I. COURSE PURPOSE

Building on the foundation year, this course focuses on clinical, ethical social work practice with the older adolescent or young adult moving through the developmental processes of identity formation and emancipation toward autonomous functioning as an adult. Psychodynamic, cognitive, humanistic, and behavioral theories are applied to the assessment and treatment of the adolescent and young adult client. Individual and environmental strengths, resiliencies, and challenges are approached using assessment, planning, goal setting, intervention, and practice evaluation appropriate to a diverse population of young people. Particular risk issues and potential crises of this life stage are addressed, including substance use and abuse, mental illness, sexual or aggressive acting out, violence, education or career choice, sexual orientation, and intimate relationships.

II. EDUCATIONAL OBJECTIVES

1. To understand the differential nature of the therapeutic alliance with both minor 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 interviewing of 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 that 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 develop skills in the differential application of theoretically based techniques to issues of mental illness, violence, substance abuse, intimacy, and identity formation.

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

11. To write an annotated bibliography or scholarly paper in APA style 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

A. Required Texts


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

B. Recommended Texts


C. **Recommended Web Resources**

   - [ojjdp.ncjrs.org](http://ojjdp.ncjrs.org)
   - [http://cecp.air.org/default.asp](http://cecp.air.org/default.asp)
   - [http://www.oslc.org/index.html](http://www.oslc.org/index.html)
   - [http://datatrends.fmhi.usf.edu/](http://datatrends.fmhi.usf.edu/)

D. **Course Assignments**

These assignments are structured to parallel the clinical progression of working with an adolescent, from assessing and diagnosing the client to developing 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.

**Assignment 1**

Write a brief biopsychosocial assessment of an adolescent or young adult client, *including treatment goals and outcome measurement*  
**Due Class 5**

**Assignment 2**

Choose **one** of the following assignments  
**Due Class 8**

a. Write a scholarly paper applying theory to the assessment and treatment of an issue within a particular adolescent population that would be appropriate for clinical social work intervention. Remember, you will need to integrate the findings from the topic you select with the clinical treatment plan you develop in assignment 3.

b. 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. Remember, you will need to integrate the findings from
the topic you select with the clinical treatment plan you develop in assignment 3.

For either assignment, also please prepare an abstract with key points to present to the class.

Assignment 3  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. Also, please prepare a 1-page handout relevant to the treatment plan.

Due Class 11

Weekly  As part of your participation grade, please email me a question or comment about one reading weekly prior to each class.

C. Grading Policy

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<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Assignment 1</td>
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<tr>
<td>Assignment 2</td>
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<tr>
<td>Assignment 3</td>
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<tr>
<td>Class attendance and participation</td>
<td>20%</td>
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We will learn together through listening, talking, reading with a critical eye, and writing in response to what you read and experience. Your thoughtful contributions and consistent attendance will contribute to a positive learning environment for you and your classmates. In class, you will be expected to raise questions, express your views, and engage in small and large group discussions and experiential exercises. We jointly share the responsibility for maintaining a safe environment for sharing and exploring our values and beliefs, free of the judgments of others, during the semester. Class participation grade will be determined by the instructor’s evaluation of the student’s preparation for and participation in class discussion, demonstrations, and input on the weekly reading assignments as noted above. Absences beyond one will lower the participation grade. Three absences will result in a grade of F for participation. Please submit assignments on the due date. For each day the assignment is submitted late, 5 points will be deducted.

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.

D. 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. Additional, 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  **Understanding Adolescence**
Overview of adolescent neurobiological and biopsychosocial developmental issues; risk and resilience framework

Required Readings
Friedberg & McClure, Ch 1: Introduction


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
Friedberg & McClure, Ch 2: Case Conceptualization
Taffel, Ch 2, First Meeting: Getting Teens to Talk

*Revised 12/01/08*


**Class 3**

**Clinically Assessing the Adolescent: Integrating Observations and Clinical Data**
Assessing adolescent functioning and environmental and family factors; applying psychodynamic, cognitive, behavioral and humanistic theory to case conceptualization

**Required Readings**
Friedberg & McClure, Chapters 8: Commonly Used Techniques


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


**Class 4**

**Developing a Game Plan: Collaborative Goal Setting and Follow-up**
Establishing goals, contracting, and outcome measurement; dealing with issues of boundaries and termination

**Required Readings**
Friedberg & McClure, Ch 4-5: Session Structure
  
  Introducing the Treatment Model (skip child part)

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

  
  *Scroll through pdf to get to article on pg 25

Class 5  **Pulling It All Together: Integrating Findings and Formulating the Case**  
Practical case conceptualization, synthesizing findings, applying theory and translating it to practice, framed by the developmental task of ego identity

**Required Readings**
Friedberg & McClure, Ch 10

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Class 6  **Issues We Don’t Talk About: Sticky Treatment Topics**  
Dealing with issues of transference, countertransference, cultural differences and ethical dilemmas

**Required Readings**
Friedberg & McClure, Ch 6 & 7


**Recommended Readings**


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Class 7  **Treatment Models and Techniques with Issues of Depression, Self-Injury, and Suicide Prevention**  
Explore strategies that include cognitive and strengths-based approaches for working with depressed adolescents; assessing and treating suicidality, suicide prevention contracts and area resources; working with victims of trauma, learn strategies for critical incident reporting

**Required Readings**
Friedberg & McClure, Ch 11: Working with Depressed Adolescents

*Revised 12/01/08*


Recommended Reading


Class 8  Treatment Models and Techniques with Issues of Eating Disorders
Types of and factors contributing to eating disorders, challenges in diagnosing and treating, evidence-based practices, treatment coordination, medical implications; narrative and family treatment approaches

Required Readings
Steiner, Ch 6: Working with Eating Disorders


Class 9  Treatment Models and Techniques with Issues of Anxiety
Cognitive approaches to working with anxiety, phobias, OCD

Required Readings
Friedberg & McClure, Ch 12: Working with Anxious Adolescents
Steiner, H. Ch 5


Class 10  Treatment Models and Techniques with Issues of Violence and Offending
Behaviors, and ADHD

Assessing and treating ADHD, anger management techniques, multi-level interventions in working with violent youth, group and family therapy with oppositional and conduct disordered adolescents

Required Readings
Friedberg & McClure, Ch 13: Working w/Disruptive Adolescents


Recommended Reading


Class 11  Treatment Models and Techniques with Issues of Intimacy, Sexuality, Sexual Orientation, and Teen Parenting

Sexuality spectrum, treatment of LGBT youth, working with teens on issues of parenting

Required Readings


### Class 12

**Treatment Models and Techniques with Substance Abuse**

Multi-systemic family treatment models, group therapy, inpatient vs. outpatient treatment, comorbid diagnoses

**Required Readings**

Meeks, Chapters 17


### Class 13

**Working with Parents and Families**

**Required Readings**

Friedberg, Ch 14: Working with Parents

Taffel, Ch 8: Working with Parents

Ch 9: How to Conduct a Family-focused Session

**Recommended Reading**


Pollack, Real Boys, Ch 5: The Power of Mothers

Ch 6: The Empathetic relationship of Fathers and Sons

### Class 14

**Differential Diagnosis of Symptoms of Serious Mental Illness**

**Required Readings**
