

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY  
SCHOOL OF SOCIAL WORK**

**MASTER 2019-2020**

**19:910:513:XX**

**Clinical Social Work with Adolescents**

**Time:**

**Location:**

**Instructor:**

**Office: Available upon request**

**Telephone:**

**E-mail:**

**Office hours: By appointment; phone and email contact is welcome.**

**I. Catalog Course Description**

This course examines physical, psychological, social, and cultural dimensions of adolescence (approximately ages 13 years-young adulthood), with an emphasis on how their developmental needs are addressed within various system structures (e.g., family/household, school, community 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 engagement, assessment, and intervention strategies for adolescents and their families in a range of social work practice settings, and includes an emphasis on individual, family, and group intervention modalities.

**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. Program Level Learning Goals and the Council of Social Work Education's**

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at [www.cswe.org](http://www.cswe.org).

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. *These competences serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.*

This course will assist students in developing the following competencies:

**Competency 2: Engage Diversity and Difference in Practice:** Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice:** Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities:** Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement

with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities:** Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

## V. Course Learning Goals

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses policy analysis skills and competencies as well as addresses human rights and social, economic and environmental justice through the study of the evolution of the US welfare state and the emergence of the social work profession.

Upon completion of this course, students will be able to:

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 thoughtfully 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. 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.

## **VI. School of Social Work Mission Statement and School Wide Learning Goals**

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

## **VII. Textbooks**

### **Required Books:**

1. Laser, J. A., & Nicotera, N. (2011). *Working with Adolescents: A Guide for Practitioners*. New York, NY: Guilford Press.
2. LeCroy, C. W. & Anthony, E. K. (2015). *Case Studies in Child, Adolescent, and Family Treatment*. (2<sup>nd</sup> Edition). Hoboken, NJ: Wiley and Sons.

### **Recommended Books:**

1. Davies, D. (2011). *Child Development: A Practitioners Guide*. (Third Edition). New York, NY: Guilford Press.
2. Gil, E. & Crenshaw, D. A. (2016). *Termination Challenges in Child Psychotherapy*. New York, NY: Guilford Press.
3. Kerig, P., Schulz, M. S., & Hauser, S. T. (2012). *Adolescence and beyond: Family Processes and Development*. New York, NY: Oxford University Press.
4. McConaughy, S. H. (2013). *Clinical Interviews for Children and Adolescents* (2<sup>nd</sup> edition). New York, NY: Guilford Press.
5. Steiner, H. & Hall, R. E. (2015). *Treating Adolescents* (2<sup>nd</sup> Edition). Hoboken, NJ: John Wiley & Sons.

In addition, there additional required readings from academic journals, books, and agency or academic reports. These materials are available through **Course Reserves** [https://www.libraries.rutgers.edu/course\\_reserves](https://www.libraries.rutgers.edu/course_reserves) and are listed under this course name and/or under Dr. Cassandra Simmel. Alternatively, the course Canvas site may contain these readings.

### **VIII. Course Policies & Requirements**

This is a **collaborative and professional learning community**. Students are encouraged to make connections between the assigned course material and their other course work and Field experience. Students are expected to self-advocate, offer meaningful questions and comments in the class discussion and to share additional resources. Students are advised to communicate concerns, questions and requests to the Instructor early and often so as to be offered the highest degree of support and flexibility.

**Attendance.** Students are expected to attend class regularly and to complete readings on a timely basis so that they can participate effectively in class discussions. In addition, students are expected to take leadership roles in class discussion or exercises. More than three absences ('excused' or unexcused') may result in the failure 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.

Students must **read all assigned material** and be fully **prepared for discussion** of the material as well as its application to their own practice experiences. Confidentiality as defined by the NASW Code of Ethics is expected of all class members, in regards to their clients as well as their class colleagues. Further, respect for colleagues must be exhibited; this includes refraining from use of cell phones and other electronic devices that distract from the class discussion. Students are advised to speak with the Instructor regarding request to use laptops or other electronic devices during class. **All electronic devices must be silenced and stowed out of sight and out of hands.**

### **IX. Assignments & Grading**

All assignments are due at the beginning of the class for which they are assigned. Late assignments are not accepted. Any exception to this will be made only under compelling circumstances and with the professor's advance approval. If an assignment due date conflicts with a religious observance, please consult with the Instructor prior to the assignment's due date.

Professional social workers keep case records, write treatment reports for referral sources and managed care companies, correspond with judges and other professionals, develop policy, and advocate for their clients. **All of these tasks require excellent writing skills. Therefore, proper grammar, syntax, spelling, and appropriate referencing (APA 6<sup>th</sup> edition style) are expected for all assignments.** Substantial credit will be deducted from a paper's grade for gross and repeated writing, spelling, and referencing errors.

*SSW Grading Scale:* Below is the grading scale for the MSW program

A	92-100
B+	87-91
B	82-86
C+	77-81
C	70-76
F	0-69

\*Scores to be rounded up at .5

### **Specific Assignments for CSW with Adolescents**

#### **Brief Reading Reaction Papers (20% of course grade)**

During the semester, students will complete (3) three Reaction Papers (2-3 pages, double spaced, for each paper), consisting of comments and reflections on the assigned readings for that module. The three Reaction Papers will be completed in Units 2, 3, 4 (one for each Unit). Students are to select a module in each of these three Units in which to focus their papers and should discuss all of the readings for that module.

This assignment is intended to create an avenue for students to explore and raise informed questions and critiques about the readings and the ideas, methods, perspectives they present, and to develop competencies pertaining to social work ethics and values, critical thinking skills, and research-informed social work practice. Students should: thoroughly describe (1) the main themes of the readings; (2) (at least) one issue or concept that was interesting or pertinent to the student's practice; and (3) one question or dilemma that came up for the student in regard to the reading.

Grading of the Reaction Papers will focus on evidence of student's understanding of the pertinent theoretical frames and strategies for engaging and intervening with children 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 the practice experiences from the field placement.

#### **Semester Project: Case Analysis**

This assignment is divided into two parts: Part One is intended to reflect the course materials on assessment and engagement strategies with adolescents and their families, while the Part Two reflects the course materials on therapeutic interventions with this population along with the theoretical underpinnings of these interventions.

Students are invited to focus this assignment on an adolescent client—from the assessment and engagement phase through the intervention stage—from their field placement or current place of employment (if appropriate). However, extreme care should be used to safeguard the identity and personal circumstances of the client and her family. The focus of the paper should be pre-

approved by the Instructor by **XX** date. *Students should discuss with Instructors about the ethics of writing about a current or recent adolescent client and whether they should secure permission from their Field Instructors/Supervisors before proceeding.*

If students are unable to focus on an adolescent client for this assignment, there is an alternative Semester Project assignment (see below).

### **Part 1: Assessment and Engagement (30% of course grade)**

In reflecting on a particular adolescent client and her family and ecological environment, as well as drawing on the course readings and lectures, produce a 5-6 page, double spaced paper in response to the following:

- a. Reason for referral and client's presenting problem;
- b. Brief review of the client's demographic information and psychosocial, family, and community/environment history and current functioning;
- c. Reflections about challenges experienced with engagement and/or assessment of client and/or family/environmental system.
  - i. Describe and critique the assessment tool or framework used to identify and assess the adolescent client's presenting problem and overall functioning. If no assessment tool was used, what would you have used and why?
  - ii. Describe these challenges;
  - iii. Discuss how you identified and addressed these challenges or, upon reflection, how you wish you had addressed these challenges.
- d. Reflect on the course readings, lectures, and materials, to explore and discuss subsequent assessment and engagement strategies with future clients who have similar backgrounds and circumstances as this client.

**For this assignment, students should use at least four (4) recent research based resources. Papers should also be in APA format. Title page and list of references do not count toward page total. For all specific grading criteria, please see the grading rubric for this assignment.**

### **Part 2: Therapeutic Intervention (35% of course grade)**

In reflecting on the SAME adolescent client from Part One, as well as drawing on the course readings and lectures, produce a 6-7 page, double spaced paper in response to the following:

- a. Reflections on goals for treatment, including diagnostic status, if applicable;
- b. Describe the treatment plan and rationale for this intervention strategy with this particular client;
  - i. How well aligned was the assessment of the client with the eventual intervention approach?
- c. Describe one therapeutic intervention that is discussed in the Henderson and Thompson textbook (i.e., chapters 5, 6, 8, 10, 11, 12, 13, 15). Critically discuss the appropriateness of this intervention approach with this client. Or discuss why one of these approaches would be a better fit for the client than the intervention currently being used;
- d. Describe the termination plan for this client;

- e. Reflect on the professional use of self with this client and her family and/or ecological environment.
  - i. What personal feelings and/or reactions have emerged in response to this client and/or her system involvement?
  - ii. How have you identified and managed these feelings?
  - iii. What have you learned about yourself in working with adolescent clients?

**For this assignment, students should use at least five (5) recent research based resources. Papers should also be in APA format. Title page and list of references do not count toward page total. For all specific grading criteria, please see the grading rubric for this assignment.**

### **Semester Project: Alternative Assignment**

For students who are unable to focus on an adolescent client for the Semester Project, students should instead complete this alternative assignment. Similar to the case analysis, this project is also divided into two parts; both due dates are the same as those for the traditional project. Students will select and examine a problem area that affects clients in their field placements or in their place of employment (if appropriate), or select a topic from the course that interests them. Examples include: child maltreatment, substance abuse, developmental disabilities, bullying, specific mental health challenge, grief and loss, intimate partner violence, etc. The focus of the paper should be pre-approved by the Instructor by **XX** date.

#### **Part 1: Problem Identification (30% of course grade)**

In reflecting on the course readings and lectures, as well as on at least four (4) recent research based materials, produce a 5-6 page, double spaced paper in response to the following:

- a. Comprehensively describe the scope, demographics, and overall challenges associated with this problem (e.g., who is affected by this problem; how many children & youth are affected? etc.). Are there cultural differences in the manifestation of or risk factors for this problem?;
- b. Describe the effects of this problem for youth and their families;
- c. Critique the assessment tools or measures used to identify and assess this problem;
- d. Describe the etiology of this problem and how the problem is affected by or manifested in different ecological systems.

**For this assignment, students should use at least four (4) recent research based resources. Papers should also be in APA format. Title page and list of references do not count toward page total. For all specific grading criteria, please see the grading rubric for this assignment.**

#### **Part 2: Evidence Based Intervention (35% of course grade)**

Using the SAME problem that was described in Part 1, students should produce a 6-7 page, double spaced paper in response to the following:

- a. Critically appraise one therapeutic intervention that is discussed in the Henderson and Thompson textbook (i.e., chapters 5, 6, 8, 10, 11, 12, 13, 15) and critically discuss the appropriateness of this intervention approach for clients affected by this problem;

- i. Based on recent research, what is known about this intervention specifically for this problem area for adolescent clients?
  - ii. What are the theoretical underpinnings of this intervention?
  - iii. What are the strengths and weakness of this approach?
  - iv. How likely is this intervention method likely to be used in your field placement with this adolescent client population? Why?
- b. Based on recent research, how effective is this intervention for different cultural groups?
  - c. Describe the ethical considerations for using this intervention strategy to address this problem for adolescent clients.

**For this assignment, students should use at least five (5) recent research based resources. Papers should also be in APA format. Title page and list of references do not count toward page total. For all specific grading criteria, please see the grading rubric for this assignment.**

*Assignment Value:* Grades for the class will be calculated based on the following breakdown:

Class participation:	15%
Brief papers:	20%
Semester Project Part 1:	30%
Semester Project Part 2:	35%

## **X. Resources**

### **1. *Library Research Assistance***

**Dr. Karen Hartmann** is the social work the social work librarian on the New Brunswick Campus [karen.hartman@rutgers.edu](mailto:karen.hartman@rutgers.edu) p. 848-932-6104 ; **Natalie Borisovets** is at Newark, Dana Library [natalieb@rutgers.edu](mailto:natalieb@rutgers.edu)973-353-5909; **Katie Anderson** is at Camden, Robeson Library: [Katie.anderson@rutgers.edu](mailto:Katie.anderson@rutgers.edu) 856-225-2830 . They are all available to meet with students.

### **2. *Writing Assistance***

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

- **New Brunswick Campus**  
All MSW SSW students (New Brunswick, Camden, Newark, Intensive Weekend, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available.  
<https://rlc.rutgers.edu/student-info/group-and-individual-academic-support/writing-coaching>
- **Newark Campus**  
The Newark writing center is available for MSW students on the Newark campus by appointment. <http://www.ncas.rutgers.edu/writingcenter>

- **Camden Campus**  
The Camden learning center provides writing assistance for MSW students on the Camden campus. <http://learn.camden.rutgers.edu/writing-assistance>

### 3. *Additional Online Resources*

- **APA Style**  
Purdue OWL <https://owl.english.purdue.edu/owl/resource/560/01/>  
APA Style Guide <http://www.apastyle.org/learn/faqs/index.aspx>

Purdue OWL Mechanics, grammar, organization  
<https://owl.english.purdue.edu/owl/section/1/>

- **Email Etiquette for Students**  
<https://owl.english.purdue.edu/owl/resource/694/01/>

### XI. **Course Evaluation**

Rutgers University issues a survey that evaluates both the course and instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-point evaluation.

### XII. **School of Social Work Mission Statement**

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

### XIII. Course Outline

#### Overview of Semester

Module	Topic	Dates/ Notes
<b>Unit 1: Understanding Adolescent Development</b>		
1	Context of Adolescent Development	
2	Developmental Features of Adolescence	
3	Developmental Features of Adolescence (continued)	
<b>Unit 2: Assessment of &amp; Engagement with Adolescents and their Ecological Environments</b>		
4	Diverse Ecological Settings: Family, School, & Neighborhood Environments	<i>Brief Reaction Paper should be submitted for one module in this Unit</i>
5	Principles of Assessment with Adolescents	
6	Principles of Assessment with Adolescents (continued)	
<b>Unit 3: Therapeutic Interventions with Adolescents within their Ecological Environments</b>		
7	Therapeutic Interventions for Adolescents with Mood Disorders	<i>Part One of Semester Project Due</i>
8	Therapeutic Interventions for Adolescents with Mood Disorders (continued)	<i>Brief Reaction Paper should be submitted for one module in this Unit</i>
9	Therapeutic Interventions for Adolescents with Substance Abuse Problems	
10	Therapeutic Interventions for Adolescents with Conduct Disorder/Violence/Bullying	
11	Therapeutic Interventions for Adolescents with Eating Disorders	
<b>Unit 4: Special Topics in Clinical Work with Adolescents</b>		
12	Use of Self in Therapeutic Context	<i>Brief Reaction Paper should be submitted for one module in this Unit</i>

13	Adolescents who have Experienced Trauma, Grief, Loss	
14	Adolescents and Sexual Identity Development	
15	Course Wrap-up & Termination	<i>Part Two of Semester Project Due</i>

### Course Readings

**NOTE: Required readings** are to be read before the class in which they are assigned. These readings are either in the required textbooks or on Canvas/Library Reserves. The **suggested readings**, which appear in certain modules, are not required, but are listed simply to provide additional resources about select topics.

## Unit 1: Understanding Adolescent Development

### Module 1: Context of Adolescent Development

**Topic:** We will explore the broad social-ecological framework for adolescent development, including the interconnected environmental settings within which adolescents reside.

#### Required Readings:

- Laser, J. A., & Nicotera, N. (2011). *Working with Adolescents: A Guide for Practitioners*. New York, NY: Guilford Press. *Chapter 1: Challenges in Clinical Work with Adolescents: An Overview*

### Module 2: Developmental Features of Adolescent Stage of Development

**Topic:** We will explore different facets of adolescent development and explore some of the essential tasks of the adolescent stage of development.

#### Required Readings:

- Laser & Nicotera: *Chapter 2: The Push-Pull of Adolescent Development*
- Kerig, P., Schulz, M. S., & Hauser, S. T. (2012). *Adolescence and beyond: Family Processes and Development*. New York, NY: Oxford University Press. *Chapter 3: The Status of Identity and Chapter 4: The Quality of Friendships during Adolescence*

### Module 3: Developmental Features of Adolescent Stage of Development (continued)

**Topic:** We will continue exploring the adolescent phase of development, including how different phases of adolescence are differentiated. We will also delve into the interpersonal, familial, and social challenges associated with this period.

#### Required Readings:

- Laser & Nicotera: *Chapter 3: Resilience in Adolescence and Chapter 4: Internal Assets and Individual Attributes Associated with Healthy Adolescent Outcomes*
- Kerig, P., Schulz, M. S., & Hauser, S. T. (2012). *Chapter 7: Sociocultural Perspectives on Adolescent Autonomy*.
- Steiner, H. & Hall, R. E. (2015). *Treating Adolescents* (2<sup>nd</sup> Edition). Hoboken, NJ: John Wiley & Sons. *Chapter 1: General Principles*.

**Suggested Readings:**

- Zimmerman, M. A., Stoddard, S. A., Eisman, A. B., Caldwell, C. H., Aiyer, S. M., & Miller, A. (2013). Adolescent resilience: Promotive factors that inform prevention. *Child Development Perspectives*, 7(3), 215–220.
- Brownlee, K., Rawana, J., Franks, J., Harper, J., Bajwa, J., O'Brien, E., & Clarkson, A. (2013). A systematic review of strengths and resilience outcome literature relevant to children and adolescents. *Child and Adolescent Social Work Journal*, 30, 435-459.

**Unit 2: Assessment of & Engagement with Adolescents and their Ecological Environments**
**Module 4: Examining Diverse Ecological Settings**

**Topic:** We will comprehensively explore the different ecological systems in which adolescents are involved: families, schools, and neighborhoods/communities. We will specifically explore how to engage families and other adults who are instrumental in adolescents' lives. We will also focus on specific high risk familial or community environments and consider how to assess and intervene in these environments.

**Required Readings:**

- Laser & Nicotera: *Chapter 5: The Family Environment; Chapter 6: The School Environment; Chapter 7: The Neighborhood Environment*

**Module 5: Principles of Conducting Assessments with adolescents**

**Topic:** We will examine different frameworks for conducting assessment with adolescents and for understanding the myriad systemic factors and issues affecting adolescents, with a particular focus on resiliency. We will also focus on understanding problem differentiation with diverse adolescent populations.

**Required Readings:**

- Laser & Nicotera: *Chapter 8: Media Influences.*
- McConaughy, S. H. (2<sup>nd</sup> edition) (2013). *Clinical Interviews for Children and Adolescents. Chapter 1: Clinical Interviews in the Context of Multimethod Assessment & Chapter 2: Strategies for Child Clinical Interviews.*
- Weisz, J. R., & Kazdin, A.E. (2011). Evidence-Based Psychotherapies for Children and Adolescents. (3<sup>rd</sup> Edition). New York, NY: Guilford Press. *Chapter 31: Assessment Issues in Child and Adolescent Psychotherapy.*

**Suggested Readings:**

- Alegria, M., Atkins, M., Farmer, E., Slaton, E., & Stelk, W. (2010). One size does not fit all: Taking diversity, culture, and context seriously. *Administration and Policy in Mental Health Services Research*, 37(1-2), 48-60.
- Friedberg, R. D., & McClure, J. M. (2015). Case conceptualization. In *Cognitive therapy with children and adolescents: The nuts and bolts* (Chapter 2 pp.9-41). New York, NY: Guilford Press.

## Module 6: Principles of Conducting Assessments with adolescents (continued)

### Required Readings:

- McConaughy, S. H. (2<sup>nd</sup> edition) (2013). *Clinical Interviews for Children and Adolescents. Chapter 4: Child Clinical Interviews: Self Awareness, Feelings, and Adolescent Issues*
- LeCroy, C. W. & Anthony, E. K. (2015). *Case Studies in Child, Adolescent, and Family Treatment. (2<sup>nd</sup> Edition). Hoboken, NJ: Wiley and Sons. Case Study 5-2: Understanding Bullying and Peer Victimization.*
- Sylwestrzak, A., Overholt, C., Ristau, K. I., & Coker, K., L. (2015). Self-reported barriers to treatment engagement: Adolescent Perspectives from the National Comorbidity Survey—Adolescent Supplement. *Community Mental Health Journal*, 51, 7, pp. 775-781.

### Suggested Readings:

- Kim, H., Munson M., R., & McKay, M. (2012). Engagement in mental health treatment among adolescents and young adults: A systematic review. *Child and Adolescence Social Work*, 29, 241-266.

## Unit 3: Therapeutic Interventions with Adolescents within their Ecological Environments

### Module 7: Therapeutic Approaches for Adolescents with Mood Disorders

**Topic:** Over the next few modules, we will highlight and explore multiple behavioral health and/or psychosocial challenges affecting the adolescent population. In this module we will focus on interventions for adolescents with mood disorders, internalizing difficulties, and self-harming behavior. This module will also provide a general overview of clinical interventions with adolescents.

### Required Readings:

- Laser & Nicotera: *Chapter 12: Mental Health Issues: Depressive Symptoms, Personality Disorders, Suicidal behavior, and Self-injurious Behavior*
- LeCroy, C. W. & Anthony, E. K. (2015). *Case Studies in Child, Adolescent, and Family Treatment. (2<sup>nd</sup> Edition). Hoboken, NJ: Wiley and Sons. Case Study: 1-3: Crisis Intervention with a Depressed African American Adolescent*
- Weisz & Kazdin: *Chapter 21: Evidence-based Psychotherapies with Minority Children and Adolescents.*

### Module 8: Therapeutic Approaches for Adolescents with Mood Disorders (continued)

### Required Readings:

- LeCroy, C. W. & Anthony, E. K. (2015). *Case Studies in Child, Adolescent, and Family Treatment. (2<sup>nd</sup> Edition). Hoboken, NJ: Wiley and Sons. Case Study 5-1: A Hmong Adolescent Creates his Own Way & 5.3. Finding a Voice and Making it Heard.*

- McConaughy, S. H. (2<sup>nd</sup> edition) (2013). *Clinical Interviews for Children and Adolescents. Chapter 9: Assessing Risk for Suicide.*
- Steiner & Hall: *Chapter 8: Bipolar and Mood Disorders in Adolescents & Chapter 10: Self-harm and Suicidal Behavior*

### **Suggested Readings:**

- Gulbas, L. E., Hausmann-Stabile, C., De Luca, S. M., Tyler, T. R., & Zayas, L. H. (2015). An exploratory study of non-suicidal self-injury and suicidal behaviors in adolescent Latinas. *American Journal of Orthopsychiatry*, 85(4), 302-314.
- Cummings, J. R., & Druss, B. G. (2011). Racial/ethnic differences in mental health service use among adolescents with major depression. *Journal of the American Academy of Child and Adolescent Psychiatry*, 50(2), 160-70.
- Ford-Paz, R. E., Reinhard, C., Kuebbeler, A., Contreras, R., & Sánchez, B. (2015). Culturally tailored Depression/Suicide prevention in Latino youth: Community perspectives. *The Journal of Behavioral Health Services & Research*, 42(4), 519-533.

### **Module 9: Therapeutic Approaches for Adolescents with Substance Abuse**

**Topic:** In this module we will focus on interventions for adolescents who have difficulties with substance abuse.

### **Required Readings:**

- Laser & Nicotera: *Chapter 10: Substance Abuse*
- LeCroy, C. W. & Anthony, E. K.: *Case Study 1.5: The Case of Aundria*
- Weisz & Kazdin: *Chapter 20: Functional Family Therapy for Adolescent Substance Abuse Disorders.*

### **Module 10: Therapeutic Approaches for Adolescents with Conduct Disorder and/or who have Challenges with Violence and Delinquent Conduct**

**Topic:** In this module, we will focus on interventions for youth with disruptive and aggressive conduct.

### **Required Readings:**

- McConaughy: *Chapter 10: Assessing Youth Violence and Threats of Violence in Schools*
- Weisz & Kazdin: *Chapter 12: Treating Serious Antisocial Behavior with Multisystemic Therapy*
- LeCroy, C. W. & Anthony, E. K.: *Case Study 1.7: Effective Interventions for Adolescent Conduct Disorder in Residential Treatment*

### **Suggested Readings:**

- Barrett, D. E., Ju, S., Katsiyannis, A., & Zhang, D. (2015). Females in the juvenile justice system: Influences on delinquency and recidivism. *Journal of Child and Family Studies*, 24(2), 427-433.
- Robbins, M. S., Alexander, J. F., Turner, C. W., & Hollimon, A. (2016). Evolution of functional family as an evidence-based practice for adolescents with disruptive behavior problems. *Family Process*, 55(3), 543-557

## **Module 11: Therapeutic Approaches for Adolescents with Eating Disorders**

**Topic:** In this module, we will focus on interventions for youth with eating disorders.

### **Required Readings:**

- Steiner & Hall: *Chapter 12: Eating Disorders in Adolescents*
- Lock, J. (2015). An update on evidence-based psychosocial treatments for eating disorders in children and adolescents. *Journal of Clinical Child & Adolescent Psychology*, 44, 5, pp 707-721.

### **Suggested Readings**

- Brown, H. (2009). One spoonful at a time. NY Times Sunday Magazine.

## **Unit 4: Special Topics in Clinical Work with Adolescents**

### **Module 12: Professional Values, Ethics, and Professional Use of Self**

**Topic:** We will explore social work values that guide the assessment, engagement, and treatment/intervention with adolescents and their families. This includes understanding more about the professional use of self, making ethically informed decisions, and conducting thoughtful and ethically sound termination strategies with youth clients. We will also review the regulations and guidelines for reporting child abuse in New Jersey.

#### **Required readings:**

- Henderson & Thompson: *Chapter 4: Legal and Ethical Considerations for Counselors*
- Gil, E. & Crenshaw, D. A. (2016). *Termination Challenges in Child Psychotherapy*. New York, NY: Guildford Press. *Chapter 1: Termination as a Necessary and Useful Closure of the Formal Therapy Relationship; Chapter 2: Open-door Terminations: Developmentally Sensitive Approach*
- Child Abuse Reporting in New Jersey: Review three websites:  
<https://www.nj.gov/dcf/reporting/links/>  
<https://www.preventchildabusein.org/resources/report-abuse/>  
<https://www.nj.gov/dcf/news/publications/HotlinesHelplines.pdf>

### **Module 13: Adolescents who have Experienced Trauma, Grief, and Loss**

**Topic:** We will examine strategies for addressing traumatic reactions in adolescents and/or experiences of grief and loss.

#### **Required readings:**

- Gil, E & Crenshaw, D. A (2016). *Termination Challenges in Child Psychotherapy*. *Chapter 4: Premature Termination & Chapter 5: Unique Issues in Termination in Child Therapy*.
- LeCroy, C. W. & Anthony, E. K.: *Case Study 3-1 Homebuilders: Helping Families Stay Together; Case Study 4-2: Helping Families with Reunification: Returning a*

*Child to a Less than Perfect Family; Case Study: 5-4: Living in Survival Mode: A Young Woman's Experience of Homelessness*

- Steiner & Hall: *Chapter 9: Psychiatric Trauma and Related Psychopathologies*.

### **Suggested Readings:**

- Black, P., Woodworth, M., Tremblay, M., & Carpenter, T. (2012). A review of trauma-informed treatment for adolescents. *Canadian Psychology*, 53(3), 192-203
- Henderson S. W. and Baily, C. (2013). Parental deportation, families, and mental health. *Journal of the American Academy of Child & Adolescent Psychiatry*, 52(5), 451-453.
- Herberman Mash, H. B., Fullerton, C. S., & Ursano, R. J. (2013). Complicated grief and bereavement in young adults following close friend and sibling loss. *Depression & Anxiety*, 30, 1202–1210.
- Johnson, E. & Easterling, B. (2012). Understanding unique effects of parental incarceration on children: Challenges, progress, and recommendations. *Journal of Marriage and Family*, 74(2), 342-356.

### **Module 14: Adolescents and Sexual Orientation**

**Topic:** In this module, we will explore strategies for addressing adolescents as they navigate understanding their sexuality and sexual orientation

### **Required Readings:**

- Kerig, P., Schulz, M. S., & Hauser, S. T. (2012). *Chapter 11: Sexual-Minority Development in Family Context*.
- Laser & Nicotera: *Chapter 11: Sexual Orientation and Gender Identity Development*.
- LeCroy, C. W. & Anthony, E. K.: *Case study: 2-4: Gay Youth and Safe Spaces*

### **Suggested Readings:**

- Almailda, J., Jonson, R., Corliss, H. & Azrael, D. (2009). Emotional distress among LGBT youth: The influence of perceived discrimination based on sexual orientation. *Journal of Youth and Adolescence*, 38, 1001- 1014
- Mustanski, B., Andrews, R., & Puckett, J. A. (2016). The effects of cumulative victimization on mental health among lesbian, gay, bisexual, and transgender adolescents and young adults. *American Journal of Public Health*, 106(3), 527-533.

### **Module 15: Course Wrap-up & Termination**

#### **Required Readings:**

- Gil, E & Crenshaw, D. A (2016). *Termination Challenges in Child Psychotherapy. Chapter 7: Critical Goals and Specific Strategies for Successful Termination; Chapter 8: Case Studies of Failures and Successes in the Termination Process*.
- Laser & Nicotera: *Chapter 15: Joys of Working with Adolescents*

#### **XIV. Academic Integrity Policy**

All work submitted in a graduate course 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 material as your own. Use the APA citation style which is described in the Publication manual of the American Psychological Association, 6<sup>th</sup> edition.

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 footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in 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, only 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 with the faculty member.

Plagiarism as described in the University's Academic Integrity Policy is as follows:

***“Plagiarism:*** Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:  
–Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.

- Paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution” .

Plagiarism along with any and all other 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 under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The AIF that you should contact is **Dr. Laura Curran**, 848.932.5358. 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 more information regarding the Rutgers Academic Integrity Policies and Procedures, see <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>.

#### **XV. 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 officially enrolled, 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’ 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>.

#### **XVI. Other Resources**

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students’ academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 732.932.1181, <http://vpva.rutgers.edu>. Services are free and confidential and available 24 hrs/day, 7 days a week.

**Active Shooter Resources:** Over the years, there has been an increase in the number of active shootings on campus. It is important that you know what to do in cases there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus-<http://rupd.rutgers.edu/shooter.php>.