

Course Syllabus

 Edit

College of Extended Learning/ MA in Clinical Counseling

PSY6027: Treatment of Children and Adolescents

3 Units

Summer 2026 Q2

July 6 - August 30

Meeting days/times:

Monday and Wednesday, 2:00 p.m. – 4:45 p.m.

Meeting location: Mission Valley Campus, MV 301

Instructor title and name: Prof. Jenna Hillman

Email: jhillman@pointloma.edu (<mailto:jhillman@pointloma.edu>)

Phone: 619.888.3378 (text is best)

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.

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.

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: *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

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 if



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 \(https://canvas.pointloma.edu/courses/86317/pages/apa-7th-edition-help-file\)](https://canvas.pointloma.edu/courses/86317/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.

Program Learning Outcomes

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.

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., 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 Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a __-unit class delivered over __ weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated __ total hours meeting the course learning outcomes. The time estimations are provided below and in the Canvas modules.

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 (10% of total grade)	106.25
Professionalism (10% of total grade)	
Pre-Class Readings (10 @10pts each)	100
Assignments • Child Development Case Study (20pts) • Talk to a Parent (15pts) • Talk to a Teen (15pts) • Play Therapy Intervention (30 pts)	100
Parent-Training Paper	100
Final: Case Conceptualization	125
Total	531.25 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 Late Policy

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.

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 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>) for definitions of kinds of academic dishonesty and for further policy information.



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."

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 or 619-849-2533). 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. Professors are able to view a student's approved accommodations through Accommodate.

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 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 terms that



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 other forms of discrimination, you can find more information on reporting and resources at [PLNU's Nondiscrimination webpage](http://www.pointloma.edu/nondiscrimination) (<http://www.pointloma.edu/nondiscrimination>).

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 or find a list of campus pastors via our [Sexual Harassment and Discrimination Policy](https://www.pointloma.edu/title-ix). (<https://www.pointloma.edu/title-ix>)

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources via our [Nondiscrimination and Anti-harassment Policy](https://www.pointloma.edu/bias) (<https://www.pointloma.edu/bias>).

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.

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 \(https://docs.google.com/document/d/1113zcG8BAe_gb79ABwxlqkl0Ql8GJ1GUYl6TosQ5mxg/edit?tab=t.0\)](https://docs.google.com/document/d/1113zcG8BAe_gb79ABwxlqkl0Ql8GJ1GUYl6TosQ5mxg/edit?tab=t.0)

Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction are fully online.
 1. Synchronous Courses: At least one class meeting takes place at a designated time.
 2. 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).

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 nor allowable) 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.

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 \(https://my.pointloma.edu/pages/writing-center-gps\)](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 \(https://my.pointloma.edu/pages/research-help\)](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 \(https://maps.app.goo.gl/CRXui8PJUnSkvokC9\)](https://maps.app.goo.gl/CRXui8PJUnSkvokC9)** off the student lounge
- **[Academic Writing Resources Course \(https://canvas.pointloma.edu/courses/64301\)](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 \(https://youtu.be/4H8KTZ4BOaY\)](https://youtu.be/4H8KTZ4BOaY)** and take time now to explore!
- **[Grammarly \(https://my.pointloma.edu/pages/writing-center-gps\)](https://my.pointloma.edu/pages/writing-center-gps)**: 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 \(https://my.pointloma.edu/pages/tutoring-gps\)](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.

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. 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.



2. 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.

3. 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.

4. 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.

5. 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>).

6. 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.



Assignments-at-a-Glance

The course summary below lists our assignments and their due dates. Click on any assignment to review it.

Weekly Schedule

Week	Topics	Reading Complete BEFORE class (except class 1)	Assignments
WEEK 1	Intro to Course Review of Developmental Theories Intake Interview Therapy Fundamentals	Shapiro Ch. 1 Morrison & Flegel Ch. 3 Morrison & Flegel Ch. 10	Pre-class Reading #1
	Watch Videos:	Welcome Weekly Overview	
WEEK 2	Overview of Play Therapy Play Therapy Intervention Demonstration Cultural Competency	Shapiro Ch. 9	Sign up for interview topic (end of class)
Wed	Interviewing & Assessment Intake & Developmental History Case Conceptualization Treatment Planning	review reading from week one	Pre-class reading #2
WEEK 3	Psychodynamic Therapy	Shapiro Ch. 5	Parent Questions



Mon	Role of Parents		Teen Questions
Wed	Behavioral Therapy Cognitive Therapy Mindfulness Based CBT	Shapiro Ch. 2 Shapiro Ch. 3 Shapiro Ch. 4	Case Conceptualization: Section One
WEEK 4 Mon	Anxiety Disorders Cognitive Therapy Mindfulness Based CBT	Shapiro Ch. 3, 4, 13 Morrison & Flegel Ch. 14 & 15	Pre-class reading #4
Wed	Mood Disorders	Shapiro Ch. 12 & 14 Morrison & Flegel Ch 13	Pre-class reading #5 Play Therapy #3 Play Therapy #4
WEEK 5 Mon	TBD Positive Youth Development Faith/Spirituality Integration	CATCH UP ON READING Video from professor	"Windows to our Children" Reading Reflection
Wed	TBD	CATCH UP ON READING	"The Boy Who Was Raised As A Dog" Reading Reflection
WEEK 6 Mon	Trauma Stress	Shapiro Ch. 15 Morrison & Flegel Ch. 16	Pre-class reading #6 Play Therapy #5 Play Therapy #6



Wed	ADHD OCD	Shapiro Ch 10 & 11 Morrison & Flegel Ch. 23	Pre-class reading #7 Parent Training Paper
WEEK 7 Mon	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	Feeding Elimination Sleep Eating Challenges Eating Disorders	Morrison & Flegel Ch. 19, 20, 21	Pre-class reading #9
WEEK 8 Mon	LGBTQIA+ Legal & Ethical Issues Diversity & Culture	Shapiro Ch. 9 Morrison & Flegel Ch. 22	Pre-class reading #10
Wed	Termination Activities IEPs/504s		Final Case Conceptualization Paper—Due Fri

