

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Course	CHILD AND ADOLESCENT THERAPY COUN 0688
Date and Time	SEPTEMBER 16 – DECEMBER 9, 2020 WEDNESDAYS 5 2:15 – 5:05 PM
Instructor	HELEN K. NOH, Ph.D Email: hnoh@tyndale.ca
Class Information	The classes will be livestreamed on Wednesdays from 2:15 PM–5:05 PM. A pre-recorded truncated version of the lecture (providing only a summary of the key constructs and principles) in the format of a voice-over PowerPoint presentation will be posted after each lecture. (Please note, the content of the audio lecture will not be lieu of the live lecture). Office Hours: By appointment.
Course Material	Access course material at classes.tyndale.ca Course emails will be sent to your @MyTyndale.ca e-mail account only. Learn how to access and forward emails to your personal account.

I. COURSE DESCRIPTION

Provides students with the theoretical knowledge and clinical skills necessary in the assessment and treatment of children and adolescents. Focus will be on clinical practice, diagnostic skills, play and art therapy, family systems interventions, and cognitive behavioral interventions. A review of issues and diagnoses unique to children and adolescents will be examined. Effective, evidence based clinical interventions for children and adolescents will be demonstrated and practiced. Ethical and legal issues in counseling minors will be examined.

Prerequisites: COUN0574, COUN0674 and COUN0677

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

- Distinguish the major approaches to psychotherapy with children and adolescents
- Demonstrate competence in the assessment and clinical treatment of commonly encountered childhood and adolescent mental health issues
- Utilize empirically validated interventions that are effective in treating childhood and adolescent disorders and clinical issues
- Examine commonly encountered mental health issues in children and adolescents, including relevant childhood psychopathologies (DSM-V)
- Identify ethical standards and guidelines involved in working clinically with minors
- Present a therapeutic model of counseling children and adolescents that critically and congruently integrates biblical and psychological paradigms in the process of assessment and treatment

III. COURSE REQUIREMENTS

A. REQUIRED READING

Landreth, G. (2012). [*Play therapy: The art of the relationship*](#). New York: Taylor and Francis Books, Inc.

Shapiro, J.P. (2015). [*Child and adolescent therapy: Science and art*](#). New Jersey: John Wiley & Sons, Inc.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Friedberg, R. D. & McClure, J. M. (2015). [*Clinical practice of cognitive therapy with children and adolescents*](#). New York: The Guilford Press.

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance at announced times
- Headphones (preferred), built-in microphone, and web-camera

- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi

D. ASSIGNMENTS AND GRADING

1. Clinical Video Reflections: 15% of final grade

Students will be required to watch three clinical videos throughout the semester and submit a one-page single spaced (or two-page double spaced) reflection that integrates thoughtful engagement of the video content with the required readings for the class. Each video reflection will be worth 5% of the total grade for a total of 15% toward the final grade. Please note the due dates for each of the video reflections on the course schedule. Detailed instructions will be given in class.

2. Discussion Forums: 15% of final grade

Educational research reveals that maximum benefits in online instructional formats result when students take personal responsibilities to complete readings, engage actively (e.g. forums), and consciously contribute to a virtual learning community through a spirit of collaboration, openness and encouragement. “Attendance” in this course is demonstrated by regular log-ins and up-to-date participation in forums or wait for further instructions.

Individual Posts & Responses:

There will be a number of discussion forums given at the end of lecture. Students will post their responses by 11:55 PM on the same date (Wednesday), and comment on the posts of other students by 11:55 PM on the next day (Thursday). Your post for each question should be about 20-25 lines (200-250 words per question; can exceed by 10%, but marks deducted thereafter). Each post should be concise, addressing the issues in the questions with reference to class readings/lectures, and demonstrate critical thinking (e.g. further questions or issues raised, application to your context). Your comments to fellow students would be briefer, with an affirmation (perhaps from your experience or readings) and one thoughtful question for further reflection. You are not required to respond to a “late post” of any member.

Penalty for late work:

“Late posts” will be noted by the instructor, and the penalty is one mark deduction for every hour late. The total number of “late hours” will be recorded at the end of the course and your grade for the “forum assignment” would be reduced accordingly. Penalty for late posts would be a reduction of 1/3 of a grade per every 3 hours late (e.g. from A to A minus or B to B minus).

If there is “no post” after 11:55 pm for that day, the student will receive a “zero” for that forum. If there are specific reasons for late posts (as stated in “Late Papers and Extension Policy,” Seminary Academic Calendar), the student is to email the instructor directly.

FORUM DISCUSSION GRADING RUBRIC

	A	B	C	D
Completeness of post	Addresses all parts of question; meets and did not exceed limit; comprehensive response	Addresses all parts of question; respectable length & did not exceed limit; somewhat comprehensive	Addresses some parts of question; shorter length; incomplete post	Rarely addresses question; far too short or far too long; incomplete post
Clarity of post	Clear and concise posts; grammatically correct with rare misspellings	Clear, but can be more concise; a few grammatical or spelling errors	Somewhat clear, but with significant number of errors in spelling and grammar	Unclear, poor spelling and grammar in most posts
Critical engagement with class material (lectures, readings)	Thoughtful; opinions and ideas are substantiated with class material and additional resources; active reflection & questioning; obvious integration with one’s ministry context	Thoughtful; opinions and ideas are occasionally substantiated with class material; some reflection & questioning; some integration with one’s ministry context	Less thoughtful; opinions and ideas are sometimes substantiated with class material; insufficient reflection & questioning; less integration with one’s ministry context	Opinions and ideas are not substantiated with class material; no reflection & questioning; no integration with one’s ministry context
Promptness & quality of responses	Posting on time; responds to all group members’ postings in timely manner; thoughtful responses	Posting on time; responds to most postings in timely manner; somewhat thoughtful responses	Posting mostly on time; responds to postings 2-3 days after initial discussion; less thoughtful responses	Late posting; rarely responds to group members’ postings; responses not thoughtful

3. “Clinical” Skills Lab and Report: 30% of final grade

Students will be working in pairs (with another classmate) throughout the semester to practice the “clinical” skills learned in lecture. Each person will take turns being the “therapist,” and “client,” for each session. At the end of the “clinical” skills lab, students will be required to submit a final report on the experience. Detailed instructions for the skills lab and final report will be given in class.

In preparation for the “clinical” skills lab component of the course, each student will put together a “play therapy kit” including items such as paper, pens, crayons, puppets, play dough, games, dollhouse colorforms, small toys, paints, magazines, scissors, paste, small box, colored paper, games, and other age appropriate items presented throughout the lectures. The items in the “play therapy kit” will be utilized in the “clinical” skills lab to help build rapport with “client”, to gain relevant information, and to assess its usefulness as a therapeutic tool when counseling children and adolescents.

As well, students will utilize other “developmentally appropriate” items such as cognitive behavioral tools and narrative therapy tools, to gain relevant information and to assess its usefulness as therapeutic tools.

4. Major Research Project and Class Presentation: 40% of final grade (35% for paper; 5% for presentation)

Students will write a 10-12 page research paper on a commonly encountered child or adolescent clinical issue or disorder (topics will be given in class). The paper will be worth 35% of final grade and must include the following:

- Description and Prevalence of the issue being presented
- Potential diagnostic criteria or symptoms of the presenting issue
 - A summary of the DSMV criteria is not sufficient
 - Please include other sources of research that provides complexity and depth to the presenting issue or disorder
- Proposed etiology of the presenting problem as presented in the research
 - provide your own critical analysis of why these etiologies may be significant or which ones might be more significant to your particular age group
- Application of course material on the Developmental Framework of Children and Adolescents and how this knowledge must be integrated when understanding the issue or disorder – examples of questions that you can use to answer:
 - What are some important developmental issues that we must keep in mind when working with this particular disorder or topic?
 - How might a particular developmental stage impact this issue differently than if the child/teen was in a different developmental stage?
- One or two Evidence-based interventions that have been empirically shown to be effective as treatment for the issue, including application with course material:
 - How might a developmental framework inform the best type of intervention for this particular presenting issue?
 - How might you integrate play therapy into the evidenced-based interventions in developmentally appropriate ways?

- Critical reflection and discussion of spiritual development and resources in the assessment and treatment process of counseling children and/or adolescents with the presenting issue

Students will also prepare a 3 page summary to be presented to the class (or small group) that will be **worth 5%** of the total grade and must include the following:

- Description and prevalence of the presenting issue
- Potential diagnostic criteria or symptoms of the presenting issue
- Proposed etiology of the presenting issue
- Succinct summary of the evidenced based interventions for treatment, including tangible and concrete clinical tools
- PLEASE NOTE: the purpose of this presentation is to help other students in the class gain working knowledge of the presenting issue as well as a strong model of intervention. Students will be marked on the creativity, clarity, and content of the presentation. The presentation will be 20 minutes in length with 5 minutes for questions and discussion.

E. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

F. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Video Reflections	15 %
Discussion Forums	15 %
“Clinical” Skills Lab and Report	30 %
Major Research Paper and Presentation	40 %
Total Grade	100 %

G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

1. Your work should demonstrate the following characteristics:

All written work must be computer generated and turned in on time. Late assignments will be lowered one letter grade for each week they are late. All papers should be APA style (7th Edition), typed, double spaced, and include a title page and references section. Experiential papers may be written in first person and do not need a works cited page.

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic polices on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aau@tyndale.ca) before proceeding.

H. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Lecture/ Date	Lecture Topic	Readings	Assignment DUE DATES
1 Sept 16	Developmental Framework of Child and Adolescent Therapy & Psychopathology	Landreth: 2-4	
2 Sept 23	Developmental Framework – Brain and Cognitive Development	Landreth: 5-8	
3 Sept 30	Developmental Framework – Emotional & Psychosocial Development	Landreth: 9-11	
4 Oct 7	Play Therapy – Therapeutic Fundamentals	Landreth: 12-13 Shapiro 1	VIDEO REFLECTION #1 DUE ("PERSON-CENTERED CHILD THERAPY")
5 Oct 14	Play Therapy – Skills and Intervention Tools CLINICAL SKILLS LAB 1	Landreth:14-17	
6 Oct 21	Behavior & Cognitive Therapy – Therapeutic Fundamentals CLINICAL SKILLS LAB 2	Shapiro: 2 Friedberg: 1-6 (Recommended)	VIDEO REFLECTION #2 DUE ("COGNITIVE-BEHAVIORAL PLAY THERAPY WITH CHILDREN")
Oct 28	SEMINARY READING BREAK – NO CLASS		
7 Nov 4	Behavior & Cognitive Therapy – Skills and Intervention Tools CLINICAL SKILLS LAB 3	Shapiro: 3-4 Friedberg: 7-10 (Recommended)	MAJOR RESEARCH PROJECT DUE
8 Nov 11	Constructivist Therapies: Narrative and Solution-Focused Therapy Skills and Intervention Tools	Shapiro: 5-6	VIDEO REFLECTION #3 DUE ("SOLUTION-FOCUSED CHILD THERAPY")

	CLINICAL SKILLS LAB 4		
9 Nov 18	Family and Group Therapy Skills and Intervention Tools CLINICAL SKILLS LAB 5	Shapiro 7-9	
10 Nov 25	Internalizing Disorders in children & adolescents	Shapiro 13-14	GROUP PRESENTATION
11 Dec 2	Externalizing Disorders in children and adolescents	Shapiro 10-12	"CLINICAL" SKILL LAB REPORT DUE GROUP PRESENTATION
12 Dec 9	Developing Resilience and Post-Traumatic Growth in children and adolescents	Shapiro 15	GROUP PRESENTATION

V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

Beauchaine, T. P., & Hinshaw, S. P. (2008). *Child and adolescent psychopathology*. New Jersey: John Wiley & Sons, Inc. [[Tyndale eBook 2017](#)]

Brems, C. (2008). *A comprehensive guide to child psychotherapy and counseling (3rd Ed.)* Long Grove, IL: Waveland Press, Inc.

Bromfield, R. (2007). [Doing child & adolescent psychotherapy: Adapting psychodynamic treatment to contemporary practice \(2nd Ed.\)](#). New Jersey: John Wiley & Sons, Inc.

Carr, A. (2006). *The handbook of child and adolescent clinical psychology (2nd Ed.)*. New York: Routledge.

Cattanach, A. (2008). [Narrative approaches in play with children](#). Philadelphia, PA: Jessica Kingsley Publishers.

- Dobson, K. S. (2010). *Handbook of cognitive-behavioral therapies (3rd Ed.)*. New York: The Guilford Press.
- Drewes, A. A. (2009). *Blending play therapy with cognitive behavioral therapy*. New Jersey: Wiley & Sons, Inc.
- Edgette, J.S. (2006). *Adolescent therapy that really works*. New York: Norton.
- Friedberg, R. D., & McClure, J. M. (2002). *Clinical practice of cognitive therapy with children and adolescents: The nuts and bolts*. New York: The Guilford Press. [[Tyndale eBook 2015](#)]
- Kendall, P. C. (2006). *Child and adolescent therapy: Cognitive-behavioral procedures (3rd Ed.)*. New York: The Guilford Press. [[Tyndale eBook 2011](#)]
- McConaughy, S. H. (2005). *Clinical interviews for children and adolescents: Assessment to Intervention*. New York: Guilford Press. [[Tyndale eBook 2013](#)]
- Rapp-Paglicci, L.A., Dulmus, C. N., & Wodarski, J. S. (2004). *Handbook of preventative interventions for children and adolescents*. New Jersey: John Wiley & Sons, Inc.
- Reinecke, M. A., Dattilio, F. M., & Freeman, A. (2003). [Cognitive therapy with children and adolescents: A casebook for clinical practice \(2nd Ed.\)](#). New York: The Guilford Press.
- Siegel, D.J. (2001). *The developing mind: How relationships and the brain interact to shape who we are*. New York: The Guilford Press.
- Thompson, C. L., & Henderson, D.A. (2007). *Counseling children (7th Ed)*. Pacific Grove, CA: Brooks-Cole.