

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

Adolescence
CPSY 590—Spring 2009

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Tues. 5:30 PM – 8:30 PM

JR Howard Hall 101

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.

Required readings on the Moodle web site

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:

This seminar emphasizes an in-depth understanding of adolescent development, including a focus on multicultural and family factors. You will use new information to examine your own data-bases and perhaps biases which you have gained while working with teenagers. This new information will be helpful to refine and broaden your approach to counseling teens. There will be a strong experiential base to this course

We will focus on the following topics: research on neurobiology and brain function, resiliency, youth violence, and alcohol and drug use. Prevention and treatment approaches such as mental health models in the schools, motivational interviewing and the trans-theoretical model of change will be investigated. Tips for addressing parental concerns and helping parents of teenagers bridge the gap between generations will be provided. Counselors will develop a systemic approach to thinking about, planning for and treating adolescents both individually and in a cultural, familial and community context.

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 required text 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.

COMMENTARY: One half to one page (maximum) single spaced paper in which you will reflect on what you found interesting or compelling in one of the resource readings for the week on the Moodle website. 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 READING: Read and write a journal critique for 3 recent journal articles related to your selected topic.

In YOUR copy of the journal article, make your notes in the margins and highlight as you read. Make sure you mark **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 (your personal reaction and opinion) 2. an efferent response (what is the take away message – thoughts after reading the article) 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 March 17th. More specifics to follow during the class periods.

**SPRING 2009 CPSY 590
Adolescence**

COURSE SCHEDULE

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
1/13	Introduction—Adolescent Development	
1/20	Adolescent Coping	Taffel Chs. 1, 11 D & K Chs. 1 and 2
1/27	Science as a Tool for Change, Adolescent Brain Research <u>First Professional Reading Due</u>	Taffel Ch. 2 D & K Ch. 10, 11 Moodle site
2/03	Advice and Directions for Teens Motivational Interviewing	Taffel Ch 3,4&5 D & K Ch. 7 Moodle site
2/10	Motivating Family Change	Taffel Ch. 9 D & K Chs. 3,4,5,6 Moodle site
2/17	Flexible Confidentiality High risk and harm reduction <u>Second Professional Reading Due</u>	Taffel Ch. 6 & 7 Moodle site
2/24	Prevention and Treatment Implications Working in schools	Taffel Ch. 10 D and K Ch. 9 Moodle site
3/03	Youth Violence and Aggression <u>Third Professional Reading Due</u>	Readings Moodle site
3/10	Working with Parents	Taffel Ch. 8 D and K Ch. 8 Moodle site
3/17	Presentation in Workshop format	

<u>Grading:</u>	<u>Points</u>
Participation	12 points
Commentary	08 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.