I. COURSE DOMAIN AND BOUNDARIES

This course recognizes that adolescence is a unique developmental period with inherent challenges and opportunities for young people and recognizes the vital professional role of social workers in joining with youth to create sustainable positive outcomes for their lives.

This course covers five primary domains of social work practice with youth: 1) developmental perspectives on adolescence viewed within an ecological systems context; 2) theoretical basis for treatment modalities commonly used with youth; 3) beginning direct practice skills for working with youth and their families; 4) application of effective assessment and intervention approaches used with youth experiencing major psychosocial problems; and 5) social work values, ethics, and social and economic justice concerns involved in working with youth.

This course focuses on evidence based direct social work practice with youth, ages 12 and older, and presents capacity-building strategies that can be used to effectively engage youth experiencing a wide range of psychosocial problems. Students will understand the risk and protective factors present (or absent) within individual, family and community settings and the impact of those factors on healthy outcomes for young people. Students will explore assessment and interventions with individuals, families and peer groups and will be required to understand and apply the steps in the Evidence Based Practice (EBP) process to ask answerable direct practice questions, search and critique the literature for effective assessment and intervention approaches, integrate the empirical literature with consideration of involved persons; formal and informal practice contexts and their professional judgment and evaluate the process and outcomes. The accent will be on the application of theoretical and practice concepts with diverse populations of youth, considering such factors as race, ethnicity, culture, class, gender, sexual orientation, gender expression, religion, physical or mental disability or illness, age and national origin.

Students will be exposed to methods of evaluating their practice, including their professional use of self. Students will apply classroom learning in the context of field work or field observation.
II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

| Demonstrate Ethical and Professional Behavior | C1 |
| Engage diversity and difference in practice. | C2 |
| Advance human rights and social and economic and environmental justice. | C3 |
| Engage in practice-informed research and research-informed practice. | C4 |
| Engage with individuals, families, groups, organizations, and communities | C6 |
| Assess individuals, families, groups, organizations, and communities | C7 |
| Intervene with individuals, families, groups, organizations, and communities | C8 |
| Evaluate individuals, families, groups, organizations, and communities | C9 |

III. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

Student Handbook 2019

Accommodations: If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the Disability Resource Center, a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

Pronouns: The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual's identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the Brown Communications
Lab. If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon relationship or sexual violence, including sexual harassment and stalking: The University is committed to offering reasonable accommodations to students who are victims of relationship or sexual violence. Students are eligible for accommodations regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such accommodations may include but are not limited to implementation of a no-contact order, emergency housing, course/classroom assignment changes, assignment extensions and other academic support services. If you need to request such accommodations, please direct your requests to rsvpcenter@wustl.edu or call directly to 314-935-3445. There are four licensed RSVP counselors who serve as confidential resources. However, to implement requests for accommodations, limited information will be shared with the appropriate university administrator and/or faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.
If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting the Title IX office in Umrath Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.

Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI's strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu/

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.

V. READINGS

Required textbooks are available on Reserve in the Brown School library and for purchase from the WUSTL Bookstore. A limited number of recommended text books are available for purchase from the WUSTL Bookstore. Readings are always due the day they are scheduled in the syllabus.

REQUIRED TEXTS:


OPTIONAL/RECOMMENDED TEXTS:


JOURNAL ARTICLES MARKED WITH AN * ARE ELECTRONICALLY AVAILABLE ON CANVAS FOR THIS COURSE AND SECTION. All other required book chapters and articles are available on hard copy reserve in the Brown School library. The instructor may also distribute additional articles in class and may post additional materials on Canvas. You will find many of the recommended readings on Canvas, in a separate folder. A folder of recommended books and readings is also available on Canvas, please reference it as recommended readings are often required as references in the assignments.

VI. ORGANIZATION OF COURSE

This course meets weekly for 3 hours. Course content will be presented via a variety of methods: lecture and discussion, role playing and other experiential work in dyads and small groups, analysis of case examples, videos, guest speakers, and student presentations. Role-playing will be used extensively in this course as a skill-building training tool. In-class skills rehearsals will be conducted in triads (client, social worker and observer). Each student will have the opportunity to play each character and provide feedback to your peers. These skills rehearsals are to be treated as “real world” practice scenarios. Students can find the descriptions for the in-class skills rehearsals in the class outline section of the syllabus, they are described in italics.

VII. ROLE OF FACULTY & STUDENTS

The classroom environment is the mutual responsibility of the instructors and the students. The instructor and Teaching Assistant will lecture, facilitate class discussions and experiential exercises, model and encourage open discussion, and foster an environment in which students’ values, knowledge and experiences can be explored and their diverse perspectives can be understood, respected and critically examined. The instructor and TA will also provide readings, assignment information, and be available for consultation and feedback. Assignments will be returned in a timely manner. The instructor and TA invite students to give feedback and suggestions throughout the course.

Class Attendance, Participation and Professional Behaviors: Both class attendance and participation are expected. Both practicum and classroom learning are important components of your MSW education and training. Obligations at practicum are not an acceptable reason for missing class. Students are expected to read the assigned readings and review any required materials prior to class sessions and come prepared to discuss these readings and materials in class. Students are expected to share your knowledge, experience, comments, feedback, and alternative opinions. Students are expected to maintain personal and professional boundaries at all times in discussions and role-plays.
USE OF CANVAS:

Students are encouraged to review Canvas on a regular basis and utilize the technology appropriately to enhance their learning experience.

FOR SCHEDULING APPOINTMENTS WITH THE INSTRUCTOR DURING REGULAR OFFICE HOURS:

- There is a calendar feature in Canvas which allows students to see the instructor’s open office hours each week. If you need to meet with the instructor and can meet during those office hours, please use the Canvas calendar feature to sign up for a 30 minute slot. If (and only if) you cannot meet during the open office hours, please email the instructor with at least 3 other day/time combinations that would work for you.

FOR POWERPOINT LECTURES AND OTHER COURSE CONTENT:

- The instructor will post powerpoint slides from class lectures, additional readings, handouts and links to useful websites and other relevant resources.
- The instructor may use a “flipped classroom” model wherein students will need to review slides or video content in advance of class in order to use class time for skill building and application of content. These materials will be posted on Canvas and an announcement will be emailed to students in advance of class to remind them to review the materials.
- Many of the supplemental resources will be valuable throughout your career, please take the time to review these and download or bookmark them throughout the semester. In addition, use of the resources in the “supplemental resources” folders is a requirement as references in assignments for the course.

DISCUSSION BOARDS:

- There is a discussion board specifically for ongoing thoughts, ideas and questions about course content (beyond assignments). Students are encouraged to subscribe to this forum to receive notifications about new posts and replies. **At least 2 thoughtful, insightful posts are required during the semester.** You may post a new thread or respond to a thread posted by a classmate or by the instructor or TA.
- There is a separate discussion board for assignment questions. This is the place to post your questions about assignments. Students are encouraged to subscribe to this forum to receive notifications about new posts and replies. Please review this discussion board before sending a personal e-mail to the instructor. All posted questions will receive a response from the instructor within 24 hours during the week but the discussion board is not always reviewed on the weekends, please plan accordingly.

FOR GROUPWORK ASSIGNMENTS (PAPER AND SKILLS DEMONSTRATIONS):

- Small groups will be given a dedicated Canvas group page to communicate with each other about the group graded assignments. This page (accessed through the “groups” section of Canvas) will have a discussion board and file sharing options which only other group members and the instructor and TA will be able to access. Each member of the group will be responsible for posting at least 1 critically thought out discussion thread about their personal style of working in task groups and how their preferences may impact this assignment (both process and product). In addition, groups are encouraged to use the file sharing feature to post and edit sections of the group-work paper.
VIII. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Competency/Competencies</th>
<th>Dimension/Dimensions Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conversation with an Adolescent</td>
<td>C1, C2, C6</td>
<td>Knowledge, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Adolescent Assessment</td>
<td>C4, C6</td>
<td>Knowledge, Cognitive Processes</td>
</tr>
<tr>
<td>Group-work Model</td>
<td>C4, C6, C7, C8, C9</td>
<td>Knowledge, Cognitive Processes</td>
</tr>
<tr>
<td>Intervention Skills Demonstration</td>
<td>C1, C4, C6, C7, C8</td>
<td>Skills, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Adolescent Intervention Plan</td>
<td>C4, C9</td>
<td>Knowledge, Skills, Cognitive Processes</td>
</tr>
<tr>
<td>Adolescent Clinical Case Consultation</td>
<td>C1, C4, C7, C9</td>
<td>Knowledge, Skills, Cognitive Processes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Activities</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class discussions of risk and protective factors across social identities, settings and environments</td>
<td>C2, C3</td>
<td>Knowledge, Skills, Cognitive Processes</td>
</tr>
<tr>
<td>In-class skills rehearsals</td>
<td>C6, C7, C8, C9</td>
<td>Skills, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Canvas posts on professional use of self and self-disclosure when working with adolescents</td>
<td>C1</td>
<td>Values, Cognitive and Affective Processes</td>
</tr>
</tbody>
</table>

IX. ASSIGNMENTS AND GRADING CRITERIA

Please note: detailed assignment and scoring sheets will be provided for each assignment. Please follow those detailed instructions when completing the assignments.

Unless otherwise noted, appropriate APA citation and format is required for each assignment. Title and reference pages are not included in the page limit requirements for any assignment.

1. CONVERSATION WITH AN ADOLESCENT (DUE: September 19th)

Students are required to conduct an informal, face-to-face, unstructured conversation with an adolescent between the ages of 12 and 18. Talk with the youth for 30-45 minutes (or longer!)

The goal of this is to have fun, experience a positive interaction with an adolescent, and treat them as an expert. The purpose of this conversation is to gain understanding about their opinions, attitudes and feelings for a particular topic that they agree to discuss with you.

The paper will: (a) summarize the content of the conversation, relating the adolescent’s ideas, concerns, and attitudes to the stages of adolescent development; (b) identify and give examples of specific communication (and micro-counseling) skills you used and (c) reflect on your reactions to the conversation. Thoroughly integrate the adolescent development literature, including at least 1 recommended reading or supplemental resource, into your paper.

APA citations and format are required for this paper, however, as appropriate; you may use first person narrative.

This assignment is worth 10% of your final grade.
2. ADOLESCENT ASSESSMENT  (DUE: October 10th)

This paper should be based on your work with an adolescent in your practicum setting. This paper is a descriptive assessment of an adolescent that identifies strengths and needs from a systems perspective of the individual, family and community.

Any student not in a practicum with youth should use one of the following options, in the following order of preference: You must receive approval from the instructor before proceeding with these options.

a) Utilize a client with whom you are working in a non-practicum setting.
b) Utilize a client with whom you have previously worked (in any setting).
c) Utilize a client as documented in a case study. This may be a client from a book, or a particularly good tv show or film. The major requirement is that there is sufficient description given of the client. Consider the setting in which the character would most likely encounter a social worker. Then, place yourself as the social worker in that setting. Briefly describe the setting as known (if the character is a student in a school, describe the school demographics from what you saw in the movie) and create a scenario in which the client would be referred to you or if it makes sense that the client could be referred to your actual practicum agency, assume that s/he was referred to you by someone in the book/film and then describe your actual agency setting as required in the assignment. Beyond that, don’t make up facts about the character. Instead, describe what you know and what you would want to know, based on the research literature.

Assessments should include the appropriate use of an eco-map and a genogram (three-generations), but students should not limit their assessments to these tools. Attention (and points) will be given to the described use/suggested use of at least one additional evidence based assessment tool appropriate for the presenting needs of the client being assessed.

Integrate at least 7 references from the empirical literature into your paper. Use readings other than those required for class, and these readings must be from peer-reviewed journals or books. At least one reference must be from the recommended readings or supplemental resources folder.

This assignment is worth 25% of your final grade.

GROUP GRADED ASSIGNMENTS: The class will be divided into groups of 5 to 6. Each group will demonstrate either the effective use of family treatment or group work skills with adolescents. In addition, each group will write a paper which researches the needs of a particular population of adolescents that can be effectively addressed through group interventions, the group approaches that have been taken with this population and provide a group intervention model. Each group member will receive the same grade for these assignments.

3. INTERVENTION SKILLS DEMONSTRATIONS: (IN CLASS: Oct. 24th and Nov.14th )

The student group will design and conduct, in class, a 10 minute role play demonstrating either a specific group work skill in a session with adolescent group members or a family therapy approach utilized with an adolescent and his/her family members. Time will be given to process the role-play and to provide feedback to the facilitators.

The demonstrations will be conducted in two class periods. Students will select their preference for either family approach or group work skills and will present on the corresponding date.
Preparation time will be given during a class session, however, student groups are expected to meet outside of class in order to prepare.

In addition to the demonstration, the group must provide the professor with a brief written description of how the role play will accomplish the goal of demonstrating the skill or approach.

This assignment is worth 10% of your final grade.

4. GROUP WORK MODEL  
(DUE: November 7th)

The student group will write a paper which will include the following components:

a) A review of the empirical literature to identify the needs of your target population
b) A review of the empirical literature to identify relevant practice guidelines for group work treatment as well as to describe the effective use of group work with this population of adolescents, including the outcomes of group treatment models.
c) A detailed framework for a creative and unique 6 session group model (designed by your group) that could be utilized with the selected population.
   This will include attaching lesson plans, modified to align to the Experiential Learning Cycle and engage a variety of Multiple Intelligences (as discussed in class).
d) Critically analyze the opportunities or barriers to implementing your group model within a youth serving agency *this does NOT have to be within your current or past practicum site*.

This paper must include at least 7 references that are not required readings for the course, at least 1 reference must be from the recommended reading list or supplemental resource folder.

This assignment is worth 20% of your final grade.

5. ADOLESCENT INTERVENTION PLAN  
(DUE: December 5th)

This paper should be based on your work with the same adolescent in your practicum setting on whom your assessment assignment was based. The paper will include the following components:

a) A description of your planned or implemented intervention and the rationale (from empirical literature or practice guidelines) as well as any interventions used to the current point and rationale for using these interventions.
b) A narrative description of treatment goals and objectives, as they relate to the presenting problem or need identified in the assessment assignment. {Use any standard treatment plan format attached as an appendix to the narrative}.
c) A specific method to evaluate the effectiveness of your interventions. {how will you know that your intervention was successful?}
d) A critical analysis of the intervention, including what worked, what did not work, and why. You must demonstrate understanding about why these strategies worked or did not work as well as evidence-based recommendations for solutions to these issues. If you are not working with the client, include anticipated barriers and the evidence based recommendations for solutions to these issues. Integrate what you learned from the empirical literature into your critical analysis.

Use and cite at least 7 references from empirical literature to support your intervention strategies. Use sources that are not required readings for the course, at least 1 reference must be from the recommended reading list or supplemental resource folder.

This assignment is worth 25% of your final grade.
6. ADOLESCENT CLINICAL CASE CONSULTATION (IN CLASS)

This assignment will be completed in conjunction with either the adolescent assessment assignment or the adolescent intervention plan assignment. Half of the class will complete a case consultation with their assessment assignment, the other half will complete a case consultation with their intervention plan assignment; students will be randomly assigned to their case consultation date. Case consultations will be conducted in small groups (called “consultation teams”).

The presentation will include:

a) Summary of client assessment or intervention plan (as described in the detailed assignment sheet)

b) At least 1 well-thought out question related to their client assessment or the proposed intervention. This question will be posed to the consultation team at the conclusion of the case presentation.

Each presentation will be 8 minutes minimum to 10 minutes maximum, with 5 additional minutes for Q&A from your consultation team. Students are encouraged to use PowerPoint or handouts to ensure required components are addressed. The instructor will make copies and upload the presentation to Canvas in advance of the presentation date.

50% of the grade for the respective assignments (either the assessment or the intervention plan) will be determined by the content and delivery of the case consultation presentation.

CLASS ATTENDANCE AND PROFESSIONALISM: (ONGOING)

On-time attendance and appropriate participation are expected and graded accordingly. Role plays are a significant component of your participation grade and are to be treated as “real world” practice.

Do not ask if you will miss anything if you are absent, of course you will: content is covered each week! Your presence or absence will affect the learning environment for you and your classmates. Therefore, each absence from class will result in a minimum of 10 points (1%) deduction in participation grade, considerations will be made for professional or personal emergency situations on a case-by-case basis.

If you must be absent from class, you can use the options listed under “extra credit opportunities” to make up a portion of the participation points.

Appropriate professional behaviors are expected. Unprofessional behaviors (including but not limited to: arriving late, leaving early, falling asleep, inappropriate use of technology and social media during class, expressing intolerance for differing viewpoints) will result in a minimum of 5 point deduction in participation grade.

Participation beyond class sessions is also a requirement for this course. Participation in the course’s Canvas online discussion board is required, at least 2 posts throughout the semester. In addition, completing the course evaluations online at the middle and end of the semester will be factored into your participation grade. Final evaluations must be submitted by the date announced in class and on Canvas to be considered for your participation grade.

Class attendance and professionalism are worth 10% of your final grade and will be assessed on an ongoing basis.
**POLICY ON LATE ASSIGNMENTS:** Late assignments will be penalized a minimum of 20% of the possible points for each day’s tardiness and PRE-APPROVED extensions will only be granted up to 1 week, after that time, assignments will be given a zero. Please see the instructor in advance of the due date if there are extenuating circumstances (injury, illness, birth or death in the family).

**EXTRA CREDIT OPPORTUNITIES** (you may receive up to 10 total extra credit points, (1%) added to your participation grade, from any combination of the options below)

1. A Canvas discussion board post (above and beyond the required 2 posts) describing a youth related lecture, workshop, webinar, podcast or other professional development event which you attended/participated in and your insightful reflection on its relevance to the course will be worth up to 2.5 points extra credit. If you attend a professional training or another learning event, you will also need to bring proof (brochures, certificates of attendance, etc) from the events, if you participate in an online webinar, you can print or email proof of registration or completion. Several of these events will be posted on Canvas throughout the semester. Posts will be accepted throughout the semester until the start of the final day of class.

2. A 2-3 page review of a current / recent example of youth issues represented in the media (tv show, movies, music, books, etc.) and your reflection on its relevance to the course will be worth up to 2.5 points extra credit. APA citations are expected as relevant for this assignment, however, you may write in first person. Reviews will be accepted via e-mail or hard copy to the instructor throughout the semester until the start of the final day of class.

**SUMMARY OF ASSIGNMENTS**

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<thead>
<tr>
<th>Assignments</th>
<th>Percentage</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Conversation with an adolescent</td>
<td>10%</td>
<td>Sept. 19th</td>
</tr>
<tr>
<td>Adolescent Assessment</td>
<td>25%</td>
<td>Oct. 10th</td>
</tr>
<tr>
<td>Intervention Skills Demonstration</td>
<td>10%</td>
<td>Oct. 24th / Nov. 14th</td>
</tr>
<tr>
<td>Group Work Model</td>
<td>20%</td>
<td>Nov. 7th</td>
</tr>
<tr>
<td>Adolescent Intervention Plan</td>
<td>25%</td>
<td>Dec. 5th</td>
</tr>
<tr>
<td>Clinical Case Consultation</td>
<td>N/A</td>
<td>Oct. 10th or Dec. 5th</td>
</tr>
<tr>
<td>Class Attendance &amp; Professionalism</td>
<td>10%</td>
<td>ongoing</td>
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<td><strong>100%</strong></td>
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**COURSE GRADING SCALE:**

<table>
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<tr>
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<td>73-70</td>
<td>C-</td>
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<td>below 70</td>
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X. COURSE OUTLINE

Class 1: August 29th
Topic: OVERVIEW OF THE COURSE & ADOLESCENT DEVELOPMENT Overview of course, assignments, expectations. This class will focus on adolescence as a developmental stage; theoretical perspectives on adolescence; and the role of our own personal values and experiences in building relationships with youth.

Required Readings
Text:
1. Geldard & Geldard (2016) Chapters 1-4: the nature of adolescence; the influence of childhood experiences; young people’s environment; challenges for young people (Part 1, pp. 3-51).

Articles/Text On Reserve:
2. * Blakemore, Sarah-Jayne: The mysterious workings of the adolescent brain (14 minute TED talk – link available on Canvas)
3. * Burke Harris, Nadine: How childhood trauma affects health across a lifetime (16 minute TED talk – link available on Canvas)

Class 2: Sept. 5th
Topic: POSITIVE YOUTH DEVELOPMENT AND AN INTRODUCTION TO ASSESSMENT OF PSYCHOSOCIAL RISK AND PROTECTIVE FACTORS This class will introduce the Positive Youth Development Approach as a philosophy for engaging youth in their own development. This class will also begin to examine the major psychosocial problems experienced by youth, and methods to assess the family, peer, school, and societal risk and protective factors associated with the prevention or manifestation of these problems.

Required Readings
Text:

Articles/Text On Reserve:
2. * Act for Youth, Youth Development Research Base (6 minute video - link available on Canvas)
3. * Dweck, Carol: Growth mindset (Ted Talk – link available in Canvas)


Class 3: Sept. 12th
*In class, students will be randomly assigned to their case consultation date (in conjunction with either the Assessment or the Intervention Plan assignment)*

Topic: ASSESSMENT OF PSYCHOSOCIAL RISK AND PROTECTIVE FACTORS AND INDIVIDUAL TREATMENT OF ADOLESCENTS This class will begin to explore the choices of treatment modalities for adolescents with a focus on individual treatment. This class will focus on the skills involved in building relationships with youth and engaging them in the treatment process. Attention will be given to engaging adolescents who are experiencing hostility and resistance to the therapeutic process. Ethical issues in providing treatment to adolescents will also be highlighted.

Required Readings
Text:
1. Geldard & Geldard (2016) Chapters 7-13 (making counseling relevant for young people; foundations of the proactive approach; the proactive process for counseling young people; making use of adolescent communication processes; useful counseling micro-skills; promoting change in young people, maintaining a collaborative relationship) and Chapters 16, 17 and 19 (behavioral and cognitive behavioral strategies; psycho-educational strategies, professional and ethical issues).

Articles/Text On Reserve:

Class 4: September 19th
*Conversation with an adolescent due.*

Topic: FAMILY TREATMENT OF ADOLESCENTS This class will continue to explore the choices of treatment modalities for adolescents with a focus on involving family members in treatment. Specific intervention skills for working with family stress, family separation / divorce will be highlighted.

Required Readings
Articles/Text On Reserve:


Class 5: September 26th

In class, students select skills demonstration assignment area of interest (family or group work). Later this week, students will be notified via Canvas of their assigned groups for group work assignments (skills demonstrations and paper).

Topic: OVERVIEW OF GROUP WORK WITH ADOLESCENTS This class will focus on the use of group work with adolescents and the development of skills in engaging adolescents with group interventions.

Required Readings

Text:
1. Malekoff (2014) Chapters 2-5, 16 & 17 (Essentials for group work with adolescents: staying in the mess; Strengths Based Groupwork; Planning in group work; Good beginnings in group work; The struggle to fit in and On becoming a reflective groupworker).

Articles/Text On Reserve:

Class 6: October 3rd

Groups will meet for 15-20 minutes during the class period.

Topic: GROUP WORK WITH ADOLESCENTS. This class will continue the exploration of group work with adolescents, the development of skills in conducting groups with youth, and the skills necessary to evaluate practice with groups.

Required Readings

Text:
1. Malekoff, (2014) Chapters 6, 8-10. (What’s going on in there; Problem solving in group work; The purposeful use of activities in group work; The ending transition in group work)

Articles/Text On Reserve:

Class 7: October 10th

Assessment and Case Consultation #1 (Assessment Case Consultation) due.

Topic: ADOLESCENTS & EDUCATION This class will focus on the assessment of academic achievement with adolescents and will highlight effective drop-out prevention strategies.

Topic: ADOLESCENTS & TECHNOLOGY This class will introduce the use of technology by teenagers (specifically online social networking sites) and suggest ideas for utilizing technology as a resource in work with teenagers.

Required Readings

Text:

Articles/Text on Reserve:
4. *Davies, T. and Cranston P. (2008). Youth Work and Social Networking: How can Youth Work best support young people to navigate the risks and make the most of the opportunities of online social networking?


Class 8: October 17th
Topic: ADOLESCENT MALTREATMENT This class will focus on the assessment of and interventions for adolescent maltreatment. Students will practice skills in interviewing adolescents about the presence of physical and sexual abuse in their lives.

Topic: TREATMENT PLANNING WITH ADOLESCENTS This class will focus on skill building in the development of treatment plans containing measurable goals and objectives.

Required Readings
Articles/Text On Reserve:


Class 9: October 24th
Interventions skill demonstration #1
Topic: ADOLESCENTS & CONDUCT DISORDERS, VIOLENCE EXPOSURE & VIOLENT BEHAVIOR This class will focus on the prevalence and assessment of conduct disorders, problem behaviors, and violence in the lives of young people, including youth gang affiliation, with a focus on prevention and intervention. The use of the Restorative Justice model will be introduced as a promising strategy for working with youth who are involved with juvenile and family court for delinquency and status offenses.

Required Readings:
Articles/Text On Reserve:


5. *Pew Internet and American Life Project report: Cyberbullying and Online Teens

6. *“What is RJ” slide show - Restorative Justice Tutorial (link available on Canvas)

**Class 10: October 31st**

**Topic:** ADOLESCENT SEXUALITY: FOCUS ON SEXUAL RISK BEHAVIORS, ADOLESCENT PREGNANCY, & SEXUALLY TRANSMITTED DISEASES, INCLUDING HIV. This class will focus on adolescent sexuality, and relationship and sexuality issues of concern to adolescents. The emphasis will be on the assessment of and interventions for reducing high-risk sexual behaviors among youth. Students will view and discuss the documentary: Let’s Talk About Sex.

**Required Readings**

**Articles/Text On Reserve:**

1. From the online resources posted on Canvas, select at least 2 reports that you're most interested in (options include characteristics of effective curriculum based programs, parent involvement, research specifically on Latinas, involving males in prevention efforts, rates of oral sex, etc). Come to class prepared to discuss (journal club style) your thoughts.


Class 11: November 7th

**Group Work Model Paper Due**

**Topic: ADOLESCENT SEXUALITY: FOCUS ON SEXUAL AND GENDER MINORITY YOUTH, RELATIONSHIPS - DATING, & DATING VIOLENCE**

This class will continue to focus on sexuality issues of concern to adolescents. The emphasis will be on the assessment of the dating violence and sexual orientation concerns of adolescents and intervention approaches to use with young people. *Students will practice skills in engaging youth around sexuality concerns.*

**Required Readings**

**Articles/Text On Reserve:**


Class 12: November 14th

**Interventions skill demonstration #2**

**Topic: ADOLESCENTS & SUBSTANCE USE & ABUSE**

This class will focus on the prevalence of substance use among adolescents and the assessment and treatment of substance use problems, including alcohol, tobacco, and illicit drugs. Strategies to educate youth and parents regarding harm reduction will be discussed.

**Required Readings:**

**Text:**

1. Malekoff, (2014) Chapter 15, Group Work as a Counterforce to Alcohol and Other Drug Abuse

**Articles/Text On Reserve:**


Class 13: November 21st
Topic: ADOLESCENTS & DEPRESSION, SELF-HARM AND SUICIDALITY
This class will focus on the prevalence and assessment of depression, self-harm and suicidality among adolescents, and interventions and treatment approaches. Students will practice skills in assessing adolescents’ risk for suicidal behavior.

Required Readings
Articles/Text On Reserve:

NO CLASS NOVEMBER 28th – have a great Thanksgiving break!

Class #14: December 5th
Intervention Plan and Case Consultation #2 (Intervention Case Consultation)
Topic: ADOLESCENTS, BODY IMAGE & DISORDERED EATING. This class will focus on the prevalence of eating disorders in youth. Content will include resources for the assessment of and interventions for eating disorders. The class will also focus on general body image issues and the influence of media and social media in body image concerns for adolescents.

Required Readings
Articles/Text On Reserve:

Class 15: December 12th
Topic: ADOLESCENT VOICE. This class will include a Youth Panel of adolescents who will share their perspectives on what it’s like to be a teenager as well as provide advice for how youth serving professionals should successfully engage with them.
Opportunities for verbal feedback of the strengths and areas for improvement of the course will also be provided. Written course evaluations must be completed by the student independently via the University’s online evaluation system - this is a component of the participation grade and must be submitted by the date announced in class and on Canvas.

No Required Readings