Lewis and Clark College Graduate School of Education and Counseling Department of Counseling Psychology

Therapeutic Strategies with Adolescents and Young Adults

CPSY 590—Spring 2011

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Tues. 1 PM – 4 PM Rogers Hall 218 Office hours by appointment—call or e-mail

Required Texts:

Taffel, R. (2005). <u>Breaking through to teens: A new psychotherapy for the new adolescence.</u> New York: Guilford Press.

Naar-King, S & Suarez, M. (2011). <u>Motivational interviewing with adolescents and young adults.</u> New York: Guilford Press.

Readings on the Moodle web site

Instructions

- 1. Go to the main Moodle web page at http://moodle.lclark.edu
- 2. Login using your L&C login and password
- 3. Scroll down in the list until you find the desired department, click the link
- 4. Locate Adolescence and click on the course name
- 5. You will be asked to use an enrollment key, use adolescence

Course Description:

The time period of adolescence has expanded in recent decades to include young adulthood. This seminar provides an overview of adolescent and young adult development. Students will learn cutting edge research on the adolescent brain. We will explore strategies for using this information with adolescents. We will practice and review motivational interviewing principles. Students will learn tips for addressing parental concerns and helping parents of teenagers bridge the gap between generations.

Students will use new information to examine their own viewpoints about adolescence which they have gained while working with teenagers. There is a strong experiential component in this course. Each student will develop a systemic approach to thinking about, planning for and treating adolescents both individually and in a cultural, familial and community context. Prior experience with adolescents is desirable but not required.

Goals: Students will:

become informed about adolescent development including brain research.

become familiar with motivational interviewing geared toward adolescents and young adults.

learn communication techniques and practice them in ways to help motivate teenagers.

explore interventions and treatments for problems that occur in adolescents' lives.

consider prevention options for adolescent high risk behaviors and plan ways to implement these options in the schools and in the community.

research an area of interest in depth.

COURSE REQUIREMENTS:

PARTICIPATION: Complete required text readings and be prepared to ask questions, discuss material and apply the material during in-class group work. Be prepared to participate in discussion using the commentary you write each week.

COMMENTARY: Write a one half to one page (maximum) single spaced paper in which you will reflect on **the question** determined in class each week. Class discussions will be generated from these papers. Print **two** copies and turn them both in to me. There will be a total of eight commentaries – none for the tenth week of class.

PROFESSIONAL READINGS: Read and write a journal critique for <u>3 recent journal articles</u> (2005 or later) related to your selected workshop topic. Due dates on the syllabus. <u>Form for the journal critique:</u>

In YOUR copy of the journal article (to be turned in for grading), make your notes in the margins and highlight as you read. Go back and be sure you mark **3 main points** of the article

Turn in a typewritten page covering the three responses listed below.

- 1. **an aesthetic response** (your personal reaction and opinion of the article)
- 2. **an efferent respons**e (what is the take away message thoughts after reading the article)
- 3. **implications for application**. (how could you use and apply this information)

WORKSHOP PRESENTATION PROJECT:

We will develop a rubric in class for grading this project. It will include expectations on **topic selection**, **purpose**, **content**, **handout**, **annotated bibliography**, **evaluation instrument and presentation**. This presentation will occur on April 26th. More specifics to follow during the class periods.

SPRING 2011 CPSY 590 Adolescence

COURSE SCHEDULE

Date	Topic	Readings
2/15	Introduction—Adolescent Development	
2/22	Adolescent Coping	Taffel Chs. 1, 11 Moodle site
3/01	Adolescent Brain Research <u>First Professional Reading Due</u>	Taffel Ch. 2 Moodle site-
3/08	Advice and Directions for Teens Motivational Interviewing	Taffel Ch 3,4&5 Naar-King Ch 1-5 Moodle site
3/15	Motivating Family Change	Taffel Ch. 9 Naar-King 6,7,8,20 Moodle site
3/29	Flexible Confidentiality High risk and harm reduction Second Professional Reading Due	Taffel Ch. 6 & 7 Naar-King Ch.9,10.12,13,18 Moodle site
4/05	Prevention and Treatment Implications Working in schools	Taffel Ch. 10 Naar-King Ch.19 Moodle site
4/12	Youth Violence and Aggression Third Professional Reading Due	Readings Naar-King Ch.11 Moodle site
4/19	Working with Parents	Taffel Ch. 8 Naar-King Ch. 14,15,16,17 Moodle site
4/26 Presentations in Workshop Format		Naar-King Ch 21,22

Grading:	Points	
Participation	12 points	
Commentary	08 points	
Professional Readings	30 points	
Workshop Presentation	50 points	
TOTAL	100 points	

A = 93-100 points, grading system does not accept an A+

A- = 90-92 points

B+ = 87-89 points

B = 83-86 points

B- = 80-82 points

If you have any special needs, please contact me at the earliest possible time so that I may work with you to have a successful class experience.