



**Course Syllabus
FALL SEMESTER 2012**

**CHILD AND ADOLESCENT THERAPY
COUN 0688**

TUESDAYS 1 – 3:50

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To access your course materials at the start of the course, please go to
<https://www.mytyndale.ca>

I. COURSE DESCRIPTION

This course will provide students with a basic understanding and practical approaches to the major theories, assessment, and treatment of children and adolescents. Theoretical frameworks for counseling and clinical skills of observation, assessment, diagnosis, and treatment planning of children and adolescents will be developed from both a Christian and a psychological perspective. Students will engage in experiential learning of various interventions utilized in assessing and treating children and adolescents with specific and commonly encountered developmental, social, and behavioral issues.

Prerequisites: COUN 574, 674, 677

II. LEARNING OUTCOMES

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

- Gain working knowledge of the major theoretical approaches to psychotherapy with children and adolescents from a developmentally appropriate framework
- Demonstrate competence in the assessment and clinical treatment of commonly encountered childhood and adolescent psychological issues

- Develop a therapeutic model of counseling children and adolescents that critically and congruently integrates biblical and psychological paradigms in the process of assessment and treatment
- Gain knowledge of ethical standards and guidelines involved in working clinically with minors
- Acquire relevant knowledge and skills necessary to address the complex interaction between the family, school, government agencies and other systems that impact the clinical treatment of children and adolescents

III. COURSE REQUIREMENTS

A. REQUIRED TEXTS

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

Shapiro, J.P., Fridberg, R.D., & Bardenstein, K.K. (2006). *Child and adolescent therapy: Science and art*. New Jersey: John Wiley & Sons, Inc.

B. SUPPLEMENTARY / RECOMMENDED READING:

Friedberg, R. D. & McClure, J. M. (2002). *Clinical practice of cognitive therapy with children and adolescents*. New York: The Guilford Press.

C. ASSIGNMENTS AND GRADING

1. Class Participation and Reading Log: 5 % of final grade.

Students are expected to take an active, voluntary, and thoughtful role in their own learning and integration of the course material. A commitment to learn and grow is demonstrated by consistent attendance, initiation and participation in discussions, asking significant questions, and respectfully asserting opinions while listening to and valuing the contributions of other students. In addition, students will be required to submit a reading log at the end of the semester that indicates the percentage of completed required readings. More information regarding the reading log will be given in class.

2. Three Critical Reflections: 15 % of final grade (3 @ 5% each)

Throughout the semester, students will be given critical reflection questions based upon the lecture, readings, and/or presentations. Students are expected to hand in a three page type written response to each of the questions and reflections will to be handed in at the beginning of the following lecture. Please note the due dates for the critical reflections on the course schedule. Detailed information will be given in class.

3. Two “Clinical” Interview Papers: 40% of final grade (2 @ 20% each)

Students will spend one to two hours each with a child **and** an adolescent throughout the course of the semester. In preparation for the “clinical” interviews, the 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 others presented throughout the lectures. The items in the “play therapy kit” will be utilized in the interviews to help build rapport with the child and adolescent, to gain relevant information, and to assess its usefulness as a therapeutic tool when counseling children and adolescents.

Students will then write a 5-6 page summary for each experience, including the following information:

- Family and “client” history (current living arrangements, position in the family, family background and brief genogram)
- Observation and explanation of specific developmental stages and behaviors of the child and adolescent (use Erikson & Piaget’s models)
- Utilization of the “play therapy kit” and the child or adolescent’s reaction to the various “nonclinical” interactions
- Student’s own response to the experience, including responses to several of these points:
 - What was it like to engage with a child or adolescent?
 - What were some of your strengths with each age group? What were some of your limitations or hindrances?
 - What were the fun parts? What were the difficult parts?
 - How did you attempt to establish a connection with the child or adolescent?
 - How did you utilize the “play therapy kit” and was it helpful?
 - What might be some potential areas of countertransference in working with children and/or adolescents?

4. Major project and class presentation: 40 % of final grade

Students will write a 10 to 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
- Proposed etiology of the presenting problem, as found in research
- A model of intervention, that integrates both research AND lecture material (e.g., play therapy, cognitive behavioral therapy, psychodynamic therapy, narrative therapy, family therapy), including concrete “clinical tools”
- 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 model of intervention, 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.

D. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

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, typed, double spaced, and include a title page. Experiential papers may be written in first person and do not need a works cited page.

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 College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students should consult the current *Academic Calendar* for a detailed description of academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System. The Academic Calendar is posted at www.tyndale.ca/registrar/calendar. An excerpt is attached with this syllabus for easy reference.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments [*Sample*]

Required Reading and Class Participation	5 %
Three Critical Reflections	15 %
Two "Interview" Papers	40 %
Major Paper and Presentation	40 %
Total Grade	100 %

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Week/Date	Lecture Topic	Readings	Assignment DUE DATES
1 Sept. 11	Introduction to the world of children: Developmental Framework	Landreth: 2-4	
2 Sept. 18	Introduction to the world of adolescents: Developmental Framework	Landreth: 5-8	CRITICAL REFLECTION #1
3 Sept. 25	CONTEXT OF COUNSELING: Therapy Fundamentals	Landreth: 9-11 Shapiro: 1	
4 Oct. 2	PROCESS OF COUNSELING: Assessment, Intake, Diagnoses, and Ethics	Landreth: 12-13 Shapiro: 8-9	CRITICAL REFLECTION #2
5 Oct. 9	TOOLS OF COUNSELING: Play Therapy	Landreth:14-17	
6 Oct. 16	TOOLS OF COUNSELING: Cognitive Behavioral Therapy	Shapiro: 2 Friedberg: 1-6 (Recommended)	INTERVIEW WITH CHILD
7 Oct. 23	READING BREAK: NO CLASS		
8 Oct. 30	TOOLS OF COUNSELING: Cognitive Behavioral Therapy	Shapiro: 3 Friedberg: 7-10 (Recommended)	
9 Nov. 6	TOOLS OF COUNSELING: Psychodynamic, Narrative, Solutions	Shapiro 8-9	INTERVIEW WITH ADOLESCENT
10 Nov. 13	ISSUES IN COUNSELING: Externalizing Issues & Intervention	Shapiro 10-12	
11 Nov. 20	ISSUES IN COUNSELING: Internalizing Issues & Intervention	Shapiro 13-14	PRESENTATION CRITICAL REFLECTION #3
12 Nov. 27	ISSUES IN COUNSELING: Trauma and Abuse	Shapiro 15	PRESENTATION CRITICAL REFLECTION #3
13 Dec. 4	DEVELOPING RESILIENCE THROUGH COUNSELING		PRESENTATION ALL PAPERS DUE

V. SELECTED BIBLIOGRAPHY

Beauchaine, T. P., & Hinshaw, S. P. (2008). *Child and adolescent psychopathology*. New Jersey: John Wiley & Sons, Inc.

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

Kendall, P. C. (2006). *Child and adolescent therapy: Cognitive-behavioral procedures (3rd Ed.)*. New York: The Guilford Press.

McConaughy, S. H. (2005). *Clinical interviews for children and adolescents: Assessment to Intervention*. New York: Guilford Press.

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*. The Guilford Press.

Thompson, C. L., & Henderson, D.A. (2007). *Counseling children (7th Ed.)*. Pacific Grove, CA: Brooks-Cole