



College of Health Sciences | Master of Arts in Clinical Counseling Online

PSY6027 Treatment of Children and Adolescents

3 Units

Summer 2026 | Quad 1

May 11 - July 5

Synchronous-Online

Meeting Days: Tuesday

Instructor: Volney Tavarez

Meeting Times: 7:15 - 9:15 p.m. PST

Email: vtavarez@pointloma.edu

Meeting Location: [Zoom](#) (Passcode: 521394)

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 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.

This course will prepare emerging clinicians to assess, diagnose, and treat common presenting challenges in childhood and adolescence. Effects of trauma, early childhood attachment, culture and intergenerational experiences, sociopolitical factors, and crisis/risk factors will be considered, and will be integrated into the practice of a holistic assessment and treatment planning.

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 as 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.

Course Learning Outcomes

After completing this course, you should be able to:

CLO 1.2 Evaluate children and adolescents from a biological, cognitive, psychological environment, social, and spiritual taxonomy. Demonstrate the ability to perform an intake session with the patient's developmental history (including strengths and resilience factors) and interview with parents, children, and educational personnel.

CLO 1.3.1 Analyze principles, processes, and constructs of evidence-based and experiential strategies in treating children and adolescents.

CLO 2.1 Distinguish legal, ethical, and cultural constructs and their impact on child and adolescent development.

CLO 3.1 Analyze and evaluate how cultural considerations impact children, youth, and their families.

CLO 3.3 Develop and therapeutic model of counseling children and adolescents that critically and congruently integrates theological and psychological paradigms in the process of assessment and treatment examining diagnostic criteria and domains based on the DSM 5.

This course meets the following CA BBS Education requirements for LMFT:

- No less than 12 semester or 18 quarter units of coursework in theories, principles, and methods of a variety of psychotherapeutic orientations directly related to marriage and family therapy and marital and family systems approaches to treatment and how these theories can be applied therapeutically with individuals, couples, families, adults, including elder adults, children, adolescents, and groups to improve, restore, or maintain healthy relationships.
- Diagnosis, assessment, prognosis, treatment planning, and treatment of mental disorders, including severe mental disorders, evidence-based practices, psychological testing, psychopharmacology, and promising mental health practices that are evaluated in peer-reviewed literature.
- The broad range of matters and life events that may arise within marriage and family relationships and within a variety of California cultures, including instruction in all of the following:
 - **(i) A minimum of seven contact hours of training or coursework in child abuse assessment and reporting as specified in Section 28, and any regulations promulgated thereunder. 3.5 hours is provided in this course**
 - (ii) Spousal or partner abuse assessment, detection, intervention strategies, and same gender abuse dynamics.
 - (iii) Cultural factors relevant to abuse of partners and family members.
 - (iv) Childbirth, child rearing, parenting, and stepparenting.
 - (v) Marriage, divorce, and blended families.
 - (vi) Long-term care.
 - (vii) End-of-life and grief.
 - (viii) Poverty and deprivation.
 - (ix) Financial and social stress.
 - (x) Effects of trauma.
 - (xi) The psychological, psychotherapeutic, community, and health implications of the matters and life events described in clauses (i) to (x), inclusive.
- Resilience, including the personal and community qualities that enable persons to cope with adversity, trauma, tragedy, threats, or other stresses.

This course meets the following CA BBS Education requirements for LPCC:

- In addition to the course requirements described in paragraph (1), 15 semester units or 22.5 quarter units of advanced coursework to develop knowledge of specific treatment issues or special populations.

PLO/CLO Alignment to Course Assignments

PLO	CLO	Assignment/Activity
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.	CLO 1.2 Evaluate children and adolescents from a biological, cognitive, psychological environment, social, and spiritual taxonomy. Demonstrate the ability to perform an intake session with the patient's developmental history (including strengths and resilience factors) and interview with parents, children, and educational personnel.	Discussion posts Quizzes Reflective papers

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.	CLO 1.3.1 Analyze principles, processes, and constructs of evidence-based and experiential strategies in treating children and adolescents.	Final treatment plan assignment
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	CLO 2.1 Distinguish legal, ethical, and cultural constructs and their impact on child and adolescent development.	Discussion posts Quizzes Reflective papers Final treatment plan assignment
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 as clinically appropriate.	CLO 3.1 Analyze and evaluate how cultural considerations impact children, youth, and their families. CLO 3.3 Develop and therapeutic model of counseling children and adolescents that critically and congruently integrates theological and psychological paradigms in the process of assessment and treatment examining diagnostic criteria and domains based on the DSM 5.	Discussion posts Quizzes Reflective papers Final treatment plan assignment

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 **3** unit class delivered over **8** weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

Credit Hour Distribution	
Requirements	Time to Complete

Class Attendance	14
Required Readings/Viewings	50
Discussions	14
Recorded Dyadic Discussions	4
Reflective Responses	12
Knowledge Checks	2.5
California Mandated Reporting Training and Assessment	4
Final Case Conceptualization & Treatment Plan	12
Total	112.5

Required Texts

- Perry, B.D., & Szalavitz, M. (2017). *The boy who was raised as a dog: What traumatized children can teach us about loss, love, and healing*. Basic Books
- Siegel, D.J., & Bryson, T.P. (2011). *The whole brain child: 12 revolutionary strategies to nurture your child's developing mind*. Delacorte Press
- Smith-Adcock, S. (2023) *Counseling children and adolescents*. Sage Publishing
- American Psychological Association. (2020). *Publication Manual of the American Psychological Association*. (7th ed). American Psychological Association.
- California Mandated Reporting Training and Assessment (**Requires an additional fee for assessment**)

Recommended Resources

- Menakem, R (2017). *My grandmother's hands: Racialized trauma and the pathway to mending our hearts and bodies*. Central Recovery Press.
- Mullan, J. (2023). *Decolonizing therapy: Oppression, historical trauma, and politicizing your practice*. W.W. Norton & Co.
- Perry, B.D., & Szalavitz, M. (2011). *Born for love: Why empathy is essential- and endangered*. Mariner Books
- Siegel, D.J., & Hartzell, M. (2013). *Parenting from the inside out: How a deeper self-understanding can help you raise children who thrive*. Tarcher
- Siegel, D.J. (2014). *Brainstorm: The power and purpose of the teenage brain*. TarcherPerigee

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.

Assessment and Grading

1. **Academic Honesty Verification (0%)** Students must complete the verification before gaining access to the rest of the content.
2. **Attendance (10%)** Please see Attendance Policy in syllabus under course policies
3. **Professionalism (10%)** Please see Professionalism Policy in syllabus under course policies
4. **Discussion Posts (20%)** Engaging reflections that demonstrate an understanding and application of designated course material, and an opportunity to connect and dialogue with peers
5. **Recorded Dyadic Discussions (5%)** Recorded conversations in small groups targeting core concepts and skills practice
6. **Reflective Responses (15%)** APA-style papers geared towards supporting reflective capacities and application of course content to personal and professional case studies
7. **Knowledge Checks (15%)** 10-question quizzes to assure students keep up to date with assigned readings
8. **California Mandated Reporting Training and Assessment (5%)** 4-hour course and assessment to meet BBS required minimum for child abuse reporting
9. **Final Case Conceptualization & Treatment Plan (20%)** Assigned pairs (or triads) will work together to conceptualize a case example from a therapeutic perspective and then develop a comprehensive case treatment plan. Students will collaborate and present either an APA-style formal student paper, comprehensive PowerPoint/slide deck, or recorded presentation showcasing their work.

Assignment Distribution by Percentage:

Distribution of Percentages

Assignment	Percentage
Attendance	10%
Professionalism	10%
Discussion Posts (7)	20%
Recorded Dyadic Discussions (2)	5%
Reflective Responses (4)	15%
Knowledge Checks (3)	15%
California Mandated Reporting Training and Assessment	5%
Final Case Conceptualization & Treatment Plan	20%
Total	100%

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)

Additional Course-Specific Information

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

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](#).

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.

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.

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](#) 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."

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](#)

[APA Style: How to Cite ChatGPT](#)

[Chicago Manual of Style: Citing Content Developed or Generated by AI](#)

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 619-849-2486). 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.

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](#). 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](#).

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](#).

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).
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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. **For quad-length classes, a student may incur one absence without losing points.** A second absence will incur a 10% deduction, and after a third absence the student will be unenrolled from the class. 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](#) for additional detail.

Synchronous Attendance/Participation Definition

For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student's enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

Note: For synchronous courses with an online asynchronous week, refer to the Online Asynchronous Class Attendance policy listed below.

Online Asynchronous Attendance/Participation Definition

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

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](#) 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](#) to help you start your research
 - The physical office is located on the third floor of the [Mission Valley Regional Center](#) off the student lounge
- **Academic Writing Resources Course:** 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](#) and take time now to explore!
- **Grammarly:** 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:** 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

Course Schedule and Assignments

Course Schedule

Week Module Date	Topic	Reading	Assignment
Week 1	Developmental Foundations in Child and Adolescent Therapy	• Smith-Adcock, S., & Tucker, C. (2016). <i>Counseling children and adolescents: Connecting theory, development, and diversity</i> (2nd ed.). SAGE Publications. ◦ Chapter 4 • Siegel, D. J., & Bryson, T. P. (2012). <i>The whole-brain child: 12 revolutionary strategies to nurture your child's developing mind</i>. Delacorte Press. ◦ Intro ◦ Chapters 1 & 2	• Discussion: Introductions • Discussion: Reframing Problem Behaviors • Reflective Response: Neurodevelopmental Lens
Week 2	Neurobiology, Attachment, and Trauma	• Smith-Adcock, S., & Tucker, C. (2016). <i>Counseling children and adolescents: Connecting theory, development, and diversity</i> (2nd ed.). SAGE Publications. ◦ Chapter 3 • Perry, B. D., & Szalavitz, M. (2017). <i>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</i> (Rev. and updated ed.). Basic Books. ◦ Intro ◦ Chapters 1-4 • Beyond behaviors: Using brain science and compassion to understand and solve children's behavioral challenges (Delahooke, 2019). ◦ Chapter 4 • Attachment Patterns: A Deep Dive with Dr. Carol George YouTube (~1 hr. 5 min) • State-dependent Brain Functioning: Neurosequential Network Stress & Trauma Series	• Discussion: Trauma-Informed Diagnosis • Knowledge Check

		- YouTube (~22 min) • Regulate, Relate, Reason (Sequence of Engagement): Neurosequential Network Stress & Trauma Series YouTube (~18 min)	
Week 3	Assessment & Case Conceptualization	• Smith-Adcock, S., & Tucker, C. (2016). <i>Counseling children and adolescents: Connecting theory, development, and diversity</i> (2nd ed.). SAGE Publications. ◦ Pages 124–130; 142–152; 212–227 • Siegel, D. J., & Bryson, T. P. (2012). <i>The whole-brain child: 12 revolutionary strategies to nurture your child's developing mind</i>. Delacorte Press. ◦ Chapters 3 & 4 • The diagnostic process from primary care to child and adolescent mental healthcare services: the incremental value of information conveyed through referral letters, screening questionnaires and structured multi-informant assessment (Ayden et al., 2022). • Clinical practice guidelines for assessment of children and adolescents (Srinath et al., 2019).	• Discussion: Balancing Diagnosis • Reflective Response: Theory-to-Practice
Week 4	Play Therapies & Developmentally-Appropriate Interventions	• Smith-Adcock, S., & Tucker, C. (2016). <i>Counseling children and adolescents: Connecting theory, development, and diversity</i> (2nd ed.). SAGE Publications. ◦ Pages 237–251; 260–273; 285–297 • Siegel, D. J., & Bryson, T. P. (2012). <i>The whole-brain child: 12 revolutionary strategies to nurture your child's developing mind</i>. Delacorte Press. ◦ Chapters 5 & 6 ◦ Conclusion • DIR/Floortime: Evidence-based practice toward the treatment of autism and sensory processing disorder (Hess, 2013) • Evidence based dyadic therapies Frontiers • Floortime Strategies Menu (Brookes, n.d.) • Floortime Introduction with Stanley Greenspan YouTube	• Final Group Project Recording: DIR/Floortime • Knowledge Check • Mid-Course Survey
Week 5	Assessing, Diagnosing, and Treating Adolescents	• Smith-Adcock, S., & Tucker, C. (2016). <i>Counseling children and adolescents: Connecting theory, development, and diversity</i> (2nd ed.). SAGE Publications. ◦ Pages 308–322; 336–347 • Perry, B. D., & Szalavitz, M. (2017). <i>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</i> (Rev. and updated ed.). Basic Books. ◦ Chapters 5–8 • Clinical Practice Guidelines for Assessment of Children and Adolescents National Library of Medicine • What Young People Want from Clinicians: Youth-Informed Clinical Practice in Mental Health Care MDPI	• Discussion: Trauma and Neurodevelopment in Practice • Reflective Response: Your Adolescence in Practice

Week 6	Family Systems & Cultural Responsiveness in Child & Adolescent Treatment	- Smith-Adcock, S., & Tucker, C. (2016). <i>Counseling children and adolescents: Connecting theory, development, and diversity</i> (2nd ed.). SAGE Publications. - Pages 184–202 - Perry, B. D., & Szalavitz, M. (2017). <i>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</i> (Rev. and updated ed.). Basic Books. - Chapters 9–12 Promoting Racial/Ethnic Identity in Child and Adolescent Mental Health Treatment JAACAP Counseling Adolescents: Exploring Intersections of Race and Sexuality Psychotherapy (~2hr, 30min)	- Discussion: Engaging Hesitant Caregivers - Knowledge Check
Week 7	Crisis, Risk, and Ethical Practice	- Smith-Adcock, S., & Tucker, C. (2016). <i>Counseling children and adolescents: Connecting theory, development, and diversity</i> (2nd ed.). SAGE Publications. - Chapter 2 Mandated Reporter Training for Therapist YouTube (~1 hr)	- Final Group Project Recording: Clinician Response & Self-Care - Reflective Response: Safety Planning with a Suicidal Adolescent - California Mandated Reporting Training and Assessment
Week 8	Integration and Treatment Planning	Dear Mental Health Practitioners, Take Care of Yourself: A Literature Review on Self-Care NIH The Soul of Therapy: The Therapist's Use of Self in the Therapeutic Relationship Academia	- Discussion: Use of Self, Meaning, and Clinical Presence - Final Group Project: Case Conceptualization & Treatment Plan - End-of-Course Evaluation

Assignments At-A-Glance

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