

**LEWIS & CLARK COLLEGE**  
**GRADUATE SCHOOL OF EDUCATION AND COUNSELING**

**MCFT 506 Applied Child and Adolescent Development**  
**SPRING 2018**

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<b>Time &amp; Day:</b>	Mondays 9:30 am – 12:50 pm (section 1) Mondays 5:30 - 8:50 (section 2)
<b>Place:</b>	York Graduate Center, room 101 (section 1) York Graduate Center, room 121 (section 2)
<b>Instructor:</b>	Lana Kim, PhD, LMFT
<b>Office Hours:</b>	Tuesdays 1:00-5:00 pm or Wednesdays 10 am -1 pm (please email to schedule an appointment)
<b>E-Mail:</b>	<a href="mailto:lkim@lclark.edu">lkim@lclark.edu</a>
<b>Phone:</b>	503-768-6073 (office)

**CATALOG DESCRIPTION:**

This course offers an integrated application of developmental theory relevant to working with children and adolescents in family therapy. Emphasis is on developmentally and contextually appropriate intervention that addresses child and adolescent behavior, attachment, and other presenting issues such as child abuse, with attention to the impact of larger systems of power and privilege.

**CREDITS:** 2 semester hours.

**MCFT STUDENT LEARNING OUTCOMES**

SLO 1.1 Students recognize the impact of power on individuals, families, and communities.

SLO 1.2 Students recognize the interconnections among biological, psychological, social systems in people's lived experience.

SLO 1.3 Students apply systems/relational theories to clinical case conceptualization.

SLO 2.2 Students' clinical practice demonstrates attention to social justice and cultural democracy.

SLO 4.3 Students demonstrate integration of family therapy theory, equity, and social location issues in clinical practice.

**COURSE OBJECTIVES**

Specific objectives for this course address these Student Learning Outcomes by helping students demonstrate the following outcomes related to AAMFT core competencies.

1. To understand cultural influences on child and adolescent development, child rearing practices, behaviors, and attitudes. (2.1.1)
2. To articulate similarities and differences in key areas: different play therapy and systemic models; "modernist" and "postmodern" approaches; "play therapy" and "playful" therapy. (4.1.2; 4.2.1)
3. To apply specific skills that can be useful in working with youth and system members. (CC 2.3.2; 3.3.4)

4. To identify new skills that can expand your personal repertoire in joining and facilitating change with youth and their families. (e.g. when and how to use play therapy materials, engaging children “playfully” even when play therapy materials are minimal, and helping meaningful conversations continue to develop to resolve presenting problems). (4.1.1)
5. To incorporate multi-cultural and socio-political factors into treatment planning and practice. (CC 4.3.1; 4.3.2)
6. To begin to identify and describe which clinical approaches feel like a better personal fit. (CC4.4.6)

### **REQUIRED TEXTS:**

Hardy, K.V., & Laszloffy, T.A. (2005). *Teens who hurt: Clinical interventions to break the cycle of adolescent violence*. New York, NY: The Guilford Press. Isbn: 978-1-59385-440-9

Siegel, D.J. *The developing mind (2<sup>nd</sup> ed): How relationships and the brain intersect to shape who we are*. New York: NY: The Guilford Press. Isbn: 978-1-4625-0390-2

### **RECOMMENDED TEXTS:**

Bronson, P., & Merryman, A. (2009). *Nurture shock: New thinking about children*. New York, NY: Twelve. Hachette Book Group. Isbn: 978-0-446-50412-6

Gil, E. (2015). *Play in family therapy (2<sup>nd</sup> ed.)*. New York, NY: The Guilford Press. Isbn: 978-1-4625-1749-7

Lowenstein, L. (2008) *Assessment and treatment activities for children, adolescents, and families: Practitioners share their most effective techniques*. Toronto, ON: Champion Press. Isbn: 978-0968519943

Sori, C.F., Hecker, L., & Bachenberg, M.E. (2016). *The therapist’s notebook for children and adolescents: Homework, handouts, and activities for use in psychotherapy (2<sup>nd</sup> ed.)*. New York, NY: Routledge. Isbn: 978-0-415-71958-2

Siegel, D.J., & Bryson, T.P. (2012). *The whole-brain child: 12 revolutionary strategies to nurture your child’s developing mind*. New York, NY: Random House Inc.

### **ASSIGNMENTS**

#### **1. Attendance & Participation – 5 points**

This course emphasizes shared engagement with the assigned readings, class discussions, and in-class activities.

- Attend and actively participate in all scheduled class meetings. This includes being on time, giving attention to the instructor and/or other students when they are speaking or making a presentation, engaging in group discussions and role plays, and following through on group projects. Come to class prepared; having completed the readings for the day.
- Becoming a therapist involves looking closely at ourselves, our values, beliefs, and biases. This can be a very personal and sometimes emotional process. Treating

colleagues with respect, listening deeply to their experiences, and being open to diverse worldviews encourages a collaborative milieu of care in which we can all challenge ourselves and each other to critically examine and develop our skills and perspectives.

- Please put your cell phones on silent or vibrate mode to reduce the distraction to your classmates and instructor. Also, in order to facilitate a climate of learning and to reduce the distractions for yourself and others, please refrain from engagement in social media or other personal business.
- In the event that you must miss a class, please email the instructor to discuss the potential of any make-up assignments.

### **Attendance & Participation Rubric – 5 points**

	<b>Total Possible Points</b>	<b>Points Demonstrated</b>
Prompt and dependable presence in the class.	1	
Prepares for class by immersing self in course readings and reflecting on their application to practice.	2	
Engages in course activities with a spirit of openness and curiosity.	1	
Helps to create an atmosphere of safety and mutual respect among all class members.	1	
Total	5	

## **2. Understanding Self in Sociocultural and Sociopolitical Context – 30 points**

In order to practice therapy from a decolonizing framework, it is necessary to develop contextualized understandings about our clients’ lives and their therapeutic problems. To this end, one must first examine their own intersecting social identities and social location within their unique sociocultural and sociopolitical contexts. Therefore, this assignment is designed to help you critically explore the contextual influences on your childhood and adolescence and how that has in part shaped who you are today.

Begin by constructing a genogram that includes three generations. You will chart out historical sociopolitical influences (i.e., national and world events, wars, economic shifts, politics, legislative changes, civil rights issues, social movements, television/film/media, etc.), social identities (i.e., race, ethnicity and ethnic descent, nationality, gender, sexual orientation, spirituality and religion, socioeconomic status, disability status, immigration history, interest groups, political party, age, etc.), and major nodal events (i.e., trauma, separation/divorce, family conflicts, homelessness, illnesses, death/loss, moves and migrations, etc.). You will also record the dominant parenting practices used in the environment you grew up in, roles that children played, and family ideology and beliefs. In order to conserve space, use different colored pencils, markers, stickers, and symbols to represent various contextual influences. Be sure to include a legend for your colors/stickers/symbols.

After creating your genogram, write a paper that includes the following:

1. Describe the personal impact of one from each of the following categories.
  - a. Historical sociopolitical forces: Identify one that influenced your childhood, adolescence, or the way you were raised.
  - b. Social identities: Discuss how one of more of your social identities shaped your childhood, adolescence, or the way you were raised.
  - c. Major nodal events: Write about one nodal life event that significantly impacted your childhood, adolescence, or the way you were raised.
2. Discuss how these intersecting contextual influences have shaped your current values, beliefs, and worldviews related to parenting and child/adolescent development.
3. Discuss how current sociopolitical issues and events, social movements, societal discourses, and cultural trends influence parent-child relationships, parenting ideology and practices, and the lived experiences of children, adolescents, and families today. What do you see as significant parenting challenges for families today?
4. Use APA style for headings and subheadings to clearly organize your thinking and synthesize your ideas.

\*Paper length: 6-8 pages

**Understanding Self in Sociocultural and Sociopolitical Context Grading Rubric – 30 points**

	<b>Total Possible Points</b>	<b>Points Demonstrated</b>
3 generational genogram with detailed analysis	4	
Describes and discusses personal impact of three contextual influences on one’s childhood and adolescence: historical sociopolitical forces, social identities, and major nodal events	8	
Discusses how intersecting contextual influences shape one’s current values, beliefs, and worldviews related to parenting and child/adolescent development.	8	
Discusses current issues that affect children and adolescents today. Discusses parenting challenges that families face.	8	
Uses APA style to format and organize work.	2	

**3. Group Presentations on Special Topics - 40 points**

This is a group assignment where you will research and make a presentation on issues that affect children, adolescents, and parents today. As a class, we will come up with a list of topics that relate to parenting, childhood, and adolescence, such as: foster and kin care, adoption, social media, sociocultural oppression (racism, homophobia, sexism, etc.), poverty, homelessness, incarceration, separation and divorce, parental illness, childhood illness, immigration policy, ADHD, autism spectrum disorders, school systems, externalizing problems, internalizing problems, gender dysphoria, substance abuse, sexual, physical, psychological, or emotional abuse, loss and grief, attachment injuries, co-parenting, etc.

**Part A - Presentation (20 points):** In groups of 3-4, students will give a 30-minute presentation that examines their chosen topic through a social constructionist/postmodern lens. Groups will briefly discuss societal attitudes around the topic, provide a systemic overview and critique of the current literature on the topic, and summarize treatment approaches or discuss ways in which family therapists might integrate knowledge about the issue in their clinical practice. When discussing specific articles, touch on both strengths and weaknesses. Discuss how the article applies to children, adolescents, parents, and families from various social locations.

To add depth and understanding to the topic/issue, groups may choose to interview persons about their lived experiences related to the topic and share video clips or insights and ideas gleaned from the interview. Keep in mind that the purpose of this group assignment is not to simply report or summarize information, but to demonstrate critical consciousness and analytic thinking about the issue at hand. Students are encouraged to be creative in their presentations by adding an experiential component to help explain key ideas and engage the class around the topic/issue (i.e., interview video clips, media clips, graphs, demonstration of a clinical intervention, etc.).

**Part B - Resource Packet (20 points):** Along with the presentation, each group will provide a resource packet that includes the following:

- 1) A table of contents or list of resources included in the packet. [2 points]
- 2) A summary of the key insights or ideas that therapists should understand in order to provide effective clinical care. A bulleted format may be used, however remember to include citations where needed. [5 points]
- 3) A minimum of 3 handouts or activities/interventions that can be used in therapeutic work with children, adolescents, parents, and families. Feel free to adapt individual interventions to apply to systemic family therapy. Alternatively, provide community, state, and/or national resources related to the issue/topic at hand that therapists could provide to their clients. Include citations where needed. [5 points]
- 4) A minimum of 5 recommended resources to help increase therapists' understanding of the issue/topic such as podcasts, websites, articles, books, videos, etc. For each item, provide a brief description of the resource and highlight its potential benefit to clinicians. [5 points]
- 5) List of references for all sources used in both the presentation and in the resource packet. Use APA style. [3 points]

### Special Topics/Issues Grading Rubric - 40 points

	<b>Total Possible Points</b>	<b>Points Demonstrated</b>
<b>Group Presentation:</b>		
Summarizes and clearly discusses key ideas related to special topic/issue.	2	

Demonstrates critical consciousness and use of systemic/sociocultural/contextual lens	4	
Review of literature reflects analytic thinking	5	
Applies thinking to clinical practice	5	
Demonstrates group collaboration and creativity.	4	
Group Presentation Total	20	Total =
<b>Resource Packet:</b>		
Table of Contents/List of Resources	2	
Summary of key ideas	5	
Minimum 3 handouts or interventions/activities	5	
Minimum of 5 recommended resources	5	
Reference list (APA style)	3	
Resource Packet Total	20	Total =
<b>Grand Total</b>	<b>40</b>	Grand Total =

#### 4. Play Therapy Kit – 15 points

The overall objective of this assignment is to help students start building their own mobile play therapy kit so they can infuse a sense of playfulness into their clinical work with children, adolescents, parents, and families.

Students will work in groups of 3-4 and begin to compile play therapy materials for developmentally appropriate interventions and activities. Students may design interventions and activities to facilitate assessment, joining and connection/therapeutic rapport, or therapeutic treatment. The activities and interventions may be targeted towards specific treatment issues or intended for more general clinical use. However, each activity/intervention should be linked to a specific therapeutic goal and matched to a specific developmental age group or for use with parents and children/adolescents of specific developmental age groups (i.e., under 6, 6-12, and 12-18 yrs).

Although students will work in groups, each group member will create his/her/their separate kit. Therefore, each person will need to choose a container to hold their kit (i.e. bag, box, basket, reusable tote, etc.). When choosing a container, think about practicality and ease of transportability. Next, be creative in gathering, collecting, and purchasing supplies for a minimum of 10 play therapy or expressive art activities. Try to focus on low cost, low prep items. Be innovative in your hunt for materials by seeking out garage sales, thrift stores, or asking friends and/or family with children or teens if they have any items they no longer need that you might be able to use in your work. Keep a photo catalogue and list of the items in the kit.

Each group will submit the following in a folder or portfolio:

1. A list of all the materials compiled in the play therapy kit along with a photo catalogue corresponding to each item.
2. A written description of 6 activities/interventions using the materials in the kit. Two activities/interventions should be designed for each of the following age groups (either to be used with the child/adolescent, in filial therapy, or with parent(s) and children/adolescent): under 6 yrs, 6-12 yrs, and 12-18 yrs. Explain the therapeutic intent and treatment goal of each activity/intervention (i.e., assessment, joining/therapeutic rapport, therapeutic treatment). If the activity/intervention is intended for a specific treatment issue, be sure to state that and explain how it would be used. Provide photos of materials used for each activity/intervention.

**Play Therapy Tool Kit Grading Rubric - 15 points**

	<b>Total Possible Points</b>	<b>Points Demonstrated</b>
Photo catalogue of all play therapy materials	3	
Photo catalogued description of two activities/interventions for children under 6 yrs. <ul style="list-style-type: none"> <li>- Clear description of activity/intervention</li> <li>- Clearly explains therapeutic intent and therapeutic goal</li> <li>- Discusses how activity/intervention may be used in therapy for specific treatment issue</li> </ul>	(2 x 2 pts each) = 4 pts	
Photo catalogued description of two activities/interventions for children 6-12 yrs. <ul style="list-style-type: none"> <li>- Clear description of activity/intervention</li> <li>- Clearly explains therapeutic intent and therapeutic goal</li> <li>- Discusses how activity/intervention may be used in therapy for specific treatment issue</li> </ul>	(2 x 2 pts each) = 4 pts	
Photo catalogued description of two activities/interventions for adolescents 12-18 yrs. <ul style="list-style-type: none"> <li>- Clear description of activity/intervention</li> <li>- Clearly explains therapeutic intent and therapeutic goal</li> <li>- Discusses how activity/intervention may be used in therapy for specific treatment issue</li> </ul>	(2 x 2 pts each) = 4 pts	
<b>Grand Total</b>	<b>15</b>	Grand Total =

**EVALUATION & GRADING**

Attendance & Participation

5 pts

Understanding Self in Sociocultural & Sociopolitical Context

30 pts

Special Topics Group Presentation	40 pts
<u>Play Therapy Tool Kit</u>	<u>15 pts</u>
<b>Total</b>	<b>90 pts</b>

93-100 = A	90-92.9 = A-	88-89.9 = B+	83-87.9 = B
80-82.9 = B-	78-79.9 = C+	73-77.9 = C	70-72.9 = C-

**LATE ASSIGNMENTS & GRADING**

Assignments should be submitted within the first 15 minutes of class on the day it is due. Any assignment turned in beyond this deadline will be reduced in score by 10% for each day it is late. Please be sure to speak with the instructor if you have any questions or concerns.

**CPSY DEPARTMENTAL ATTENDANCE POLICY**

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness maybe seen as an absence that requires make-up work.

**NON-DISCRIMINATION POLICY**

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

**SPECIAL ASSISTANCE**

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

**COURSE SCHEDULE – (9 WEEKS)**

	<b>Topics</b>	<b>Readings</b>	<b>Assignments due</b>
Week 1 2/19	Introductions & overview of course Review of syllabus Choose groups for assignments #3 & 4 Demo of play therapy materials In-class reflective activity	Siegel – Ch. 1	



<p>Week 2 2/26</p>	<p>Overview of theories and models on child and adolescent development</p>	<p>Siegel – Ch. 2</p> <p>Podcast “Early Experiences Count: How Emotional Development Unfolds Starting at Birth” <a href="https://www.zerotothree.org/resources/276-how-emotional-development-unfolds-starting-at-birth">https://www.zerotothree.org/resources/276-how-emotional-development-unfolds-starting-at-birth</a></p> <p>Podcast “Nurturing Brain Development from Birth to 3” <a href="https://www.zerotothree.org/resources/283-nurturing-brain-development-from-birth-to-three">https://www.zerotothree.org/resources/283-nurturing-brain-development-from-birth-to-three</a></p>	
<p>Week 3 3/5</p>	<p>Sociocultural and sociopolitical influences on parenting and child/adolescent development</p> <p>Assessment approaches and practices: House-Tree-Person, Kinetic Family Drawings (KFD), family sculpts, observations, interviews.</p>	<p>Lareau (select chapters provided)</p> <p>Maciel, J., &amp; Knudson-Martin, C. (2013). Don’t end up in the fields: Identity construction among Mexican adolescent immigrants, their parents, and socio-contextual processes. <i>Journal of Marital and Family Therapy</i>, 40, 484-497. Doi:10.1111/j.1752-0606.2011.00276.x</p> <p>Ted Talks – Kandice Sumner: “How America’s Public Schools Keep Kids in Poverty” <a href="https://www.ted.com/talks/kandice_sumner_how_america_s_public_schools_keep_kids_in_poverty#t-1865">https://www.ted.com/talks/kandice_sumner_how_america_s_public_schools_keep_kids_in_poverty#t-1865</a></p>	
<p>Week 4 3/12</p>	<p>Systemic perspectives on child development – attachment and emotion</p> <p>Traditional play therapies versus Postmodern approaches</p> <p>Sand tray demo</p>	<p>Siegel – Chs. 3 &amp; 4</p> <p>Podcast “Parenting Process Model with Dr. Martha Edwards” <a href="http://ackerman.podbean.com/">http://ackerman.podbean.com/</a></p> <p>Podcast “Developing Self-Esteem in the Early Years” <a href="https://www.zerotothree.org/resources/278-developing-self-esteem-in-the-early-years">https://www.zerotothree.org/resources/278-developing-self-esteem-in-the-early-years</a></p>	<p>Assignment #2 Due</p>
<p>Week 5 3/19</p>	<p>Impact of the larger social context on interpersonal relationships and self-regulation</p>	<p>Siegel – Chs. 7 &amp; 8</p>	<p>Group Presentation 1</p>

	Sand tray practice	Podcast “Beyond Use Your Words! How Babies Begin to Develop Self-Control in the First Three Years” <a href="https://www.zerotothree.org/resources/280-how-babies-begin-to-develop-self-control-in-the-first-3-years">https://www.zerotothree.org/resources/280-how-babies-begin-to-develop-self-control-in-the-first-3-years</a>	
Week 6 4/2	Parenting as relationship & patterns of family resiliency  Image cards	Tuttle, A.R., Knudson-Martin, C., & Kim, L. (2012). Parenting as relationship: A framework for assessment and practice. <i>Family Process</i> , 51(1), 73-89. Doi:10.1111/j.1545-5300.2012.01383.x  Unger, M. (2016). Varied patterns of family resilience in challenging contexts. <i>Journal of Marital and Family Therapy</i> , 42, 19-31. doi:10.1111/jmft.12124.  Podcast “Kids who push our buttons” <a href="http://ackerman.podbean.com/e/the-ackerman-podcast-14-kids-who-push-our-buttons-with-martha-straus-phd/">http://ackerman.podbean.com/e/the-ackerman-podcast-14-kids-who-push-our-buttons-with-martha-straus-phd/</a>	Group Presentation 2
Week 7 4/9	Adolescent development: Identity and belonging	Hardy & Laszloffy – Chs. 1-4  Tedx Talks – Angelica Dass “The Beauty of Human Skin in Every Color” <a href="https://www.ted.com/talks/angelica_dass_the_beauty_of_human_skin_in_every_color">https://www.ted.com/talks/angelica_dass_the_beauty_of_human_skin_in_every_color</a>	Group Presentation 3
Week 8 4/16	Adolescent peer and social relationships	Hardy & Laszloffy – Chs. 5-7  Davis, B., Roynce Stafford, M.B., & Pullig, C. (2014). How gay-straight alliance groups mitigate the relationship between gay-bias victimization and adolescent suicide attempts. <i>Journal of the American Academy of Child &amp; Adolescent Psychiatry</i> , 53(12), 1271-1278.e1  Podcast “Between Pink & Blue” <a href="http://ackerman.podbean.com/e/the-ackerman-podcast-5-between-pink-blue-with-jean-malpas-lmhc-lmft/">http://ackerman.podbean.com/e/the-ackerman-podcast-5-between-pink-blue-with-jean-malpas-lmhc-lmft/</a>	Group Presentation 4

Week 9 4/23	Working with adolescents and parents/caregivers in therapy	<p>Hardy &amp; Laszloffy – Chs. 8-10</p> <p>Diamond, G.S., &amp; Liddle, H.A. (1999). Transforming negative parent-adolescent interactions: From impasse to dialogue. <i>Family Process</i>, 38(1), 5-26. Doi:10.1111/j.1545-5300.1999.00005.x</p> <p>Podcast “Family Therapy with Adolescents”  <a href="http://ackerman.podbean.com/e/the-ackerman-podcast-4-family-therapy-with-adolescence-with-peggy-papp-licsw/">http://ackerman.podbean.com/e/the-ackerman-podcast-4-family-therapy-with-adolescence-with-peggy-papp-licsw/</a></p>	<p>Group Presentation 5</p> <p><b>Play Therapy Tool Kits Due</b></p> <p><b>Resource Kits Due</b></p>
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Group 1	Group 2	Group 3	Group 4	Group 5