I. COURSE DESCRIPTION

This course focuses on ethical and effective clinical social work practice with adolescents and young adults.

You will learn specific skills for effectively assessing and treating adolescents. We will discuss the science and the art of effectively treating this population – that is we will focus on both the research and knowledge base developed to date to guide treatment and to establish and cultivate the therapeutic relationship necessary for successful treatment to occur. You will learn what to do with adolescents in treatment, and you will also learn how to do it.

We will examine the biological, psychological, and environmental (biopsychosocial) factors that contribute to deficit conditions and resiliency in adolescents. With this foundation, we will focus on techniques to accurately assess and diagnose adolescent problems appropriate for social work intervention, establish goals for treatment, and develop a treatment plan, with attention paid to approaches and techniques that are effective given the adolescent’s strengths, age, motivation level, support systems, and diagnostic profile.

Specific diagnostic categories, risk issues, and potential challenges of this life stage will be covered in detail, with an ongoing focus on how to provide effective, ethical treatment and methods for the evaluation of outcomes and evaluation of the therapeutic relationship.

II. EDUCATIONAL OBJECTIVES
1. To understand the importance of the therapeutic alliance with adolescents and young adults of diverse racial, cultural, and economic backgrounds, stressing in particular the issues of confidentiality and mandated status.

2. To develop skill in clinically interviewing adolescents and young adults for the purposes of assessment and intervention.

3. To recognize the impact of human diversity on the development of the adolescent and young adult.

4. To recognize the impact of one's own values, biases, and experiences on the understanding and treatment of adolescents and young adults.

5. Building on foundation knowledge of Human Behavior and the Social Environment, to apply dynamic and learning theories to the process of assessment of a young person’s problems within a familial, school, and/or work environment.

6. To understand the role of developmental tasks and normal stressors of this life stage on human functioning.

7. To balance traditional theories and models used to explain or treat deficit conditions with the strengths perspective and competency-based practice.

8. To translate presenting problems into measurable objectives for treatment.

9. To effectively understand and clinically address resistance in the treatment of adolescents.

10. To develop skills in the differential application of theoretically and scientifically based techniques to issues of mental illness, violence, substance abuse, intimacy, and identity formation.

11. To produce a theoretically and scientifically based, professionally written psychosocial assessment of an adolescent/young adult client.

12. To write an annotated bibliography or scholarly paper that draws upon theoretical and empirical social work and related literature to explain or suggest best practice treatment of an issue related to this age group.

III. COURSE REQUIREMENTS

Required Texts


Course packet of scholarly articles (available through the library) and articles handed out in class

**Recommended Texts**


- This edition of the DSM will be obsolete in May, 2013 when the DSM5 is published. You will need to have access to the DSMIV-TR for this course but may not want to invest in the purchase.

**Course Assignments**

Each of these assignments is described in more detail in attachments to this syllabus. These assignments are structured to parallel the clinical progression of working with an adolescent, from engaging, assessing and diagnosing the client to developing a clinical hypotheses connected with theory and research, to formulating, implementing and evaluating the effectiveness of the treatment plan. When possible, please use a case from your field placement to complete the assignments. To preserve client confidentiality, please disguise your case material by using pseudonyms for all family members and altering specific identifying details. If you are not seeing adolescents or young adults this semester, please see me.

**Important:** All your assignments must use APA format exactly. Make sure your references are correctly cited and supported in the reference section. Do not include references that are not cited in the paper and do not cite references that are not in the reference section. Papers should be well written and checked for grammar and spelling errors. If you have trouble with writing, visit the writing center for help. Writing skills are necessary for clinical social work and you must be able to produce a quality written product in this class. When handing in all written assignments, attach the cover page to the back of the paper and attach a blank page to the front. I do not want to be aware of the author of the paper until I finish grading it.

**Proposal for assignment 2: Due Class 4**

This must be approved before proceeding with the assignment.

**Assignment 1: Due Class 5**

Write a brief biopsychosocial assessment of an adolescent or young adult client, including treatment goals and outcome measurement.

**Assignment 2: Due Class 10**

Write an annotated bibliography summarizing scholarly social work and related literature of an issue within a particular adolescent population that would be appropriate for clinical social work intervention. Keep in mind you will need to integrate the findings from the topic you select with the
clinical treatment plan you develop in assignment 3. Prepare an abstract with key points to be distributed to the class.

**Assignment 3: Due Class 13**
Develop a treatment plan for an adolescent or young adult client. Include clear and measurable goals as well as the rationale (theoretical model, evidence-based practices) for the approach you select. Integrate relevant findings from your second paper. Prepare a 1-page handout relevant to the treatment plan.

**Weekly** You are required to participate in the blackboard discussion on the readings for the week, and this will be factored into your class participation grade. Blackboard comments must be posted at least 24 hours prior to the start of class to receive credit. You are also expected to participate in class discussion weekly as you would be expected to participate in a clinical team as a social worker. Ask questions – this is an opportunity to learn and exchange ideas. I will call on you to comment on the readings or material presented in the class from time to time. Be prepared! Your thoughtful contributions and consistent attendance will contribute to a positive learning environment. We jointly share the responsibility for maintaining an appropriate environment for sharing and exploring our values and beliefs, free of judgment, during the semester. Class participation grade will be determined by my evaluation of your preparation for and participation in class discussion, demonstrations, and input on the weekly reading assignments as noted above.

Please sign in at each class. We have less than 26 hours of face to face time in this course. Every minute counts. Please arrive on time. If you arrive late, please email me to let me know you did arrive, as attendance will be taken when class starts. We will move quickly and you are expected keep up with the readings. Absences will lower the participation grade. Three absences will result in a grade of F for participation. Please plan ahead and submit assignments on the due date. For each day the assignment is submitted late, 3 points will be deducted. Work ahead so you will not penalized if an unexpected emergency arises.

**Grading Policy**

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<tr>
<th>Assignment</th>
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<tr>
<td>Assignment 1</td>
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<td>Assignment 2</td>
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<td>Assignment 3</td>
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<td>Class attendance and participation</td>
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The grade for this course will be based on the University Grading system. Please refer to CUA Announcements, or Program Handbooks for Academic Requirements that include scholastic and behavioral requirements.

**Course and Instructor Evaluation**

NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at evaluations.cua.edu/evaluations using your CUA username and password. Additional formal and informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.
IV. CLASS EXPECTATIONS

A. Scholastic Expectations
Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and should be carefully proofread by the student before submission to the instructor for grading.

B. Academic Honesty
Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and appropriate Program Handbooks. Engaging in academic dishonesty will result in a grade of F in this course.

C. Accommodations
Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.

CLASS SCHEDULE

Class 1 January 18
Understanding Adolescence
Overview of adolescent neurobiological and biopsychosocial developmental issues; risk and resilience framework.

Required Readings
Wolfe & Mash, Chapters 1 and 2.
Strom-Gottfried, Chapter 3

Recommended Readings

Class 2 January 25
Connecting: Beginning the Therapeutic Alliance
Conducting the initial interview, building the relationship, developing assessment skills and case conceptualization, issues of confidentiality and mandated status

**Required Readings**

Strom-Gottfried, Chapter 1


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**Class 3  February 1**

**Clinically Assessing the Adolescent: Integrating Observations and Clinical Data**
Assessing adolescent functioning, including biological, environmental factors. Applying theory to case conceptualization.

**Required Readings**

Strom-Gottfried, Chapter 2

Friedberg & McClure, Chapter 8


*(Take the Theoretical Evaluation Self Test online at: [http://web.pdx.edu/~dcoleman/test.html](http://web.pdx.edu/~dcoleman/test.html))*


**Recommended Readings**


Class 4  February 8
PROPOSAL FOR ASSIGNMENT 2 DUE
Developing a Game Plan: Collaborative Goal Setting and Follow-up

Establishing goals, contracting, and outcome measurement; dealing with issues of boundaries and termination. Practical case conceptualization, synthesizing findings, applying theory and translating it to practice.

Required Readings

Strom-Gottfried, Chapter 4

Friedberg & McClure, Chapters 4-5 (skip child parts)

Wolfe & Mash, Chapter 3

Bertolino, B. (2003). Ch 2: Creating a culture of respect


Class 5  February 15
ASSIGNMENT 1 DUE
Adolescent Sexuality

Understanding adolescent sexuality, the sexuality spectrum and treatment of LGBT youth. Adolescent pregnancy and parenthood.

Required Readings
Wolfe and Mash, Chapters 16, 17, 18


Recommended Reading


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**Class 6 February 22**

**Disorders of Attention**

ADHD with and without hyperactivity, issues associated with impulsivity, hyperactivity and “inattention”.

**Required Readings**

Anonymous, “I Wrote This Essay on 25mgs of Ritalin”

Friedberg & McClure, Ch 6 & 7 & 10

Wolfe & Mash, Chapter 4

**Recommended Reading**


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**Class 7 March 1**

**Learning Disabilities and Autism Spectrum Disorders**

Learning disabilities, pervasive developmental disabilities, autism

**Required Readings**

Wolfe & Mash, Chapters 11 and 12
Class 8  March 15
Treatment Models and Techniques with Issues of Anxiety
Evidence based approaches to working with anxiety spectrum conditions, (generalized anxiety disorder, phobias, OCD, and Tourette Syndrome).

**Required Readings**

Strom-Gottfried, Chapter 6

Friedberg & McClure, Ch 12

Wolfe & Mash, Chapter 7, 20

**Recommended Readings**


Class 9  March 22

Treatment Models and Techniques with Self Injury, Trauma, and Emotion Dysregulation
Types of and factors contributing to cutting, eating disorders and other self injurious behavior associated with overwhelming affect. Challenges in diagnosing and treating these behaviors.

**Required Readings**

Strom-Gottfried, Chapter 5

Wolfe & Mash, Chapters 13 and 14


Revised Readings


Class 10 April 5
ASSIGNMENT 2 DUE

Treatment Models and Techniques with Affective Disorders

Explore strategies that include cognitive, behavioral and strengths-based approaches for working with depressed adolescents; assessing and treating suicidality.

Required Readings

Strom-Gottfried, Chapter 7

Friedberg & McClure, Chapter 11

Wolfe & Mash, Chapters 8 and 9

Recommended Readings


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**Class 11 April 12**

**Treatment Models and Techniques with Issues of Violence and Offending Behaviors**

Anger management techniques, multi-level interventions in working with oppositional and conduct disordered adolescents

**Required Readings**

Friedberg & McClure, Chapter 13

Wolfe & Mash, Chapters 4 and 5


**Recommended Reading**


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Class 12  April 19
Treatment Models and Techniques with Substance Abuse

**Required Readings**

Strom-Gottfried, Chapter 8

Wolfe & Mash, Chapter 6


**Recommended Reading**


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Class 13  April 26
**ASSIGNMENT 3 DUE**
Working with Parents and Families

**Required Readings**

Strom-Gottfried, Chapter 9

Friedberg, Ch 14: Working with Parents

Taffel, Chapter 8 Working With Parents, Chapter 9: How to Conduct a Family-Focused Session.


Class 14  May 3
Group Therapy with Adolescents

Required Readings
