

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

MASTER Fall 2021 (OTG)

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.

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. *These competencies 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:

Clinical social workers select effective modalities for intervention based on the extant research as well as the client's cultural background. Clinical social work practitioners integrate their knowledge of various individual, family, and group psychotherapeutic modalities, as well as crisis intervention techniques and community-wide referrals, to intervene effectively; demonstrate flexibility by tailoring interventions to suit the needs of multiple client populations; and understand the effects of the social environment on client well-being. Clinical social workers therefore recognize the need to intervene on mezzo and macro levels. Practitioners in clinical social work critically select, apply, and evaluate best practices and evidence-informed interventions; they value collaboration with the client and other professionals to coordinate treatment plans. Clinical social workers maintain knowledge of the communities they serve in order to ensure that clients are connected with relevant services and resources in an effective manner, while eliciting client feedback about how the interventions are impacting the client.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice:

Clinical social workers are fully grounded in the ethics of the profession, recognizing the dignity and worth of all individuals and the need to advocate for social, economic and environmental justice. Clinical social workers recognize the need to assess clients' physical environment for the availability of safe shelter, food, water, and air. Clinical social workers are adept at recognizing where social and structural forces marginalize people and thus work to advocate for policies that promote justice, advance human rights, and promote environments in which all individuals can thrive.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities:

Clinical social work practitioners recognize the importance of the engagement process and understand the importance of differential use of self in initial encounters. Practitioners in clinical social work rely on the ecological perspective to inform the therapeutic relationship; are aware of how interpersonal dynamics and cultural factors shape the therapeutic relationship; and use

relational techniques to develop a therapeutic relationship. Clinical social workers recognize how engagement with couples, families and groups may differ from individual approaches, and they develop differential engagement skills accordingly. Clinical social workers value collaboration and thus recognize the importance of clients' input in the development of their treatment goals. Clinical social workers use the engagement process to help clients convey their thoughts and concerns within the therapeutic relationship as well as to other providers/stakeholders.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities:

Clinical social workers select effective modalities for intervention based on the extant research as well as the client's cultural background. Clinical social work practitioners integrate their knowledge of various individual, family, and group psychotherapeutic modalities, as well as crisis intervention techniques and community-wide referrals, to intervene effectively; demonstrate flexibility by tailoring interventions to suit the needs of multiple client populations; and understand the effects of the social environment on client well-being. Clinical social workers therefore recognize the need to intervene on mezzo and macro levels. Practitioners in clinical social work critically select, apply, and evaluate best practices and evidence-informed interventions; they value collaboration with the client and other professionals to coordinate treatment plans. Clinical social workers maintain knowledge of the communities they serve in order to ensure that clients are connected with relevant services and resources in an effective manner, while eliciting client feedback about how the interventions are impacting the client.

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. (2021). *Working with Adolescents: A Guide for Practitioners*. Second edition. New York, NY: Guilford Press.
2. LeCroy, C. W. & Anthony, E. K. (2015). *Case Studies in Child, Adolescent, and Family Treatment*. (2nd 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* (2nd edition). New York, NY: Guilford Press.
5. Steiner, H. & Hall, R. E. (2015). *Treating Adolescents* (2nd Edition). Hoboken, NJ: John Wiley & Sons.

Other required readings (separate from textbook) are available through the Rutgers University Library “Reading List” that is integrated into your Canvas course. To find your readings:

Click on the “Reading List” tab in the Canvas navigation bar to the left hand side of the course. Please note: this list contains links to articles and other required readings separate from the textbook (if applicable). Please follow the syllabus and/or Canvas Readings and Resources page in each module for more specific required readings and resources for each week (including textbook/media). For further instructions [please click here for a video tutorial](#)

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.

The RU SSW supports an inclusive learning environment where diversity, individual differences and identities (including race, gender, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students and faculty are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and worldviews. Please feel free to speak with me if you experience any concerns in this area.

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 7th 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 Reaction Papers (about Readings) (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 child client and her family and ecological environment, as well as drawing on the course readings and lectures, produce a 6-7 page, double spaced paper in response to the following:

- a. Reason for referral and client's presenting problem;
- b. Brief review of the following as they pertain to the client, if applicable:
 - i. demographic information;
 - ii. psychosocial and interpersonal functioning;
 - iii. history of trauma and/or loss;
 - iv. family structure and any relevant cultural attributes;
 - v. family's economic and basic needs/challenges
 - vi. community/environment history, including to exposure to social structural constraints (i.e., racism; homophobia; sexism; ableism, etc.)
- 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 child 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 to 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%
Reaction Papers:	20%
Semester Project Part 1:	30%
Semester Project Part 2:	35%

X. Resources

1. *Library Research Assistance*

Meredith Parker is the social work librarian on the New Brunswick Campus meredith.parker@rutgers.edu p. 848-932-6124; **Natalie Borisovets** is at Newark, Dana Library natalieb@rutgers.edu 973-353-5909; **Katie Anderson** is at Camden, Robeson Library: 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.

All MSW Students

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 is available.

<https://rlc.rutgers.edu/student-services/academic-coaching/schedule-appointment>

Newark Students Only

The Newark writing center is available for MSW students on the Newark campus by appointment. Online tutoring may be available.

<http://www.ncas.rutgers.edu/writingcenter>

3. Additional Online Resources

- **APA Style**

All students are expected to adhere to the citation style of the Publication Manual of the American Psychological Association, 7th edition (2020). It can be purchased at APA Manual 9th Edition. The Purdue OWL website also provide assistance with APA style <https://owl.english.purdue.edu/owl/resource/560/01/> 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
Unit 1: Understanding Adolescent Development		
1	Context of Adolescent Development	
2	Developmental Features of Adolescence	
3	Developmental Features of Adolescence (continued)	
Unit 2: Assessment of & Engagement with Adolescents and their Ecological Environments		
4	Diverse Ecological Settings: Family, School, & Neighborhood Environments	
5	Principles of Assessment with Adolescents	
6	Principles of Assessment with Adolescents (continued)	
Unit 3: Therapeutic Interventions with Adolescents within their Ecological Environments		
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)	
9	Therapeutic Interventions for Adolescents with Substance Use Challenges	
10	Therapeutic Interventions for Adolescents with Conduct Disorder/Violence/Bullying	
11	Therapeutic Interventions for Adolescents with Eating Disorders	
Unit 4: Special Topics in Clinical Work with Adolescents		
12	Use of Self in Therapeutic Context	
13	Adolescents who have Experienced Trauma, Grief, Loss	
14	Adolescents and Gender and Sexual Diversity	
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. (2021). *Working with Adolescents: A Guide for Practitioners*. New York, NY: Guildford Press. *Chapter 1: Benefits and 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 4: Resilience in Adolescence and Chapter 5: Internal Assets and Individual Attributes Associated with Healthy Adolescent Outcomes.*
 - **OPTIONAL:** *Chapter 3: The Adolescent Brain*
- Kerig, P., Schulz, M. S., & Hauser, S. T. (2012). *Chapter 7: Sociocultural Perspectives on Adolescent Autonomy.*
- Steiner, H. & Hall, R. E. (2015). *Treating Adolescents* (2nd 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. We will also focus on understanding problem differentiation with diverse child populations as well as explore the concept of cultural humility.

Required Readings:

- Laser & Nicotera: *Chapter 6: The Family Environment; Chapter 7: The School Environment; Chapter 8: The Neighborhood Environment*
- Fisher-Borne, M., Cain, J. M., & Martin, S. L. (2015). From mastery to accountability: Cultural humility as an alternative to cultural competence. *Social Work Education, 34*(2), 165-181

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. We will also explore how social justice is intertwined with clinical social work practice.

Required Readings:

- Laser & Nicotera: *Chapter 9: Media Influences and Chapter 10: Assessment and Intervention at Each Ecological Level*
- Weisz, J. R., & Kazdin, A.E. (2011). Evidence-Based Psychotherapies for Children and Adolescents. (3rd Edition). New York, NY: Guilford Press. *Chapter 31: Assessment Issues in Child and Adolescent Psychotherapy.*
- Watts-Jones, D. T (2010). Location of Self: Opening the door to dialogue on Intersectionality in the therapy process. *Family Process, Vol. 49*(3) 405-420

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.
- McConaughy, S. H. (2nd 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.*

Module 6: Principles of Conducting Assessments with Adolescents (continued)

Required Readings:

- McConaughy, S. H. (2nd edition) (2013). *Clinical Interviews for Children and Adolescents. Chapter 4: Child Clinical Interviews: Self Awareness, Feelings, and Adolescent Issues*
- McLaughlin, A.M. (2011). Exploring social justice for clinical social work practice. *Smith College Studies in Social Work, 81*, 234-251
- 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 14: Mental Health Issues in Adolescence: Anxiety and Depression; Chapter 15: Suicidal Thoughts and Related Behaviors*
- LeCroy, C. W. & Anthony, E. K. (2015). *Case Studies in Child, Adolescent, and Family Treatment. (2nd Edition)*. Hoboken, NJ: Wiley and Sons. *Case Study: 1-3: Crisis Intervention with a Depressed African American Adolescent*

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. (2nd 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. (2nd edition) (2013). *Clinical Interviews for Children and Adolescents. Chapter 9: Assessing Risk for Suicide.*

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.
- Steiner & Hall: *Chapter 8: Bipolar and Mood Disorders in Adolescents & Chapter 10: Self-harm and Suicidal Behavior*

Module 9: Therapeutic Approaches for Adolescents with Substance Use Challenges

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

Required Readings:

- Laser & Nicotera: *Chapter 10: Substance Use and Dependence*
- 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: Guilford 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.preventchildabuse.nj.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:

- Laser & Nicotera: *Chapter 11: Trauma from an Ecological Perspective*
- 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*

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

Module 14: Gender and Sexual Diversity in Adolescence

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 13: Working with Queer Youth*.
- 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 18: Joys of Working with Adolescents*

XIV. COVID -19 community safety practices

Per University community safety regulations, "face coverings must be worn:

- indoors in shared spaces (e.g., meeting rooms, conference rooms, conference rooms, breakrooms, copy rooms, etc.)
- indoors in classrooms, seminar rooms, lecture halls, etc.
- indoors in private spaces with more than one occupant (shared offices)
- indoors in public spaces (e.g., hallways, restrooms, stairs, elevators, etc.)"

For additional information about community COVID-19 safety practices, please see <https://coronavirus.rutgers.edu/health-and-safety/community-safety-practices/>

XV. Academic Integrity Policy

As per Rutgers University Academic Integrity Policy, "Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities." All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](#) in its' entirety.

As per Rutgers University Academic Integrity Policy, "The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student's own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student's interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing."

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

“Plagiarism: Plagiarism is the use of another person's words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing 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, regardless of the nature of the assignment; Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution."

“Cheating: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one's own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student's work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one's place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one's own work a term paper or other assignment prepared, in whole or in part, by someone else.”

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW's Academic Integrity Facilitator (Laura Curran at lacurran@ssw.rutgers.edu). The AIF deciding the case (the “adjudicator”) shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of 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, see [RU Academic Integrity Policy](#) and [Procedures for Adjudicating Academic Integrity Violations](#)

XVI. 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>.

XVII. 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>.