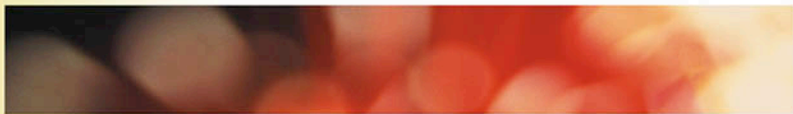


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PracticePlanners®

Arthur E. Jongsma, Jr., Series Editor

Adolescent Psychotherapy Homework Planner II

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L. Mark Peterson

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To Dr. David Crenshaw, Dr. Robert Young, and the Astor Home staff for the outstanding training and supervision that they provided during my internship year.

—William P. McInnis

To Kendra and Michelle, my daughters, who made adolescent childrearing a wonderful time in our lives.

—Arthur E. Jongsma, Jr.

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PRACTICEPLANNERS® SERIES PREFACE

The practice of psychotherapy has a dimension that did not exist 30, 20, or even 15 years ago—accountability. Treatment programs, public agencies, clinics, and even group and solo practitioners must now justify the treatment of patients to outside review entities that control the payment of fees. This development has resulted in an explosion of paperwork. Clinicians must now document what has been done in treatment, what is planned for the future, and what the anticipated outcomes of the interventions are. The books and software in this *PracticePlanners* series are designed to help practitioners fulfill these documentation requirements efficiently and professionally.

The *PracticePlanners* series is growing rapidly. It now includes not only the original *Complete Adult Psychotherapy Treatment Planner*, third edition, *The Child Psychotherapy Treatment Planner*, third edition, and *The Adolescent Psychotherapy Treatment Planner*, third edition, but also Treatment Planners targeted to specialty areas of practice, including: addictions, juvenile justice/residential care, couples therapy, employee assistance, behavioral medicine, therapy with older adults, pastoral counseling, family therapy, group therapy, neuropsychology, therapy with gays and lesbians, special education, school counseling, probation and parole, therapy with sexual abuse victims and offenders, and more.

Several of the Treatment Planner books now have companion Progress Notes Planners (e.g. Adult, Adolescent, Child, Addictions, Severe and Persistent Mental Illness, Couples). More of these planners that provide a menu of progress statements that elaborate on the client's symptom presentation and the provider's therapeutic intervention are in production. Each Progress Notes Planner statement is directly integrated with "Behavioral Definitions" and "Therapeutic Interventions" items from the companion Treatment Planner.

The list of therapeutic Homework Planners is also growing from the original Brief Therapy Homework for adults to Adolescent, Child, Couples, Group, Family, Addictions, Divorce Grief, Employee Assistance, and School Counseling/School Social Work Homework Planners. Each of these books can be used alone or in conjunction with their companion Treatment Planner. Homework assignments are designed around each presenting problem (e.g. Anxiety, Depression, Chemical Dependence, Anger Management, Panic, Eating Disorders) that is the focus of a chapter in its corresponding Treatment Planner.

Client Education Handout Planners, a new branch in the series, provides brochures and handouts to help educate and inform adult, child, adolescent, couples, and family clients on a myriad of mental health issues, as well as life skills techniques. The list of presenting problems for which information is provided mirrors the list of presenting problems in the Treatment Planner of the title similar to that of the Handout Planner.

Thus, the problems for which educational material is provided in the *Child and Adolescent Client Education Handout Planner* reflect the presenting problems listed in *The Child* and *The Adolescent Psychotherapy Treatment Planner* books. Handouts are included on CD-ROMs for easy printing and are ideal for use in waiting rooms, at presentations, as newsletters, or as information for clients struggling with mental illness issues.

In addition, the series also includes TheraScribe[®], the latest version of the popular treatment planning, clinical record-keeping software. TheraScribe allows the user to import the data from any of the Treatment Planner, Progress Notes Planner, or Homework Planner books into the software's expandable database. Then the point-and-click method can create a detailed, neatly organized, individualized, and customized treatment plan along with optional integrated progress notes and homework assignments.

Adjunctive books, such as *The Psychotherapy Documentation Primer*, and *Clinical, Forensic, Child, Couples and Family, Continuum of Care*, and *Chemical Dependence Documentation Sourcebook* contain forms and resources to aid the mental health practice management. The goal of the series is to provide practitioners with the resources they need in order to provide high-quality care in the era of accountability or, to put it simply, we seek to help you spend more time on patients, and less time on paperwork.

ARTHUR E. JONGSMA, JR.
Grand Rapids, Michigan

INTRODUCTION

More and more therapists are assigning homework to their clients. Not only have short-term therapy models endorsed this practice, but the benefits are being recognized by many traditional therapists as well.

WHY HOMEWORK?

Assigning homework to psychotherapy clients is beneficial for several reasons. With the advent of managed care, which often requires shorter and fewer treatment sessions, therapists assign between-session homework to help maximize the effectiveness of briefer treatment. Homework is an extension of the treatment process, provides continuity, and allows the client to work between sessions on issues that are the focus of therapy. Homework can also be a tool for more fully engaging the client in the treatment process. Assignments place more responsibility on the client to resolve his or her presenting problems, counteracting the expectations that some clients may experience that it is the therapist alone who can cure him or her. For some, it even may bring a sense of self-empowerment.

Another added benefit of homework is that these assignments give the client the opportunity to implement and evaluate insights or coping behaviors that have been discussed in therapy sessions. Practice often heightens awareness of various issues. Furthermore, homework increases the expectation for the client to follow through with *making* changes rather than just *talking* about change. Exercises require participation, which creates a sense that the client is taking active steps toward change. Homework also allows the client to try new behaviors, bringing these experiences back to the next session for processing. Modifications can then be made to the client's thoughts, feelings, or behaviors as the homework is processed in the therapy session.

Occasionally treatment processes can become vague and abstract. By adding focus and structure, homework assignments can reenergize treatment. Moreover, homework can increase the clients' motivation to change as it provides something specific to work on. Additionally, homework increases the involvement of family members and significant others in the client's treatment using assignments that call for their participation. Homework promotes more efficient treatment by encouraging the client to actively develop insights, positive self-talk, and coping behaviors between therapy sessions. Consequently, many clients express increased satisfaction with the treatment process when homework is given. They are empowered by doing something active that facilitates the change process, and it reinforces their sense of control over the problem. These advantages have made the assignment of therapeutic homework increasingly prevalent.

HOW TO USE THIS HOMEWORK PLANNER

Creating homework assignments and developing the printed forms for recording responses is a time-consuming process. This *Adolescent Psychotherapy Homework Planner II*, which follows the lead of psychotherapeutic interventions suggested in *The Adolescent Psychotherapy Treatment Planner*, third edition (Jongsma, Peterson, and McInnis, 2002), provides a menu of homework assignments that can easily be photocopied. In addition to the printed format, the assignments in this *Planner* are provided on a CD-ROM to allow the therapist to access them on a word processor and print them out as-is or easily custom-tailor them to suit the client's individual needs and/or the therapist's style.

The assignments are grouped under presenting problems that are typical of those found in an adolescent population. These presenting problems are cross-referenced to every presenting problem found in *The Adolescent Psychotherapy Treatment Planner*, third edition. Although these assignments were created with a specific presenting problem in mind, don't feel locked in by a single problem-oriented chapter when searching for an appropriate assignment. Included with each exercise is a cross-referenced list of suggested presenting problems for which the assignment may be appropriate and useful called "Additional Problems This Exercise May Facilitate." This cross-referenced list can assist you in applying the homework assignments to other situations that may be relevant to your client's particular presenting problem.

A broader cross-referenced list of assignments is found in the Appendix "Alternate Assignments for Presenting Problems." Review this Appendix to find relevant assignments beyond the two or three exercises found in any specific presenting problem chapter. For example, under the heading of Conduct Disorder/Delinquency in the Appendix you will find 15 alternative assignments originally created for other presenting problems but relevant and easily adapted for use with a client struggling with conduct disorder issues. In this Appendix, every presenting problem is listed with relevant additional assignments from throughout the book. Remember, each assignment is available on the CD-ROM at the back of the book and, therefore, can be quickly edited for use with a specific client. This modified assignment can be saved on your computer's hard disk for repeated later use.

ABOUT THE ASSIGNMENTS

Some of the assignments are designed for the parents of an adolescent who is in treatment; others are for the client; still others are designed for the parents and adolescents to complete together. Therapists introduce the homework assignment with varying degrees of detail and client preparation. Recommendations regarding this preparation and post-exercise discussion are made on the title page of each assignment under the heading "Suggestions for Processing This Exercise with the Client."

Clinical judgment must be used to assess the appropriate developmental level necessary for a specific assignment, as well as choosing the homework assignments that focus on relevant issues for the client. The title page of each assignment contains a

section on “Goals of the Exercise” to guide you in your selection of relevant homework for your client. Remember, all assignments can be modified as necessary for the individual client.

CARRYING OUT THE ASSIGNMENT

It is recommended that you review the entire book to familiarize yourself with the broad nature of the type and focus of the various homework exercises. Select a specific assignment from a chapter titled with your client’s presenting problem or from the alternative list in the Appendix and then review the list of homework goals. Assigning therapy homework is just a beginning step in the therapy treatment process. Carrying out the assignment requires a follow-up exploration of the impact of the assignment on the client’s thoughts, feelings, and behavior. What are the results? Was this assignment useful to the client? Can it be redesigned or altered for better results? Examine and search for new and creative ways to actively engage your client in participating in this homework process.

IMPORT HOMEWORK DATA INTO THERASCRIBE

Since the release of the software *TheraScribe* 4.0, The Treatment Planning and Clinical Record Management System for Mental Health Professionals, all assignments from Homework Planner books in the *PracticePlanners* series can be imported into this point-and-click clinical tool. A CD-ROM version of the Homework Planner book must be purchased separately (the CD-ROM version in the back of every Homework Planner book can only be imported into a word processing program, not into *TheraScribe*). Once the Homework Planner data is installed into *TheraScribe*, the assignment may be added to a client’s treatment plan as an intervention. It can also be launched, viewed, edited, and printed out for distribution to the client and/or family members.

ARTHUR E. JONGSMA, JR.
L. MARK PETERSON
WILLIAM P. MCINNIS

Section I

ACADEMIC UNDERACHIEVEMENT