I. RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY

SCHOOL OF SOCIAL WORK

COURSE OUTLINE

Clinical Social Work: Adolescents

19:910:513: 55 CM

Fall 2016

Instructor:

Office Hour

Email:

Course Description

This course examines physical, psychological, social, and cultural dimensions of adolescence and focuses on clinical practice with adolescents in contemporary life settings. Particular attention is given to examining how issues of diversity impact the lives of adolescents as well as to exploring experiential life worlds, socio-cultural contexts, and social work interventions pertinent to at-risk adolescent populations.

II. Course Overview

This course provides a concentration on clinical social work practice interventions with adolescent populations, and builds upon foundational social work practice knowledge, values, methods, and skills. The course emphasizes development of clinical social work practice skills with adolescents, their families, and relevant environmental systems. Course content addresses normative socio-cultural variations in developmental life tasks and expectations, childrearing practices, and life stage concerns involving adolescents. Emphasis is placed upon gender, race, ethnicity, social class, and other types of diversity in relation to adolescent development, resilience, and dysfunction. The course explores evidence-based clinical practice methodologies pertaining to behavioral, emotional, and situational problems of adolescents and their families in a range of social work practice settings, and includes an emphasis on individual, family, and group intervention modalities.

The course focuses on three dimensions of adolescent functioning and adaptation from a multi-
dimensional, bio-psycho-social perspective: (1) emotional and behavioral issues that fall within the range of typical adolescent adjustment; (2) externalizing problems of adolescence that involve breaches in societal norms and rules as well as conflictual relations with others; and (3) internalizing problems of adolescence that involve difficulties in emotional relatedness and emotional equilibrium.

The course provides an integral knowledge base involving social work values, ethics, and empirical research that support clinical social work practice with adolescent populations. Key theoretical frames and social work practice strategies for engaging and intervening with adolescents are addressed. Environmental factors and social justice issues are discussed with respect to the well-being of adolescents and their families, with behavioral and developmental norms for adolescents considered from a cross-cultural, comparative perspective.

Class activities integrate theory, research, and practice and place special emphasis on self-reflection and the differential use of self in clinical social work practice with adolescents. The class format includes lectures, discussions, student presentations, and small group exercises and role-plays of clinical social work intervention techniques.

III. Place of Course in Program

This elective course is offered as part of the Clinical Social Work Practice curriculum. Satisfactory completion of the Professional Foundation Year Practice curriculum is a prerequisite for enrollment in this course. Moreover, it is optimal for all enrolled students to be actively engaged in a field placement setting that affords social work practice experience with adolescents.

IV. Course Objectives

Upon successful completion of the course students will

1. Acquire contextualized understandings of developmental life tasks and phases of adolescence, and successfully differentiate normative issues, problems, and tensions of adolescence from circumstances and behaviors that are considered deviant and/or maladaptive with respect to socio-cultural values, contexts, and norms.

2. Demonstrate ability in assessing and analyzing adolescent problem behaviors from a multi-dimensional perspective that involves intersectionality of biological, psychological, social, and cultural factors.

3. Understand and apply relevant theoretical frameworks and empirical research literature in guiding evidence-based intervention approaches with adolescents and their families.

4. Differentially select, and critically evaluate, targeted intervention approaches that planfully address the needs, problems, and
circumstances of adolescents and their families, and that critically engage relevant issues and concerns involving diversity and difference (e.g., gender, sexual orientation, race, ethnicity, disability status, social class).

5. Identify and assess for structural and/or dynamic factors that may facilitate or impede therapeutic alliance, progress, and growth and understand how to address these issues within social work intervention contexts employing a multi-dimensional, systems-oriented framework.

6. Demonstrate skills of engaging, motivating, and advocating on behalf of adolescents and their families in the clinical social work practice process.

7. Develop awareness, skill, and critical reflection in the professional use of self and in the application of social work ethics and values in clinical social work practice with adolescents and their families and communities.

V. Required Readings


Additional readings may be assigned at the Instructor’s discretion.

VI. Course Requirements

Students’ active participation is essential in this course. When students participate actively in class discussions, learning is enhanced. As collaborators with the Instructor in applying and apprehending theories and methodologies introduced throughout the course, students are encouraged to contribute their observations, experiences, knowledge, and queries through means of active involvement in in-class discussions, large and small group activities, and with the Instructor during office hours. Learning involves respectful dialogue and exchange as well as a readiness to try out and share new ideas with others. It is important that class members feel free to participate in classroom activities, discussion, and assignments. Students are encouraged to inform
the Instructor of any changes needed in the class structure or instructional style that might facilitate comprehension and mastery of the course content.

Attendance. Regular class attendance is required. Students are expected to attend class on a consistent basis and to arrive promptly to all class meetings. This is an essential component in facilitating effective learning. Class attendance and participation will affect 10% of the course grade. The Instructor reserves the right to reduce the final grade for any student with 1 or more absences. In order for a student to be considered present for class, the student must attend all of the class.

Students who leave during the break will be marked as absent for that class. Absence, early departure, or lateness to class is acceptable only for compelling reasons (e.g., illness, religious observance). Examples of inappropriate reasons for missing class include birthday parties and problems finding parking. It is imperative to notify the course instructor in advance of any anticipated class absence.

Class participation is crucial. As such, it constitutes a portion of your final course grade. Since a critical aspect of the course entails mutual, shared learning, it is imperative that class members engage fully in class activities, such as discussions, presentations, and small group activities. This involves coming to each class well prepared to thoughtfully and critically analyze course readings and lectures and to proactively voice your professional perspectives and thoughts in a constructive, respectful manner.

Respect for others in the classroom. As social work entails multiple, diverse perspectives and opinions, it is imperative that class members bring an attitude of openness to the learning process. True intellectual growth rests upon an atmosphere of mutual respect. This includes a willingness to non-judgmentally consider others’ experiences and ideas as well as a capacity to self-reflexively evaluate one’s own views. During the course, it may at times prove challenging to adequately disguise certain references to specific organizations and/or people. It is imperative for all such information to remain within the classroom. At all times, confidentiality is vital.

The use of cell phones and smart phones (including text messaging), I-Pads, I-Pods, Blackberries, PDAs, or any similar type of electronic device is not permitted in class. Please turn all such devices off prior to class. If there is an emergency and you need to leave your cell phone on, please turn it to “silent mode” and attend to the call in the hallway so that you will not disturb your colleagues. Web surfing, emailing, text-messaging, tweeting, IM'ing, blogging (or any other such activity) are not permitted during class. The use of laptops (or of similar electronic devices) is permitted in class for the sole purpose of note-taking.

This course requires graduate level reading, writing, and analytic thinking skills. Students are expected to come to all class meetings well prepared to participate actively in class discussions about assigned readings and previous lecture materials. As professional practitioners, it is imperative that social workers be able to articulate ideas clearly and effectively in a well-
organized manner. Class assignments will be graded on the basis of substantive content and on organizational and stylistic merit. It is the student's responsibility to keep abreast of all assignments in a timely manner.

Course Assignments:

In addition to students’ in-class participation, there are three primary assignments for this course:

1. **Reaction Papers:** During the semester, students will complete 3 reaction papers (2-4 typewritten pages each) with comments/reflections on assigned readings. In your reaction papers, I will be looking for evidence that you are reading and thinking critically about the assigned texts and the core issues that are raised in these readings. I also will be looking for evidence of your understanding of pertinent theoretical frames and strategies for engaging and intervening with adolescents, as well as in bringing information (e.g., practice intervention approaches, evidence-based research findings, social justice and diversity issues) from the course readings together with your practice experiences in the field. The reaction paper assignments are intended as an avenue for you to explore and to raise informed questions and critiques about the readings and the ideas, methods, and perspectives that they present, and to develop competencies pertaining to social work ethics and values, critical thinking skills, and research-informed social work practice. In completing your 3 reaction papers, it is imperative to choose 3 different weekly topics upon which to focus your energies. For example, you might choose to write reaction papers centering on themes covered during weeks 3, 7, and 10. Or, alternatively, you might choose to write reaction papers that concentrate on topics covered during weeks 5, 8 and 12.

   - The 1st reaction paper is due Tuesday 9/27/2016.
   - The 2nd reaction paper is due Tuesday 10/18/2016.
   - The 3rd reaction paper is due Tuesday 11/15/2016.

2. **In-Class Group Presentation:** Working collaboratively in small groups, students will prepare a 30-40-minute in-class oral presentation on a topic of special interest (see suggested topics in Section IX, Unit 6, below). Presentations should include a pertinent review of relevant research-based literature, discussion of pertinent assessment and intervention approaches, and consideration of pertinent professional practice values and diversity issues, as evidence of your developing social work competencies in these areas. Each group will also prepare (and hand in) an outline/overview of their oral presentation (4-5 typewritten pages), which includes a bibliographic reference section. Specific dates for presentations will be scheduled in class.
3. Final Case Study Assignment: Students will submit a scholarly paper (12-14 pages in length), that presents a case study profile of an adolescent with whom you are currently working in your social work field setting. Please include an in-depth discussion on assessment, intervention, goal-setting, and social work practice processes as an avenue towards developing and displaying your social work practice competencies in these areas. The paper should include a title page, abstract, and a final reference section.

- The Final paper is due by 11:59 on 12/18.

In addition, your final paper should thoroughly address the following 5 topics:

1. A clear delineation of the scope and content of the presenting problem(s), as well as a discussion of the strengths and resources of the client system.
2. A multi-dimensional formulation that addresses relevant biological, psychological, socio-cultural, and environmental factors.
3. A discussion of social work practice intervention(s) with the client system, including engagement, goal setting, prevention, therapeutic change processes, and evaluation.
4. A discussion of social work professional value considerations and the professional use of self (e.g., confidentiality, self-determination, diversity/social justice issues, professional roles and boundaries).
5. A thoughtful integration of case material with research and theory drawn from the assigned course readings.

Additional instructions for these assignments will be detailed in a later class.

Quality and content of written work are both important. Students should check spelling and grammar as well as sentence and paragraph construction. Written work should meet basic standards of writing proficiency, and should conform to accepted citation standards. The format found in the Publication Manual of the American Psychological Association (APA) should be used in all written work. Quotation marks must be used to delineate direct quotations and proper citation information must accompany all quoted and paraphrased material. If you are unsure of how to cite sources, please consult the Instructor.

Remember that plagiarism is a serious offense and violates the University’s standards for academic integrity. Please be sure to review the section on Academic Integrity in Section X of the course syllabus, below.

Students are expected to conform to ethical standards described in Rutgers University guidelines (see School of Social Work Student Handbook) and the NASW Code of Ethics. The entire University Code of Conduct can be attained from the Rutgers Office of Student Conduct or on-line at the following web address: http://www.rci.rutgers.edu/~judaff/code.htm.

Guidelines for Respecting and Maintaining Client Confidentiality:
In employing client case history information from the field, it is imperative that client confidentiality be adequately safeguarded. In discussing case material, it is crucial that all client identifying information be effectively disguised (e.g., specific names, addresses, places of employment and/or schooling). In most instances, it is acceptable to refer to clients by first name (unless the name is very unusual) or by using the initial of a client’s actual last name. In addition, it is acceptable to name a town/area where a client resides and to describe the type of employment/schooling in which a client engages (unless this is very unusual), yet without revealing specific names or addresses of employers/schools. In presenting case material, it is also acceptable to mention clients’ ages and ethnic/racial background (i.e., general background information that does not reveal a client’s specific identity is acceptable). Also, please make sure to disguise the names of all collateral contacts, such as teachers, doctors, or home health aides.

Importantly, please check with your Field Instructor in order to be fully appraised of – and fully in compliance with – any specific confidentiality criteria/policies that may be required by your fieldwork agency.

VII. Grading

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<thead>
<tr>
<th>Assignments</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reaction Papers</td>
<td>30%</td>
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<tr>
<td>Group Presentation</td>
<td>20%</td>
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<tr>
<td>Final Case Study Paper</td>
<td>40%</td>
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<tr>
<td>Class Participation</td>
<td>10%</td>
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**Overall Grading Criteria:**

Assignments will be graded according to the following criteria:

- Thoroughness and completeness of content
- Clarity and logic of presentation
- Evidence of critical thought
- Quality of oral presentation and/or professional writing skills

A = Exceptional or outstanding work; student demonstrates full understanding of material, displays unusual analytical and/or creative ability; extremely thorough work; must be well organized and conform to accepted standards of writing including correct grammar, accurate spelling, etc.; cites material correctly.

B+ = Above average work in terms of demonstrating comprehension of the course material as well as the ability to apply material from lectures and readings to one’s own project. Work must be organized and conform to accepted standards of writing; cites material correctly.
B = Good work; demonstrates understanding of material; written materials are well organized and conform to accepted standards of grammar, spelling, punctuation, and accepted citation guidelines.

C+ = Satisfactory work; demonstrates basic comprehension of material, along with key applications to own project; work is presented in an organized fashion and cites material correctly, although some grammar and spelling errors may be evident.

C = Acceptable work, similar to C+ but reveals greater problems in applying the concepts and techniques to one’s own work; fails to cover some important points; evidences problems in organizing and presenting written materials; exhibits difficulties with cited material, e.g., over-reliance upon too many direct quotes.

Late Assignments: All assignments are due at the beginning of class on the date assigned. Late assignments will not be accepted, unless the student has made arrangements with the Instructor prior to the assignment due date. If an assignment due date conflicts with a religious observance, please consult with the Instructor prior to the assignment’s due date.

Incomplete Grades: An incomplete grade will be granted only under special circumstances, at the Instructor’s discretion. It is the student’s responsibility to inform the Instructor of any special circumstances that may interfere with timely submission of course assignments and to request an Incomplete from the instructor before the end of the semester. A request signed by the student and the faculty member must be on file in advance of an Incomplete grade being submitted on the student’s behalf.

Computation of the final grade will be based on the following point distribution (100 total points possible):

- 30% (30 points total) Reaction Papers
- 20% (20 points total) Group Presentation
- 40% (40 points total) Final Case Study Paper
- 10% (10 points total) Class Participation

Designation of letter grades for the course will be as follows:

- A 91-100%
- B+ 86-90%
- B 80-85%
- C+ 75-79%
- C 70-74%
- F Below 70%

Writing & Style Guide Resources:
VIII. Course Evaluation

Rutgers University administers an online survey that evaluates both the course and the Instructor. This survey is to be completed by students toward the end of the semester; all answers are confidential and anonymous. A confidential, online mid-semester evaluation also will be conducted.

UNIT 1 WHAT IS ADOLESCENCE?

(Week 1-2)

A. Bio-psychosocial overview of adolescence: Adolescence defined and described.

B. A developmental perspective of the three phases of adolescence: early, middle, and late phases.
C. Parenting and family issues.
D. Diversity issues (i.e., ethnicity, social class, gender, sexual orientation).
E. High-risk adolescents.

Required Readings:


UNIT 2 STRENGTHS-BASED ASSESSMENT WITH ADOLESCENTS
(Week 3-4)

A. Problem differentiation with diverse adolescent populations.
B. Adolescent and family evaluation.
C. Assessment with external systems.
D. Systems-based assessment and diagnostic procedures.

Required Readings:


2) Bromfield, R. (2004). Chapters 2-5 (pp. 11-50); Chapter 16 (pp. 160-173).


Recommended Readings:


UNIT 3 THEORETICAL FRAMEWORKS

(Week 5-7)

A. Ecological perspective
B. Systems theory.
C. Psychodynamic theories.
D. Cognitive theories.
E. Solution Focused and Narrative theories.

Required Readings:


Recommended Readings:


**UNIT 4**

**SOCIAL WORK PRACTICE MODALITIES WITH ADOLESCENTS: ENGAGEMENT, INTERVENTION, EVALUATION, & TERMINATION**

(Week 8-10)

A. Individual therapy.

B. Family therapy.

C. Social work with adolescent groups.

D. Community supports, resources, advocacy, and prevention.

**Required Readings:**


2) Bromfield, R. (2005). Chapters 8-12 (pp. 72-128); Chapter 18 (pp. 187-198).


**Recommended Readings:**


UNIT 5 PROFESSIONAL VALUES, ETHICS, & PROFESSIONAL USE OF SELF

(Week 11-12)

A. Social work values, professional use of self, and ethically informed decision-making.

B. Cultural competence in social work practice with adolescents.

C. Legal issues and perspectives.

D. Working with delivery service systems.

Required Readings:

1) Bromfield. R. (2005). Chapter 17: Failures, missteps, and lost causes. (pp.175-185); Epilogue (pp. 199-208).


Recommended Readings:


UNIT 6 DIRECT PRACTICE APPLICATIONS WITH SPECIFIC TARGET POPULATIONS (LECTURE, DISCUSSION, & STUDENT PRESENTATIONS)
Potential Presentation Topics:

- Adolescent welfare and the abused and/or neglected adolescent
- Disruptive behavioral disorders in adolescence
- Adolescent sexuality, pregnancy, reproductive health issues
- Adolescent depression
- Suicidal and self-destructive behaviors in adolescence
- Eating disorders in adolescence: anorexia, bulimia, obesity
- Substance use/abuse in adolescence
- Chronic illness and developmental impairment in adolescence
- Gender identity in adolescence, gay and lesbian issues
- Cultural competence in clinical social work with adolescents
- Immigration and adolescents
- Peer group influences and dynamics (e.g., gangs, relational violence)
- Psychiatric trauma and related issues/disorders
- Schizophrenia and psychotic disorders in adolescence

- other topics can be considered but will need to be discussed with professor prior to presentation.

Relevant Course Readings, Classes:


7) Steiner, H. (2 ed). (2016). Chapter 7: Depression (pp. 197-222); Chapter 12: Eating disorders (pp. 339-368); Chapter 11: Somatic Symptom and Related Disorders (pp. 309-338); Chapter 13: Schizophrenia, Psychosis and Autism Spectrum disorders (pp. 309-344); Chapter 9: Psychiatric Trauma and Related Psychopathologies (pp. 251-278).

UNIT 6 FINAL COURSE WRAP-UP

X. Academic Integrity Policy

All work submitted must be your own. It is unethical and a violation of the University’s Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited materials as your own. It is important that you refer to the APA Style Manual for the correct procedures in citing material.

Plagiarism is the representation of the words or ideas of another as one’s own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by
quotation marks or by appropriate indentation and must be properly cited in the text or in a footnote. Acknowledgment is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or part in one’s own words. To acknowledge a paraphrase properly, one might state: “To paraphrase Plato’s comment...” and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, materials that contribute to one’s general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed in a timely manner with the course Instructor. Students should be aware that violations of academic integrity, for example plagiarism of any kind, must be reported to the University and may result in expulsion.

Please Note: Violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable offenses according to the Academic Integrity Policy, faculty members shall not adjudicate alleged academic integrity violations by graduate and professional students, but shall refer all such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Rutgers Office of Student Conduct. The AIF for the School of Social Work is Antoinette Y. Farmer, 732.932.2621. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ, or incomplete grade, shall be assigned until the case is resolved.
For additional information on the Rutgers University Academic Integrity Policy:

- Rutgers University Policy on Academic Integrity:
  http://academicintegrity.rutgers.edu/integrity.shtml

- Rutgers Academic Integrity Resources for Students:
  http://academicintegrity.rutgers.edu/students.shtml

- Plagiarism and Academic Integrity Online Tutorial:
  http://library.camden.rutgers.edu/EducationalModule/Plagiarism/

XI. Disability Accommodation

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are taking your courses, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form. Please make sure you indicate the campus where you are taking your courses on this form.