

# Course Syllabus

[Jump to Today](#)
 Edit

## PSY627: Treatment of Children & Adolescents

**Dates:** 10/23/17 - 12/17/17, Fall 2017

**Meeting Day/Time:**

Mondays, 6:00 p.m. - 8:00 p.m.

Wednesdays, 6:00 p.m. - 9:00 p.m.

**Location:** Mission Valley Campus

**Credit Hours:** 3



**Faculty:** Kelsy L. Richardson, Ph.D., Adjunct Professor

**Office Info:** Office hours by appointment only.

**Contact Info:** [krichar1@pointloma.edu](mailto:krichar1@pointloma.edu) (mailto:krichar1@pointloma.edu); 714-504-0960

### PLNU MISSION

**To Teach ~ To Shape ~ To Send**

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

### COURSE DESCRIPTION AND DESIGN

The University catalogue 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.

### REQUIRED TEXTS AND RECOMMENDED RESOURCES

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

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

### Recommended Reading/Resources for Further Study

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

Oaklander, V., PhD. (1994). *Windows to Our Children*. Boulder, CO: 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*. New York, NY: Basic Books.

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

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

## COURSE LEARNING OUTCOMES

After completing this course, you should be able to:

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

## COURSE REQUIREMENTS

### 1. Participation and Attendance

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

You will be asked to complete **6 out of 8 weekly 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. The initial reflection (5pts) is due on Canvas by 11:59pm on the Tuesday before Wednesday's class. You are then expected to read your classmate's reflections, and respond to 2 (2.5 pts each) by 11:59pm on Saturday of that week. Full credit will be given to reflections which are completed on time and are characterized by thoughtful responses, questions that have personal importance, and high-rated engagement with the reading. Due to the sequential nature of the course material, **credit will not be given for late reading reflections**.

### 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 okayed 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. Child OR Adolescent Interview (Choose Only One)

This assignment will be based on an interview that each of you will do with a real, live child or adolescent. Questions will be provided with the instructions for the assignment, and the resulting paper will be based on your summary of the young person's responses to your questions and your insights about his or her responses. Rather than a transcript of the interview, you should summarize within main topics those things that were addressed in the interview. Provide an introductory paragraph and a concluding section where you summarize your overall perceptions about your child or adolescent. An example would be your assessment of whether he or she seems like a pretty typical child or adolescent and whether his or her experiences and responses to those experiences seem normal, or are they and the issues they are dealing with very atypical? Demonstrate an effort to use class material that has been covered at that point in the semester to help justify the insights you provide. Papers are limited to 3 to 3½ pages of text (double-spaced) and in APA format.

### 5. Parent Training Paper

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

### 6. Final Paper—Case Conceptualization

Based on an initial intake report, you will write a 6 to 8-page (double-spaced) case conceptualization and treatment plan for the client. You will

include the following sections: Presenting Problem, Case Conceptualization, DSM Diagnoses, Treatment Goals, Treatment Interventions, and Referrals.

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

### APA Papers

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

- [APA Style Essentials - Prof. Degelman Vanguard University](http://www.vanguard.edu/psychology/faculty/douglas-degelman/apa-style/) (<http://www.vanguard.edu/psychology/faculty/douglas-degelman/apa-style/>)
- Downloadable APA Style Helper: [APA for Psychology](http://www.docstyles.com/apaguide.html) (<http://www.docstyles.com/apaguide.html>)
- [Psychology with Style: A Hypertext Writing Guide](http://www.uwsp.edu/psych/APA4b.htm) (<http://www.uwsp.edu/psych/APA4b.htm>)
- [The OWL at Purdue: APA Style](https://owl.english.purdue.edu/owl/section/2/10/) (<https://owl.english.purdue.edu/owl/section/2/10/>)

All papers should include the following sections unless indicated otherwise:

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

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

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

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

### ASSESSMENT AND GRADING

Assignments	Percentage	Points
Attendance and Participation	5%	20
Online Reading Reflection	15%	80
Play Therapy Intervention	15%	60
Parent-Training Paper	20%	80
Child or Adolescent Interview	20%	80
Final: Case Conceptualization	25%	100
<b>Total</b>	<b>100%</b>	<b>420 points</b>

### 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	

- Only grades of C- or better will count toward program GPA.
- A cumulative program GPA of 3.0 or higher is required to graduate.

### ACADEMIC ACCOMMODATIONS

*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 professor. 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).*

If you have a diagnosed disability, please contact the Center for Student Success (CSS) within the first two weeks of class to demonstrate need and to register for accommodations by phone at (619) 563-2810. You may also ask your academic advisor or program director for any additional accommodation information.

### 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 PLNU Class Schedules site. No requests for early examinations will be approved.

### USE OF TECHNOLOGY

Point Loma Nazarene University encourages the use of technology for learning, communication, and collaboration. In this course, we will rely on Canvas for accessing course materials, submitting assignments, and collaborating in discussion boards and blogs. We will also use cell phone polling when it enhances our in-class activities. You'll want to make sure you are comfortable with these tools, so take advantage of our computer LabTechs to answer questions and help you with any technology issues. You may also call the Help Desk at x2222.

You are welcome to bring your laptop, iPad, and/or cell phone to class, which we will utilize during many class sessions—but please make sure you use them appropriately and responsibly. ***If a tech tool becomes a distraction or disruption while class is in session, I will simply invite you to no longer bring it to class.***

### Attendance and Participation

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If a student anticipates a need to miss class for any reason, they should notify me during the first week of classes (or as far in advance as possible) to develop an appropriate plan for keeping up with the course requirements and learning process. Routine medical appointments are not considered excused absences and should be scheduled around course meeting times. If an illness prevents attendance a medical note documenting the need to miss class is expected. 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. Given that we meet for 3 hours per class, this would occur with only 2 unexcused absences. 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.

### PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As stated 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. Such acts include plagiarism, copying of class assignments, and copying or other fraudulent behavior on examinations. 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." See Academic Policies in the current catalog for full text.

### SPIRITUAL CARE

A cornerstone of a PLNU education is helping students realize their mental, physical, social, moral, and spiritual ideals. Understanding and living out a personal commitment to faith and our Wesleyan heritage are means for achieving self-worth and understanding, the motivation for building a just social order. Students receive support to build skills and habits in spiritual formation that motivate a life of service which is lifetime. PLNU encourages community engagement among students, faculty, and staff that honors service to others as an expression of that commitment. There are resources for your Christian faith journey available at [Graduate and Professional Student Spiritual Life \(https://www.pointloma.edu/opportunities/graduate-professional-student-spiritual-life\)](https://www.pointloma.edu/opportunities/graduate-professional-student-spiritual-life).

### 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.

















### COURSE SCHEDULE AND ASSIGNMENTS

DAY	DATE	TOPIC	READING DUE	PAPER DUE
M	10/23/17	Introduction to Course & Review of Developmental Theories	Shapiro, Friedberg & Bardenstein: Ch. 1 & 9	

W	10/25/17	Interviewing & Assessment; Positive Youth Development	Morrison & Flegel: Ch. 1, 8, 9, 10	
M	10/30/17	Case Conceptualization & Treatment Planning	Shapiro, Friedberg & Bardenstein: Ch. 8	
W	11/01/17	Play Therapy; Narrative Therapy	Shapiro, Friedberg & Bardenstein: Ch. 5	
M	11/06/17	Anxiety & OCD	Shapiro, Friedberg & Bardenstein: Ch. 13	<b>Child/Adolescent Interview Paper Due Sun. 11/05 by 11:59pm</b>
W	11/08/17	Depression, Suicide, & Bipolar Disorder	Shapiro, Friedberg & Bardenstein: Ch. 14	
M	11/13/17	Cognitive Therapy & Coping Skills	Shapiro, Friedberg & Bardenstein: Ch. 3	
W	11/15/17	Autism & Developmental Disabilities; Floor-time	Morrison & Flegel: Ch. 11	
M	11/20/17	Behavioral Therapy & Parent Training	Shapiro, Friedberg & Bardenstein: Ch. 2 & 6	
<b>W</b>	<b>11/22/17</b>	<b>No Class- Thanksgiving</b>		<b>Parent Training Paper Due Sun. 11/26 by 11:59pm</b>
M	11/27/17	ADHD & ODD	Shapiro, Friedberg & Bardenstein: Ch. 10 & 11	
W	11/29/17	Anorexia, Enuresis, Sleep & Obesity	Morrison & Flegel: Ch. 19, 20, 21	
M	12/04/17	Trauma	Shapiro, Friedberg & Bardenstein: Ch. 15	
W	12/06/17	Psychodynamic Therapy	Shapiro, Friedberg & Bardenstein: Ch. 4	
M	12/11/17	LGBTQ Youth & Substance Use	Morrison & Flegel: Ch. 24	
W	12/13/17	Termination Activities		<b>Final Case Conceptualization Paper Due Sat. 12/16 by 11:59pm</b>

## Course Summary:

Date	Details	
Tue Oct 24, 2017	 <a href="https://canvas.pointloma.edu/courses/36488/assignments/228258">WK1 Reading Reflection: Windows to Our Children (https://canvas.pointloma.edu/courses/36488/assignments/228258)</a>	due by 11:59pm
Thu Oct 26, 2017	 <a href="https://canvas.pointloma.edu/courses/36488/assignments/228270">WK1: Video Reflection (https://canvas.pointloma.edu/courses/36488/assignments/228270)</a>	due by 11:59pm
	 <a href="https://canvas.pointloma.edu/courses/36488/assignments/228259">WK4 Reading Reflection: Exploring the Meso-System (https://canvas.pointloma.edu/courses/36488/assignments/228259)</a>	due by 11:59pm
Fri Oct 27, 2017	 <a href="https://canvas.pointloma.edu/courses/36488/assignments/228257">WK1: Quiz (https://canvas.pointloma.edu/courses/36488/assignments/228257)</a>	due by 11:59pm

Date	Details	
Sun Oct 29, 2017	 <a href="https://canvas.pointloma.edu/courses/36488/assignments/228269">WK1: Childhood Development Video and Case Study (https://canvas.pointloma.edu/courses/36488/assignments/228269)</a>	due by 11:59pm
	 <a href="https://canvas.pointloma.edu/courses/36488/assignments/228268">WK1: Adolescence Video and Case Study (https://canvas.pointloma.edu/courses/36488/assignments/228268)</a>	due by 11:59pm
Tue Oct 31, 2017	 <a href="https://canvas.pointloma.edu/courses/36488/assignments/228260">WK2 Reading Reflection: Piaget. Meet Lilly (https://canvas.pointloma.edu/courses/36488/assignments/228260)</a>	due by 11:59pm
Wed Nov 1, 2017	 <a href="https://canvas.pointloma.edu/courses/36488/assignments/228271">WK2: Play Therapy Intervention (https://canvas.pointloma.edu/courses/36488/assignments/228271)</a>	due by 11:59pm
Sun Nov 5, 2017	 <a href="https://canvas.pointloma.edu/courses/36488/assignments/228272">WK2: Child OR Adolescent Interview (https://canvas.pointloma.edu/courses/36488/assignments/228272)</a>	due by 11:59pm
Thu Nov 9, 2017	 <a href="https://canvas.pointloma.edu/courses/36488/assignments/228261">WK3 Reading Reflection: Association Between Media Use and Depression (https://canvas.pointloma.edu/courses/36488/assignments/228261)</a>	due by 11:59pm
Sun Nov 19, 2017	 <a href="https://canvas.pointloma.edu/courses/36488/assignments/228256">Mid-Course Evaluation (https://canvas.pointloma.edu/courses/36488/assignments/228256)</a>	due by 11:59pm
Tue Nov 21, 2017	 <a href="https://canvas.pointloma.edu/courses/36488/assignments/228262">WK5 Reading Reflection: Parent Training with Latino Families (https://canvas.pointloma.edu/courses/36488/assignments/228262)</a>	due by 11:59pm
Sun Nov 26, 2017	 <a href="https://canvas.pointloma.edu/courses/36488/assignments/228273">WK5: Parent Training Paper (https://canvas.pointloma.edu/courses/36488/assignments/228273)</a>	due by 11:59pm
Tue Dec 5, 2017	 <a href="https://canvas.pointloma.edu/courses/36488/assignments/234850">WK6 Reading Reflection: Risk Taking Behaviours in Youth (https://canvas.pointloma.edu/courses/36488/assignments/234850)</a>	due by 11:59pm
	 <a href="https://canvas.pointloma.edu/courses/36488/assignments/228264">WK7 Reading Reflection: Boy who was raised as a dog (https://canvas.pointloma.edu/courses/36488/assignments/228264)</a>	due by 11:59pm
Tue Dec 12, 2017	 <a href="https://canvas.pointloma.edu/courses/36488/assignments/228265">WK8 Reading Reflection: Suicidality, Self-Harm, and Body Dissatisfaction in Transgender Adolescents (https://canvas.pointloma.edu/courses/36488/assignments/228265)</a>	due by 11:59pm
Sat Dec 16, 2017	 <a href="https://canvas.pointloma.edu/courses/36488/assignments/228274">WK8: Final Paper - Case Conceptualization (https://canvas.pointloma.edu/courses/36488/assignments/228274)</a>	due by 11:59pm
Sun Dec 17, 2017	 <a href="https://canvas.pointloma.edu/courses/36488/assignments/228255">Academic Honesty Verification Statement (https://canvas.pointloma.edu/courses/36488/assignments/228255)</a>	due by 11:59pm
	 <a href="https://canvas.pointloma.edu/courses/36488/assignments/228267">End-of-Course Evaluation (https://canvas.pointloma.edu/courses/36488/assignments/228267)</a>	due by 11:59pm
	 <a href="https://canvas.pointloma.edu/courses/36488/assignments/228266">Attendance and Participation (https://canvas.pointloma.edu/courses/36488/assignments/228266)</a>	