


Course Syllabus

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	<p>College of Extended Learning</p> <p>MA in Clinical Counseling</p> <p>PSY6027: Treatment of Children and Adolescents</p> <p>3 Units</p>
<p>Fall 2022, Quad 2</p>	
<p>Meeting days/times:</p> <p>Mondays 2:00 p.m. - 4:45 p.m.</p> <p>Wednesdays, 2:00 p.m. - 4:45 p.m.</p>	<p>Instructor: Prof. Jenna Hillman, jhillman@pointloma.edu (mailto:jhillman@pointloma.edu)</p>
<p>Meeting location: Mission Valley Campus</p>	<p>Phone: 619.888.3378 (text is best)</p>

PLNU MISSION

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION AND DESIGN

The University catalog describes this course as: The components of effective child psychotherapy are examined. Emphasis is placed on the process of diagnosis, understanding the systemic nature of child pathology, and evidence based practices for treatment.

The purpose of each class session is to highlight selected topics from the required readings and to supplement this material with related ideas. Students are responsible for all assigned readings, whether or not discussed in class. A "graduate style" discussion format will be used in the course. Each student is expected to have read the assigned reading for class discussion (course schedule below), and be prepared to think together about the reading in class.



GROUND RULES OF THE COURSE

Together we will create a dynamic learning environment where:

1. Learning is challenging but safe
2. Learning is experiential and active
3. Communication is open . . . opposing viewpoints are welcomed
4. All are learners and all are teachers . . . we will learn from each other
5. Mistakes are okay . . . this is a no-guilt, no-blame zone
6. The point is to learn and grow ... grades are a by-product and not the goal
7. Integrity and honesty are expected

Please jot down some of your expectations for this course.

INSTITUTIONAL LEARNING OUTCOMES (ILO)

1. **Learning, Informed by our Faith in Christ**

Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.

2. **Growing, In a Christ-Centered Faith Community**

Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental and social contexts.

3. **Serving, In a Context of Christian Faith**

Students will serve locally and/or globally in vocational and social settings.

PROGRAM LEARNING OUTCOMES (PLO)

1. Students will articulate a clear, accurate understanding of their professional identity as either an LMFT or LPCC, or both.
2. Students will demonstrate knowledge of the fundamental domains in their selected area of specialization, in professional clinical counseling (i.e., foundations; counseling prevention, and intervention, diversity & advocacy; assessment; research & evaluation; and diagnosis) or marriage and family therapy (i.e., human development, family dynamics, systemic thinking, interactional theories, traditional and contemporary marriage and family theories, research and cultural context).
3. Students will demonstrate ability to apply relevant research and evaluation models in practice of clinical counseling.
4. Students will demonstrate skills and practices of clinical counseling in the delivery of mental health services (e.g., assessment, diagnosis, treatment, termination, documentation, & ethical practice).
5. Students will deliver mental health services with multicultural competence and sensitivity.
6. Students will demonstrate ability to integrate faith with clinical counseling practice in clinically appropriate, culturally sensitive, and ethical manner.

REQUIRED TEXTS AND RECOMMENDED RESOURCES



Morrison, J., & Flegel, K. (2017). *Interviewing Children and Adolescents: Skills and Strategies for Effective DSM-5 Diagnosis*. The Guilford Press.

Shapiro, J. P., Friedberg, R. D., & Bardenstein, K. K. (2006). *Child and adolescent therapy: science and art*. Wiley & Sons Inc.

Recommended Reading/Resources for Further Study

Marten, D., Epston, D., & Markham, L. (2016). *Narrative Therapy in Wonderland*. AbeBooks.

Oaklander, V., PhD. (1994). *Windows to Our Children*. Real People Press.

Perry, B., MD, PhD. & Szalavitz, M. (2007). *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.

Shatkin, J., MD, MPH. (2015). *Child & Adolescent Mental Health: A Practical, All-in-One Guide*. W. W. Norton & Company.

Sori, C., Hecker, L., & Bachenberg, M. (2003). *The Therapist's Notebook for Children and Adolescents*. Routledge.

COURSE LEARNING OUTCOMES

After completing this course, you should be able to:

1. Students will be able to use evidence-based strategies in treating children and adolescents.
2. Students will be able to write developmentally appropriate treatment plans.
3. Students will accurately identify the legal, ethical, and multicultural issues in clinical cases with youth.
4. Students will be able to facilitate positive youth development.
5. Students will develop a therapeutic model of counseling children and adolescents that critically and congruently integrates theological and psychological paradigms in the process of assessment and treatment.
6. Students will demonstrate the ability to perform an intake/developmental history interview with parents, children and educational personnel.
7. Students will demonstrate knowledge of common presenting problems and child/adolescent psychopathology.

COURSE REQUIREMENTS

1. Participation and Attendance

Learning happens when we converse and connect with each other. Therefore, I want class sessions to be a relational experience, characterized by personal conversation, rather than passive reception of a list of facts that you will have to regurgitate later. I expect you to take ownership of your learning process and to be intentional about reflecting on and talking about what matters to you. When I or others are talking, I encourage you to be thinking the following and to respond accordingly: D



agree? Do I disagree? What are the implications of what they are saying, for me, for the church, for therapy? What else do I need to ask to better understand what they are saying? What else is important for me to know about this? And finally, since you can't talk if you aren't there, I expect you to come to class. The assessment of participation will be given based on the above criteria.

2. Online Pre-Class Reading Reflections

I want you to think while you read, notice what stands out for you, what you find yourself thinking or wondering about, what you'll want to talk more about together, and jot a few things down. I ask for at least 1 response (associated with a particular quote or section), 1 application of the material, and 1 question associated with the assigned readings for that day. Due the day before each class.

3. Play Therapy Intervention

Each member of the class will sign up for a time slot in which they will present and teach the class a specific play therapy intervention. All interventions must be approved by the professor in advance. The presenter is expected to bring materials for all class members to participate, and relate the intervention to a specific presenting problem or case conceptualization.

4. Assignments

Various case studies, reflection papers, and interview activities. See course modules for details.

5. Parent Training Paper

Based on a clinical vignette, write a 3 to 4-page paper (double spaced) that describes what a parent education program might look like (in detail) and why you would design it in this way. Also, describe what obstacle you might expect to encounter, and how you would try to minimize them. Draw and cite readings and lecture materials from class.

6. Final Paper—Case Conceptualization

Based on an initial intake report, you will write a 6 to 8-page (double-spaced) case conceptualization and treatment plan for the client. You will include the following sections: Presenting Problem, Case Conceptualization, DSM Diagnoses, Treatment Goals, Treatment Interventions, and Referrals.

This final paper will be your chance to consolidate material from the class into a single synthesis. It should be **6-8 pages** (excluding title page and references), formatted in **APA-style** (1" margins, double-spaced, 12-pt Times New Roman font, with title and reference pages, etc.), and should include a **minimum of 4 academic references**. A letter grade will be deducted from this assignment for each 24-hour period that the assignment is late. Grading assessment will be based on quality of writing, depth of engagement with the topic, adherence to APA-style, and thoroughness in addressing the outlines elements of the paper.

APA Papers

All papers written in the Graduate Counseling program should be in APA style. Here are some helpful websites to help you write and format your paper:



- [APA 7th Edition Help File \(https://canvas.pointloma.edu/courses/70369/pages/apa-7th-edition-help-file\)](https://canvas.pointloma.edu/courses/70369/pages/apa-7th-edition-help-file)
- [The OWL at Purdue: APA Style ↗ \(https://owl.english.purdue.edu/owl/section/2/10/\)](https://owl.english.purdue.edu/owl/section/2/10/)

All papers should include the following sections unless indicated otherwise:

1. Title page
2. Abstract
3. Main body with headings
4. Reference page

Please check the *APA Manual* or the websites for further formatting helps.

This course meets PLNU and WASC credit hour policy requirements for contact hours as evidenced by the table below (3 credit units):

Distribution of Course Hours

Assignments	Course Hours
Required Reading	40
Reflections	12
Papers	20
Presentations	5
Face-to-Face Sessions	35
TOTAL HOURS	112

ASSESSMENT AND GRADING

Distribution of Points

Assignments	Points
Attendance and Participation	30
Pre-Class Readings (10 @10pts each)	100
Assignments <ul style="list-style-type: none"> • Child Development Case Study (20pts) • Windows to Our Children (10pts) • Boy Who Was Raised as a Dog (10pts) • Talk to a Parent (15pts) • Talk to a Teen (15pts) • Play Therapy Intervention (30 pts) 	100
Parent-Training Paper	100



Assignments	Points
Final: Case Conceptualization	125
Total	425 points

Grade Scale

Grade Scale Based on Percentage of Points Earned				
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F ≤ 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

Students must achieve a minimum grade of B- to pass this class.

ATTENDANCE AND PARTICIPATION

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See Academic Policies in the Graduate and Professional Studies Catalog for additional detail.

In the event of an officially excused absence on the due date of an assignment, the assignment will be due the next class time. All penalties for late assignments will then be assessed from that revised due date.

Class participation is necessary to demonstrate familiarity with the assignments and the ability to transfer theory into practice. The following criteria will be used to evaluate participation:

- Participation in discussions
- Appropriateness of comments
- Comments useful for clarification or meaningful contribution to the class
- Willingness to participate in exercises and simulations
- Sensitivity to participation of others in the class; avoid dominating discussions
- Class participation demonstrates understanding of learned theory

Late Policy

Assignments submitted up to 24 hours past the due date will be deducted 10% of the grade.

Assignments submitted up to 48 hours past the due date will be deducted 20% of the grade.

Assignments submitted up to 72 hours past the due date will be deducted 30% of the grade. Any assignment turned in after 72 hours past the due date will receive no credit.



COURSE POLICIES

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

1. Academic Honesty

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See Academic Policies in the [current PLNU catalog](https://catalog.pointloma.edu/) (<https://catalog.pointloma.edu/>) for further information.

2. Identity Fraud

Committing identity fraud is considered particularly serious and could have legal as well as institutional implications. Any student who has another individual impersonate or in any other way commit identity fraud in any course, assignment, exam, or any type of academic exercise will be permanently suspended from Point Loma.

3. Final Examination Policy

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](http://www.pointloma.edu/experience/academics/class-schedules) (<http://www.pointloma.edu/experience/academics/class-schedules>) site. No requests for early examinations will be approved.

4. Participation

Your participation (think of this as 'contribution') in the course is monitored and graded. Your interaction with the course content, the instructor, fellow students, and the learning process directly influences your level of success in the course. You need to demonstrate that you have truly completed the assigned readings, shared what you learned from them, and demonstrate understanding and application of the concepts presented. Participation in the course will benefit your overall online experience as well as the experience of others in the course.

5. Classroom Etiquette

Students are expected to actively engage in an adult learning environment. Behaviors that disrupt the classroom environment and interfere with the learning of others are prohibited. Examples include



talking with other students during a presentation or when others are speaking, texting, gaming, internet browsing, or reading non-course related materials. All pagers, cellphones, and other electronic communication devices will be turned off at the beginning of class. Tablets and computers are allowed in class for note-taking purposes only, unless otherwise directed by the instructor. Arriving late and leaving early are strongly discouraged and disruptive to the class.

Respect each person's opinions. Be considerate while your peers are speaking and actively engage them only when they have completed their point. Discourteous comments and side conversations will not be tolerated and will be addressed openly and directly by the instructor. Should a student's behavior become disruptive to the productivity of the course they will be asked to leave the classroom and not receive credit for attendance.

6. **Withdrawal**

If you need to withdraw from the class, please notify the instructor **and** your Point Loma advisor immediately. A student may withdraw by the end of the first week of class and receive a grade of W. If a student withdraws from the program, he/she must submit a letter for withdrawal. A last date to withdraw is posted in the Academic Calendar on the PLNU website. Students will be assigned a grade of W or WF consistent with Point Loma Nazarene University policy in the grading section of the catalog. Failure to attend class does not constitute a withdrawal and students will receive an "F" if not properly withdrawn. Withdrawing from a class may result in a graduated refund and may affect your financial aid. Be sure to contact your financial aid counselor.

7. **Use of Technology**

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements \(https://help.pointloma.edu/TDClient/1808/Portal/KB/ArticleDet?ID=108349\)](https://help.pointloma.edu/TDClient/1808/Portal/KB/ArticleDet?ID=108349) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

8. **University Catalog**

For additional Point Loma policy items, review the latest [Point Loma Nazarene University Catalog \(https://catalog.pointloma.edu/index.php\)](https://catalog.pointloma.edu/index.php).

9. **Confidentiality of Course Discussion and Assignments**

Materials posted to the class discussion or to an assignment thread are for class use only. Students and faculty are to protect the confidentiality of all classroom materials and should never transmit any



classroom materials without specific written permission of the person quoted and the instructor.

10. Academic Accommodations

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester. PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course. Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

11. Spiritual Care

PLNU strives to be a place where you grow as a whole person. To this end we provide resources for our Graduate and Adult Degree Completion students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain, Rev. Gordon Wong, who is available during class break times across the week. If you have questions for, desire to meet or share a prayer request with Rev. Wong you can contact him directly at mvchaplain@pointloma.edu or gordonwong@pointloma.edu. Rev. Wong's cell number is 808-429-1129 if you need a more immediate response. In addition, on the MV campus there is a prayer chapel on the third floor which is open for use as a space set apart for quiet reflection and prayer.

12. Sexual Misconduct and Discrimination

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the [Title IX Office \(https://www.pointloma.edu/title-ix\)](https://www.pointloma.edu/title-ix). Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu (<mailto:counselingservices@pointloma.edu>) or find a list of campus pastors at the [Title IX Office | Get Help Now \(https://www.pointloma.edu/title-ix/get-help-now\)](https://www.pointloma.edu/title-ix/get-help-now).

13. Copyright Policy

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COURSE SCHEDULE AND ASSIGNMENTS

Weekly Schedule

Week	Topics	Reading Complete BEFORE class (except class 1)	Assignments
WEEK 1 Mon 10/23	Intro to Course and Review of Developmental Theories Play Therapy Floor Time	Shapiro Ch. 1 Morrison & Flegel Ch. 3	Nothing is due
Wed 10/25	Interviewing & Assessment; Intake & Developmental History	Morrison & Flegel Ch. 1, 2, 9	Pre-class reading #1
WEEK 2 Mon 10/30	Behavioral Therapy Family Systems Therapy Parent Coaching (Training)	Shapiro Ch. 2 & 7	Review of Dev. Hx Assignment Review of Dev Assets Assignment
Wed 11/1	Psychodynamic Therapy Narrative Therapy	Shapiro Ch. 5 & 6	Pre-class reading #2
WEEK 3 Mon 11/6	Case Conceptualization Treatment Planning	CATCH UP ON READING	Childhood Dev Video & Case Study Play Therapy #1



			Play Therapy #2
Wed 11/8	Autism Developmental Disabilities Sensory Sensitivities	Morrison & Flegel Ch. 11	Pre-class reading #3
WEEK 4 Mon 11/13	Anxiety Disorders Cognitive Therapy Mindfulness Based CBT	Shapiro Ch. 3, 4, 13 Morrison & Flegel Ch. 14 & 15	Pre-class reading #4
Wed 11/15	Mood Disorders	Shapiro Ch. 12 & 14 Morrison & Flegel Ch 13	Pre-class reading #5 Play Therapy #3 Play Therapy #4
WEEK 5 Mon 11/20	LIGHT WEEK - Online only Positive Youth Development Faith/Spirituality Integration	CATCH UP ON READING Video from professor	"Windows to our Children" Reading Reflection
Wed 11/22	THANKSGIVING Break: NO CLASS	CATCH UP ON READING	"The Boy Who Was Raised As A Dog" Reading Reflection
WEEK 6 Mon 11/27	Trauma Stress	Shapiro Ch. 15 Morrison & Flegel Ch. 16	Pre-class reading #6 Play Therapy #5 Play Therapy #6
Wed 11/29	ADHD OCD	Shapiro Ch 10 & 11 Morrison & Flegel Ch. 23	Pre-class reading #7



			Parent Training Paper
WEEK 7 Mon 12/4	Substance Use Disorders Suicidality Self-injurious Behaviors Risk Assessments	Morrison & Flegel Ch. 24 CATCH UP ON READING	Pre-class reading #8 Talk to a parent assignment Talk to a teen assignment
Wed 12/6	Feeding Elimination Sleep Eating Challenges Eating Disorders	Morrison & Flegel Ch. 19, 20, 21	Pre-class reading #9
WEEK 8 Mon 12/11	LGBTQIA+ Legal & Ethical Issues Diversity & Culture	Shapiro Ch. 9 Morrison & Flegel Ch. 22	Pre-class reading #10
Wed 12/13	Termination Activities IEPs/504s		Final Case Conceptualization Paper—Due Fri

