

**Bethel Seminary San Diego**  
**Course Syllabus**  
**Spring 2008**

Course: **MF743 Therapy with Adolescents**

Class Meetings: May 5 – June 9, 2008  
Monday evenings 4:15pm – 7:00pm

Professor: **G. Keith Olson, Ph.D., MFT**  
MFT Program Administrator and Lead Faculty

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### **Catalogue Course Description**

Developmental considerations for conducting therapy with adolescents will be explored within the systems context. Students will learn a variety of individual, family and group treatment approaches. Legal and ethical issues associated with therapy for minors as well as special characteristics and competencies required for doing therapy with adolescent clients will be explored. Prerequisites: MF504, MF505 and MF506. *Two hours.* Bethel Seminary Catalog 2007-2008, p.128.

### **Course Themes and Student Benefits**

Following the successful completion of this course, students will be able to:

Articulate a developmental understanding of adolescence.

Understand adolescents in reciprocal relationship with their family dynamics.

Describe the general characteristics and special considerations of therapy with adolescents.

Explain the legal and ethical issues of therapy with adolescents, especially within the state of California.

Diagnose behavioral and mental health disorders in adolescence behaviorally and contextually.

Treat behavioral and mental health disorders in adolescence from a systemic perspective.

## Course Design and Assignments

There will be **five class sessions**, each session 2¾ hours long. The course will be designed around the extreme importance of prompt attendance and active participation during each class session. This means that assigned readings must be completed, reflected upon and largely understood prior to their respective class sessions.

Lecture and discussion will be the primary teaching methods during this course. Students are required to come prepared with questions, integrative thinking, and life applications of the material that will be discussed.

A **research paper** of five to seven pages of text written in APA style will be due during the fourth class meeting. Students will select topics that relate to therapy with adolescents. It is best if these topics are approved by the professor before proceeding to write the paper. In research, use at least four peer review MFT-related journals and four scholarly books. Be sure to write from an integrative perspective. Remember that departures from APA style as well as grammatical and spelling errors can result in a significant loss of points. Papers that are turned in late will result in a 2% loss in points per day that the paper is late with weekends counting as one day.

The one **exam** will be taken during the last part of the class session on **06/09/08**. It will include both multiple choice and essay response formats and will take approximately 1 ¼ hours to complete. If this exam cannot be taken on the assigned day, the student must request at least one week prior to the date of the exam, arrangements to take the test on an earlier day. An exam taken after the assigned day of class will be subject to a significant loss of points.

Up to 30 points of **extra credit** are possible. Up to 10 points each for a maximum of three opportunities are possible. Attend a MFT related event like professional seminars, workshops, CAPS meetings, MFT Integration events, BSSD student senate events, BSSD distinguished lectures, etc. For each event attended, write a one to two page paper including

- title and description of event
- your critical analysis of the event
- how you benefited from the event

## Assigned Readings

Edgette, J.S. (2002). *Candor, connection, and enterprise in adolescent therapy*. New York: Norton.

Steiner, H. (Ed.). (1996). *Treating adolescents*. San Francisco: Jossey-Bass.

## Recommended Reading

- American Psychological Association. (2001). *Publication manual of the American Psychological Association*. (5<sup>th</sup> ed.). Washington, DC: Author.
- American Psychological Association. (2005). *Concise rules of APA style*. Washington, DC: Author.
- Bernstein, N.I. (1996). *Treating the unmanageable adolescent: A guide to oppositional defiant and conduct disorders*. New Jersey: JasonAranson.
- Canino, I.A., & Spurlack, J. (2000). *Culturally diverse children and adolescents: Assessment, diagnosis, and treatment*. (2<sup>nd</sup> ed.). New York: Guilford.
- Henggeler, S.W., Schoenwald, S.K., Borduin, C.M., Rowland, M.D., & Cunnigham, P.B. (1998). *Multisystemic treatment of antisocial behavior in children and adolescents*. New York: Guilford.
- Jongsman, Jr., A.E., Peterson, L.M., & McInnis, W.P. (2003). *The adolescent psychotherapy treatment planner*. (3<sup>rd</sup> ed.). New Jersey: John Wiley.
- Kazdin, A.E., & Weisz, J.R. (Eds.). *Evidenced –based psychotherapy for children and adolescents*. New York: Guilford.
- Kendall, P.C. (Ed.). *Child and adolescent therapy: Cognitive-behavioral procedures*. (3<sup>rd</sup> ed.). New York: Guilford
- O'Brien, J.D., Pelowsky, D.J., & Lewis, O.W. (Eds.). (1992). *Psychotherapies with children and adolescents: Adapting the psychodynamic process*. Washington, D.C.: American Psychiatric Press.
- Olson, G.K. (1984). *Counseling teenagers: The complete Christian guide to understanding and helping adolescents*. Loveland CO: Group.
- Olson, G.K. (1987). *Why teenagers act the way they do*. Loveland, CO: Group.
- Steiner, H. (Ed.). (2004) *Handbook of mental health interventions in children and adolescents: An integrated developmental approach*. San Francisco: Jossey-Bass.

**Grading:** Student final grades will be weighted according to the following schedule:

Final Exam		225 points
Research Paper		250 points
Reading Account		<u>25 points</u>
	Total	500 points
Extra credit possible		30 points

The final letter grade will be decided according to the following percentage ranges:

93 - 100%	A	73 - 76.99%	C
90 - 92.99%	A-	70 - 72.99%	C-
87 - 89.99%	B+	67 - 69.99%	D+
83 - 86.99%	B	63 - 66.99%	D
80 - 82.99%	B-	60 - 62.99%	D-
77 - 79.99%	C+	- 59.99%	F

Bethel Seminary students are expected to demonstrate graduate-level writing skills, including correct grammar, spelling, and punctuation, in all course work, and to fulfill course requirements as listed in the course syllabus. Grades will be assigned using the full range of letter grades (A-F), representing the following levels of performance:

- A Excellent work submitted; evidence of outstanding ability to synthesize and use course knowledge; consistent evidence of creativity and originality; insightful contributions in class; consistent demonstration of integrative and critical thinking skills; regular class attendance; and respectful interaction.
- B Good work submitted; evidence of substantial ability to analyze and use course knowledge; evidence of creativity and originality; thoughtful contributions in class; demonstration of integrative and critical thinking skills; regular class attendance; and respectful interaction.
- C Acceptable work submitted; evidence of adequate ability to analyze and use course knowledge; appropriate contributions in class; attempts at integration and critique; regular class attendance; and respectful interaction.
- D Poor work submitted; little evidence of ability to analyze and use course knowledge; inconsistent evidence of mastery of course content; few contributions in class; no attempts at integration and critique; inconsistent class attendance; and respectful interaction.
- F Inadequate work submitted; insufficient evidence of ability to analyze and use course knowledge; inappropriate and/or disrespectful contributions in class, poor class attendance; or failure to complete course requirements.

Please note that a grade of “C” represents satisfactory performance, and that students are required to hold a cumulative grade point average of 2.0 or higher (C average) to graduate with a degree from Bethel. (2007/2008 Catalogue pg. 91)

After the last day of the course (06/09/08), there will be no further extensions for work in the class, except for extenuating circumstances, such as family emergencies or medical reasons. In such cases an **Incomplete Contract** form must be filled out, approved by the professor, and returned to the Associate Registrar’s office prior to the last day of class. This means that a pile-up of workload will not constitute a valid reason for an Incomplete.

**Attendance policy:** “Students are expected to attend classes regularly. Those who find themselves unable to do so should drop the course completely. Unexcused absences, not to exceed the number of course hours a week [3], are allowed without penalty” (2007-2008 Catalogue, p. 90). The previous statement is based on a 4-credit course. Since this is a 2-credit course, 1 ½ missed hours will be allowed without a penalty. Because of the extreme importance of engaged attendance, any hours of unexcused absence above the 1 ½ hour without penalty, will be assessed a 10 point per hour loss. Time missed will be rounded to the nearest ½ hour.

**Academic Integrity:** Written material submitted must be the original work of the student. Academic dishonesty constitutes a serious violation of scholarship standards at Bethel and can result in denial of credit and possible dismissal from the school. Academic dishonesty includes cheating on assignments or exams, plagiarism, fabrication of research, multiple submissions of work in different courses, misrepresentation of academic records, the facilitation of academic dishonesty, and depriving others of necessary academic resources Please see 2007/2008 Catalogue, pp. 88-89 and 2007/2008 Student Handbook, p. 23.

**Disabilities:** Any student who because of a disability may require some special arrangements to meet course requirements should contact the instructor or the Access Coordinator for the Bethel Office of Disability Services by the end of the second week of the quarter to discuss reasonable accommodations. Please see the 2007/2008 Student Handbook, pp. 20-21.

**A Final Comment:** Any course which requires us to examine our previous experience and understanding of family life (our own or that of families in general) has the potential to be unsettling or anxiety producing. Our ability to learn in a course like this depends on several important issues: our ability to tolerate ambiguity; our willingness to dialogue honestly and respectfully with others; our willingness to consider alternative interpretations; our acceptance of truth, no matter where it is found; our comfort with “political incorrectness”; and our ongoing struggle to integrate new information with our presently held beliefs. If you do find that you are having personal difficulty or disruption as a result of this course, please feel free to talk with me about your reaction. I will do all that I can to be of help and support.

**Course Schedule:**

<b>Class #</b>	<b>Date</b>	<b>Content</b> Readings are to be completed by the date assigned.
1	5/5	Course introduction Characteristic of adolescence Adolescence and family dynamics Therapy with adolescents – Part I Steiner, chapter 1
2	5/12	Therapy with adolescents – Part II Family therapy with adolescents Legal and ethical issues Edgette, chapters 1-8
3	5/19	Disruptive behavioral disorders Substance use and abuse Steiner, chapters 2 & 3
	5/26	MEMORIAL DAY!
4	6/2	Depression, anxiety and eating disorders Steiner, chapters 4-6 Research paper due
5	6/9	Chronic illness, psychosis and trauma Steiner, chapters 7-9 Exam

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