

Course Syllabus

[Jump to Today](#) Edit

College of Health Sciences | MA in Clinical Counseling

PSY6027: Treatment of Children and Adolescents

3 Units

Summer 2026 | Quad 1

May 11 - July 5

In-Person

Meeting Days: Tuesday & Thursday

Instructor: Sierra McGovern

Meeting Times: 2:00 - 4:45 p.m. PST

Email: smcgover@pointloma.edu

Meeting Location: Mission Valley Campus, Room 301

[\(mailto:smcgover@pointloma.edu\)](mailto:smcgover@pointloma.edu)

Office Hours: By appointment

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 is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.



Course Description

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.

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.

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.



Program Learning Outcomes

The educational goals of Point Loma Nazarene University's ***Masters of Arts in Clinical Counseling (MACC)*** are to develop graduate students and clinicians who are:

1. competent clinicians and professionals that practice from a wide-range of clinically valuable and research-based approaches;
2. able to cultivate self-awareness and apply professional ethics to the practice of clinical counseling; and,
3. providing services that are respectful of individuals and families as well as the cultural contexts that shape them, particularly focusing on those who are underserved.

PLO 1: Demonstrate competent application of theoretical models and research-based clinical interventions to therapeutic work with individuals, couples, groups and/or families

Competency 1: Demonstrate comprehensive knowledge of theories, principles, and practices relevant to clinical counseling, particularly across the lifespan and in family systems.

Competency 2: Utilize assessment tools effectively to diagnose, develop treatment plans, and monitor progress.

Competency 3: Apply clinical knowledge by effectively implementing theory-informed intervention with individuals, couples, groups, and families.

Competency 4: Evaluate and apply relevant research to the practice of clinical counseling.

PLO 2: Develop and apply self-awareness and professional ethics to the practice of clinical counseling.

Competency 1: Demonstrate knowledge of the ACA/AAMFT code of ethics and identify ethical issues when they arise with clients

Competency 2: Demonstrate awareness and effective use of self in the therapeutic process

Competency 3: Develop personal characteristics that enhance professional competence, most importantly effective communication, empathy, boundaries, self-awareness, and respect for others

PLO 3: Demonstrate competence in working with clients from diverse backgrounds, particularly in settings where sociocultural factors influence treatment and there is limited access to care.

Competency 1: Integrate contextual factors, apply multicultural theories, and modify treatment approaches to effectively work with diverse client populations.

Competency 2: Demonstrate awareness of how personal values, beliefs, and sociocultural context impact work with clients.

Competency 3: Attend to the spiritual dimensions of clients and apply faith integration processes clinically appropriate.



Institutional Learning Outcomes

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.

Required Texts and Recommended Study Resources

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

Shapiro, J. P.(2015). *Child and adolescent therapy: science and art, 2nd Ed.* Wiley & Sons Inc.

NOTE: Students are responsible to have the required course textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

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 Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this course meets the PLNU credit hour policy for a 3 unit class delivered over 8 weeks. Specific details about how



the class meets the credit hour requirement can be provided upon request.

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

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: *Do I 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

Each pre-class reading assignment will utilize a combination of learning techniques from asking you to answer questions about the reading, to applying the material to various case studies. Due the day before each class.

3. Assignments

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

4. Parent Training Treatment Plan

Based on a clinical vignette and using the provided template, create a Treatment Plan that demonstrates your ability to develop a successful Parent Training Program.

5. 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, 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 \(https://canvas.pointloma.edu/courses/86316/pages/apa-7th-edition-help-file\)](https://canvas.pointloma.edu/courses/86316/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)
- [Links to an external site.](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.

Assignment Distribution:

Assignments with Point Values

Assignments	Points
Attendance (10%) and Professionalism (10%)	101.25
Pre-Class Readings (14 @10pts each)	140
Assignments • Play Intervention Group Presentations (20pts) • Windows to Our Children (10pts) • Boy Who Was Raised as a Dog (10pts)	40
Parent-Training Treatment Plan	100
Final: Case Conceptualization	125



Assignments	Points
Total	506.25 points

Grading Scale:

- 93-100% = A
- 90 - 92% = A-
- 87 – 89% = B+
- 83 – 86% = B
- **80 – 82% = B-**
- 77 – 79% = C+
- 73 – 76% = C
- 70 – 72% = C-
- 67 – 69% = D+
- 63 – 66% = D
- 60 – 62% = D-
- Below 60% = F

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

NOTE: It is your responsibility to maintain your class schedule. Should the need arise to drop this course (personal emergencies, poor performance, etc.); you have the responsibility to first contact the professors. Then if no accommodations can be made, you are responsible to follow through (provided the drop date meets the stated calendar deadline established by the University)

Incompletes and Late Assignments

Assignments submitted up to 24 hours past the due date will be deducted 25% of the grade.

Assignments submitted up to 48 hours past the due date will be deducted 50% of the grade. Any assignment turned in after 48 hours past the due date will receive no credit. Students are encouraged to alert the professor if an assignment is anticipated to be late. Professors can extend these late penalties if arrangements are made in advance.

Professionalism

Student professionalism will be assessed in each course, constituting 10% of the total course grade.

Professionalism indicators include class participation, interactions with peers and instructors, and self-awareness. The full rubric can be found here: [PLNU MACC Professionalism Rubric](https://docs.google.com/document/d/1113zcG8BAe_gb79ABwxlqk10Ql8GJ1GUYl6TosQ5mxg/edit?usp=sharing)

(https://docs.google.com/document/d/1113zcG8BAe_gb79ABwxlqk10Ql8GJ1GUYl6TosQ5mxg/edit?usp=sharing)



PLNU Spiritual Care

Mission Valley: PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the week. If you have questions for or a desire to meet or share any prayer requests with the onsite chaplain, you may email Dr. Sylvia Cortez Masyuk at scortezm@pointloma.edu (<mailto:scortezm@pointloma.edu>).

In addition, on the MV campus there is a prayer chapel on the third floor. It is open for use as a space set apart for quiet reflection and prayer.

PLNU Copyright Policy

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.

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. 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. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Graduate Academic and General Policies](https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/#text) [🔗 \(https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/#text\)](https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/#text) for definitions of kinds of academic dishonesty and for further policy information.



Note: Additionally, include the below if this pertains to your course:

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

MLA Style Center: Citing Generative AI [↗\(https://style.mla.org/citing-generative-ai/\)](https://style.mla.org/citing-generative-ai/)

APA Style: How to Cite ChatGPT [↗\(https://apastyle.apa.org/blog/how-to-cite-chatgpt\)](https://apastyle.apa.org/blog/how-to-cite-chatgpt)

Chicago Manual of Style: Citing Content Developed or Generated by AI [↗\(https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html\)](https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html)

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu (<mailto:EAC@pointloma.edu>) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

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. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

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. Students cannot assume that



because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars, we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice-free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias (<http://www.pointloma.edu/bias>).

Sexual Misconduct and Discrimination

In support of a safe learning environment, 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 accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX (<http://pointloma.edu/Title-IX>). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are 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 pointloma.edu/title-ix (<http://pointloma.edu/title-ix>) or as shown in the PLNU Spiritual Care section of this syllabus.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias (<http://www.pointloma.edu/bias>)



PLNU Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online.
 - Synchronous Courses: At least one class meeting takes place at a designated time.
 - Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

PLNU Attendance

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

PLNU Policy: If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent (equivalent to two (2) classes in the MACC program), the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Note: If a student incurs a third absence, they may petition the faculty to remain enrolled in class. The faculty will provide a make up assignment proportionate in length and difficulty to the class missed. This third absence may also result in a referral to the Student Development Committee.

In addition to the university policy, 10% of your course grade will reflect your attendance. Coming to class is mandatory and expected. As extenuating circumstances may happen that prevent you from attending class, a student may incur one absence without losing points. Each subsequent absence will drop this portion of the grade by 5% of the total course points (up to 10%). Note: absences are not categorized as excused or unexcused.

Attending class on time is essential to promote a respectful and professional learning environment. Arriving to class more than 15 minutes late is counted as a tardy. Two tardies count as one absence. Arriving 30 minutes or more late to a class will be considered an absence.

Refer to [Academic Policies](https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/)  (<https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/>) for additional detail.



Use of Technology

MACC is committed to a distraction-free learning environment. Students are welcome to bring devices to class, but they *must remain stored* throughout class time unless directed otherwise by the instructor. Phones, laptops, iPads/tablets, and other personal devices are not permitted to be passively used during lectures, discussions, or any other activity unless expressly communicated by the instructor.

GPS Academic Resources

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- **The GPS Writing Center** (<https://my.pointloma.edu/pages/writing-center-gps>) offers:
 - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
 - **One-to-one appointments** with the Writing Coach
 - **Microlearning YouTube Video Library** for helpful tips anytime
- **Research Help Guide** (<https://my.pointloma.edu/pages/research-help>) to help you start your research
 - The physical office is located on the third floor of the **Mission Valley Regional Center**  (<https://maps.app.goo.gl/CRXui8PJUnSkvokC9>) off the student lounge
- **Academic Writing Resources Course** (<https://canvas.pointloma.edu/courses/64301>): Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. **Watch a quick video run-through**  (<https://youtu.be/JB8MmVPznFI>) and take time now to explore!
- **Grammarly**  (<https://www.grammarly.com/edu/point-loma-nazarene-university-graduate-professional-studies>): Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.
- **Tutoring** (<https://my.pointloma.edu/pages/tutoring-gps>): Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

We are here to support you! Contact us anytime: GPSWritingCenter@pointloma.edu (<mailto:GPSWritingCenter@pointloma.edu>)

Other 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.

Course Schedule and Assignments

Course Schedule

DATE	TOPIC	READING	ASSIGNMENTS
WEEK 1	Intro to Course and Review of Developmental Theories	Shapiro, Friedberg & Bardenstein:	-Pre-Class Reading #1
Tues, May 12	<i>LIGHT WEEK</i> <i>No In-Person Meetings</i>	Ch. 1	
Thur, May 14	Interviewing & Assessment; Positive Youth Development	Morrison & Flegel: Ch. 1, 2, 8, 9	-Pre-Class Reading #2



WEEK 2		Morrison & Flegel: Ch. 10	
Tues, May 19	Case Conceptualization & Treatment Planning		-Pre-Class Reading #3
Thur, May 21	Behavioral Therapy & Parent Training	Shapiro, Friedberg & Bardenstein: Ch. 2	-Pre-Class Reading #4
WEEK 3		Morrison & Flegel: Ch. 11	
Tues, May 26	Autism & Developmental Disabilities		-Pre-Class Reading #5
Thur, May 28	ADHD & ODD	Shapiro, Friedberg & Bardenstein: Ch. 10 & 11	-Pre-Class Reading #6
WEEK 4			
Tues, Jun 2	Anxiety Disorders & Cognitive Therapy	Shapiro, Friedberg & Bardenstein: Ch. 3	-Pre-Class Reading #7



Thur, Jun 4	Anxiety Disorders & Cognitive Therapy	Shapiro, Friedberg & Bardenstein: Ch. 13	-Pre-Class Reading # 8 - Parent Training Treatment Plan: due Sunday
WEEK 5 Tues, Jun 9 Thur, Jun 11	Play Therapy & Narrative Therapy	Shapiro, Friedberg & Bardenstein: Ch. 5 & 6	-Windows to Our Children Reading Reflection (Extra Credit) - Present Play Therapy Interventions in class Thursday
WEEK 6 Tues, Jun 16	Depression, Suicide, & Bipolar Disorder	Shapiro, Friedberg & Bardenstein: Ch. 14	-Pre-Class Reading #9
Thur, Jun 18	Depression, Suicide, & Bipolar Disorder		-Pre-Class Reading #10
WEEK 7 Tues, Jun 23	Feeding and Eating Disorders Elimination Disorders Sleep-Wake Disorders	Morrison & Flegel: Ch. 19, 20, 21	-Pre-Class Reading #12



Thur, Jun 25	Trauma & Psychodynamic Therapy	Morrison & Flegel: Ch. 22	-The Boy Who Was Raised as A Dog Reading Reflection -Pre-Class Reading #13
WEEK 8			
Tues, Jun 30	LGBTQ Youth	Morrison & Flegel: Ch. 22	
Thur, Jul 2	Substance Use & Termination Activities	Morrison & Flegel: Ch. 24	-Pre-Class Reading #14 Final Case Conceptualization Paper— Due Friday July 3 @ 11:59pm

Assignments At-A-Glance

The course summary below lists our assignments and their due dates.

Course Summary:

Date	Details	Due
Mon May 11, 2026	 Academic Honesty Verification Statement (https://canvas.pointloma.edu/courses/86316/assignments/1307208)	due by 11:59pm
Tue May 12, 2026	 Pre-Class Reading #1 (https://canvas.pointloma.edu/courses/86316/assignments/1307216)	due by 11:59pm



Date	Details	Due
		
	 WK1 Agenda Copy	to do: 2pm
	 WK1 S1 Agenda: Intro to Course and Review of Developmental Theories	to do: 2pm
	 Pre-Class Reading #2 (https://canvas.pointloma.edu/courses/86316/assignments/1307222)	due by 1pm
		
Thu May 14, 2026	 WK1 S2 Agenda: Interviewing & Assessment; Positive Youth Development	to do: 2pm
	 Pre-Class Reading #3 (https://canvas.pointloma.edu/courses/86316/assignments/1307225)	due by 2pm
		
Tue May 19, 2026	 WK2 S1 Agenda: Case Conceptualization & Treatment Planning	to do: 2pm
	 Pre-Class Reading #4 (https://canvas.pointloma.edu/courses/86316/assignments/1307226)	due by 2pm
		
Thu May 21, 2026	 WK2 S2 Agenda: Behavioral Therapy & Parent Training	to do: 2pm
	 Pre-Class Reading #5 (https://canvas.pointloma.edu/courses/86316/assignments/1307223)	due by 2pm
		
Tue May 26, 2026	 WK3 S1 Agenda: Autism & Developmental Disabilities	to do: 2pm
	 Pre-Class Reading #6 (https://canvas.pointloma.edu/courses/86316/assignments/1307224)	due by 2pm
		



Date	Details	Due
	 WK3 S2 Agenda: ADHD & OD	to do: 2pm
	 Pre-Class Reading #7 (https://canvas.pointloma.edu/courses/86316/assignments/1307227)	due by 2pm
		
	 WK4 S1 Agenda: Anxiety Disorders & Cognitive Therapy	to do: 2pm
	 Childhood Development Video and Case Study: In-Class Learning Team Activity (https://canvas.pointloma.edu/courses/86316/assignments/1307210)	due by 11:59pm
		
	 Mid-Course Survey (https://canvas.pointloma.edu/courses/86316/assignments/1307209)	due by 11:59pm
		
	 Mid-Course Feedback (https://canvas.pointloma.edu/courses/86316/assignments/1307214)	due by 11:59pm
		
	 Pre-Class Reading #8 (https://canvas.pointloma.edu/courses/86316/assignments/1307228)	due by 2pm
		
	 WK4 S2 Agenda: Finish Anxiety Disorders	to do: 2pm
	 Parent Training Treatment Plan (https://canvas.pointloma.edu/courses/86316/assignments/1307215)	due by 11:59pm
		
	 WK5 S2 Agenda	to do: 2pm
	 FOR SIERRA: Play Therapy in-class presentation (https://canvas.pointloma.edu/courses/86316/assignments/1307218)	due by 2pm
		



Date	Details	Due
	 Play Therapy Presentation https://canvas.pointloma.edu/courses/86316/assignments/1322583	due by 2pm
		
Sun Jun 14, 2026	 Extra Credit: Windows to Our Children Reading Reflection https://canvas.pointloma.edu/courses/86316/assignments/1307212	due by 11:59pm
		
	 Pre-Class Reading #9 https://canvas.pointloma.edu/courses/86316/assignments/1307229	due by 2pm
		
Tue Jun 16, 2026	 WK5 S1 Agenda: Play & Narrative Therapy	to do: 2pm
	 WK6 S1 Agenda: Depression, Suicide, & Bipolar Disorder	to do: 2pm
	 Pre-Class Reading #10: Video Edition https://canvas.pointloma.edu/courses/86316/assignments/1307217	due by 1pm
Thu Jun 18, 2026		
	 WK6 S2 Agenda: Finish Depression, Suicide, & Bipolar Disorder	to do: 2pm
	 Pre-Class Reading #11 https://canvas.pointloma.edu/courses/86316/assignments/1307219	due by 2pm
		
Tue Jun 23, 2026	 WK7 S1 Agenda: Feeding and Eating Disorders & Elimination Disorders	to do: 2pm
	 Pre-Class Reading #12 https://canvas.pointloma.edu/courses/86316/assignments/1307220	due by 2pm
Thu Jun 25, 2026		
	 WK8 S1 The Boy Who Was Raised as a Dog Reading	due by 2pm



Date	Details	Due
	Reflection https://canvas.pointloma.edu/courses/86316/assignments/1307232 	
Tue Jun 30, 2026	 WK7 S2 Agenda: Trauma & Psychodynamic Therapy	to do: 2pm
Thu Jul 2, 2026	 Pre-Class Reading #14 https://canvas.pointloma.edu/courses/86316/assignments/1307221	due by 2pm
		
	 WK8 S2 Agenda: Termination Activities and Substance Use	to do: 2pm
Fri Jul 3, 2026	 Final Case Conceptualization Paper https://canvas.pointloma.edu/courses/86316/assignments/1307213	due by 11:59pm
		
Sat Jul 4, 2026	 End-of-Course Evaluation https://canvas.pointloma.edu/courses/86316/assignments/1307214	due by 11:59pm
		
Sun Jul 5, 2026	 Professionalism https://canvas.pointloma.edu/courses/86316/assignments/1307230	due by 11:59pm
		
	 Roll Call Attendance https://canvas.pointloma.edu/courses/86316/assignments/1307231	due by 11:59pm
		

