

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

Adolescence
CPSY 590—Spring 2007

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Wed. 5:30 PM – 8:30 PM

JR Howard Hall 115

Office hours by appointment—call or e-mail

Required Texts:

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

Dishion, T. J. & Kavanagh, K (2005). Intervening in adolescent problem behavior: A family-centered approach. New York: Guilford Press.

An article packet is available from the CPSY office during regular office hours.

Description:

In order to effectively work with teenagers, it is necessary to have an in depth knowledge of adolescent development. Some adolescents engage in high risk behaviors that may have lasting effects on themselves and their families. Others overcome odds and display resiliency. A review of prevention research will address attempts to influence adolescent decision making with techniques of motivational interviewing.

The ecological approach focuses on social interaction within the family and viewing the adolescent within an ecosystem. Students will learn about motivating family change for both the parents and the teenager using an ecosystems perspective.

Goals: Students will:

1. Become informed about adolescent development including brain research.
2. Become familiar with the trans-theoretical model of change and motivational interviewing.
3. Learn communication techniques and practice them in ways to help motivate teenagers.
4. Explore interventions and treatments for problems that occur in adolescents' lives using a family centered approach.
5. Use an eco-systemic viewpoint, to consider prevention options for adolescent high risk behaviors and plan ways to implement them in the schools and in the community.
6. Research an area of your interest in depth.

COURSE REQUIREMENTS:

PARTICIPATION: Complete selected readings and be prepared to ask questions, discuss material and apply the material during in-class group work. There is a strong experiential component to this class.

LEARNING LOG: in which you will summarize and reflect on the main points gleaned from the assigned readings, class discussions and/or class activities.

PROFESSIONAL READING: Read and write a journal critique for 3 recent journal articles related to your selected topic.

In YOUR copy of the article, make your notes in the margins and highlight as you read. Make sure you mark the **3 main points** of the article so you can share them with your group. In the margins or on the back of your article write the following: 1. an aesthetic response 2. an efferent response 3. implications for application. You will be sharing your summaries with another student and me. Therefore, make two copies of your article so that you can distribute them as you talk about your article. As articles will be shared with another person, each person in the group will need to choose a different article to read.

WORKSHOP PRESENTATION PROJECT: We will develop a rubric in class for this project to outline expectations for your presentation. You will be graded on **topic selection, purpose, content, handout, annotated bibliography, evaluation instrument and presentation**. This presentation will occur on April 18th. More specifics to follow during the class periods.

<u>Grading:</u>	<u>Points</u>
Participation	10 points
Learning Log	10 points
Professional Readings	30 points
Workshop Presentation	50 points
<u>TOTAL</u>	<u>100 points</u>

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

A- = 90-92 points

B+ = 87-89 points

B = 83-86 points

B- = 80-82points

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.

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Adolescence**

COURSE SCHEDULE

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
2/07	Introduction—Adolescent Development	
2/14	Philosophy of Adolescence	Taffel Chs. 1, 11 D & K Chs. 1 and 2 2 Readings
2/21	Science as a Tool for Change, Adolescent Brain Research <u>First Professional Reading Due</u>	D & K Ch. 10, 11 3 Readings
2/28	Advice and Directions for Teens Motivational Interviewing	Taffel Ch.2,3,4&5 D & K Ch. 7 4 Readings
3/07	Motivating Family Change	Taffel Ch. 9 D & K Chs. 3,4,5,6 5 Reading
3/14	Flexible Confidentiality High risk and harm reduction <u>Second Professional Reading Due</u>	Taffel Ch. 6 & 7 6 Readings
3/21	Prevention and Treatment Implications Working in schools	Taffel Ch. 10 D and K 9 7 Readings
4/04	Youth Violence and Aggression <u>Third Professional Reading Due</u>	8 Reading Handouts
4/11	Working with Parents	Taffel Ch. 8 D and K Ch. 8 9 Reading
4/18	Presentation in Workshop format	

