I. COURSE PURPOSE
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 (bio-psycho-social) 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. COMPETENCIES AND PRACTICE BEHAVIORS

The Council on Social Work Education (CSWE) requires that students meet 10 core competencies, which are operationalized as practice behaviors. Each course is designed to cover one or more of the ten core competencies and each course is also designed to cover some, but not all of the practice behaviors within a competency. Upon completion of this course, students will be able to demonstrate the following practice behaviors within the noted competencies:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency #1 Professional Identity:</strong> Identify as a clinical social worker &amp; conduct self accordingly.</td>
<td>#1. Social workers demonstrate professional use of self across all practice settings. #2. Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives.</td>
</tr>
<tr>
<td><strong>Competency #2 Ethical Practice:</strong> Apply social work ethical principles to guide advanced clinical practice.</td>
<td>#1. Social workers recognize and manage personal biases in practice settings.</td>
</tr>
<tr>
<td><strong>Competency #3 Critical Thinking:</strong> Apply critical thinking to inform and communicate professional judgments.</td>
<td>#1. Social workers engage in reflective practice. #2. Social workers evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations.</td>
</tr>
<tr>
<td><strong>Competency #4 Diversity in Practice:</strong> Engage diversity and demonstrate awareness of the complexities regarding identity differences and how they impact clinical practice.</td>
<td>#1. Social workers use their self-awareness to understand the influence of their personal biases and values in working with others. #2. Social workers practice within the context of difference in shaping the life experience of clients, themselves, and the working alliance.</td>
</tr>
<tr>
<td><strong>Competency #5 Human Rights &amp; Justice:</strong> Advance human rights through understanding how social and economic justice factors impact clinical practice</td>
<td>#1. Social workers practice with the understanding that societal structure and values may oppress, marginalize, and alienate, or create, enhance, and privilege different cultural groups within a society. #2. Social workers advocate at multiple levels for the human rights of marginalized populations.</td>
</tr>
<tr>
<td><strong>Competency #6 Research Based Practice:</strong> Engage in research-informed practice and practice-informed research</td>
<td>#1. Social workers critically evaluate and utilize theoretical models and empirical research methods for the purpose of informing and evaluating social work practice and programs.</td>
</tr>
<tr>
<td>Competency #7 Human Behavior:</td>
<td>#1. Social workers differentially apply theories of human behavior that address the bio-psycho-social-spiritual nature of clients and the social environment to guide social work practice.</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Competency #9 Practice Contexts:</td>
<td>#1. Social workers assess the current political, economic, social, and cultural climate as it affects the most vulnerable members of society.</td>
</tr>
</tbody>
</table>
| Competency #10 Engage, Assess, Intervene, Evaluate: Engage, assess, intervene, and evaluate with individuals, families, and groups. | **Engagement:** Social Workers:  
#1. Use empathy, active listening, and other clinical skills to establish rapport in order to set treatment goals with clients.  
#2. Develop culturally responsive therapeutic relationships.  
#3. Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance.  
**Assessment:** Social workers:  
#1. Use multi-dimensional assessment tools that include bio-psycho-social-spiritual data to assess client’s strengths, capacities, and readiness for change.  
#2. Use differential diagnostic processes.  
**Intervention:** Social workers:  
#1. Develop, with clients, an intervention plan that incorporates client strengths, capacities, and protective factors.  
#2. Use culturally appropriate clinical techniques for a range of presenting concerns identified in the assessment.  
#3. Adapt appropriate intervention strategies based on continuous clinical assessment.  
**Evaluation:** Social workers:  
#1. Critically analyze, monitor, and evaluate interventions and program implementation and outcomes.  
#2. Revise intervention and program implementation plans based on ongoing process and outcome evaluation. |
III. COURSE REQUIREMENTS

A. Required Texts


All other articles and book chapters which are required readings will be posted on Blackboard.

B. Recommended Texts

C. Course Assignments

**Attendance and Class Presence/Participation**
Students are expected to complete all assigned readings, arrive to class on time, and be fully prepared to actively participate in all class exercises and discussions. All clinical content in discussions must be kept confidential, in keeping with the Student Confidentiality Agreement.

Missing more than two class sessions will result in a significantly reduced grade. The only exceptions are student illness (with doctor’s note), illness of immediate family member, accident/hospitalization, or death of immediate family member. Arriving to class late or leaving early (30 minutes or more) will be considered an absence. *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.*

Class participation requires the student to have reviewed the readings in advance, and be fully present and engaged in the material for the entire class meeting. When in class, all cell phones and other electronic devices should be turned off or set to silent operation. Computers or tablets should be used in class to further learning only, and not for other purposes.

**Written 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 - Psychosocial Assessment: Due Class 5**
Write a brief biopsychosocial assessment of an adolescent or young adult client, including treatment goals and outcome measurement, and treatment plan.

**Assignment 2 - Clinical Literature Review: Due Class 10**
Write an annotated bibliography summarizing scholarly social work and related literature of a clinical issue within a particular adolescent population that would be appropriate for clinical social work intervention. Prepare a handout with key points to be distributed to the class.

**Assignment 3 – In Class Final Exam: Class 14**

---

D. **Grading Policy**
Grades will be based on the CUA Grading Policy as described in the Graduate Announcements. Full credit will not be given for assignments that are submitted late. No credit will be given for assignments submitted after they have been reviewed in class. The assignments described above will be the basis for the final grade. Grades will be based on the extent to which students achieved course objectives as demonstrated by the quality of course assignments and class participation. The following weighting of course assignments will apply:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance &amp; Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 1</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>40%</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Grading System**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numeric Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 94</td>
</tr>
</tbody>
</table>
E. Preparation, Attendance & Participation
Students are required to attend classes and are expected to participate meaningfully in class discussion/exercises and online forums as required. The class participation grade will be determined by the instructor’s perception of the student’s preparation for and contributions to class discussion/activities. Different students will make different kinds of contributions. Some will have an easy time with spontaneous interactions while others will be more comfortable making planned statements about key ideas from the readings or other sources. Both types of contributions are valued.

F. 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 http://evaluations.cua.edu/evaluations using your CUA username and password. Additionally, 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

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements (http://ncsss.cua.edu/courses/index.cfm), including scholastic and behavioral requirements.

NCSSS is committed to creating an open and inclusive learning environment where all members - including students, faculty, administrators, and staff – strive to listen to and learn from one another. We recognize that in a multicultural society, it is inevitable that issues or tensions relative to diversity and different life experiences will arise. It is how we handle these events that matters. Therefore, when such issues occur – inside or outside of the classroom - we agree to engage in respectful and productive discussion with one another until learning is enhanced and understanding is deepened by all involved.

A. Scholastic Expectations
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 proof read by the student before submission to the instructor for grading.
B. **Behavioral Requirements:**
   Students are expected to maintain accepted standards of professional conduct and personal integrity in the classroom. Students should:
   - Attend all classes and contribute constructively to the classroom culture
   - Recognize and avoid behavior that jeopardizes the learning/teaching environment of other students or the instructor
   - Demonstrate competence in planning academic activities and in following through on those plans
   - Reasonably respond to and respect others’ reactions to one’s comments or actions in the classroom
   - Use an appropriate level of class time and instructor’s time and attention in and out of class
   - Behave in a manner that is consistent with the ethical principles of the social work profession.

C. **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 ([http://graduatestudies.cua.edu/currentstudents/academintgrt.cfm](http://graduatestudies.cua.edu/currentstudents/academintgrt.cfm)) and appropriate Program Handbooks.

D. **Confidentiality**
   Each student is expected to adhere to the Confidentiality Agreement that is signed at the beginning of every semester. This agreement covers “practice materials” in classes, supervisory sessions, case conferences, seminars, and other educational settings within the NCSSS BSW or MSW programs are for **professional learning purposes only** and are subject to strict professional standards of confidentiality. These same standards of confidentiality also extend to various forms of written communication and peer consultation.

   Adherence to these standards means all students refrain from communicating beyond the classroom setting about practice material that is presented in class. Students will also refrain from using social media outlets (blogs, twitter, Facebook, etc.) or email to discuss practice settings, program responsibilities and projects with individuals who are not in teaching or supervision roles directly related to the situation.

E. **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, you much present that documentation to your instructors and arrange a meeting with as soon as possible to discuss these accommodations.
V. CLASS SCHEDULE

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

Required Readings:


Fonagy et al, Chapter 1 - Introduction

Recommended Readings:


Class 2: 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:


Class 3: Clinically Assessing the Adolescent: Integrating Observations & Clinical Data
Assessing adolescent’s functioning, including biological, environmental factors. Applying theory to case conceptualization.
Required Readings:

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


Reinecke et al, Chapter 1 – What Makes for an Effective Treatment

Recommended Readings:


Class 4: Developing a Game Plan: Collaborative Goal Setting and Follow-up

PROPONAL FOR ASSIGNMENT 2 DUE

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:

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


Class 5: Adolescent Sexuality

ASSIGNMENT 1 DUE

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

Required Readings:


**Recommended Reading:**


**Class 6: Disorders of Attention**
ADHD with and without hyperactivity, issues associated with impulsivity, hyperactivity and “inattention”.

**Required Readings:**

Fonagy et al, Chapter 6 – Attention-Deficit/Hyperactivity Disorder

Reinecke et al, Chapter 2 – Facilitating Understanding and Management of Attention-Deficit/Hyperactivity Disorder

**Recommended Reading:**


Class 7: Learning Disabilities and Autism Spectrum Disorders
Learning disabilities, pervasive developmental disabilities, autism

Required Readings:
Fonagy et al, Chapter 9 – Pervasive Developmental Disorders
Reinecke et al, Chapter 11 – Treatment of Academic Skills Problems
Reinecke et al, Chapter 14 – Treatment of Adolescents and Young Adults with High Functioning Autism or Asperger Syndrome

Class 8: 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:
Fonagy et al, Chapter 2 – Anxiety Disorders
Reinecke et al, Chapter 6 – Treatment of Social Anxiety Disorder
Reinecke et al, Chapter 7 – Treatment of Obsessive-Compulsive Disorder

Recommended Readings:


Class 9: 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:**


Reinecke et al, Chapter 9 – Treatment of a Sexually Abused Adolescent with Posttraumatic Stress Disorder

Fonagy et al, Chapter 11 – Eating Disorders

**Recommended Readings:**


**Class 10: Treatment Models and Techniques with Affective Disorders**

**ASSIGNMENT 2 DUE**

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

**Required Readings:**
Recommended Readings:


Class 11: 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:


Fonagy et al, Chapter 5 – Disturbance of Conduct in Adolescents

**Recommended Reading:**


**Class 12: Treatment Models and Techniques with Substance Abuse**

**Required Readings:**

Reinecke, Chapter 4 – Recovery Maintenance and Relapse Prevention with Chemically Dependent Adolescents


**Recommended Reading:**


**Class 13: Family Therapy / Working with Parents**
Required Readings:

Taffel, R. (2005). *Breaking through to teens: Psychotherapy for the new adolescence.* The Guilford Press, New York, Chapters 8 (Childrearing advice as essential to helping parents change behavior); Chapter 9 (How to conduct a “focused family session”).


Class 14: In Class Final Exam
Assignment 1: Outline for Psychosocial Assessment

I. PRESENTATION OF FACTS (the “what”) 2-3 pages. Write this section in a succinct narrative using the following headings
   A. Identifying information
      1. Identified client: name, sex, age, grade/occupation
      2. Immediate family and/or others in the household
      3. Ecomap and genogram (attached, not part of 2-3 pages)
   B. Presenting problem and other identified problems
      1. Referral source
      2. Precipitating event
      3. Presenting problem (state in terms of functioning – what is the impact?)
      4. Other problems subject to treatment
   C. Pertinent history
      1. Development
         a. Relevant early history
         b. Milestones, physical and emotional development
         c. Temperament
      2. Medical
      3. School
      4. Social
      5. Family (history of caregivers, substance abuse, violence, mental illness)
      6. History of presenting problem
   D. Present functioning
      1. Mental status exam
      2. School functioning: behavioral, academic
         a. Attitudes about achievement
      3. Social functioning
      4. Family issues
         a. Attitudes about autonomy
      5. Strengths and coping mechanisms
      6. Connection to community

II. Assessment and analysis (the “why”) 1-1.5 pages
   A. Social worker’s assessment of the problem (1-3 sentences, summarize and explain problem development)
   B. Five axis DSM-IV diagnosis
   C. Assessment of the problem using a theory (explain the development of the problem using theoretical concepts, using ONE of the following individual change theories – psychodynamic, cognitive/behavioral or attachment.
III. Treatment goals and outcome measurement >1 page
   A. State clear and measurable goals; indicate who articulated the goals, and how you will
      know if the goals are being met.

IV. INTERVENTION PLAN >1 page
   A. General modality or modalities (Who is to be seen directly? How will parents,
      teachers, others, be engaged in the change effort?)
   B. Specific intervention techniques – relate directly to goals
   C. Referrals
   D. Plan for evaluation and termination.

Do not add anything subjective in section I. It should simply recount the relevant information
and facts. Make sure you have included factual information in section I to support your diagnosis
and assessment in section II – IV.

The total paper should not exceed 6.5 pages, but does not need to be 6.5 pages. Your goal is to
list the relevant information, wrap it up in an assessment with goals and treatment. This is a tool
for you formulate a case, and to document it for others and for medical records. Make every
word count. Please use APA format, double-spaced.
Assignment 2: Clinical Review of literature

Assignment Objectives

- Enhance skill in writing a clear, cogent problem statement appropriate for a research proposal, scholarly paper, etc.
- Deepen understanding of the process of literature review.
- Deepen knowledge about a problem relevant to social work, this course, and of interest to you.
- Increase familiarity with social work and other mental health disciplines’ scholarly literature.
- Increase ability to determine and understand evidence-based and clinically substantiated treatments for the adolescent/young adult population
- Enhance skill in tightly summarizing literature and articulating it in writing.

Assignment Instructions:

1. Choose an issue or problem for social workers that is of interest to you and relevant to the clinical assessment and/or treatment of adolescents and young adults. Further, select one or more clinical theories (such as psychodynamic, cognitive, behavioral) that reflect the understanding, assessment or treatment of the issue at hand. Begin by generating a short list of possible issues or questions you have about social work practice with adolescents and young adults, and the theory bases that may best describe them. It is strongly recommended that you have your topic approved by your instructor.

2. Write a clinical question in a paragraph reflecting your chosen issue. This should be a tightly crafted paragraph of 4 to 6 sentences that lays out the problem. Discuss what practice knowledge you are expecting to gain through the literature. Add one sentence explaining how and why you organized your bibliography to provide reader clarity (see below).

3. Conduct a search of the recent literature on your topic (within 10 years), comprising scholarly articles. These include peer reviewed theoretical or empirical articles. They do not include book chapters, newsletter summaries, mass media, or internet articles (unless they are from peer reviewed on-line journals). You may use search engines such as Social Work Abstracts or PsychInfo.

4. Identify at least 12 articles that seem relevant to your topic using social work and related journals.

5. Locate the whole-text articles. Copy them. Read them.

6. Organize your articles into related groups (perhaps three or four). Label them with a heading. Some ways to organize your literature include: theory base, similar treatment techniques, comparing and contrasting different treatment approaches, etc. The articles should be organized in such a way that they show how you arrive at your conclusion. Your grade will be based in part on the way the articles are organized. They should progress in a logical order that leads the reader to the conclusion.

7. List the 3-4 articles, alphabetically within that small grouping, in APA bibliography format.

8. Describe what you have learned. Create headings for each group and compose your own summary relating it to your problem. Address in 1 to 2 paragraphs what you have learned. I also want to know how the articles relate to one another (for example they may support or
contradict each other in terms of treatment technique or approach). You should also include, when possible, the size of the study, use of controls, specificity of the treatment description, or other comments that lets the reader understand the usefulness of this study to the larger understanding of the problem. The summary should be written in the third person in appropriate, formal language.

9. **Write a brief conclusion** (4 to 6 sentences) that summarizes what you’ve learned from your literature review about the topic. You may consider competing or complimentary assessments of the problem, treatment concepts, and/or applications of theory. Specifically address the implications for social work practice with adolescents and young adults.

10. **Write an abstract of your paper** briefly summarizing what you learned. This will be distributed to the class. Be sure your name is on this abstract.

The Product

Hand in:

- A title page, using APA format, that indicates the topic, the course, your name and the date (attach to the back of the assignment)
- The clinical question paragraph
- 3-4 headings with 3-4 articles listed in bibliographical format
- under each heading include 1-2 paragraphs describing what you have learned
- The conclusion
- The first page of each of the articles summarized
- An abstract with key points to be distributed to the class.