

**City College of New York
Department of Psychology**

PSY V6582: Counseling Adolescents (3 credits)

Fall 2017 – Thursdays, 10:00a.m.-12:30p.m.

Room: 7/307B

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Office Hours: By appointment only

I stand between two worlds. I am at home in neither and I suffer the consequence.
Thomas Mann, “Tonio Kroger”

Course Description:

This masters level clinical course is an exploration into the physical, psychological, social and cultural dimensions of adolescence, with a focus on advanced direct practice with adolescents in contemporary life settings. Particular attention is given to issues of diversity, as well as to comprehending the experiential life worlds, socio-cultural contexts, and social network interventions pertinent to at-risk adolescent populations.

This course emphasizes the development of direct practice skills in working with adolescents, their families, and relevant environmental systems. The course addresses normative socio-cultural variations in developmental life tasks and expectations, child rearing practices, and life stage concerns pertinent to adolescence, with a focus on diversity issues. Particular attention is given to gender, race, ethnicity, social class, and other types of diversity in relation to adolescent development, resilience and dysfunction. The course introduces and explores evidence-based practice methodologies in addressing behavioral, emotional, and situational problems of adolescents and their families in a range of intervention settings, and includes a focus on individual, family and group intervention modalities.

Three general dimensions of adolescent functioning and adaptation are addressed from a multi-dimensional, bio-psycho-social perspective. First, behavioral and emotional issues that fall within a range of typical adolescent adjustment. Second, externalizing problems of adolescence that manifest in conflictual relations with others as well as in breaches in societal norms and rules. Third, internalizing problems of adolescence that involve difficulties with emotional relatedness and emotional equilibrium.

Pertinent theoretical frames and strategies for engaging and intervening with adolescents are presented, with behavioral and developmental norms for adolescents considered from a cross-cultural, comparative perspective. Additionally, environmental factors and social justice issues are addressed with respect to the well-being of adolescents and their families.

Class sessions integrate theory, ethics, and research, and emphasize self-reflection and the differential use of self in clinical practice. The class format includes lectures,

discussions, student presentations, and small group exercises related to intervention techniques.

Goals/Objectives:

By the end of the course, the successful student will have accomplished the following goals:

- Acquire contextual understanding of developmental life tasks and phases of adolescence, and differentiate normative issues, problems, and tensions of adolescence from circumstances and behaviors that may be considered deviant and/or maladaptive, as relevant to socio-cultural context and values.
- Demonstrate ability in assessing and analyzing adolescent problem behaviors from a multi-dimensional perspective, including the intersectionality of biological, psychological, social, and cultural factors.
- Understand and apply relevant theoretical frameworks and empirical research literature in guiding evidence-based intervention approaches with adolescents and their families.
- Evaluate various intervention approaches that address the needs, problems, and circumstances of adolescents and their families and that critically engage relevant issues and concerns pertaining to diversity and difference (e.g. gender, sexual orientation, race, ethnicity, disability status, social class).
- Identify and propose strategies for addressing the structural and/or dynamic factors that may impede or facilitate therapeutic alliance, progress, and growth.
- Develop awareness and critical reflection in the professional use of self and in the application of ethics in direct practice with adolescents and their families and communities.

Books/Readings:

Required text (available for purchase online and on reserve at the library)

- Bromfield, R. (2005). *Teens in therapy: Making it their own*. New York: WW Norton & Company.

Recommended texts (available for purchase online; select chapters will be made available on blackboard)

- Steiner, H (ed). (2015). *Treating adolescents* (2nd edition). CA: Jossey-Bass Publishers. (*On reserve at the library*)
- Levy-Warren, M. (1996). *The Adolescent Journey*. Oxford, UK: Rowman & Littlefield Publishers, Inc. (*Required chapters available via Blackboard*)
- LeCroy, CW & Antony, E.K. (2014). *Case studies in child, adolescent, and family treatment* (2nd edition). Belmont, CA: Thomson Brooks/Cole.
- Malekoff, A. (2014). *Group work with adolescents: Principles and practice* (3rd edition). New York: The Guilford Press.
- Mishne, J.M. (1986). *Clinical work with Adolescents*. New York, NY: The Free Press.
- Muss, R.E. (1988). *Theories of adolescence*. New York, NY: Random House.

- Wilmhurst, L. (2004). Child and adolescent psychopathology. London, UK: Sage Publishing.

All **required** articles and selected chapters from the above recommended texts will be available at the start of the semester via Blackboard.

Assignments:

The assignments in this class are designed to (i) challenge us to consider how different theoretical perspectives, biology, and culture inform how we understand adolescence, (ii) introduce us to various clinical techniques and contexts for working with adolescents, (iii) expose us to factors unique to adolescence that influence one's resilience or vulnerability for mental illness, and (iv) (practically) strengthen our professional writing and presentation skills.

Weekly assigned readings and written reflections:

- Students will be expected to read closely a series of articles and chapters that discuss theory and technique pertaining to therapy with adolescents
- Email our class googlegroup a one-paragraph personal/conceptual/clinical response to one (or more) of the assigned readings for the week. I will be looking for evidence of your understanding of pertinent theoretical frames and strategies for engaging and intervening with adolescents as well as for your ability to draw connections between our discussions (& readings) week to week. I encourage your commenting on each other's posts, but this is not required. **Weekly reflections are always due by Wednesday @ 9AM the weeks specified on the assignment calendar below. First reflection due September 7, 2017.**

In class group presentation:

- Working collaboratively in small groups students will prepare a 20-minute power point presentation on a topic of special interest. Presentations should include a review of relevant research-based literature, discussion of pertinent assessment and intervention approaches (if applicable), an understanding of clinical implications, and consideration of pertinent professional practice values and diversity issues. **All PowerPoint presentations must be emailed to the professor by 9AM the day of your presentation.** Specific dates for presentations and topics will be scheduled at the start of the semester.

In-class midterm:

- The in-class midterm is an important way to consolidate your thinking about adolescence and the factors that enhance or mitigate an individual's risk for developing psychopathology. The exercise will include several short answer questions and will cover the material discussed thus far in the semester.

Final project:

Papers should not exceed 15 pages double spaced (not including references) and should be in APA format. Be sure to cite sources! Quality of the writing as well as the paper's content will contribute to your grade (tip...edit your paper carefully).

1. Watch a film and discuss the salient adolescent life course issues/tasks for a character(s) of your choosing. Include interpersonal dynamics and how they relate to theory discussed in class. Consider the family, social, community, and cultural contexts as well as any information you may have about genetics/neurobiology. In addition, discuss clinical interventions (assessment, treatment) that you believe are warranted given the character's presentation. How might you engage this character? What clinical questions/issues do you believe could arise throughout a treatment? Refer to sources we have read in class as well as other relevant sources relevant to the developmental stages you are examining.

Possible films include:

Juno
Breakfast Club
American Beauty
Stand by me
Mean Girls
Sixteen Candles
Clueless
Dazed and Confused

If you wish to base your paper on a different film, speak to the professor before Nov 15. Last minute requests for an alternate film will not be approved.

Policy for missed mid-term exercise or late papers:

No make-up exercises will be given and a failing grade will be issued for that assignment. Late papers will not be accepted.

Evaluation:

Student grades will be based on the following activities:

Class participation	(10%)
Weekly reflections	(15%)
Midterm exercise	(25%)
Special topic presentation	(20%)
Final project	(30%)

The grading scale:

100-97% = A+, 96-95% = A, 94-90% = A-, 89-87% = B+, 86-84% = B, 83-80% = B-, 79-77% = C+, 76-70% = C, <70% = F

Participation is evaluated on quality (not quantity) of your contribution to the class discourse. This does not mean talking a lot; quality of participation includes facilitation of group discussion, questioning, and integrating others' ideas and comments.

Policy on Attendance, Absence, and Lateness:

Attendance at all class meetings is encouraged. Two excused absences are permitted without penalty. (Late = .50 absence). A third absence will result in loss of 4 points from the final course grade. Students who miss more than two classes may be encouraged to withdraw from the course.

If you accumulate more than **3 absences** during the course – **EITHER EXCUSED OR UNEXCUSED** – you will be assigned a final grade of WU (CCNY policy), which has the same effect on your grade-point average as an F. Three absences is tantamount to missing three weeks of course material, the limit to earning a canonical grade in the course. During the first few weeks of the course absences are monitored as part of the College's Enrollment Verification program. During this period, students who are registered for the course, but have never attended class, will receive a grade of WN*, which has the same effect on your grade-point average as an F and which may harm your opportunities for receiving financial aid.

Policy on Informed Class Participation:

A graduate course can be greatly enriched by informed class participation. You are encouraged to prepare for each class meeting by completing the assigned readings and by reflecting in-advance on the material that will be covered in class so that your contribution will be enhanced and so that you will be able to refer others to ideas and concepts that especially interested you.

A free and respectful course environment is one in which it is comfortable to share with colleagues in dialogue without monopolizing or dominating the discussion and without devaluing the ideas or opinions of others.

A student's esteem for the learning environment is demonstrated by shutting off cell phones and electronic devices before class begins and by refraining from the use of laptops or tablets for purposes other than those related to the actual lesson at hand. Urgent circumstances (brought to my attention in advance,) aside: a student whose cell phone rings during class or who is engaged in texting or non-relevant computer activities during class will be considered absent for the class in which this would occur.

Blackboard Course Site:

-In order to access the Bb Course Site, you will need to actually be registered for this course as well as a have a functional ID # and password. For information about Bb 9.1.13: Please refer to the following URL: cuny.edu/blackboard >> "User Guides" >> "For Students."

On the Bb Course Site: On the "Tools" link>> "Blackboard Help for Students."

- All requests for assistance with Bb issues are to be directed to The City College OIT staff: The OIT Service Desk is located in the NAC 1/301 Student Tech Center. Phone: 212.650.7878 email: servicedesk@ccny.cuny.edu.
- Please check the Bb Course Site frequently for new announcements and course updates.
- Please keep the email address that is linked to your Bb Account functional throughout the semester. Please check this email account regularly for messages sent to the class via Bb.

CUNY Policy on Academic Integrity:

The City University of New York provides its students with the intellectual tools to participate in the search for truth and understanding. Therefore, all coursework that is submitted must be a result of the student's independent analysis and synthesis. Class work submitted in fulfillment of degree requirements should be based on academically valid research in the field, but it should not be a word-for-word copying of published sources, nor the result of unfair advantage taken in the examination room or any other venue. In short, academic dishonesty in any form it takes is strictly prohibited.

You can download a copy of the policy from the CCNY website at:

<http://www1.ccny.cuny.edu/upload/academicintegrity.pdf>

N.B. SafeAssign will be in use for some assignments posted to the Bb Course Site.

Reasonable accommodation:

If you have a diagnosed disability or believe that you have a disability that might require accommodations on the part of the instructor, please contact the Disabilities Office at City College.

Week-by-Week Topics

Week 1 Aug 31	Introduction to course & What is adolescence?
Week 2 Sept 7	Theoretical frameworks*
Week 3 Sept 14	Assessment and case formulation*
Sept 21	No Classes @ CCNY
Week 4 Sept 28	Adolescent pathology*
Week 5 Oct 5	Treatment planning and initiating treatment*
Week 6 Oct 12	In Class Midterm Exam
Week 7 Oct 19	Individual therapy with an adolescent: Early, middle, late adolescence*
Week 8 Oct 26	Working with the family*
Week 9 Nov 2	Special topic presentation
Week 10 Nov 9	Special topic presentations
Week 11 Nov 16	Transference, counter transference, terminations and professional use of the self*
Nov 23	No class; Happy holiday
Week 13 Nov 30	Applying Dialectical Behavior Therapy to adolescents
Week 14 Dec 7	Applying Dialectical Behavior Therapy to adolescents

Assignments at a glance

Weekly Reading responses	Due Wednesday by 9AM on REQUIRED WEEKS (* on calendar denotes required dates)
In class midterm exam	October 12, 2017
In class presentations	Nov 2 and 9 (Sign up for dates in class)
Final Paper	Due Tuesday Dec 12, 2017 by 5:00PM via email mrudenstine@ccny.cuny.edu

Calendar of readings and assignments

Date	Topic	Reading due
Week 1 August 31	Introduction What is adolescence?	Levy, Chapter 1 Malekoff, Chapter 1
Week 2 Sept 7	Theoretical Frameworks*	Allen (2008). The attachment system in adolescence. In Cassidy, J. & Shaver, P.R. <u>Handbook of Attachment: Theory, Research, and Clinical Applications</u> . New York: Guilford Press. Blos in Muus, pgs. 89-93 Apter, T. (1990). <i>Altered Loves: Mothers and daughters during adolescence</i> . New York: Fawcett Columbine. Chapter 2. Aronson (2001). <i>"Only Connect": The mutuality of attachment in the treatment of a resilient adolescent</i> . Pollack (2003). <i>Relational psychoanalytic treatment for your adult Males</i> .
Week 3 Sept 14	Assessment & Case Formulation*	Wilmschurst, L. <i>Child and Adolescent Psychopathology, A Casebook</i> . Part I. (pgs. 1-54) Mishne, JM. <i>Clinical Work with Adolescents</i> , Part II.
Sept 21	NO CLASSES @ CCNY	
Week 4 Sept 28	Adolescent pathology*	Why teenagers act crazy, NYT's article Mishne, Chapter 10, 11 and 15 Powers, A, Casey, BJ. (2015). The adolescent brain and the emergence and peak of psychopathology. <i>J Infant child adol psychotherapy</i> , 14, 3-15.
Week 5 Oct 5	Treatment Planning and initiating treatment*	Bromfield. Chapters 1-4 Mishne, JM. <i>Clinical Work With Adolescents</i> . Chapter 21. Orfanos, S. (2007). <i>Out of the dark: The psychoanalysis of an adolescent boy</i> .
Week 6 Oct 12	IN CLASS MIDTERM	
Week 7 Oct 19	Individual therapy with an adolescent: Early, middle, late adolescence*	Bromfield, Chapters 9-12 Levy, Chapters 6, 8-10 Mishne, Chapter 25
Week 8 Oct 26	Working with the family*	Bromfield. Chapter 18 Mishne, Chapter 22 Malekoff, Chapter 6 Broderick (2009). <i>Family therapy with a depressed adolescent</i> . Johnson (2003). <i>On treating adolescent girls</i> .
Week 9 Nov 2	SPECIAL TOPIC PRESENTATIONS	
Week 10 Nov 9	SPECIAL TOPIC PRESENTATIONS	
Week 11 Nov 16	Transference, counter transference, terminations, and professional use of the self*	Bromfield, Chapter 17 Koocher (2003). <i>Ethical issues in psychotherapy with adolescents</i> . McCurdy (2003). <i>Confidentiality issues when minor children disclose family secrets in family counseling</i> . Mishne, Chapter 24 and 26
Nov 23	NO CLASS – HAPPY HOLIDAY!	
Week 12 Nov 29	DBT	DBT Manual (sections TBD)
Week 13 Dec 7	DBT	DBT Manual (sections TBD)

HAVE A WONDERFUL HOLIDAY BREAK!