Reading Textbook &amp; Blackboard as Assigned</i>  <i>Due: Adolescent Interview &amp; Reflection</i>
4	2-8	<ul style="list-style-type: none"> <li>• Geldard Chs. 5-7</li> </ul>	<ul style="list-style-type: none"> <li>•Theoretical foundations for a proactive approach</li> <li>•Promoting change in adolescents and young adults</li> </ul>	2.F.5.a. Theories and models of counseling; 2.F.5.j. Evidence-based counseling strategies and techniques for prevention and intervention	<i>Reading Textbook &amp; Blackboard as Assigned</i>  <i>Due: Adolescent Counseling Film Case Conceptualization</i>
5	2-15	<ul style="list-style-type: none"> <li>• Geldard Chs. 8-10</li> </ul>	<ul style="list-style-type: none"> <li>•Primary counseling functions for adolescents and young adults.</li> <li>•Proactive counseling in counseling micro-skills</li> </ul>	2.F.5.a. Theories and models of counseling; 2.F.5.j. Evidence-based counseling strategies and techniques for prevention and intervention;	<i>Reading Textbook &amp; Blackboard as Assigned</i>  <i>Due: Strategies and Coping Skills Resource</i>

6	2-22	<ul style="list-style-type: none"> <li>Geldard Chs. 11-12</li> </ul>	<ul style="list-style-type: none"> <li>•Symbolic strategies appropriate for adolescents and young adults.</li> <li>•Creative strategies for adolescents and young adults.</li> </ul>	2.F.5.a. Theories and models of counseling; 2.F.5.j. Evidence-based counseling strategies and techniques for prevention and intervention	<i>Reading Textbook &amp; Blackboard as Assigned</i>
7	3-1	<ul style="list-style-type: none"> <li>Geldard Chs. 13-14</li> </ul>	<ul style="list-style-type: none"> <li>•Behavioral &amp; Cognitive-based Strategies</li> <li>•Psycho-Educational Strategies</li> </ul>	2.F.5.a. Theories and models of counseling; 2.F.5.j. Evidence-based counseling strategies and techniques for prevention and intervention	<i>Reading Textbook &amp; Blackboard as Assigned</i>  <i>Due: Stressors &amp; Strategies Compilation</i>
8	3-8	<ul style="list-style-type: none"> <li>Geldard Chs. 15-18</li> </ul>	<ul style="list-style-type: none"> <li>•Mindfulness strategies</li> <li>•Use of technology when counseling adolescents and young adults</li> <li>•Wellness for adolescents and young adults</li> </ul>	2.F.5.a. Theories and models of counseling; 2.F.3.i.ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan 2.F.5.j. Evidence-based counseling strategies and techniques for prevention and intervention	<i>Reading Textbook &amp; Blackboard as Assigned</i>  <i>Final Exam</i>