


Course Syllabus

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	<p>College of Health Sciences</p> <p>MA in Clinical Counseling</p> <p>PSY6027: Treatment of Children and Adolescents</p> <p>3 Units</p>
<p>Summer 2024, Quad 1</p> <p>May 6 – June 30</p>	
<p>Meeting days/times:</p> <p>Tuesdays/Thursdays 2:00 p.m. - 4:45 p.m.</p>	<p>Instructor: Professor Dana Kasper, Ph.D., LPCC</p> <p>Email: dkasper@pointloma.edu (mailto:dkasper@pointloma.edu)</p> <p>Phone: 619-849-7852</p>
<p>Meeting location: Mission Valley Campus</p>	<p>Office Hours: Mondays 1:00 – 2:00 PM</p> <p>Location: 4025 Camino Del Rio S. Suite 250</p> <p>If office hours do not work for you, please email me to set up a time to meet together.</p>

PLNU MISSION

To Teach ~ To Shape ~ To Send

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

COURSE DESCRIPTION AND DESIGN

The University catalog describes this course as: The components of effective child psychotherapy are examined. Emphasis is placed on the process of diagnosis, understanding the systemic nature of child



pathology, and evidence-based practices for treatment.

In this course, we will analyze human growth and development from infancy to death from a biological, genetic, epigenetic, cognitive, emotional, and social taxonomy across the life span. Theories and stages of development will be compared and contrasted to build your clinical abilities in the assessment and treatment of individuals as a mental health professional. Theological critique is used to assess, support and/or challenge contemporary views of development.

GROUND RULES OF THE COURSE

Together we will create a dynamic learning environment where:

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

Please jot down some of your expectations for this course.

INSTITUTIONAL LEARNING OUTCOMES (ILO)

1. Learning, Informed by our Faith in Christ

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

2. Growing, In a Christ-Centered Faith Community

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

3. Serving, In a Context of Christian Faith

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

PROGRAM LEARNING OUTCOMES (PLO)

1. Students will articulate a clear, accurate understanding of their professional identity as either an LMFT or LPCC, or both.
2. Students will demonstrate knowledge of the fundamental domains in their selected area of specialization, in professional clinical counseling (i.e., foundations; counseling prevention, and intervention, diversity & advocacy; assessment; research & evaluation; and diagnosis) or marriage and family therapy (i.e., human development, family dynamics, systemic thinking, interactional theories, traditional and contemporary marriage and family theories, research and cultural context).
3. Students will demonstrate ability to apply relevant research and evaluation models in practice of clinical counseling.



4. Students will demonstrate skills and practices of clinical counseling in the delivery of mental health services (e.g., assessment, diagnosis, treatment, termination, documentation, & ethical practice).
5. Students will deliver mental health services with multicultural competence and sensitivity.
6. Students will demonstrate ability to integrate faith with clinical counseling practice in clinically appropriate, culturally sensitive, and ethical manner.

REQUIRED TEXTS AND RECOMMENDED RESOURCES

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

Shapiro, J. P., Friedberg, R. D., & Bardenstein, K. K. (2015). *Child and adolescent therapy: science and art*. Wiley & Sons Inc.

Recommended Reading/Resources for Further Study

Axline, V. (1981). *Play Therapy: The Groundbreaking Book That Has Become a Vital Tool in the Growth and Development of Children*. Ballantine Books.

Landreth, G. (2012). *Play Therapy: The Art of the Relationship* (3rd edition). Routledge.

Malchiodi, C. (1998). *Understanding Children's Drawings*. The Guilford Press.

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

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

Perry, B., MD, PhD. & Szalavitz, M. (2007). *The Boy Who Was Raised as a Dog: And Other Stories from a Child Psychiatrist's Notebook--What Traumatized Children Can Teach Us About Loss, Love, and Healing*. Basic Books.

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

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

COURSE LEARNING OUTCOMES

After completing this course, you should be able to:

1. Gain a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, and theories).
2. Develop knowledge and understanding of diverse perspectives, global awareness, or other cultures.
3. Learn to apply course material (to improve thinking, problem solving, and decisions).
4. Learn to apply knowledge and skills to benefit others or serve the public good.
5. Evaluate children and adolescents from a biological, cognitive, psychological, environmental, and spiritual taxonomy.



- 5.1. Class discussions, case vignettes, group work, concept maps, readings, final case conceptualization paper.
6. Analyze principles, processes, and constructs of evidence-based and experiential strategies in treating children and adolescents.
 - 6.1. Class discussions, case vignettes, group work, concept maps, readings, final case conceptualization paper.
 7. Distinguish legal, ethical, and cultural constructs and their impact on child and adolescent development.
 - 7.1. Class discussions, case vignettes, group work, concept maps, readings, final case conceptualization paper.
 8. Examine the salience of attachment and strategies for facilitating positive growth for minors
 - 8.1. Class discussions, case vignettes, group work, concept maps, readings, final case conceptualization paper.
 9. 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 examining diagnostic criteria and domains based on the DSM 5. (F.3.e.)
 - 9.1. Class discussions, case vignettes, group work, concept maps, readings, final case conceptualization paper.
 10. Investigate and demonstrate the ability to perform an intake session with the patient's developmental history and interview with parents, children and educational personnel.
 - 10.1 Class discussions, case vignettes, group work, concept maps, readings, final case conceptualization paper.

TEACHING METHODOLOGY

There are different ways in which to approach the teaching of the same subject area and materials. The focus of this course will be applying the concepts presented in the textbook to practical examples and experiences in the real world. This will be done through contemporary articles from leading sources, class exercises, mini-cases and in-depth cases and group exercises. The objective is to get students to move pass a regurgitation of the materials and to apply what they have learned to solving practical organizational issues that are not often monolithic and are instead integrative and complex.

Not all of the chapter materials will be covered in class; however, students are expected to know all of the materials covered in each chapter on the syllabus and to apply them to graded assignments.

Reading of texts - Critical to your success is that assigned reading is done prior to class in order to do well on quizzes and to promote a rich class time experience to demonstrate you can apply what you have learned.

COURSE REQUIREMENTS

1. Participation and Attendance (100 points)

Learning happens when we converse and connect with each other. Therefore, I want class se



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. Diversity, Ethnicity, Inclusion (DEI) and BIPOC Cultural Considerations Reflection Paper – (100 points)

Students will research an article they believe is salient in counseling children, youth and their parents from a multicultural perspective in providing mental health care. Students will write a 3-page paper (not including cover page/abstract and reference page – APA 7) reflecting on their reasons for selecting their article and their possible challenges and advantages for applying it to the patient's they counsel. Students will present their article in class sharing a few minutes of their reflections on it in a concise and professional manner.

3. Pre-Class Reading Guide Concept Maps - (6 at 50 points each=300 total points)

There are 5 reading guide concept maps. Hard copies of these concept maps will be handed out in class before your assigned readings. While reading the text you will hand write the answers on the concept map to gain a deeper understanding of the material. You will upload a scanned copy, or a screenshot of the concept map you have completed to Canvas, as well as, bring the hard copy into class to receive credit and apply it to our in-class course activities.

4. Interview a Parent Paper – (100 points)

Interview a parent, or both parents and write a 350–400-word paper (APA 7) that describes what they are experiencing as a parent and what they are looking for to assist them in parenting. What is most difficult, or upsetting for them. Present how you would provide them support if you were their counselor. Apply what theory and approaches are applicable and why. Make correlates with your reading. Consider which theory you would want to apply and two treatment approaches that may be applicable to this parent. Describe what obstacle you might expect to encounter, and how you would try to minimize them. Utilize a neurological, biological, psychological, environmental, spiritual and social perspective. Draw and cite readings and lecture materials from class. You will present your paper in class.

5. Final Case Conceptualization Oral Presentation in Class – (100 points)

Students will present their final paper to the class based on the case conceptualization the student has created in their Final Case Conceptualization paper assignment. Students will demonstrate their critical thinking skills and criteria for applying a DSM 5 diagnosis based on a neurological, biological, psychological, social, environmental and spiritual lens to identify concerns, goals and treatment strategies based on text readings and class discussions/lecture. Expectations are that the stu



presentation will be given in a professional manner, including clothing attire. You will imagine that your fellow students are your treatment team at your agency or hospital during practicum. This information will be an oral assignment based on the material in your final case conceptualization paper. You will be expected to speak for 15 minutes.

6. Final Case Conceptualization Paper – 6 pages (150 points)

Students will write a paper presenting a client case study they have created. It will include their client's presenting problem (Ages 6-17) from a neurological, biological, psychological, social, environmental and spiritual lens. A DSM-5 diagnosis is required with a discussion on how the case was conceptualized, and the criteria the client presents with for the diagnosis that was determined by the student. Information on antecedents, and a treatment plan (with two short, and two long-term goals) are necessary. Pertinent knowledge from text readings is expected to be applied to your client's symptomology. Paper will be graded on its clarity and concise manner following APA 7 standards (cover page and reference page with running head expected, no abstract).

Final Case Conceptualization Paper Rubric	
Criteria	Maximum Points
Case Conceptualization (client's presentation and symptomatology based on a neurological, biological, psychological, social, environmental and spiritual lens)	50
DSM 5 diagnosis and criteria	25
Treatment Plan (short- and long-term goals – 2 each)	25
Integrate attachment theory, Erickson and Piaget	10
Examine client's concept of self, others and the world	10
Analyze client's parents' relationship and parenting style with client	10
Application of coursework concepts and critical thinking	10
APA 7 (clarity and conciseness)	10



Total	150
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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 \(https://canvas.pointloma.edu/courses/75395/pages/apa-7th-edition-help-file\)](https://canvas.pointloma.edu/courses/75395/pages/apa-7th-edition-help-file)
- [The OWL at Purdue: APA Style ↗ \(https://owl.english.purdue.edu/owl/section/2/10/\)](https://owl.english.purdue.edu/owl/section/2/10/)

All papers should include the following sections unless indicated otherwise:

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

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

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

Distribution of Course Hours

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

ASSESSMENT AND GRADING

Distribution of Points

Assignments	Percentage	Points
Attendance (6.25 points each class includes participation)	11.76%	100
Interview Parent Paper	11.76%	100



Assignments	Percentage	Points
Final Case Conceptualization Paper Presentation	11.76%	100
Final Case Conceptualization Paper	17.65%	150
Diversity, Ethnicity, Inclusion (DEI) and BIPOC Cultural Considerations Reflection Paper	11.76%	100
Concept Maps (6 – 50 points each)	35.29%	300
Total	100%	850 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.

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. Late Policy

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.

2. 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.

3. 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



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 definitions of kinds of academic dishonesty and for further policy information. **Honor lock will be used for all exams.**

4. Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. 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, 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](https://catalog.pointloma.edu/content.php?catoid=54&navoid=3048#Academic_Honesty) (https://catalog.pointloma.edu/content.php?catoid=54&navoid=3048#Academic_Honesty) in the Graduate and Professional Studies Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

What is considered "class participation"?

- Raising your hand and answering questions.
- Sharing ideas, observations, and personal experiences.
- Pointing out relevant data.
- Generating potential solutions.
- Relating and synthesizing the ideas of others.
- Pointing out relationships to earlier discussions.
- Helping others develop their views and ideas.

5. Use of Technology

I want electronics to be used to facilitate our dialogue and learning. Therefore, I ask you to consent to the following: "I will silence my cell phone before coming to class, and will refrain from using it during class time for anything other than the direct support of my engagement with the class material. In my use of computers or tablets, I will refrain from accessing my personal email, social media account, or any other material that does not directly support my engagement with the class material." If for some reason you cannot consent to these statements, please let me know. Additionally you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](https://help.pointloma.edu/TDCClient/1808/Portal/KB/ArticleDet?ID=108349) (<https://help.pointloma.edu/TDCClient/1808/Portal/KB/ArticleDet?ID=108349>) page.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work. If you do need technical help you may click on the HELP button (located on the top-right corner of Canvas) and choose from whom you want



assistance, or you may contact the campus help desk (619.849.2222).

6. Academic Accommodations

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

7. Spiritual Care

PLNU strives to be a place where you grow as a whole person. To this end we provide resources for our Graduate and Adult Degree Completion students to encounter God and grow in their Christian faith. If you have questions for, desire to meet, or share a prayer request you may email mvchaplain@pointloma.edu [↗ \(https://mail.google.com/mail/?view=cm&fs=1&tf=1&to=mvchaplain@pointloma.edu\)](https://mail.google.com/mail/?view=cm&fs=1&tf=1&to=mvchaplain@pointloma.edu). In addition, on the MV campus there is a prayer chapel on the third floor which is open for use as a space set apart for quiet reflection and prayer.

8. 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 at pointloma.edu/Title-IX (<http://pointloma.edu/Title-IX>). Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu (<mailto:counselingservices@pointloma.edu>) or find a list of campus pastors at pointloma.edu/title-ix (<http://pointloma.edu/title-ix>).

COURSE SCHEDULE AND ASSIGNMENT DUE DATES











See the [Course Schedule \(https://canvas.pointloma.edu/courses/75395/pages/course-schedule\)](https://canvas.pointloma.edu/courses/75395/pages/course-schedule) page.













Course Summary:

Date	Details	Due
Mon May 6, 2024	 Academic Honesty Verification Statement (https://canvas.pointloma.edu/courses/75395/assignments/1034049)	due by 11:59pm
		
Tue May 7, 2024	 WK1 Mon Agenda: NO CLASS	to do: 2pm
Thu May 9, 2024	 WK1 Thurs Agenda: No Class	to do: 2pm
Sun May 12, 2024	 Concept Map #1 (Shapiro, Ch. 1) (https://canvas.pointloma.edu/courses/75395/assignments/1034052)	due by 11:59pm
		
Tue May 14, 2024	 WK2 Tues Agenda	to do: 2pm
Thu May 16, 2024	 WK2 Thurs Agenda	to do: 2pm
Sun May 19, 2024	 Concept Map #2 (Shapiro, Ch. 15) (https://canvas.pointloma.edu/courses/75395/assignments/1034055)	due by 11:59pm
		
	 Diversity and Cultural Considerations Reflection Paper (https://canvas.pointloma.edu/courses/75395/assignments/1034058)	due by 11:59pm
		
Tue May 21, 2024	 WK3 Tues Agenda	to do: 2pm
Thu May 23, 2024	 WK3 Thurs Agenda	to do: 2pm
Sun May 26, 2024	 Concept Map #3 (Shapiro, Ch. 13) (https://canvas.pointloma.edu/courses/75395/assignments/1034054)	due by 11:59pm
		
Tue May 28, 2024	 WK4 Tues Agenda	to do: 2pm



Date	Details	Due
Thu May 30, 2024	 WK4 Thurs Agenda	to do: 2pm
Sun Jun 2, 2024	 Interview a Parent Parent https://canvas.pointloma.edu/courses/75395/assignments/1034061 	due by 11:59pm
Tue Jun 4, 2024	 Mid-Course Survey https://canvas.pointloma.edu/courses/75395/assignments/1034048 	due by 11:59pm
Tue Jun 4, 2024	 WK5 Tues Agenda	to do: 2pm
Thu Jun 6, 2024	 WK5 Thurs Agenda	to do: 2pm
Sun Jun 9, 2024	 Concept Map #4 (Shapiro, Ch. 2) https://canvas.pointloma.edu/courses/75395/assignments/1034056 	due by 11:59pm
Tue Jun 11, 2024	 WK6 Tues Agenda	to do: 2pm
Thu Jun 13, 2024	 WK6 Thurs Agenda	to do: 2pm
Sun Jun 16, 2024	 Concept Map #5 (Shapiro, Ch. 3) https://canvas.pointloma.edu/courses/75395/assignments/1034057 	due by 11:59pm
Tue Jun 18, 2024	 Final Case Conceptualization Paper https://canvas.pointloma.edu/courses/75395/assignments/1034060 	due by 11:59pm
Tue Jun 18, 2024	 WK7 Tues Agenda	to do: 2pm
Thu Jun 20, 2024	 WK7 Thurs Agenda	to do: 2pm
Sun Jun 23, 2024	 Concept Map #6 (Shapiro, Ch. 10)	due by 11:59pm



Date	Details	Due
	(https://canvas.pointloma.edu/courses/75395/assignments/1034053) 	
Tue Jun 25, 2024	 WK8 Tues Agenda	to do: 2pm
Thu Jun 27, 2024	 WK8 Thurs Agenda	to do: 2pm
Sun Jun 30, 2024	 End-of-Course Evaluation (https://canvas.pointloma.edu/courses/75395/assignments/1034059) 	due by 11:59pm
	 Attendance and Participation (https://canvas.pointloma.edu/courses/75395/assignments/1034050) 	
	 Case Conceptualization Oral Presentation (https://canvas.pointloma.edu/courses/75395/assignments/1034051) 	
	 Video Reflection on Eating Disorders and Anxiety (https://canvas.pointloma.edu/courses/75395/assignments/1034062) 