

**LOYOLA UNIVERSITY CHICAGO**

**SCHOOL OF SOCIAL WORK**

**COURSE SYLLABUS**

**SOWK 615**

**Social Work Practice with Adolescents**

**[Add Semester and Year]**

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**Instructor Name, Title, and Pronouns:**

**Email:**

**Telephone:**

**Office Hours:** [Add days, times, in-person/virtual]

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**Class Day and Time:**

**Class Location:** [Add building and room number or note online via zoom]

**Credits/Length of Course:**

**Method of Delivery:** [Note: In-person/hybrid/online]

**Prerequisites:**

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**SCHOOL OF SOCIAL WORK MISSION & IDENTITY STATEMENT**

Loyola University Chicago School of Social Work provides transformative education for practice-informed social work. The School advances rich and diverse knowledge grounded in empowering work with clients and organizations from a participatory, person-in-environment perspective. We promote social justice through macro, mezzo, and micro practice. “Transformative education” reflects our commitment to engaging students to be effective change agents for social justice in a global context. “Practice-informed social work” refers to a strengths-based, client-centered focus in working with individuals, families, groups, communities, and environmental systems.

**Course Description**

Adolescence represents a unique developmental period, during which young people undergo significant change as they make their way from childhood to adulthood. They gain cognitive abilities not previously accessible to them, including those that allow for abstract thought and self-reflection, yet remain vulnerable to impulsivity and high-risk behavior, especially in the presence of peers. The focus of their relationships expands from parents and friends to include romantic relationships, providing practice for future relationships. Other aspects of identity are under construction as well, as adolescents struggle with cultural identifications, make decisions about education, experiment with work, and explore more specific talents and abilities than during childhood. It is important for social workers to understand the characteristics of this unique time in human development in order to more effectively intervene with young people and their families.

Social workers encounter adolescents in a variety of settings, including schools, mental health, child welfare, medical, juvenile justice, and substance abuse treatment. This course seeks to prepare students for direct intervention with adolescents and their families in these settings and within young people’s own social contexts.

To that end, students will be engaged in an overview of adolescent psychological and neurobiological development, encouraged to consider the impact of the environment on adolescent experience, and offered several theoretical perspectives for conceptualizing work with adolescents. Students will then learn intervention options specific to common presenting concerns, within the context of a strengths-based perspective.

**Learning Objectives & EPAS Related Competencies\***

\*Framed by the Council on Social Work Education’s Educational Policy and Accreditation Standards (EPAS)

**Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

| **Assignment** | Apps for Adolescents | Knowledge, Skills |
| --- | --- | --- |
| **Assignment** | Final Paper | Knowledge, Values, Skills, and Cognitive & Affective Processes |

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

| **Assignment** | Final Paper | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |

**Competency 7: Assess Individuals, Families, Groups, Organizations and Communities**

| **Assignment** | Final Paper | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |

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

| **Assignment** | Final Paper | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

| **Assignment** | Final Paper | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |

**Methods of Instruction**

**Sakai**

This course will be conducted [in person/online (synchronous or asynchronous)/hybrid] with content available via Sakai. Sakai is the learning platform used at Loyola University Chicago. The platform offers a variety of tools that allow students and instructors to communicate, turn in assignments, participate in discussions, provide/receive feedback, and track students’ grades and progress. Make sure to do the following before the first day of the semester:

* Verify that your credentials to access the course are working properly
* Locate and access the course within Sakai
* Familiarize yourself with the Sakai tools

**Minimum Technical Requirements**

The course is delivered [in person/online/hybrid]. Students are expected to have basic knowledge and command of a computer/tablet and be familiar with the following software and tools:

* Web browsers such as Firefox. Tools such as VoiceThread work better with Firefox
* Reliable high-speed internet access
* Access to an active e-mail account. Be sure to check your Loyola University e-mail regularly, including the Spam folder.
* Word processing program (Microsoft Word recommended)
* Antivirus software
* Adobe Acrobat
* Access to a Windows, Chromebook, or Mac computer to complete assignments in the event your mobile device does not meet the minimum technical requirements

**POLICIES & RESOURCES**

**LUC SSW BSW/MSW Student Handbooks**

Please familiarize yourself with all content in the [LUC SSW BSW & MSW Student Handbook](https://www.luc.edu/socialwork/student-support/forms/)s. Additional key information is noted below.

**Students with Special Needs – Student Accessibility Center**

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professors individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, the software may be used to audio record class lectures in order to provide equal access to students with disabilities.  Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity.  Recordings are deleted at the end of the semester.  For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

**Respect for Diversity**

Guided by the NASW Code of Ethics and the mission of the University, the School of Social Work is committed to the recognition and respect for variations in racial, ethnic, and cultural backgrounds and with regard to class, gender, age, physical and mental ability/disability, religion, sexual orientation, gender identity, and gender expression. The school values ethnically sensitive and culturally competent social work education and practice. Students must uphold the ethical standards set forth by the profession and the Jesuit ideals of the university. (See: [Respect for Diversity](https://www.luc.edu/socialwork/aboutus/) for more information).

**Gender Pronouns and Name on Roster**

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language exclude the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Explicit identification of pronouns is increasingly used in professional identification (e.g., conference nametags, Twitter handles, etc.).

As part of our professionalization and in the spirit of our professional values, during our first class as we introduce ourselves, you may choose to share your name and gender pronouns (e.g., Hello, my name is Sam and my gender pronouns are she/her/hers or Hello, my name is Lou, and my gender pronouns are they/them/theirs). If you would only like to introduce yourself by name, without pronouns, that is also completely fine. If you do not wish to be called by the name listed on the roster, please inform the class. You may also choose to add your pronouns to your zoom account profile (e.g., Sam Smith (they/them) so they always appear on the screen. Note that if you choose to do so, you must change your profile name from the main login on your Zoom account (e.g., add the pronouns after your last name) or you will have to add the pronouns manually during each and every zoom session. The goal is to create an affirming environment for all students with regard to their names and gender pronouns.

**Brave and Safe Space**

A safe space is ideally one where the expression of identity and experience can exist and be affirmed without fear of repercussion and without the pressure to educate. While learning may occur in these spaces, the ultimate goal is to provide support. A brave space encourages dialogue. Recognizing differences and holding each person accountable to do the work of sharing experiences and coming to new understandings - a feat that’s often hard, and typically uncomfortable.

The School of Social Work values creating a brave and safe space within classrooms for all students. Our instructors welcome all course-related comments and concerns from students. If you have a concern about whether your classroom is a supportive, brave, and safe space, or any other concerns, you are welcome to speak with your instructor or any other faculty or staff member that you trust. That person will help you talk through a pathway to address your concerns and bring them to the Associate Dean with you or on your behalf if you so desire. You should be reassured that expressing your concerns will not result in any penalty to you.

**Title IX Disclosure and Rights**

Under Title IX federal law, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (Title IX of the Education Amendments of 1972). It is important for you to know the professor has a mandatory obligation to notify designated University personnel of incidents of gender-based misconduct (sexual assault, dating/domestic violence, stalking, sexual harassment, etc.) that are shared in private or during class discussions. The reason for this is to keep all members of the Loyola community safe, also to ensure you are connected to the resources and reporting options available. Hypothetical scenarios that are discussed do not require any action. Please visit the [Title IX at Loyola University Chicago Page](https://www.luc.edu/equity/titleixequitylaws/titleix/) for more information regarding the University’s response to notifications of gender-based misconduct. The following link contains information if you wish to [speak or contact a confidential resource on campus](https://www.luc.edu/equity/about/contacttheoecteam/).

**Student Code of Conduct**

Respecting the rights and opinions of others is an important aspect of a Jesuit education. Please respect others by allowing others to express their opinion, avoiding the use of vulgar language and/or offensive or discriminatory comments (racial, ethnic, etc.). It’s the student’s responsibility to read and adhere to the[Loyola University Code of Conduct](https://www.luc.edu/media/lucedu/law/fyi/pdfs/Code_of_Conduct.pdf).

**Privacy Policy – FERPA**

FERPA (Family Educational Rights and Privacy Act) is a federal law that protects the privacy of students and educational records. To learn more about students’ privacy rights visit the [FERPA Actat Loyola University](https://www.luc.edu/regrec/aboutus/ferpa/) website or the [U.S Dept. of Education website](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html). Loyola University, e-mail, and Learning Management System meet FERPA requirements.

**Third-Party and FERPA**

Some assignments may require the use of public online websites, applications, social media, and/or blogs among others. If a course requires students to participate in these types of activities the students can choose not to participate. In this case, the students should contact the instructor as soon as possible and let them know of their decision. Please avoid sharing the private information of others.

**Resources for Writing**

The Writing Center, Loyola University Chicago, is available to help writers develop and clarify ideas and work on specific issues such as punctuation, grammar, documentation, and sentence structure. Students are encouraged to visit the [Writing Center Website](https://www.luc.edu/writing/index.shtml) for additional information. Services are available at both WTC & LSC. Resources for APA may be found here: <http://owl.english.purdue.edu/owl/resource/560/01/>

**Help with Technology – Help Desk**

The ITS Service Desk provides the University with a single point of access for support with technology. They are committed to providing excellent, professional customer service in tracking and resolving support requests. To request assistance, please contact the ITS Service Desk at 773.508.4ITS or via email at ITS Service Desk ITSServiceDesk@luc.edu. Help Desk [Support Hours](https://www.luc.edu/its/service/support_hours.shtml).

**Important Contact Information**

IT Help Desk: 773-508-4487, [IT Help Desk Website](http://www.luc.edu/its/service/)

Wellness Center: 773- 494-3810,  [Wellness Center Website](https://www.luc.edu/wellness/)
Writing Center: 312-915-6089, [Writing Center Website](https://www.luc.edu/writing/index.shtml)
Tutoring – Academic Excellence: 773-508-7708, [Tutoring Website](https://www.luc.edu/tutoring/index.shtml)
Ethics Hotline: 1-855-603-6988, [Ethics Hotline Website](https://www.luc.edu/hr/ethics/)
Military Veteran Student Services: 773-508-7765, [Veteran Student Services Website](https://www.luc.edu/veterans/)
Library: 312-915-6622, [Library Website](http://libraries.luc.edu/)

Students Accessibility Center: 773-508-3700, [Students Accessibility Center Website](https://www.luc.edu/sac/)

**ACADEMIC INTEGRITY, GRADING & ASSIGNMENTS**

**Academic Integrity and Plagiarism**

Academic integrity is essential to a student’s professional development, their ability to serve others, and to the university’s mission. Therefore, students are expected to conduct all academic work within the letter and the spirit of the Statement on Academic Honesty of Loyola University Chicago, which is characterized by any action whereby a student misrepresents the ownership of academic work submitted in their name. Students who plagiarize risk receiving a failing grade at the instructor’s discretion. All students who plagiarize will be referred to the Committee of Student Affairs (CSA) for judicial review. Knowledge of what plagiarism is will help you from inadvertently committing it in your papers. Additional [information on plagiarism](https://www.plagiarism.org/).

Plagiarism is a serious ethical violation, the consequences of which can be a failure of a specific class and/or expulsion from the school**.** Responsibilities of Academic Honesty are detailed in [the LUC BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/). Please read the Graduate Catalog stating the university policy on plagiarism. The definition of plagiarism is: “In an instructional setting, plagiarism occurs when a writer deliberately (or unintentionally) uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source." Source: WPA (n.d.). Defining and Avoiding Plagiarism: The [WPA Statement on Best Practices](http://wpacouncil.org/files/wpa-plagiarism-statement.pdf).

This commitment ensures that a student in the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby, affirming personal and professional honor and integrity. Students may not use the same assignment content to fulfill different course requirements. If a paper is submitted to a course that is closely related to a paper submitted for another course, it is suggested that the student cite the paper. (Example: paper submitted for SOWK 000, Instructor: Wayne Williams, Semester: Spring 2020)

**Turn-It-In**

By taking this course you agree that all required papers may be subject to submission review to Turnitin.com (within Sakai or otherwise) to detect plagiarism. Any and all written material submitted as course work may be subject to detection of plagiarism using the Turn-it-in database. To learn about their usage policy, visit the [Turn-It-In](https://www.turnitin.com/) website.

**Academic Warnings**

Students are responsible for tracking their progress through each class. As a result, students should identify and resolve any academic difficulty as early as possible. In the event that a student is experiencing academic difficulty, the student will be notified by the instructor in writing (via e-mail) no later than the deadline for early alert according to the LUC Academic calendar at mid-term. See the [LUC SSW BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/) for additional information regarding academic concerns.

**Grading Criteria**

Grades are based on the following criteria:

**A** = Exceptional. This grade will be assigned to assignments that show extensive use of literature as well as broad use of concrete concepts and examples of practice, paying special attention to the use of professional language, grammar, and sentence structure in all written materials.

**B** = Fully meets graduate-level standards. This grade will be assigned to tasks and assignments in which all the steps have been satisfactorily completed showing a combination of the appropriate use of theories, principles, and precise descriptions of practice.

**C** = Performance, in general, is not satisfactory and is below the graduate level standard, all the requirements of the task or assignment have been completed.

**D** = Performance, in general, is not adequate. The student must re-take the course.

**F** = Failure. The performance and quality of work are not satisfactory, or some parts of the tasks or assignments have not been completed.

**I** = At the discretion of the section Instructor a temporary grade of **Incomplete** may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. The request signed by the student and the faculty member must be approved and on file with the BSW or MSW Program Director when grades are submitted.

### **Grading Scale**

|  |  |
| --- | --- |
| **Grade**  | **Percentage (%)**  |
| **A**  | 96 – 100  |
| **A-**  | 92 – 95  |
| **B +**  | 88 – 91  |
| **B**  | 84 – 87  |
| **B-**  | 80 – 83  |
| **C+**  | 76 – 79  |
| **C**  | 72 – 75  |
| **C-**  | 68 – 71  |
| **D+**  | 64 – 67  |
| **D**  | 60 – 63  |
| **F**  | Below 60  |

**Grade of “Incomplete”**

The temporary grade of “Incomplete” will be considered for those students who, for reasons beyond their control, have not been able to complete the requirements and tasks of the course on time, within the time stipulated in the academic calendar. It is the student's responsibility to request an “Incomplete” grade. This request must be approved and signed by the instructor and the student with final approval of the program director. If the student fails to complete the request or receive appropriate approval, the final grade will be F.

**Use of Rubrics as an Evaluation Tool**

Rubrics will be used as assessment tools for course activities and assignments. All tasks and assignments will be evaluated following the criteria outlined in the specific rubric. The grade of each activity will be based on the combination of points assigned to each evaluation criteria listed in the rubric for that assignment. Unless an obvious error can be established and documented in the rubric, the points and/or grade awarded by the instructor will be considered final for that activity or assignment.

**Facilitator Feedback to Learners**

The instructor will provide individual feedback to each student for each assignment submitted. These comments will be offered to complement the grade obtained and will include comments about student progress, knowledge, skills, and participation. Instructors will post constructive feedback no later than 7 days after assignment submission.

**DESCRIPTION OF ASSIGNMENTS**

**Class Participation** (­\_ points)

Students are expected to attend all classes and participate in class discussions, exercises, labs, and all other synchronous and asynchronous activities. See rubric on Sakai.

**Adolescent Culture** (\_ pages, \_ points)

Each week we will have student presentations about a discrete aspect of adolescent culture. Student will identify one aspect of adolescent culture with which others are not likely to be familiar. This could be a movie, song, product or anything else representative of youth culture (except for mobile apps) that adults would need to know about for adolescents to feel understood. Presentations will be five-minutes, individual, and will include a one-to-two page summary that includes: the origin of the item, why it is “adolescent”, its meaning to young people, ways to incorporate it therapeutically in interactions with adolescents, and connections to class material (including citations). The more specific the cultural insight, the better.

**Apps for Adolescents** (\_ pages, \_ points)

**DUE CLASS 4**

1. Identify an app that was developed for adolescents (mental health related or otherwise). Download and play with the app. Review and critique the app based on what you understand about the psychosocial context of adolescence from your personal and professional experiences and the course readings. Please cite your sources. Please provide answers for each category in this app review checklist (adapted from <http://nicolehennig.com/app-revew-checklist/>):

**Basic information**

1. **App name and version:** check the app stores for official name.
2. **Developer:** with link to their website or link to the app on an app store
3. **Platforms**: iOS, Android, Microsoft, web-only, other. If it’s iOS, state whether it’s a universal app, iPad only, or whether there are separate versions for iPhone and iPad.
4. **Price:** Is there is a free or lite version available? Are in-app purchases available?
5. **Category:** Is it listed as productivity, game, health, etc? Does it claim to be medical or based on known psychosocial interventions (e.g. mindfulness, CBT, etc.)?

**Usability**

1. **Basic functionality:** What exactly is it designed to do?
2. **Age group:** What age group is the app designed for? Is the design and content appropriate for adolescents? If it works as well for 12 year olds as 19 year olds explain how and why. Who else might like to use it and why?
3. **Simplicity and ease of use:** Can you figure out how to use it quickly? Can you use it in short bursts between other tasks? (A reality of mobile app usage).
4. **Playfulness:** Does it delight the user? Is it fun to use?
5. **Visual design:** Is it visually appealing? Is the icon distinctive and eye-catching?
6. **Sound design:** If sound is included, do the sounds help you use the app? Are they of good quality? Are they customizable? Is sound necessary to use the app?
7. **Interactivity:** Does it give you feedback? (Quizzes, points, levels). Does it allow for personalization?
8. **Connectivity:** Does it need to be connected to the Internet to work? Is there a way to monitor / limit data usage?

**Social responsibility**

1. **Social:** Is the app intended to be used alone, or with others? If there is a social component how does the app connect to the user's social network? Is it easy to share from the app (e.g. to Twitter, Snapchat, Instagram, etc.).
2. **Culture:** Does it reinforce stereotypes about ethnicity, gender, age, ability, etc.? (E.g. if the user’s icon is an avatar, can you change the skin tone? If you sign up as “male”, can you put a dress on your avatar?).
3. **Accessibility:** How does the app work for users with disabilities? Does it have features that help those with low vision, hearing impairments, or other disabilities?
4. **Privacy:** Is there a privacy policy? If so, you need to read the whole policy. Does it require a login / password? Is the privacy statement easy to find? Does the app collect personal information? If so, what? Does it spell out what is done with the information? Is it possible to "opt-out" and still use the app? Is there an assumption the user is 13 or older? Does the app claim to be “secure” or “HIPPA compliant”? Does it need to be secure or HIPPA compliant?

**Final assessment**

In one to two pages: 1) Provide a numeric rating (out of 5) of the app based on the review criteria above and your own experience using the app; 2) Justify your rating by summarizing the strengths and weaknesses of the app based on the categories above and; 3) Use course readings (and other research if applicable) to inform your assessment of the appropriateness of the app. You must cite the course readings to support your position. Integrating the readings into your analysis of the app is one of the things that make this a graduate-level assignment. For example, if you reviewed an app that was rated “teen” and advertised as improving attention and focus, but you thought it was a poorly designed app because it had pop-up ads and all the tips for improving attention were screens of text, then you would cite readings that talked about how pop-up ads are distracting and adolescents are not engaged by screens of text. Your final analysis would be much more detailed than this brief example. *Extra credit:* You will earn one point extra credit for submitting your *final assessment* as a review on the app store (e.g. Apple, Google Play, Amazon, etc.). Proof of submission is required (e.g. screenshot of review pasted onto the final page of your assignment).

**Final Paper** (\_ pages, \_ points)

**DUE THROUGHOUT THE SEMESTER**

The purpose of this assignment is to understand the developmental context of adolescents. You will do this by conducting three interviews with the same adolescent. You are strongly encouraged to interview someone between the ages of 13 to 18 years. By the end of the three interviews, you should have a better understanding of the adolescent’s developmental context and worldview. **You are not doing a clinical or diagnostic interview; you are not being asked to pathologize the adolescent.** Nearly all of the social service work you have done up to this point, and nearly all the work you will do after graduation, will be with youth whose life experiences and developmental trajectories (past and future) are the confluence of adverse childhood events, institutionalized oppression, and the current funding climate. Your ability to understand and work with youth will be improved if have a broader view of adolescence than simply those youth whom you meet in services. You might find an adolescent by networking with family members, neighbors, co-workers, etc. to locate a young person willing to meet with you. You are not allowed to interview college students or adolescents from your field placement (even if they are not your clients). The adolescent should be someone not directly known to you (e.g. your younger sibling’s best friend whom you have known your whole life). Based on the encounters with the adolescent you will write three separate papers that explore: (1) the experience of interviewing an adolescent, (2) the problems adolescents face, students’ conceptualization of the problems and appropriate responses or interventions, and (3) dialoguing with adolescents about interventions and seeking their feedback and input. **You and the student must both sign the attached interview form (see below) prior to beginning the interview process.**

**Part 1** (ungraded) – **DUE CLASS 6**

Based on what you know about adolescence from classes 1-5, develop a proposed 6 – 8 question interview guide for your first interview. Start with an ice-breaker type question and move into more substantive or challenging questions. **For each question, provide a brief rationale and if appropriate include a citation from the readings supporting this question.** In developing questions, please include content related to diversity in culture, race, SES, gender, orientation, etc.  **The interview guide must be approved by the instructor prior to your first meeting with the adolescent.**

**Part 2 (20% of final grade) – DUE CLASS 8**

The purpose of the first interview is to gain experience engaging an adolescent in a dialogue using the approved interview guide established in Part 1, with the goal of understanding the adolescent’s experience from his or her own perspective. Keep in mind that the interaction should have a conversational tone, rather than be a series of closed-ended questions proposed by the student to the adolescent.

Following the interview, write a 5-7 page summary paper that includes:

* Students’ thoughts leading up to the interview
* Themes and important points from the interview based on what the adolescent said. *Relate the adolescent’s comments to readings from the course*. For example, your adolescent could mention an experience taking a risk and not understanding why their parents were so upset. One possible connection would be Steinberg’s writings about risk-taking and the adolescent brain. This is an example of one of many connections.
* Reflections on the experience of interviewing an adolescent

**Writing and APA:**

* The paper is to be 5-7 pages, excluding title and reference pages. Papers that do not meet or that exceed the required page range may result in point deductions.
* Minimum of 2 references to be cited throughout the paper with citations and references in proper APA style. Cited work should support your observations and reflections.

**Part 3 (30% of final grade) – DUE CLASS 11**

Students will conduct a *second interview with the same adolescent*, the purpose of which is to solicit a problem from the young person, one that they or a friend is experiencing. The adolescent might bring it up organically, or you might prompt them with a question like, “What’s going on these days with you or your friends that bothers you?” As with the first interview, this is a conversation, not a structured interview. It is most important that you ***listen***. Do not attempt to offer advice, fix, or engage in clinical work with the young person. The key is to listen. You are listening how the adolescent conceptualizes the concern or problem so that you can analyze it through the lens of adolescent development. This paper is about understanding the developmental context of the concern or problem and thinking through developmentally appropriate solutions. In other words, what makes this issue developmentally appropriate or not?

**If the adolescent discloses suicidal ideation or child abuse, for themselves or others, you must contact the adolescent’s caregiver. Again, see attached form.**

Following the interview, write a 6-8 page paper that conceptualizes the problem in relation to course materials and identify possible solutions. The paper should include:

* A summary of the problem
* A conceptualization and discussion of the problem grounded in course and other literature
* Possible responses or solutions and rationale for those interventions related to content covered throughout the course

**Writing and APA:**

* The paper is to be 6-8 pages excluding title and reference pages. Papers that do not meet or that exceed the required page range may result in point deductions.
* Minimum of 4 references to be cited throughout the paper with citations and references in proper APA style. Cited work should support your observations and reflections.

**Part 4 (10% of final grade) DUE CLASS 13**

Students will conduct a third and final interview with the same adolescent, the purpose of which is to present the recommended responses or solutions to the young person and solicit their feedback and input. Ideas to explore with the young person during the discussion include what they think of the response or solution, its applicability, feasibility, and other any other suggestions the young person may have.

Following the interview, write a 4-5 page summary paper that includes:

* A very brief review of the problem and intervention
* Young person’s reactions and thoughts about the intervention
* Reflections on the experience of presenting the intervention to the young person, their thoughts about it, and the ensuing discussion

**Writing and APA:**

* The paper is to be 4-5 pages excluding title and reference pages. Papers that do not meet or that exceed the required page range may result in point deductions.
* Minimum of 2 references to be cited throughout the paper with citations and references in proper APA style. Cited work should support your observations and reflections.

**Adolescent Interview**

The purpose of this interview process is for master’s level social work students to gain the experience of engaging in conversation with an adolescent, including an exploration of challenges experienced by adolescents and an adolescent’s opinion on approaches that are meant to be helpful to them.

In this course of this conversation, adolescents will be asked to discuss a problem faced by themselves or their peers. These conversations will be private, with their content only shared between the interviewing student and his/her instructor, with two exceptions:

1. If adolescent shares that he/she or a friend is suicidal, a caregiver will need to be contacted.
2. If an adolescent shares that he/she or a friend is being abused or neglected, DCFS will need to be called.

By signing this document, the adolescent and social work student both acknowledge this responsibility.

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Adolescent interviewee Social work student

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Caregiver name Caregiver phone number

If you, as an adolescent, do experience thoughts of suicide or know someone who does, please consider accessing these resources:

- National Suicide Prevention Lifeline 800-273-8255 or <http://www.suicidepreventionlifeline.org/>

- Crisis Text Line – Text “Go” to 741741 or<http://www.crisistextline.org/textline/>

In the case of child abuse:

- National Child Abuse Hotline 800-422-4453 or<https://www.childhelp.org/hotline/>

\* Please note: The crisis text line website has links to resources for many different concerns including dating abuse, self-injury, eating disorders, runaways and GLBT youth.

**Missed Class SAQ assignment**

You need to complete an SAQ assignment for any class you miss. The SAQ stands for Summary, Analysis and Questions. The assignment is as follows:

**Summary**

Please cover the main ideas of the reading(s) and/or recording(s) in 1 - 2 single-spaced pages. The first sentence should list the material that will be summarized. For example, “This week we read two chapters by {author} and listened to a podcast episode by {host}.” Then summarize each reading / recording including the main idea and supporting evidence or details. For example, “The main idea behind {reading #1} was X. The author supported her idea with three pieces of evidence. They were X, Y, and Z.” Do this for each reading / recording. Do not integrate your summaries – that’s what the analysis is for.

**Analysis**

What are the main themes that emerged from the reading(s)/recording(s)? What were the strengths and limitations of the ideas and evidence /details? What did you think about the material? How useful do you think it will be for your work?

**Questions**

For each reading/recording please write down one question that you would like to answer. This should be a question that gets to the heart of the issue or problem raised in the reading, or a question that, if answered, would make it easier for you to use the information in your social work practice.

The SAQ assignment is due within 24 hours of class via email. Your email subject should read: SAQ assignment for {your name} for missed class on {date}. Please name your file: LastName.SAQ.Class#.docx.

**Rubric for Grading Assignments**

[List rubric for graded assignments here]

**REQUIRED TEXT(S)**

* Laser, J.A. & Nicotera, N. (2021). *Working with adolescents: A guide for practitioners (Second edition).* New York, NY: Guilford Publications. Available online: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=nlebk&AN=2917091&scope=site&custid=s8448101&ebv=EB&ppid=pp_Cover>
* Steinberg, L. (2014). *Age of opportunity: Lessons from the new science of adolescence.* New York, New York: Houghton Mifflin Harcourt Publishing Company. Available online: <http://ebookcentral.proquest.com/lib/luc/detail.action?docID=3305784>

**RECOMMENDED TEXT(S)**

[List the recommended text(s) here]

**COURSE SCHEDULE**

**Module 1 - Adolescent Development**

**Date**

**Description**

In this module, we will begin to explore adolescent development from a socio-cultural context

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Assess an adolescent's ecological context, including family, neighborhood, and community.
2. Explore the role of SES as a determinant of adolescent developmental tasks.

**Required Resources**

* Laser, J.A. & Nicotera, N. (2021). Ch. 1 - Benefits and Challenges in Clinical Work with Adolescents: An Overview. *Working with adolescents: A guide for practitioners* (pp. 3-11)*.* Guilford Publications.
* Laser, J.A. & Nicotera, N. Luster, T. & Davies, D. (2021). Ch. 10 - Assessment and intervention at each ecological level: A case illustration. In J.A. Laser and N. Nicotera, *Working with adolescents: A guide for practitioners* (pp. 165-178). Guilford Publications.
* Steinberg, L. (2014). Winners and losers. *Age of opportunity: Lessons from the new science of adolescence* (pp. 164-181)*.* New York, New York: Houghton Mifflin Harcourt Publishing Company. https://loyola-primo.hosted.exlibrisgroup.com/permalink/f/1ipaihn/01LUC\_ALMA21109486880002506
* Singer, J. B. (Producer). (2018, January 12). #116 - Social media and gang violence: Interview with Desmond Patton, Ph.D. [Audio Podcast]. *Social Work Podcast.* <https://www.socialworkpodcast.com/2018/01/patton.html>

**Module 2 - Biopsychosocial Development in Adolescence**

**Date**

**Description**

In this module, we will begin to explore adolescent development from a biopsychosocial context.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe cognitive, moral and spiritual development in adolescence.
2. Describe multiple aspects of identity development as a task of adolescence.
3. Identify the role of parents and peers as attachment figures in adolescence.

**Required Resources**

* Laser, J.A. & Nicotera, N. (2021). Ch. 2 - The push-pull of adolescent development. *Working with adolescents: A guide for practitioners* (pp. 12-40)*.* Guilford Publications.
* Moretti, M. M, & Peled, M. (2004) Adolescent-parent attachment: Bonds that support healthy development. *Paediatric Child Health, 9*, 551-555. https://loyola-primo.hosted.exlibrisgroup.com/permalink/f/16h7vb8/TN\_medline19680483
* Steinberg, L. (2014). Chapters 1-5. *Age of opportunity: Lessons from the new science of adolescence* (pp. 8-106)*.* New York, New York: Houghton Mifflin Harcourt Publishing Company.
* Singer, J. B. (Producer). (2014, September 9). #90 - Adolescence, the Age of Opportunity: Interview with Laurence Steinberg, Ph.D. [Audio Podcast]. *Social Work Podcast.* <https://www.socialworkpodcast.com/2014/09/steinberg.html>

**Module 3 - Principles for Working with Adolescents**

**Date**

**Description**

In this module, we will begin to explore ways to work with adolescents in a therapeutic context

**Learning objectives**

After successfully completing this module, student will be able to:

1. Identify strategies for promoting and sustaining adolescents' and parents' engagement in a therapeutic relationship, including reluctant or mandatory clients
2. Describe the impact of setting on the social worker's role and intervention with adolescent clients and their families
3. Summarize laws on confidentiality as related to adolescent clients and their autonomy within the clinical relationship
4. Consider a variety of sources for and methods of feedback for evaluation of therapeutic intervention

**Required Resources**

* Laser, J.A. & Nicotera, N. (2021). Ch. 9 - Media Influences and the Adolescent. *Working with adolescents: A guide for practitioners* (pp. 148-164)*.* Guilford Publications.
* Edgette, J.S. (2012, September/October). Why teens hate therapy: Mistakes therapists should avoid. *Psychotherapy Networker, 36*(5). Retrieved from <https://www.psychotherapynetworker.org/magazine/article/227/why-teens-hate-therapy>.
* llinois Mental Health and Developmental Disabilities Confidentiality Act (740 ILCS 110/4) (from Ch. 91 1/2, par. 804, Section 4, a-d) Retrieved from: <http://www.ilga.gov/LEGISLATION/ILCS/ilcs3.asp?ActID=2043>
* Illinois Mental Health and Developmental Disabilities Code. (405 ILCS 5/Ch. III Art. V-A heading) Retrieved from: <https://www.ilga.gov/legislation/ilcs/ilcs4.asp?DocName=040500050HCh%2E+III+Art%2E+V%2DA&ActID=1496&ChapterID=34&SeqStart=12100000&SeqEnd=12400000>
* Selekman, M. D. (2017). Building strong partnerships with pessimistic helping professionals and members from families’ social networks. In *Working with High-Risk Adolescents: An Individualized Family Therapy Approach* (pp. 56–76). New York: The Guilford Press. <http://ebookcentral.proquest.com/lib/luc/detail.action?docID=4821924>
* Singer, J. B. (Producer). (2016, February 9). #102 - Parenting teenage girls: Interview with Lisa Damour, Ph.D. [Audio Podcast]. *Social Work Podcast.* <https://www.socialworkpodcast.com/2016/02/untangled.html>

**Recommended Resources**

* Barry, C. T., Sidoti, C. L., Briggs, S. M., Reiter, S. R., & Lindsey, R. A. (2017). Adolescent social media use and mental health from adolescent and parent perspectives. *Journal of Adolescence*, *61*, 1–11. <https://loyola-primo.hosted.exlibrisgroup.com/permalink/f/16h7vb8/TN_medline28886571>
* Illinois Caucus for Adolescent Health (2018, Jan 18). Healthcare rights of youth in Illinois. Retrieved from: <https://www.icah.org/blog/healthcare-rights-of-youth-in-illinois>
* NASW (June 28, 2003). NASW standards for the practice of social work with adolescents. Retrieved from: <http://www.socialworkers.org/practice/standards/naswadolescentsstandards.pdf>

**Module 4 - Frameworks for Understanding Adolescents in a Clinical Setting**

**Date**

**Description**

In this module, we will begin to explore how to work with adolescents in a clinical setting

*Due: Apps for Adolescents*

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Critically analyze the use of diagnostic frameworks with adolescents.
2. Articulate and apply the principles of structural family therapy to case material.

**Required Resources**

* Aponte, H.J. & Kissil, K. (2015). Structural family therapy. In K. Corcoran and A.R. Roberts (Eds.), *Social workers’ desk reference* (3rd ed.) (pp. 448-456). New York, NY: Oxford University Press. <https://loyola-primo.hosted.exlibrisgroup.com/permalink/f/1be4ctr/01LUC_ALMA51193633490002506>
* Catalpa, & McGuire, J. K. (2018). Family boundary ambiguity among transgender youth. *Family Relations, 67*, 88–103*.* <https://doi.org/10.1111/fare.12304>
* Laser, J. A., & Davies, D. (2021). Ch 6 - The family environment and the Adolescent. In J.A Laser. & N. Nicotera, *Working with adolescents: A guide for practitioners*. (pp. 91-111). Guilford Publications.
* Murphy, L.S., Lancy, K., & Hertlein, K.M. (2013). Attending to social network usage in teen and family treatment: A structural-developmental approach. *Journal of Family Psychotherapy, 24*(3), 173-187. <https://loyola-primo.hosted.exlibrisgroup.com/permalink/f/16h7vb8/TN_tayfranc10.1080/08975353.2013.817239>

**Recommended Resources**

* Levy, S., Mason, S., Russon, J., & Diamond, G. (2021). Attachment-based family therapy in the age of telehealth and COVID-19. *Journal of Marital and Family Therapy*, *47*(2), 440–454. <https://doi.org/10.1111/jmft.12509>

**Module 5 - Frameworks for Understanding Adolescents in a Clinical Setting**

**Date**

**Description**

In this module, we will explore how to work with adolescents from a psychodynamic and attachment perspective

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Articulate and apply the principles of attachment theory to case material.
2. Articulate and apply the principles of psychodynamic theory to case material.

**Required Resources**

* Ashley, W., & Brown, J. C. (2015). Attachment tHAIRapy: A Culturally Relevant Treatment Paradigm for African American Foster Youth. *Journal of Black Studies*, *46*(6), 587–604. <https://doi.org/10.1177/0021934715590406>
* Dubois-Comtois, K., Cyr, C. Pascuzzo, K., Lessard, M. & Poulin, C. (2013). Attachment theory in clinical work with adolescents. *Journal of Child and Adolescent Behavior, 1*(3). <http://doi.org/10.4172/2375-4494.1000111>
* Green, J. (2015). Relationship-based treatments. In A. Thapar, D. S. Pine, J. F. Leckman, S. Scott, & M. J. Snowling (Eds.), *Rutter’s child and adolescent psychiatry* (Sixth edition, pp. 521–532). Chichester, West Sussex ; Ames, Iowa: John Wiley & Sons Inc. <https://loyola-primo.hosted.exlibrisgroup.com/permalink/f/1ipaihn/01LUC_ALMA51167167870002506>
* Singer, J. B. (Producer). (2016, November 1). #107 - Self Psychology for Social Workers: Interview with Tom Young, Ph.D. [Audio Podcast]. *Social Work Podcast.* Retrieved from <http://www.socialworkpodcast.com/2016/11/self-psychology.html>

**Recommended Resources**

* Bettmann, J.E. & Jasperson, R.A. (2010). Anxiety in adolescence: The integration of attachment and neurobiological research into clinical practice. *Clinical Social Work Journal, 38*(1), 98-106.
* Warmuth, K.A. & Cummings, E.M. (2015). Examining developmental fit of the Adult Attachment Interview in adolescence. *Developmental review*, *36,* 200-218.

**Module 6 - Trauma**

**Date**

**Description**

In this module, we will explore the concept of trauma in adolescents.

*Due: Final Paper - PART 1*

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Define trauma, and distinguish between acute and developmental trauma
2. Articulate the potential impacts of trauma on clients and their family systems
3. Identify interventions commonly used to address the impacts of trauma

**Required Resources**

* Laser, J.A. & Nicotera, N. (2021). Ch. 11 - Trauma from an Ecological Perspective. *Working with adolescents: A guide for practitioners* (pp. 179 - 196)*.* Guilford Publications.
* Jaycox, Kataoka, S. H., Stein, B. D., Langley, A. K., & Wong, M. (2012). Cognitive Behavioral Intervention for Trauma in Schools. Journal of Applied School Psychology, 28(3), 239–255. <https://doi.org/10.1080/15377903.2012.695766>
* Loyd, A. B., Hotton, A. L., Walden, A. L., Kendall, A. D., Emerson, E., & Donenberg, G. R. (2019). Associations of ethnic/racial discrimination with internalizing symptoms and externalizing behaviors among juvenile justice-involved youth of color. Journal of Adolescence (London, England.), 75(C), 138–150. <https://doi.org/10.1016/j.adolescence.2019.07.012>
* Singer, J. B. (Producer). (2013, April 29). #80 - An overview of trauma-informed care: Interview with Nancy J. Smyth, Ph.D. [Episode 80]. *Social Work Podcast* [Audio Podcast]. Retrieved from <http://www.socialworkpodcast.com/2013/04/an-overview-of-trauma-informed-care.html>
* Straus, M. (2014, September/October). Getting unhooked: Connecting with traumatized kids who push your buttons. Psychotherapy Networker. <https://www.psychotherapynetworker.org/magazine/toc/8/there-not-there>

**Recommended Resources**

* Babauta, L. (n.d.). 9 Mindfulness Rituals to Make Your Day Better. [website] <http://zenhabits.net/ritual/>
* Bennouna, C., Khauli, N., Basir, M., Allaf, C., Wessells, M., & Stark, L. (2019). School-based programs for Supporting the mental health and psychosocial wellbeing of adolescent forced migrants in high-income countries: A scoping review. *Social Science & Medicine*, *239*, 112558. <https://doi.org/10.1016/j.socscimed.2019.112558>
* Ford, J.D. & Cloitre, M. (2009). Best practices in psychotherapy for children and adolescents. In C. Courtois and J.D. Ford (Eds.) *Treating complex traumatic stress disorders* (pp. 59-81). New York: The Guilford Press.
* Ngo, V., Langley, A., Kataoka, S.H., Nadeem, E. Escudero, P., & Stein, B.D. (2008). Providing evidence-based practice to ethnically diverse youths: Examples from the cognitive behavioral intervention for trauma in schools (CBITS) program. *Journal of the American Academy of Child & Adolescent Psychiatry, 47*(8), 858-862. <https://loyola-primo.hosted.exlibrisgroup.com/permalink/f/16h7vb8/TN_medline18645419>
* Saxe, G.N., Ellis, B.H., & Brown, A.D. (2016). Introduction to trauma systems therapy: Whatever it takes to help a traumatized child, and Ten treatment principles: The principles that guide TST. *Trauma systems therapy for children and teens* (pp. 1-28, 99-112). New York, NY: The Guilford Press.

**Module 7 - Working with Suicidal Adolescents**

**Date**

**Description**

In this module, we will discuss working with suicidal adolescents

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Assess suicide risk in school and outpatient mental health settings
2. Intervene with suicidal adolescents and their families using Attachment Based Family Therapy

**Required Resources**

* Erbacher, T.A., Singer, J.B., & Poland, S. (2015). Comprehensive case study. *Suicide in schools: A practitioner’s guide to multi-level prevention, assessment, intervention and postvention* (pp. 207-236). New York, NY: Routledge. https://loyola-primo.hosted.exlibrisgroup.com/permalink/f/1ipaihn/01LUC\_ALMA51150441380002506
* Krauthamer Ewing, E. S., Levy, S. A., Boamah-Wiafe, L., Kobak, R., & Diamond, G. (2016). Attachment-based family therapy with a 13-year-old girl presenting with high risk for suicide. *Journal of Marital and Family Therapy, 42*, 91–105. <http://doi.org/10.1111/jmft.12102>
* Singer, J. B. (Producer). (2015, March 10). #96 - Attachment-based family therapy (ABFT) for depressed and suicidal youth: Interview with Guy Diamond, Ph.D., and Suzanne Levy, Ph.D. [Audio Podcast]. *Social Work Podcast*. Retrieved from <http://www.socialworkpodcast.com/2015/03/ABFT.html>

**Recommended Resources**

* Singer, J.B., O’Brien, K.H.M., & LeCloux, M. (2017). Three psychotherapies for suicidal adolescents: Overview of conceptual frameworks and intervention techniques. *Child and Adolescent Social Work Journal, 34*(2), 96-106. <https://doi.org/10.1007/s10560-016-0453-5>
* Singer, J.B. & McManama O’Brien, K.H. (2015). Assessment, prevention and intervention with suicidal youth. In K. Corcoran and A.R. Roberts (Eds.), *Social workers’ desk reference* (3rd ed.) (pp. 516-528). New York, NY: Oxford University Press.
* Laser, J.A. & Nicotera, N. (2010). Ch 12. Mental health issues. *Working with adolescents: A guide for practitioners* (pp. 200-218)*.* New York, NY: Guilford Publications.

**Module 8 - Emotional Dysregulation**

**Date**

**Description**

In this module, we will discuss working with emotional dysregulation in adolescents

*Due: Final Paper - PART 2*

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Assess risk associated with non-suicidal self-injury
2. Intervene with emotionally dysregulated adolescents using Dialectical Behavior Therapy
3. Describe the role of arts based and experiential interventions with adolescents

**Required Resources**

* Anderson, A.N., Kennedy, H., deWitt, P., Anderson, E., & Wamboldt, M.Z. (2014). Dance/movement therapy impacts mood states of adolescents in a psychiatric hospital. *The Arts in Psychotherapy, 41,* 257-262. https://loyola-primo.hosted.exlibrisgroup.com/permalink/f/16h7vb8/TN\_wos000337659800004
* Bachi, K. & Parish-Plass, N.P. (2016). Animal-assisted psychotherapy: A unique relational therapy for children and adolescents. *Clinical Child Psychology and Psychiatry, 22*(1), 3-8. https://loyola-primo.hosted.exlibrisgroup.com/permalink/f/16h7vb8/TN\_sage\_s10\_1177\_1359104516672549
* Rathus, J.H., Miller, A.L. & Linehan, M.M. (2014). An introduction to Dialectical Therapy and Skills Training. *DBT Skills Manual for Adolescents*, (pp. 3 - 19). New York, NY: The Guilford Press. <https://ebookcentral.proquest.com/lib/luc/detail.action?docID=1777859>
* Selekman, M.D. (2010). Collaborative strengths-based brief therapy with self-injuring adolescents and their families. *The Prevention Researcher, 17*(1), 18-20. http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=105119590&site=ehost-live
* Singer, J. B. (Host). (2012, August 10). Non-suicidal self-injury (NSSI): Interview with Jennifer Muehlenkamp, Ph.D. [Episode 73]. *Social Work Podcast.* Podcast retrieved from
[http://www.socialworkpodcast.com/2012/08/non-suicidal-self-injury-nssi-interview.html](http://socialworkpodcast.blogspot.com/2012/08/non-suicidal-self-injury-nssi-interview.html)

**Recommended Resources**

* Frederick, K.E., Hatz, J.I., & Lanning, B. (2015). Not just horsing around: The impact of equine-assisted learning on levels of hope and depression in at-risk adolescents. *Community Mental Health Journal, 51*, 809-817.

**Module 9 - Anxiety Disorders, OCD or Eating Disorders**

**Date**

**Description**

In this module, we will discuss how to work with adolescents diagnosed with anxiety disorders, OCD or eating disorders

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe intervention options for anxiety disorders.
2. Apply cognitive behavioral model of school refusal intervention to case material.
3. Create exposure hierarchies for use in treatment of OCD symptoms.
4. Compare and contrast two major models of intervention for eating disorders.
5. Articulate cultural and economic factors influencing treatment selection and availability.

**Required Resources**

* Laser, J.A. & Nicotera, N. (2021). Ch. 14 - Mental Health Issues in Adolescence: Anxiety and Depression. *Working with adolescents: A guide for practitioners* (pp. 234 - 252)*.* Guilford Publications.
* March, J. & Benton, C.M. (2007). How is OCD treated? *Talking back to OCD: The program that helps kids and teens say “no way” - and parents say “way to go.”* (pp. 61-84). New York, NY: The Guilford Press. <https://loyola-primo.hosted.exlibrisgroup.com/permalink/f/1ipaihn/01LUC_ALMA51171325980002506>
* Fairburn, C. G., & Cooper, Z. (2014). Eating Disorders: A Transdiagnostic Protocol. In D. H. Barlow (Ed.), *Clinical handbook of psychological disorders: a step-by-step treatment manual* (Fifth edition, pp. 670–703). New York: The Guilford Press. [[eBook Link](https://ebookcentral.proquest.com/lib/luc/reader.action?ppg=688&docID=1641469&tm=1547697166063)] https://loyola-primo.hosted.exlibrisgroup.com/permalink/f/16h7vb8/TN\_wos000349001900015
* Heyne, D., Sauter, F.M, Ollendick, T.H., Van Widenfelt, B.M. & Westenberg, P.M. (2014). Developmentally sensitive cognitive behavioral therapy for adolescent school refusal: Rationale and case illustration. *Clinical Child and Family Psychology Review, 17*, 191-215. <https://loyola-primo.hosted.exlibrisgroup.com/permalink/f/16h7vb8/TN_springer_jour10.1007/s10567-013-0160-0>
* Malcolm, L., & Willis, O. (2016, June 6). Treating anorexia and bulimia with family (and technology). *All In The Mind* [Audio podcast]. Retrieved from <http://www.abc.net.au/radionational/programs/allinthemind/anorexia-bulimiaeating-disorders-treatment/7473696>

**Recommended Resources**

* <http://youth.anxietybc.com/anxiety-101>
* Frankllin, M.E., Freeman, J. & March, J.S. (2010). Treating pediatric obsessive-compulsive disorder using exposure-based cognitive-behavioral therapy. In J.R. Weisz and A.E. Kazdin (Eds.) *Evidence-based psychotherapies for children and adolescents* (2nd Ed.) (pp. 80-92). New York, NY: The Guilford Press.
* Lock, J. & La Via, M.C. (2015). Practice parameter for the assessment and treatment of children and adolescents with eating disorders. *Journal of the American Academy of Child & Adolescent Psychiatry, 54*(5), 412-425.
* Murray, S.B., Wallis, A. & Rhodes, P. (2012). The questioning process in Maudlsey Family-Based Treatment. Part 1: Deviation amplification. *Contemporary Family Therapy, 34*, 582-592.

**Module 10 - Disruptive Behavior Disorders and Dating Violence**

**Date**

**Description**

In this module, we will look at how to work with adolescents with disruptive behavior disorders and/or who experience dating violence

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe ways to promote healthy adolescent dating relationships and prevent unhealthy, violent ones
2. Articulate strategies for engaging adolescents with disruptive behavior
3. Identify risk factors for antisocial behavior
4. Apply Multisystemtic Therapy theory of change to case material
5. Discuss circumstances in which behavioral interventions are more or less likely to be effective
6. Identify components of anger management intervention

**Required Resources**

* + Laser, J.A. & Nicotera, N. (2021). Ch. 17 - Juvenile Justice Involved Youth. *Working with adolescents: A guide for practitioners* (pp. 284 - 296)*.* Guilford Publications.
	+ Bohan, S. (2018). Keeping kids in school [Chapter 3, pp. 37 – 55). *Twenty years of life: Why the poor die earlier and how to challenge inequity.* Island Press. <https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/reader.action?docID=5323542&ppg=49>
	+ Selekman, M. (2017). [“The Atomic Bomb Kid”: Working with a violent adolescent](https://ebookcentral.proquest.com/lib/luc/reader.action?ppg=205&docID=4821924&tm=1547697498473) (pp. 184-207)*.* *Working with High Risk Adolescents.* New York: The Guilford Press. https://loyola-primo.hosted.exlibrisgroup.com/permalink/f/1ipaihn/01LUC\_ALMA21179618750002506
	+ DatingMatters: *Understanding Teen Dating Violence Prevention*. Online training 60 minutes: <http://vetoviolence.cdc.gov/apps/datingmatters/>

**Recommended Resource**

* Henggeler, S.W. & Schaeffer, C. (2017). [Treating serious antisocial behavior using Multisystemic Therapy](https://ebookcentral.proquest.com/lib/luc/reader.action?ppg=281&docID=471124&tm=1547697337442). In J.R. Weisz and A.E. Kazdin (Eds.) *Evidence-based psychotherapies for children and adolescents* (3rd ed.) (pp. 197-214)). The Guilford Press. https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/reader.action?docID=4844824&ppg=218
* Watson, A. C., Kelly, B. L., & Vidalon, T. M. (2009). Examining the meaning attached to mental illness and mental health services among justice system-involved youth and their parents. *Qualitative health research*, *19*(8), 1087-1099.

**Module 11 - Substance Use**

**Date**

**Description**

In this module, we will explore adolescent substance use

*Due: Final Paper - PART 3*

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Screen adolescents for problematic substance use and determine recommended level of care
2. Identify motivational interviewing strategies with adolescent clients
3. Describe pros and cons of specific interventions for adolescent substance use, including family treatment, group treatment, and harm reduction vs abstinence

**Required Resources**

* Laser, J.A. & Nicotera, N. (2021). Ch. 12 - Substance Use and Dependence. *Working with adolescents: A guide for practitioners* (pp. 197 - 212)*.* Guilford Publications.
* Feldstein Ewing, S. W., Walters, S. T., Baer, J. S. (2012). Motivational interviewing groups for adolescents and emerging adults. In C. C. Wagner & K. S. Ingersoll (Eds.), *Motivational interviewing in groups* (pp. 387-406). New York, NY: Guilford Publications. <https://loyola-primo.hosted.exlibrisgroup.com/permalink/f/1ipaihn/01LUC_ALMA51139006370002506>
* Malekoff, A. (2015). *Group work with adolescents: Principles and practice* (3rd ed.) (pp. 336-354). New York, NY: Guilford Publications. https://loyola-primo.hosted.exlibrisgroup.com/permalink/f/1be4ctr/01LUC\_ALMA21114527030002506
* Singer, J. B. (Producer). (2016, August 23). #105 - Recovery High Schools: Interview with Lori Holleran Steiker, Ph.D. [Audio Podcast]. *Social Work Podcast.* Retrieved from <http://www.socialworkpodcast.com/2016/08/RecoveryHS.html>

**Recommended Resources**

* + HBO (Producer), & Davis, K., & Heilbroner, D. (2007). *The adolescent addict* [Motion Picture]. United States: Home Box Office, Inc. Available from <https://www.hbo.com/addiction/thefilm/supplemental/6211_adolescent_addict.html>
	+ Gathr Films (2016) Generation Found: Youth-Focused Addiction Recovery Support. Available from <https://luc.kanopy.com/video/generation-found> (Loyola login required)
	+ National Institue on Drug Abuse (NIDA): NIDA for Teens: <https://teens.drugabuse.gov/>
	+ Singer, J. B. (Producer). (2013, September 11). #84 - Motivational Interviewing, 3rd Edition: Interview with Mary Velasquez, Ph.D. *Social Work Podcast* [Audio Podcast]. Retrieved from <http://www.socialworkpodcast.com/2013/09/MI3.html>
	+ Winters, K.C., Tanner-Smith, E.E., Bresani, E. & Myers, K. (2014). Current advances in the treatment of adolescent drug use. *Adolescent Health, Medicine and Therapeutics, 5*, 199-210. https://loyola-primo.hosted.exlibrisgroup.com/permalink/f/16h7vb8/TN\_medline25429247

**Module 12 - Neurodevelopmental Disorders**

**Date**

**Description**

In this module, we will discuss working with adolescents diagnosed with neurodevelopmental disorders

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe basic concepts of behaviorism, including classical and operant conditioning, positive and negative reinforcement and punishment, and primary and secondary reinforcers.
2. Apply concepts of behaviorism to case material on ASD and ADHD in adolescents.
3. Understand adaptations needed to intervene with an adolescent who has an intellectual disability.
4. Discuss the role of comorbidity of mood, anxiety and behavior disorders in intervention with adolescents who have neurodevelopmental disorders.

**Required Resources**

* Evans, S. W., Petca, A. R., & Owens, J. S. (2015). Treating children and adolescents with attention deficit hyperactivity disorder in the schools. In K. Corcoran & A. R. Roberts (Eds.), *Social worker’s desk reference* (Third edition, pp. 1079–1087). New York: Oxford University Press. <https://loyola-primo.hosted.exlibrisgroup.com/permalink/f/1be4ctr/01LUC_ALMA51156779930002506>
* Laugeson, E.A., Frankel, F., Gantman, A., Dillon, A.R. & Mogil, C. (2012). Evidence-based social skills training for adolescents with autism spectrum disorders: PEERS program. *Journal of Autism and Developmental Disorders, 42*(6), 1025-1036. <https://loyola-primo.hosted.exlibrisgroup.com/permalink/f/16h7vb8/TN_springer_jour10.1007/s10803-011-1339-1>
* Pellicano, E. and den Houting, J. (2021), Annual Research Review: Shifting from ‘normal science’ to neurodiversity in autism science. *Journal of Child Psychology and Psychiatry*. <https://doi.org/10.1111/jcpp.13534>
* Royko, D. (Speaker). (2006, September 15). Hit me with your best shot [Episode 317]. *This American Life*. Podcast retrieved from <http://www.thisamericanlife.org/radio-archives/episode/317/unconditional-love>

**Recommended Resources**

* Evans, S. W., Owens, J. S., & Bunford, N. (2014). Evidence-based psychosocial treatments for children and adolescents with attention-deficit/hyperactivity disorder. Journal of Clinical Child and Adolescent Psychology, 43(4), 527–551. <http://doi.org/10.1080/15374416.2013.850700>
* Wehmeier, P.M., Schacht, A. & Barkley, R.A. (2010). Social and emotional impairment in children and adolescents with ADHD and the impact on quality of life. *Journal of Adolescent Health, 46*(3), 209-217.

**Module 13 - Sexual and Gender Identity**

**Date**

**Description**

In this module, we will begin to explore adolescent sexual and gender identity development

*Due: Final Paper - PART 4*

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe strategies for providing affirmative care to adolescents who identify as LGBTQIA+
2. Assess and activate environmental resources to support LGBTQIA+ clients
3. Provide strategies for coping with harassment and discrimination, based on an LGBTQIA+ identity or another, intersecting marginalized identity

**Required Resources**

* Laser, J.A. & Nicotera, N. (2021). Ch. 13 - Working with Queer Youth. *Working with adolescents: A guide for practitioners* (pp. 213 - 233)*.* Guilford Publications.
* Capous-Desyllas, & Mountz, S. (2019). Using Photovoice Methodology to Illuminate the Experiences of LGBTQ Former Foster Youth. Child & Youth Services, 40(3), 267–307. https://doi.org/10.1080/0145935X.2019.1583099
* Davidson, M. (2008). Rethinking the movement: Trans youth activism in New York City and beyond. In S. Driver (Ed.), *Queer youth cultures* (pp. 243-260). Albany, NY: State University of New York Press. <https://loyola-primo.hosted.exlibrisgroup.com/permalink/f/1ipaihn/01LUC_ALMA21116211680002506>
* Kelly, B. L., & Ratliff, G. A. (2017). [Strengths-affirming social work practice with LGBTQ youth](https://ebookcentral.proquest.com/lib/luc/reader.action?ppg=165&docID=5061687&tm=1547698227419). In M. P. Dentato (Ed.), *Social work practice with the LGBTQ community: The intersection of history, health, mental health and policy factors.* New York, NY: Oxford University Press. See above
* Singer, J. B. (Producer). (2010, November, 5). #62 - Concerns of parents of lesbians and gays: Interview with Cynthia Conley, Ph.D. *Social Work Podcast* [Audio podcast]. Retrieved from <http://www.socialworkpodcast.com/2010/11/concerns-of-parents-of-lesbians-and.html>

**Recommended Resources**

* + Smith, M., Argüello, T. M., & Dentato, M. P. (2017). [The coming out process.](https://ebookcentral.proquest.com/lib/luc/reader.action?ppg=126&docID=5061687&tm=1547697932991) In M. P. Dentato (Ed.), *Social Work Practice with the LGBTQ Community: The Intersection of History, Health, Mental Health, and Policy Factors* (pp. 97–117). New York: Oxford University Press.
	+ Gay, Lesbian, and Straight Education Network (GLSEN): <http://www.glsen.org/>
	+ National Network for Youth (NN4Y): <https://www.nn4youth.org/>

**Module 14 - Evaluating Practice**

**Date**

**Description**

In this module, we will discuss how to evaluate practice with adolescents

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Identify a variety of sources for and methods of feedback for evaluation of therapeutic intervention
2. Describe the use of instruments and session rating scales (objective, subjective, collateral)

**Required Resources**

* Laser, J.A. & Nicotera, N. (2021). Ch. 18 - The Joys of Working with Adolescents. *Working with adolescents: A guide for practitioners* (pp. 297-305)*.* Guilford Publications.
* Pina, A. A., Polo, A. J., & Huey, S. J. (2019). Evidence-based psychosocial interventions for ethnic minority youth: The 10-year update. *Journal of Clinical Child & Adolescent Psychology*, *48*(2), 179–202. <https://doi.org/10.1080/15374416.2019.1567350>
* Miller, S. D. (2016) Performance metrics (Outcome Rating Scale / Session Rating Scale). <https://scott-d-miller-ph-d.myshopify.com/collections/performance-metrics/products/performance-metrics-licenses-for-the-ors-and-srs>
* Selekman, M. D. (2017). Therapeutic mistakes and treatment failures: Wisdom gained and valuable lessons learned. In *Working with High-Risk Adolescents: An Individualized Family Therapy Approach* (1 edition, pp. 235–266). New York: The Guilford Press. Sakai link: <https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/reader.action?docID=4821924&ppg=257>
* Singer, J. B. (Host/Producer). (2021, February 16). #131 - Feedback Informed Treatment: Interview with Scott Miller, Ph.D. [Audio Podcast]. *Social Work Podcast.* <http://www.socialworkpodcast.com/2021/12/FIT.html>

**Recommended Resources**

* Price, M. A., Weisz, J. R., McKetta, S., Hollinsaid, N. L., Lattanner, M. R., Reid, A. E., & Hatzenbuehler, M. L. (2021). Meta-analysis: Are Psychotherapies Less Effective for Black Youth in Communities with Higher Levels of Anti-Black Racism? *Journal of the American Academy of Child & Adolescent Psychiatry*. <https://doi.org/10.1016/j.jaac.2021.07.808>

**COURSE FEEDBACK & SYLLABUS REFERENCES**

**Course Feedback**

You will receive an email communication near the end of this semester with regard to your feedback for this course related to the content, assignments, instructor support, etc. Your feedback for each of your courses improves learning outcomes for students and the instruction process in the course. Your feedback is valuable and affects revisions to this course.

**Syllabus References**

[List professional journals, websites, etc. by category here]