



TRINITY WESTERN UNIVERSITY
ACTS Seminaries Marriage and Family Therapy
Graduate Course Syllabus
Course Number: MFT 682
Course Name: Child and Adolescent Therapy
Semester and Year: Summer 2022

Instructor: Tamara Strijack

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Course Assistant: Tracy Azevedo (Neufeld Intensive I support), tazevedo@sasktel.net

Office Hours: Before and after class time; or phone/zoom by arrangement

Co-requisites or Pre-requisites: Undergraduate course in Developmental Psychology, Graduate courses in MFT 552: Advanced Skills, MFT 660: Marriage and Family Therapy

Semester Hours: 3 credit hours

Course Description

This course offers an innovative approach to exploring current theoretical trends and therapeutic strategies when working with children, adolescents and their families. The course will be taught from a systemic perspective while taking into account the special needs of the individual child. One of the major components of the course will involve Dr. Gordon Neufeld's Intensive course: Making Sense of Kids. The course will explore the dynamics of "stuckness" in childhood and adolescence through Dr. Neufeld's comprehensive attachment-based developmental model. This course will cover a three-pronged approach to effecting deep and lasting change, with a deeper look at the interplay of *attachment, maturation and vulnerability*. *[This part of the course will be delivered primarily through distance education, with access to instructional recordings through the Neufeld Virtual Campus. Upon completion of this course, each student will also receive a course completion certificate for the Level I Intensive from the Neufeld Institute.]*

Course Objectives (Optional)

By the end of the course, each student should:

- 1) learn an integrative developmental paradigm;
- 2) have a working knowledge of the factors of attachment, vulnerability and maturation, especially as they apply to children and adolescents;

- 3) be able to evaluate and assess the needs of children and adolescents, including level of risk and crises management;
- 4) learn and apply interventions using the factors of attachment, vulnerability and maturation in working with children and adolescents

Course Learning Outcomes

(Note that these Learning Outcomes are connected to the AAMFT Marriage and Family Therapy Core Competencies.)

Admission to Treatment

- Understand theories and techniques of individual (children and adolescent) psychotherapy (as learned through the online Neufeld Intensive course and through lecture, and demonstrated through the case study assignments)
- Understand the risks and benefits of individual and family psychotherapy (as learned through lecture, and demonstrated through the case study assignments)
- Recognize contextual and systemic dynamics (including the impact of technology on development - as learned through lecture and Turkle text, and demonstrated through group discussion and the case study assignments)
- Recognize issues that might suggest referral for specialized evaluation, assessment or care (as learned through lecture, and demonstrated through the case study assignments)
- Determine who should attend therapy and in what configuration (as learned through the online Neufeld Intensive course and through lecture, and demonstrated through the case study assignments)
- Facilitate therapeutic involvement of all necessary participants in treatment (as learned through lecture, and demonstrated through the case study assignments)
- Obtain consent to treatment from all responsible persons (as learned lecture, and demonstrated through the case study assignments)
- Establish and maintain appropriate and productive therapeutic alliances with the clients (as learned through lecture, and demonstrated through the case study assignments)
- Manage session interactions (with individuals and parents - as learned through the online Neufeld Intensive course and through lecture, and demonstrated through the case study assignments)
- Understand the legal requirements and limitations for working with vulnerable populations (eg. minors) (as learned through lecture, and demonstrated through the case study assignments)

Clinical Assessment and Diagnosis

- Understand principles of human development (as learned through the online Neufeld Intensive course and through lecture, and demonstrated through the case study assignments)
- Structure treatment to meet clients' needs and to facilitate systemic change (as learned through lecture, and demonstrated through the case study assignments)
- Manage risks, crises and emergencies (as learned through lecture, and demonstrated through the case study assignments)
- Work collaboratively with other stakeholders, including family members, other significant persons, and professionals not present (as learned through lecture, and demonstrated through the case study assignments)
- Advocate with clients in obtaining quality care, appropriate resources, and services in their community (in regards to children and adolescents - as learned through through lecture, and demonstrated through the case study assignments)

Therapeutic Interventions

- Comprehend a variety of individual and systemic therapeutic models and their application (as learned through the online Neufeld Intensive course and through lecture, and demonstrated through the case study assignments)
- Recognize how different techniques may impact the treatment process (as learned through lecture, and demonstrated through the case study assignments)
- Match treatment modalities and techniques to clients' needs, goals and values (as learned through the online Neufeld Intensive course and through lecture, and demonstrated through the case study assignments)
- Empower clients and their relational systems to establish effective relationships with each other and larger systems (as learned through the online Neufeld Intensive course and through lecture, and demonstrated through the case study assignments)
- Modify interventions that are not working to better fit treatment goals (as learned through the online Neufeld Intensive course and through lecture, and demonstrated through the case study assignments)
- Respect multiple perspectives (as learned through the online Neufeld Intensive course and through lecture, and demonstrated through the case study assignments)

Legal Issues, Ethics, and Standards

- Understand the process of making an ethical decision (as learned through lecture, and demonstrated through the case study assignments)
- Recognize ethical dilemmas in practice setting (as learned through lecture, and demonstrated through the case study and insight assignments)
- Recognize when clinical supervision or consultation is necessary (as learned through the online Neufeld Intensive course and through lecture, and demonstrated through the case study and insight assignments)
- Inform clients and legal guardian of limitations to confidentiality and parameters of mandatory reporting (as learned through lecture, and demonstrated through the case study assignments)
- Develop safety plans for clients who present with potential self-harm, suicide, abuse or violence (as learned through lecture, and demonstrated through the case study assignments)
- Report information to appropriate authorities as required by law (as learned through lecture, and demonstrated through the case study assignments)
- Monitor attitudes, personal well-being, personal issues, and personal problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct (as learned through lecture, and demonstrated through the insight assignment)

Required Texts and Materials

Note that the Neufeld Intensive I: Making Sense of Kids online course (20 hours of lectures in videoformat, with supporting written and audio material provided through the Neufeld Virtual Campus) will be the foundational "textbook" for this course.

Additional Reading:

Turkle, S. (2016). *Reclaiming Conversation: The power of talk in a digital age*. NY: Penguin Books. (Required only up to page 248)

Movies:

Inside Out (2015). (Will be discussing on July 19th)

Freedom Writers (2007). (Will be discussing on July 20th)

Recommended Reading:

Crain, W. *Theories of Development: Concept and Application*. NJ: Prentice Hall. (Note that the 6th edition (2010) is the most recent, but you can use any edition. This is a very helpful resource in providing background on developmental theory and theorists. I would highly recommend this as a refresher and as a reference, but we will not be discussing this directly in class.)

Beach, H. & Strijack, T. (2020). *Reclaiming Our Students*. Vancouver, BC: Page Two.

MacNamara, D. (2016). *Rest Play Grow*. Vancouver, BC: Aona Books.

Neufeld, G. & Mate, G. (2013). *Hold on to your Kids*. Toronto, ON: Vintage Canada.

Course Activities/Requirements

Course readings and movie viewing:

Turkle (*Reclaiming Conversation*, up to page 248) to be read before coming to class on July 18th. In terms of the movies, *Inside Out* is to be viewed before class on July 19th, and *Freedom Writers* is to be viewed before class on July 20th.

Forum responses to Neufeld Intensive I course material: (see outline for due dates)

Submit brief responses online to our group forum on the Neufeld Virtual Campus* (primers will be given as a guideline), for a total of twenty sessions. (More information will be given on this assignment during the online orientation class.)

**A note about the Neufeld Virtual Campus: As much of the course work will be delivered and submitted through the Neufeld Virtual Campus (<http://campus.gordonneufeld.org>), you will be set up with a username and password to access the campus and our course page. You will receive information about this in an email on or before April 19th. Assignments are to be submitted either through this website or in class. More information will be provided during the online orientation class on April 19th.*

In-class responses:

You will be given an opportunity to briefly reflect on the class material at the end of each day, including highlights, key learnings, and an opportunity to pose any questions that were stirred up. There will be space made in the class time for you to complete this.

Case study (child): due July 8, 2022

(max. length: 6 pages)

You will be given a case study of a child.

Part 1: Using the Neufeld Intensive I course material as a guideline (making sure to include consideration of maturation, vulnerability and attachment), describe what you see.

Part 2: Using these observations, how might you work with this child? (Include possible approaches and ideas, with reasoning to support your suggestions.)

Creative Application Assignment: due August 5, 2022

(max. length: 2 pages)

For this assignment, choose something from the course that impacted you and apply it in a creative way of your choosing (eg. song, poem, collage, painting, dance, sculpture, etc.). Write a short paper (1-2 pages) to go along with your project describing how it ties into the course material and reflecting on

what the process was like for you. You can also include how this might impact or influence your work with children and/or adolescents. *(We will have an online class scheduled to share these projects. More information to be provided in class.)*

Case study (child or adolescent): due August 12, 2022

(max. length: 6 pages)

You will choose your own case study (child or adolescent).

Part 1: Using the Intensive course material, and the material covered in class, describe what you see.

Part 2: Using these observations, how might you work with this adolescent? (Include possible approaches and ideas, with reasoning to support your suggestions.)

Insights Paper: due August 19, 2022

(suggested length: 4 to 6 pages)

Using your own process notes from the Neufeld Study Guide Insight Pages and reflections from class, apply your learnings on maturation, vulnerability and attachment to your own journey. How might these insights impact your experience as a therapist? In other words, how will it impact how you see yourself, and how you see others?

Course Evaluation

Forum responses	15%
First Case Study	20%
Creative Application Assignment	20%
Second Case Study	30%
Insights Paper	10%
Participation/In-class responses	5%

Grading System

Letter Grade	Percentage	Grade Point
A+	97-100	4.30
A	93-96	4.00
A-	90-92	3.70
B+	87-89	3.30
B	83-86	3.00
B-	80-82	2.70
C+	77-79	2.30
C	73-76	2.00
C-	70-72	1.70
F	Below 70	0.00

Course Outline

Date	Topic	Reading/Viewing/Assignment due
Tuesday, April 19 6 pm to 8 pm PDT <i>*online orientation</i>	Online part of course begins Neufeld Intensive I	<i>*required attendance - orientation session</i>
Tuesday, April 26	no class - forum entries due	Neufeld Intensive: posts for Sessions 1 and 2
Tuesday, May 3	no class - forum entries due	Neufeld Intensive: posts for Sessions 3 and 4
Tuesday, May 10	no class - forum entries due	Neufeld Intensive: posts for Sessions 5 and 6
Tuesday, May 17	no class - forum entries due	Neufeld Intensive: posts for Sessions 7 and 8
Tuesday, May 24	no class - forum entries due	Neufeld Intensive: posts for Sessions 9 and 10
Thursday, May 26 6 pm to 7 pm PDT	Online check-in (optional class) <i>(review of maturation and vulnerability)</i>	
Tuesday, May 31	no class - forum entries due	Neufeld Intensive: posts for Sessions 11 and 12
Tuesday, June 7	no class - forum entries due	Neufeld Intensive: posts for Sessions 13 and 14
Tuesday, June 14	no class - forum entries due	Neufeld Intensive: posts for Sessions 15 and 16
Thursday, June 16 6 pm to 7 pm PDT	Online check-in (optional class) <i>(review of attachment)</i>	
Tuesday, June 21	no class - forum entries due	Neufeld Intensive: posts for Sessions 17 and 18
Tuesday, June 28	no class - forum entries due	Neufeld Intensive: posts for Sessions 19 and 20
Thursday, June 30 6 pm to 7 pm PDT	Online check-in (suggested) <i>(support for case study prep and orientation to class time)</i>	
Friday, July 8	no class - assignment due	Case Study: Child assignment

Mon, July 18 ACTS 8:30 am to 1:30 pm	Overview of Course Context & Safety Discussion of Intensive I	Turtle reading (up to page 248)
Tues, July 19 ACTS 8:30 am to 1:30 pm	The Science of Emotion The role of emotion in development	Inside Out (movie)
Wed, July 20 ACTS 8:30 am to 1:30 pm	Working with Adolescents Development issues Facilitating Expression	Freedom Writers (movie)
Thurs, July 21 ACTS 8:30 am to 1:30 pm	Creating a Context Collecting, bridging & matchmaking Softening defenses The therapeutic role of play	
Fri, July 22 ACTS 8:30 am to 1:30 pm	Therapeutic Approaches Application to counselling Expressive & Play Therapies	
Friday, August 5 1:00 to 3:00 pm PDT	Creative Application presentations <i>final class - online</i>	Creative Application
Friday, August 12	<i>no class</i> <i>(papers to be submitted online)</i>	Case Study: Child/Adolescent
Friday, August 19	<i>no class</i> <i>(papers to be submitted online)</i>	Insights Paper

Course Policies

ACADEMIC INTEGRITY AND AVOIDING PLAGIARISM AT TWU

One of the core values of Trinity Western University is the integration of academic excellence with high standards of personal, moral, and spiritual integrity. The University considers it a serious offence when an individual attempts to gain unearned academic credit. It is the student's responsibility to be informed about what constitutes academic misconduct. For details on this, and on identifying and avoiding plagiarism go to the [University Homepage > Academics > Academic Calendar](#) (p. 47).

<https://prezi.com/od62fxnkbmxh/plagiarism-how-to-get-it-out-of-your-life/> (Prezi presentation)

<http://bit.ly/1p00KX3> (Google Slide presentation offering more comprehensive information)

STUDENTS WITH A DISABILITY

Students with a disability who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and include the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office on their website at: <http://www.twu.ca/student-life/student-success/disabilities-and-equity-access>.

HOSPITALITY IN THE CLASSROOM

TWU is committed to an ethic of inclusion centred on the principles of Christian hospitality, reciprocity and reconciliation. We seek to cultivate generous learning spaces that are based on respect for differences and are open to diverse views, opinions, and identities that are thoughtfully expressed in a collegial manner. We welcome and value all voices, including those from under- represented groups or those who have been marginalized.

CAMPUS CLOSURE AND CLASS CANCELLATION POLICY

In the event of extreme weather conditions or other emergency situations go to the <https://www.twu.ca/campus-notification>.

LATE ASSIGNMENTS POLICY

Please check with instructor regarding late assignments. *(More information will be given in class.)*