



<b>Course title:</b>	<b>Working with Transitional Age Youth</b>	
<b>Course #/term:</b>	SW712, 001, FALL, 2022	
<b>Time and place:</b>	Saturdays October 1 and 8 9:00AM-5:00PM, SSWB B760	
<b>Credit hours:</b>	1	
<b>Prerequisites:</b>		
<b>Instructor:</b>	David Cordova Ph.D	
<b>Pronouns:</b>	He, El	
<b>Contact info:</b>	<b>Email:</b> cordovad@umich.edu	<b>Phone:</b> 734-763-6201
	You may expect a response within 2 business days	
<b>Office:</b>	2772 SSW	
<b>Office hours:</b>	By appointment	

***Accommodations for Students with Disabilities***

*If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in class activities, and the way we teach may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) (Links to an external site.) to help us determine appropriate accommodations. SSD (734-763-3000 or [ssd.umich.edu](http://ssd.umich.edu) (Links to an external site.)) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. I will treat any information you provide as private and confidential.*

**1. Course Statement**

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**a. Course description**

Adolescence and young adulthood represent developmental periods characterized by, among other things, increased risk taking and vulnerability for mental health problems. Transitional age youth are at increased risk of behavioral health conditions and experiencing mental health problems, yet the social work theoretical, empirical and practice literature remain

underdeveloped. This course focuses on the state of the science when working with transitional age youth with behavioral health conditions.

**b. Course content**

This course presents advanced topics in interpersonal practice. The topics of this course include emerging practice methods, advanced application of methods covered in other required methods courses, and applications of methods in specific populations.

**c. Course objectives and competencies**

- Describe the prevalence and risk and protective factors associated with a variety of behavioral health conditions among transitional age youth
- Identify theoretical frameworks to inform approaches to working with transitional age youth with behavioral health conditions
- Identify screening and assessment tools for various behavioral health conditions
- Describe prevention and treatment approaches for at least one behavioral health condition
- Identify and describe a policy that is aimed at addressing at least one behavioral health condition
- Demonstrate skills to conceptualize a treatment plan when working with transitional age youth with behavioral health conditions

**d. Course design**

Two day Fall One-credit Course

**e. Curricular themes**

Students in this course will acquire a general understanding of (1) the prevalence and variations of behavioral health conditions among this overlooked and vulnerable population, (2) etiological factors associated with behavioral health conditions, (3) theoretical frameworks to inform practice with transitional age youth, and (4) best programs and practices when working with transitional age youth.

**f. Relationship to social work ethics and values**

Social work practitioners and researchers alike play an essential role in ameliorating behavioral health conditions among transitional age youth. This course focuses on the state of the science when working with transitional age youth with behavioral health conditions.

## 2. Class Requirements

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### a. Text and class materials

See Resource List (Below)

- All materials will be posted to Canvas
- Expectations around completing readings: To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings.
- Required readings will be discussed/debriefed in class via small group and large group discussions.
- Additional (supplemental) readings are available in Canvas. Although these readings are not required, they may be helpful in developing a fuller understanding of the content and process related to the course.
- All readings will be posted on Canvas at the beginning of the course.

### b. Class schedule

<b>Date/Time</b>	<b>Agenda</b>	<b>Required Readings &amp; Assignments</b>
<b>Day 1: Oct 1</b>		
<b>9:00AM-1:00PM</b>	Flipped Class and Asynchronous (see Canvas Module Day1)	
1:00PM-5:00PM	In-Person and Synchronous	
	Introductions and Overview of the Course	
	Transitional Age Youth: Epidemiology	Class Exercise: <a href="https://nccd.cdc.gov/YouthOnline/App/Default.aspx">https://nccd.cdc.gov/YouthOnline/App/Default.aspx</a>
	Transitional Age Youth: Theoretical Frameworks	
	Therapeutic Engagement	
	Group Work and Individual Consultation	
<b>Day 2: Oct 8</b>		
9:00AM-1:00PM	Flipped Class and Asynchronous (see Canvas Module Day2)	
1:00PM-5:00PM	In-Person and Synchronous	

	Discuss SBIRT Training	
	Screening and Assessment	<a href="https://webcampus.drexelmed.edu/nida/module_2/default_FrameSet.htm">https://webcampus.drexelmed.edu/nida/module_2/default_FrameSet.htm</a>
	Treatment and Prevention Approaches	Class Exercise: <a href="https://www.samhsa.gov/resource-search/ebp">https://www.samhsa.gov/resource-search/ebp</a>
	Philosophy 101: Developing a fuller understanding of your perspective	
	Self-of-the-social worker	
	Summary of Transitional Age Youth	
	Group Work and Individual Consultation	

c. Assignments

Students will turn in a 3-4 page case conceptualization. You may use cases found on our Canvas site or use an ongoing case you may be struggling with. For this assignment, students will:

1. Develop a case conceptualization. Examples of what could be discussed in your paper, include (a) types and frequency of substance use, mental illness, and/or other risk behaviors, (b) developmental and cultural aspects related to your client's behaviors, (c) biological, psychological, social/ecological factors that shape your client's behaviors, (d) potential assessments and interventions you might want to use (e.g., individual, family, peer, school, community-level), (e) others you may want to include in clinical sessions, (f) PODS, and (g) any other aspects you believe are important to your case study.

Assignment	Due date	Percent of Overall Grade
Case Conceptualization	October 22, 11:59 PM This assignment should be APA format. Assignment may be emailed or shared as Google Doc (please	50%

	allow editing permissions) to cordovad@umich.edu	
Attendance/Participation	October 1 and 8	50%

d. Attendance and class participation

Students are expected to attend and participate in synchronous and asynchronous aspects of class.

e. Grading

Letter grades ranging from “A” to “E” are earned, with “+” or “-“ distinguishing the degree of performance. Specific expectations for each assignment are provided in a later section of this syllabus.

Both content and format will be considered in assigning grades. Failure to follow APA guidelines for referencing will result in a lower grade. Each assignment will be given points and a corresponding letter grade. The criteria for each grade are as follows:

A+ = 99-100      B+ = 88-90      C+ = 78-80      D= 65-70

A = 95-98          B = 85-87      C = 75-77      F= less than 65

A- = 91-94 B- = 81-84      C- = 71-74

Please note: A grade of “B” indicates mastery of the subject content at a level of expected competency for graduate study. A “B” grade indicates that the work has met the expectations of an assignment for graduate study performance. A grade in the “A” range is based on demonstration of skills beyond expected competency and at an exemplary, outstanding or excellent degree. A “C” grade range indicates minimal understanding of subject content and significant areas need improvement.

f. Resources

- Asarnow, J. R., Jaycox, L. H., Duan, N., LaBorde, A. P., Rea, M. M., Murray, P., ... & Wells, K. B. (2005). Effectiveness of a quality improvement intervention for adolescent depression in primary care clinics: a randomized controlled trial. *Jama*, 293(3), 311-319.

- Davis, M., & Vander Stoep, A. (1997). The transition to adulthood for youth who have serious emotional disturbance: Developmental transition and young adult outcomes. *The Journal of Mental Health Administration*, 24(4), 400-427.
- French, M. T., Zavala, S. K., McCollister, K. E., Waldron, H. B., Turner, C. W., & Ozechowski, T. J. (2008). Cost-effectiveness analysis of four interventions for adolescents with a substance use disorder. *Journal of substance abuse treatment*, 34(3), 272-281.
- [www.healthychildren.org](http://www.healthychildren.org)
- Johnston, L. D., O'Malley, P. M., Miech, R. A., Bachman, J. G., & Schulenberg, J. E. (2019). Monitoring the Future national survey results on drug use: 1975-2018: Overview, key findings on adolescent drug use. Ann Arbor: Institute for Social Research, The University of Michigan.
- Kann, L., Kinchen, S., Shanklin, S. et al. (2019). Youth risk behavior surveillance – United States, 2018. *Morbidity and Mortality Weekly Report*. (63); 1-172.
- Kessler, R. C., Berglund, P., Demler, O., Jin, R., Merikangas, K. R., & Walters, E. E. (2005). Lifetime prevalence and age-of-onset distributions of DSM-IV disorders in the National Comorbidity Survey Replication. *Archives of general psychiatry*, 62(6), 593- 602.
- Newman DL, Moffitt TE, Caspi A, et al. Psychiatric disorder in a birth cohort of young adults: Prevalence, comorbidity, clinical significance, and new case incidence from ages 11 to 21. *Journal of Consulting and Clinical Psychology*. 1996;64(3):552–562. 6
- Klein, D. A., & Miller, A. L. (2011). Dialectical behavior therapy for suicidal adolescents with borderline personality disorder. *Child and adolescent psychiatric clinics of North America*, 20(2), 205-216.
- <http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=36>
- <http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=282>
- <http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=372>
- Pottick, K. J., Bilder, S., Vander Stoep, A., Warner, L. A., & Alvarez, M. F. (2008). US patterns of mental health service utilization for transition-age youth and young adults. *The journal of behavioral health services & research*, 35(4), 373-389.
- Sexton, T., & Turner, C. W. (2010). The effectiveness of functional family therapy for youth with behavioral problems in a community practice setting. *Journal of Family Psychology*, 24(3), 339.
- Shelton, D., Kesten, K., Zhang, W., & Trestman, R. (2011). Impact of a Dialectic Behavior Therapy—Corrections Modified (DBT-CM) Upon Behaviorally Challenged Incarcerated Male Adolescents. *Journal of child and adolescent psychiatric nursing*, 24(2), 105-113.
- Substance Abuse and Mental Health Services Administration, Results from the 2015 National Survey on Drug Use and Health: Summary of National Findings, NSDUH Series H-48, HHS Publication No. (SMA) 14-4863. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2014.
- Tørmoen, A. J., Grøholt, B., Haga, E., Brager-Larsen, A., Miller, A., Walby, F., ... & Mehlum, L. (2014). Feasibility of Dialectical Behavior Therapy with Suicidal and

- Self-Harming Adolescents with Multi-Problems: Training, Adherence, and Retention. Archives of suicide research, 18(4), 432-444.
- Wells, K. B., Tang, L., Carlson, G. A., & Asarnow, J. R. (2012). Treatment of youth depression in primary care under usual practice conditions: Observational findings from youth partners in care. Journal of child and adolescent psychopharmacology, 22(1), 80- 90.
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## COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including properly wearing a face covering in class and compliance with the University COVID-19 Vaccination Policy. Other applicable and additional safety measures may be described in the Campus Maize & Blueprint. Your ability to participate in this course may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity and those seeking an exemption related to the vaccination requirement should submit an exemption request through WolverineAccess. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

## Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.

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Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*