

**THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**



**SCHOOL OF SOCIAL WORK**

**Course Number:** SOWO 844

**Course Title:** Adolescent Mental Health: Theory and Practice

**Semester and Year:** Fall 2016

**Instructor:** Amy Levine, MSW, LCSW

**Office Hours:** by appointment

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**Course Description:**

This course is a seminar on adolescent mental health covering both the social context of adolescent mental health problems and intervention theories and skills to address those problems. It covers assessment, practice theories, and evidenced-based interventions.

**Course Objectives:**

1. Understand the context for adolescent development in the 21st century and how that context inhibits or promotes mental health symptoms and disorders.
2. Identify myths and assumptions about adolescents that get in the way of accurate diagnosis and treatment.
3. Understand the legal framework in which adolescents and their parents seek treatment and the implications of this framework for practice.
4. Consider the impact of difference on how we understand particular symptoms and disorders in adolescents.
5. Understand the role of the family in intervention with adolescents.
6. Describe in detail selected evidence-based practice models for working with adolescents around specific mental health problems and to be able to match these intervention models to appropriate mental health problem areas.
7. Be able to engage adolescents and their parents in particular treatment models.
8. Be able to use specific skills associated with particular models to intervene with adolescents and their families.

**\* The instructor reserves the right to change the remainder of this syllabus during the semester to better meet the needs of each class in terms of meeting the course objectives.**

**Skills To Be Acquired In This Class:**

1. The ability to go beyond information gathering to create a nuanced assessment and treatment plan for an adolescent and their family;
2. The ability to consider and identify cultural understandings of illness that may impact treatment;
3. The ability to identify evidence-based treatments for particular disorders;
4. The beginning ability to employ various evidenced-based treatments that will be helpful to the child or family system.

**Required Texts:**

1. McKenzie, F. R. (2008). *Theory and practice with adolescents: An applied approach*. Chicago: Lycium
2. Perry, B.D., & Szalavitz, M. (2006). *The boy who was raised as a dog and other stories from a child psychiatrist's notebook: What traumatized children can teach us about loss, love, and healing*. Basic Books: New York, New York. ISBN-10: 1572247037
3. Mufson, L. Dorta, K.P., Moreau, D., & Weissman, M. (2004). *Interpersonal psychotherapy for depressed adolescents* (2nd Ed.). New York: Guilford Press. ISBN: 1-59385-042-5.
4. Grandin, T., & Scariano, M. M. (1996). *Emergence: Labeled autistic*. Warner Books. ISBN-10: 0446671827.
5. Canada, Geoffrey (2010). *Fist, Stick, Knife, Gun*. Beacon Press. ISBN 0-8070-0423-5
6. *One book of your own choosing* addressing some aspect of the cultural context of adolescent development or clinical assessment and treatment of adolescents. This will be the book used to complete assignment 6. Students may not choose a book that is a required text in another course taken by that student this semester or in previous semesters. The instructor will provide a list of suggested books as a supplement to the syllabus.

**Teaching Methods:**

To be enjoyable, our class should be interactive. Comfort and cohesion in this class will be created by interactions that reflect social work values. You are encouraged to state your point of view. At the same time, please keep in mind that supportive learning conditions are created and fostered by *listening* to the ideas and beliefs of others and *reflecting* upon those which may be different from your own. Your contributions to making this a safe and respectful classroom environment are appreciated. Attending and participating in class are important and this is reflected in the grade you earn in this course.

**Class Assignments:**

All written class assignments should be turned as a hard copy to the instructor at the beginning of the class session on the day the assignment is due. If you are unable to be in class on the day an assignment is due you should make arrangements with a classmate to turn in a hard copy of your

assignment. Detailed descriptions of each assignment, as well as grading rubrics, will be made available to students prior to the assignment due date.

Assignment 1: Trauma Focused Cognitive Behavioral Therapy Training (10 points)

To get further exposure and training on an evidenced based intervention commonly used with adolescents who have experienced trauma, students will complete the Trauma-Focused Cognitive Behavior Therapy (TF-CBT) course online offered by the Medical University of South Carolina, found at: <http://tfcbt.musc.edu/>. Completion of this course is also something you can include on your resume, which is often a benefit for future employment.

Assignment 2: Biopsychosocial Assessment and Intervention Planning Essay (15 points)

Using Chapter 5, “The Coldest Heart,” from *The Boy Who Was Raised as a Dog*, students will complete an assessment and formulate an initial treatment plan for Leon, a central character in the book. Students will note theories that informed their treatment plan and will also compare and contrast their approach to assessment and intervention planning with the approach used in their current field placement.

Assignment 3: Delinquency and Social Environment Essay (15 points)

Informed by the reading of *Fist, Stick, Knife, Gun*, students will explore the experience of young African-American males with the criminal justice system. Students will further examine how their own experience and background impact their chosen area of social work practice.

Assignment 4: Autism Diagnosis and Treatment Essay (5 extra credit points)

This is not a required assignment, but is available for extra credit. For a possible of 5 extra credit points, students will read *Emergence: Labeled Autistic* and will justify a diagnosis for the author during her adolescence based on DSM-5 Criteria. In their essay, students will also examine the experience of those impacted by an autism diagnosis.

Assignment 5: Case Formulation Essay (15 points)

Using an adolescent client from current or past practice with a significant mental health issue warranting intervention, students will create a written case formulation, including history, assessment, and treatment intervention information.

Assignment 6: Book Review (20 points)

Students will select a book (pre-approved by the instructor) pertaining to adolescent mental health theory and practice and will prepare a brief review of the book and a 5-minute in-class presentation about the book describing the author, intended audience, and basic points of the book. Students will also create a practice resource page for fellow students that will be shared with the class. Each student in the class will be asked to review a unique book, and these books will be assigned on a first come basis. Please contact the instructor regarding book choice at least 1 month prior to the due date of this assignment. If students choose a book that is not on the suggested list, written permission must be received from the instructor.

**Attendance and Participation: (20 points)**

Attendance at all class sessions is expected; it is important to be on time so as not to disrupt class or miss material. We will be covering a great deal of information in each class and class discussion will be part of the learning experience. If you will not be able to attend a class, let the instructor know as soon as possible. It is your responsibility to obtain handouts, information about class content, and information about announcements, etc., from your classmates if you are unable to attend a class. *Students with more than two absences will receive an “L” unless they have made prior arrangements with the instructor. Students with more than three absences will receive an “F” unless they have made prior arrangements with the instructor, even if all out of class work is completed and the point total is higher than the grade reflected in the attendance policy above.*

<b>Assignment</b>	<b>Due Date</b>	<b>Points</b>
Assignment 1	Class 5	15
Assignment 2	Class 6	15
Assignment 3	Class 8	15
Assignment 4: Extra Credit	Class 11	+5
Assignment 5	Class 13	15
Assignment 6	Class 13	20
Attendance and Participation	Ongoing	20
<b>Total</b>		<b>100</b>

**Grading System:**

The points received for each assignment will be totaled to determine the final grade.

100 and above H+

94 -100 H

80 – 93 P

70 – 79 L

69 and below F

**Policy on Incomplete Grades and Late Assignments:**

Assignments should be completed on time. **Late assignments are strongly discouraged.** If a situation arises that prohibits you from completing the assignment on time, a request for an extension must be made *in advance* of the due date. Approved extensions will not affect the grade. If approval for late submission is not granted before breaking a deadline, the grade will automatically be reduced 10%, and another 10% reduction will occur each day, including weekends.

In case of an emergency, a late paper may be accepted without penalty at the discretion of the instructor. However, the student must alert the instructor to the emergency within a reasonable time period and negotiate a new due date with the instructor in order for any late penalty to be waived. For in-class assignments, no make-up assignments will be given unless the student has an emergency. Incomplete grades will be given only in compliance with University policy.

**Policy on Academic Dishonesty:**

Please refer to the *APA Style Guide*, *The SSW Manual*, and the SSW Writing Guide for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. All written assignments should contain a signed pledge from you stating that, "I have not given or received unauthorized aid in preparing this written work." In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.

**Accessibility and Resources Services:**

The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. In the first instance please visit their website <http://accessibility.unc.edu>, Tel:- 919-962-8300 or Email;- [accessibility@unc.edu](mailto:accessibility@unc.edu). A student is welcome to initiate the registration process at any time, however, the process can take time. ARS is particularly busy in the run-up to Finals and during Finals. Students submitting Self-ID forms at that time are unlikely to have accommodations set until the following semester. Please contact ARS as early in the semester as possible.

**Writing Support**

Clear, cogent writing is an essential skill for social work professionals. Writing support is available to all students through the School's Writing Support Team; they can help you strengthen your writing skills by sharing strategies for organizing information, presenting a cohesive argument, ensuring clear communication, and mastering APA style. Writing Support offers a *learning opportunity* for students but does not merely copy edit student papers. Writing support is available in-person, by e-mail, or by phone. E-mail a requested appointment day and time to [SOSWwritingsupport@gmail.com](mailto:SOSWwritingsupport@gmail.com) . In addition, see the Writing Resources and References page on the School's website (under the Current Students tab:<https://ssw.unc.edu/students/writing> ).

**Policy on the Use of Electronic Devices in the Classroom:**

Use of electronic devices for non-class related activities is prohibited. Cell phones should be turned off or put on vibrate during class. In the event of an emergency phone call related to the care of family please leave the classroom for your call.

## Course Outline

### **Class 1: Monday, August 29**

- Introductions and Course Overview
- Introduction to Theory
- Adolescent Psychiatric Illness: Ethics and the Diagnostic and Statistical Manual 5

#### Required Reading:

1. McKenzie Ch 1: Theoretical Underpinnings of Applied Practice with Adolescents (pp.1-15)  
Ch 2: The Practice Formulation of Biopsychosocial Assessment and Intervention Planning (pp. 17-29)  
Ch 3: Use of Practice Skills: Engagement and Ongoing Work with Adolescents (pp.30-41)  
Ch 4: Application of Theoretical Underpinnings: A differential Approach to Practice with Adolescents (pp. 43-63)  
Ch 6: Use of Self and the Ethical Approach to Practice with Adolescents (pp. 74-84)  
Ch 7: Nontraditional Approaches to Working with Adolescents (pp. 85-95)

### **Class 2: Monday, September 12**

- Frameworks of Adolescent Mental Health
  - Developmental Considerations
  - The Context of Race, Ethnicity, Culture, Family
- High Risk Behavior, Hospitalization, and Medication
- Epidemiology of Psychiatric Disorders in Adolescents

#### Required Reading:

1. McKenzie Ch 8: Culturally Competent Practice with Adolescents and Families (pp. 96-107)  
Ch 11: High-Risk Behavior, Hospitalization, and Medication (pp. 137-152)
2. Costello, E. J., Copeland, W., & Angold, A. (2011). Trends in psychopathology across the adolescent years: What changes when children become adolescents, and when adolescents become adults? *Journal of Child Psychology and Psychiatry*, 52, 1015–1025.
3. Spear, L.P. (2013). Adolescent neurodevelopment. *Journal of Adolescent Health*, 52 (2), S7-S13.
5. Perry & Szalavitz pp 1-56

#### Suggested Reading:

1. Merikangas, K.R., He, J., Burstein, M., Swendsen, J., Avenevoli, S., Case, B., Georgiades, K., Heaton, L., Swanson, S., Olfson, M. (2011). Service utilization for lifetime mental disorders in U.S. adolescents: Results of the national comorbidity survey – adolescent supplement (NCS-A). *Journal of the American Academy of Child & Adolescent Psychiatry*, 50, 32-45.
2. Mental Health Connection of Tarrant County Website.  
<http://www.mentalhealthconnection.org/index.php>

3. National Institutes of Health (2014). *Brain basics: Know your brain* (NIH Publication No. 11-4929). [http://www.ninds.nih.gov/disorders/brain\\_basics/know\\_your\\_brain.htm](http://www.ninds.nih.gov/disorders/brain_basics/know_your_brain.htm)
4. National Institute of Mental Health. (2012). *The teen brain: Still under construction* (NIH Publication No. 11-4929) <http://www.nimh.nih.gov/health/publications/the-teen-brain-still-under-construction/index.shtml>
5. National Institute of Mental Health. (2013). *Five major mental disorders share the same genes*. <http://www.nimh.nih.gov/news/science-news/2013/five-major-mental-disorders-share-the-same-genes.shtml>
6. New Freedom Commission on Mental Health. (2003). *Achieving the promise: Transforming mental health care in America*. Final report (DHHS Publication No. SMA-03-3832). Rockville, MD: Department of Health and Human Services.

### **Class 3: Monday, September 19**

- Gender Identity, Sexual Orientation and Adolescent Mental Health
- Bullying and Cyberbullying
- Engagement, Assessment, and Intervention Planning
- **Guest Lecturer: Terri Phoenix, Ph.D., Director, LGBTQ Center, UNC – Chapel Hill**

#### Required Reading:

1. McKenzie Ch 13: Gender Issues Working with Adolescents (pp. 170-183)
2. Meyer, I. H. (2003). Prejudice, social stress, and mental health in lesbian, gay, and bisexual populations: Conceptual issues and research evidence. *Psychological Bulletin*, 129, 674-697
3. Perry & Szalavitz pp 56-124

#### Suggested Reading:

<https://lgbtq.unc.edu>

### **Class 4: Monday, September 26**

- Early Childhood Trauma and Adolescent Mental Health
- Trauma Practice with Adolescents
  - Trauma Related Disorders
  - Trauma-Informed Care in Mental Health/Child Welfare Systems
  - Trauma Focused Cognitive Behavioral Therapy (TF-CBT)

#### Required Reading:

1. Perry & Szalavitz pp 125-202
2. Mufson et al pp 3-18

#### Suggested Reading:

Hendricks, A., Cohen, J. A., Mannarino, A. P., & Deblinger, E. *Dealing with Trauma: A TF-CBT workbook for teens*.

**Class 5: Monday, October 3**

**ASSIGNMENT 1 DUE**

- Mood Disorders
  - Depressive Disorders
  - Suicidality
  - Self-Harming Behaviors
  - Bipolar Disorder
- Anxiety Disorders
- Introduction to Cognitive Behavioral Therapies

Required Reading:

1. Perry & Szalavitz pp 202-253
2. Whitlock, J. (2010). Self-Injurious Behavior in Adolescents. *PLoS Medicine*,7(5), e1000240. <http://doi.org/10.1371/journal.pmed.1000240>

Suggested Reading:

Connolly, S., Suarez, L., & Sylvester, C. (2011). Assessment and treatment of anxiety disorders in children and adolescents. *Current Psychiatry Reports*,13: 99-110.

**Class 6: Monday, October 10**

**ASSIGNMENT 2 DUE**

- Impact of Environment/Community on Behaviors and Mental Health
- Parenting Adolescents
- Adolescent Substance Use: Consequences, Risk Factors, Prevention, & Treatment
- ***Guest Lecturer: Nicole Moore, MSW, LCSW, Parenting of Adolescents Program, Exchange Club Family Center***

Required Reading:

1. McKenzie Ch 12: Substance Use/Abuse/Dependency and Adolescents pp 154-169
2. Canada pp 1-88

**Class 7: Monday, October 17**

- Intimate Partner Violence in Adolescent Relationships
- Behavioral Issues:
  - Oppositional Defiant Disorder & Conduct Disorder
  - Antisocial Behavior
  - Youth Violence and Gangs/Firearms
- ***Guest Lecturer: Laurie Graham, MSW, Ph.D Student, UNC School of Social Work***

Required Reading:

1. Canada pp 89-End

**Class 8: Monday, October 24**

**ASSIGNMENT 3 DUE**



- Parental and Caretaker Involvement
- Stepfamilies
- Family Interventions
- Multifamily Groups
- **Guest Speaker: Todd Jenson, MSW, LCSWA, Ph.D Student, UNC School of Social Work**

Required Reading:

1. McKenzie Ch 5: The Essential Interplay of Family in Adolescent Practice: Implications Across the Family Life Cycle
2. Walsh, F. (2011). Family Therapy: Systemic Approaches to Practice. In J. Brandell *Theory and Practice in Clinical Social Work*, Sage.
3. McKay, M. M., Gonzalez, J. J., Kim, L. A., et al.:  
4 Rs and 2 Ss For Strengthening Families: Multiple Family Groups to Manage Child Behavioral Difficulties  
Facilitator's Guide to Conducting the 4 Rs and 2 Ss For Strengthening Families Group
4. Franco, L.M., Dean-Assael, K.M. & McKay, M.M. (2008). Multiple family groups to reduce youth behavioral difficulties. In LeCroy, C.W. (Ed.). Handbook of evidence-based treatment manuals for children and adolescents. New York: Oxford University Press, pp. 546-590.

Suggested Reading:

1. Coleman, M., Ganong, L., & Russell, L. (2013). Resilience in stepfamilies. In D. Becvar (Ed.), *Handbook of family resilience* (pp. 85-103). New York: Springer.
2. Cox, M. & Paley, B. (1997). Families as systems. *Annual Review of Psychology*, 48: 243-267,

**Class 9: Monday, October 31**

- Group Work Theory and Techniques
- Peer Consultation: Challenges, Successes in Group Work
- Multisystemic Therapy (MST)
- Juvenile Justice System

Required Reading:

1. McKenzie Ch 10: Adolescent Group Work: Theory and Technique pp 122-136
2. Schoenwald, S.K., Brown, T.L., Henggeler, S.W. (2000). Inside multisystemic therapy: Therapist, supervisory, and program practices. *Journal of Emotional and Behavioral Disorders*, 8, 113-127.

Suggested Reading:

1. Henggeler, S.W., Schoenwald, S.K., Borduin, C.M., Rowland, M.D., Cunningham, P.B. (2009). *Multisystemic Therapy for Antisocial Behavior in Children and Adolescents (2<sup>nd</sup> Ed.)*. New York: Guilford.

**Class 10: Monday, November 7**

- Eating Disorders
- Residential Treatment
- Group Homes
- Shelter Programs
- **Guest Speaker: Sara Hofmeier, MS, LPCS, NCC; Clinical Director, Adolescent Program, Veritas Collaborative**

Required Reading:

1. McKenzie Ch 15: Residential and Group Homes and Shelter Programs for Adolescents pp 210-225
2. Myers, L. L. (2007). Anorexia Nervosa, Bulimia Nervosa, and Binge Eating Disorder (pp 459-476). In Thyer and Wodarski *Social Work in Mental Health, An Evidence-Based Approach*. John Wiley and Sons.
3. Grandin, T., & Scariano, M. M. (1996). *Emergence: Labeled autistic*. Warner Books. pp 8-76

**Class 11: Monday, November 14**

**ASSIGNMENT 4 DUE**

- Autism Spectrum Disorders/Pervasive Developmental Disorders
- Community Resources for Autistic Adolescents
- Parenting Adolescents on the Spectrum
- **Guest Speaker: Sherry Mergner, MSW, LCSW, Clinical Assistant Professor, UNC School of Social Work**

Required Reading:

1. Grandin, T., & Scariano, M. M. (1996). *Emergence: Labeled autistic*. Warner Books. pp 77-146
2. Mufson, Dorta, Moreau, & Weissman pp 19-50

Suggested Reading:

1. McKenzie Ch 16: Working with Community Collaterals 226-233

**Class 12: Monday, November 21**

- Dialectical Behavioral Therapy (DBT)
- Third Wave Cognitive Behavioral Therapies: Acceptance and Commitment Therapy (ACT), Mindfulness-Based Cognitive Therapy (MBCT)
- School-Based Interventions: Academics, Mental Health, Social Networks Mental Health

Required Reading:

1. McKenzie Ch 9 Working with Adolescents in Schools: Academics, Behavior, and Social Networks as Diagnostic Indicators for Assessment and Intervention pp 109-121.
2. MacPherson, H.A., Cheavens, J.S., Fristad, M.A. (2013). Dialectical behavior therapy for adolescents: Theory, treatment adaptations, and empirical outcomes. *Clinical Child and Family Psychology Review, 16*, 59-80.

3. Mufson, Dorta, Moreau, & Weissman pp 51-72

Suggested Reading:

Rathus, J.H. & Miller, A.L., (2014). *DBT Skills Manual for Adolescents*. New York: Guilford Press.

**Class 13: Monday, November 28**

**ASSIGNMENT 5 DUE**

- Interpersonal Psychotherapy (IPT)
- Practice Integration with Field Experience
- Peer Consultation: Challenges, Successes in Individual Work

Required Reading:

Mufson, Dorta, Moreau, & Weissman pp 73-109, 143-199, 251-274

Suggested Reading:

1. Mufson, Dorta, Moreau, & Weissman pp 203-250, 275-290

**Class 14: Monday, December 5**

**ASSIGNMENT 6 DUE**

- In Class Book Presentations