



MCFT 506 APPLIED CHILD AND ADOLESCENT DEVELOPMENT SPRING 2024

Time & Day: Section 1 — Wednesday 9:00 AM - 12:00 PM PST
Section 2 — Wednesday 1:00 PM - 4:00 PM PST
Section 3 — Thursday 1:00 PM - 4:00 PM PST

Place: Section 1 — York 117
Section 2 — York 117
Section 3 — York 107

Instructor: Wonyoung L. Cho, PhD, LMFT **E-Mail:** wonyoungcho@lclark.edu
Office Hours: *by appointment* **Office:** Rogers Hall 425

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.

Prerequisite: MCFT 502
MCFT 504

Credit: 2 semester units (30 contact hours)

A note about the nature of this course: This course involves role play and self-reflection. For your learning to be effective, this will require that you take on the experience of the clients and the ways they construct their identities. Other times, you may be asked to bring your own personal experience into the role of client or in reflective assignments. At such times, students should determine which experience they wish to process. Be aware that when the role plays work well, hidden or “unthickened” stories of self and/or other(s) may emerge.

DISCLOSURE OF PERSONAL INFORMATION

Each student should decide for him/herself what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential – and remain only in the classroom – unless an exception to confidentiality applies.

MCFT STUDENT LEARNING OUTCOMES

This course promotes the following 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

At the end of this course, students are expected to:

1. To understand cultural influences on child and adolescent development, child rearing practices, behaviors, and attitudes.
2. To apply specific skills that can be useful in working with youth and system members in both in-person and telehealth platforms of practice.
3. To incorporate multi-cultural and socio-political factors into treatment planning and practice.
4. To begin to identify and describe which clinical approaches feel like a better personal fit.

TEXT/READINGS**Required Books**

McAdams, D. P. (2015). *The Art of Science of Personality Development*. The Guilford Press.

*Available as an e-book through Watzek Library

Additional Required Articles, Podcasts, and Resources will be listed on Moodle

Recommended Textbooks

Gehart, D. R. (2017). *Mastering competencies in family therapy: A practical approach to theory and clinical case documentation* (Third ed.). Cengage Learning

Gil, E. (2015). *Play in family therapy* (2nd ed.). The Guilford Press. ISBN: 978- 1-4625-1749-7

Nealy, E.C. (2017). *Transgender children and youth: Cultivating pride and joy with families in transition*. W.W. Norton.

Siegel, D.J. (2012). *The developing mind (2nd ed): How relationships and the brain intersect to shape who we are*. The Guilford Press. ISBN: 978-1-4625-0390-2

COURSE OBJECTIVES, STUDENT LEARNING OUTCOMES, AND EVALUATION ACTIVITIES

Course Objective	MCFT Student Learning Outcomes	AAMFT Core Competencies & AMFTRB task statements	Evaluated by
1. To understand cultural influences on child and adolescent development, child rearing practices, behaviors, and attitudes.	SLO 1.1 SLO 1.2	CC 1.2.1 CC 2.1.1 CC 2.3.7 TS 2.06 TS 2.08	Assignment #2 Assignment #4
2. To apply specific skills that can be useful in working with youth and system members.	SLO 1.2 SLO 1.3	CC 2.3.2 CC 3.1.1 CC 3.3.4 CC 4.3.2 TS 3.11	In-class activity & Participation Assignment #5
3. To incorporate multi-cultural and socio-political factors into treatment planning and practice.	SLO 1.1 SLO 1.2 SLO 1.3 SLO 2.2	CC 2.1.6 CC 2.3.1 CC 4.1.1 CC 4.3.1 CC 4.3.2 CC 4.4.1 TS 1.04 TS 3.11 TS 3.23	In-class activity & Participation Assignment #4
4. To begin to identify and describe which clinical approaches feel like a better personal fit.	SLO 1.2	CC 3.4.5 CC 4.4.6 TS 6.04	In-class activity & Participation Assignment #3 Assignment #5

CLASS ASSIGNMENTS

A note about writing: All written submissions for this course should be typed, in 12-point size, Times New Roman font, and double-spaced. The ability to express yourself and think critically through writing is important to your professional development. Please proofread your writing and be coherent with your writing style.

1. **Participation: 25 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.

Participation Rubric -- 25 points

CLASS PARTICIPATION EXPECTATIONS	Possible Points
Prompt and dependable presence in the class.	5
Prepares for class by immersing self in course readings and reflecting on their application to personal practice.	5
Contributes to ongoing reflection and evaluation of own development of a critical contextual consciousness and awareness of equity in the practice of MCFT.	5
Contributes to the reflection of other class members and the group project as a whole.	5
Helps to create an atmosphere of safety and mutual respect among all class members.	5
TOTAL	25

2. **Letter to My Younger Self: 20 points**

Reflect on your childhood and adolescence, and your relational experiences and history with your primary care providers. Please use the Critical Genogram from 504/Life Maps from 511 if you still have it.

Contextualize your experience by considering the historical, sociopolitical influences (i.e., national and world events, wars, economic shifts, politics, legislative changes, civil rights issues, social movements, television/film/media, etc.), sociocultural 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.).

Consider the dominant parenting practices used in the environment you grew up in, family structure and roles, and family ideology, values, and beliefs.

Incorporate the ideas from the McAdams framework of “becoming an actor” as you identify scripts you may have been taught to perform in your earlier years.

Then ***draft a letter to your younger self*** in the way you remember your childhood and adolescence. What would you have needed to hear and/or hear? What are some validations you would have needed and what exonerations would you want to extend to those who were in charge of your care? Make sure to demonstrate your thoughts, reflections, and responses to the prompts listed above. Submit on Moodle in PDF format. The letter should be no longer than 3 pages.

3. **Letter to My Future (Therapist) Self: 20 points**

Reflect on your relationship to children, adolescents, and parents/caretakers today.

What are some tender spots for reflection and reactions when considering working with clients and family systems in the midst of development and growth? In other words, what are some of your biases, experiences, and values that will color the way you work with children and youth?

Identify ways in which you could work on the previously identified issues through your personal and professional journey so that you could be effective and helpful family therapist for children, adolescents, and parents/caretakers. Include any observations of changes in your journey so far.

Then ***draft a letter to your future self*** as a person and as a therapist about your hopes for personal and professional growth. Make sure to demonstrate your thoughts, reflections, and responses to the prompts listed above.

Submit on Moodle in PDF format. The letter should be no longer than 3 pages.

Letters Rubric – 20 points for each letter

	Possible Points
Demonstrates thoughtful, honest, and critical reflections, as well as considerations of next steps, hopes, and areas of personal growth.	5
Demonstrates integration of macro- and meso-level historical and political information, sociocultural awareness, and its impact on personal experiences and self-of-the-therapist	5
Demonstrates integration of course content, class discussions, and readings/resources	5
Writing is clear, specific, concise, plain; easy to follow and presented legibly; meets assignment criteria listed above	5
TOTAL	20

4. **Interview with a Parent/Primary Care Provider of a child and/or adolescent:** 20 points
 Find someone in your life who is currently a parent or a primary care provider for child(ren) and/or adolescent(s) – someone other than your own parent, spouse, partner, or cohort mate – to have a conversation with (about 1-2 hours long) about being a parent and parenting.
 Recording your conversation to revisit for this assignment is not required, but recommended.

If needed, use and adapt the questions below (selected from Parenting Narrative Interview; Stueve & Waynert, 2003¹).

- To begin, I'd like you to remember when you first started thinking about being a parent. What kinds of things did you think about?
- What did you think being a parent would be like?
- Can you tell me about a particular experience related to deciding to have or coming to be the parent of your child?
- Is there an experience as a parent, either positive or negative, that you recall as being meaningful to you?
- Can you tell me about a meaningful experience you have had or expect to have related to taking care of your child's physical needs?
- Can you tell me about a meaningful experience you have had or expect to have related to promoting your child's development?
- How do you think your child sees you as a parent? What influences the relationship between you and your child?
- How would you describe a good relationship between a parent and a child?
- Are there any role models who have influenced you as a parent? How have they influenced you?
- What beliefs do you have as a parent that influence you?

¹ Stueve, J. L., & Waynert, M. F. (2003). Teaching about Fathers in a University Setting. *Fathering (Harriman, Tenn.)*, 1(1), 91–106. <https://doi.org/10.3149/fth.0101.91>

- What do you feel children need most from their parents? How does a parent know what a child needs?
- How do people learn to be parents? Why do you think that is the way they learn?
- How does someone know if they are a good parent?
- As your child's parent, is there any key event or experience that you anticipate in the future?
- Is there anything else you'd like to tell me about being a parent to your child?

Revisit this conversation and consider what you have learned about being a parent or a primary care provider for child(ren) and/or adolescent(s). Consider the current sociocultural, political, and environmental contexts, as well as the multi-faceted identity of your interviewee and the relationship between you and your interviewee.

Then, write up a reflective summary from the perspective of a future family therapist about what would be important to learn, consider, and address to best support the supporters of the children and the youth today.

Submit on Moodle in PDF format. The write-up should be no longer than 3 pages.

Interview Write-up Rubric – 20 points

	Possible Points
Demonstrates thoughtful, honest, and critical reflections, as well as considerations of next steps, hopes, and areas of personal growth.	5
Demonstrates integration of macro- and meso-level historical and political information, sociocultural awareness, and its impact on personal experiences and self-of-the-therapist	5
Demonstrates integration of course content, class discussions, and readings/resources	5
Writing is clear, specific, concise, plain; easy to follow and presented legibly; meets assignment criteria listed above	5
TOTAL	20

5. 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 integrate it in their clinical practice with children, adolescents, and families.

Students will 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).

Things to consider:

- Choose a container to hold your 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 **6-10 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.

You will bring your tool kit for “show and tell” in class.

You should be able to provide descriptions of at least 6 activities/interventions using the materials in the kit. See the rubric below for detailed requirements.

Play Therapy Tool Kit Grading Rubric - 15 points

	Total Possible Points
Two activities/interventions for children under 6 yrs. <ul style="list-style-type: none"> - Clear description of activity/intervention - Clearly explains therapeutic intent and therapeutic goal - Discusses how activity/intervention may be used in therapy for specific treatment issue 	(2 x 2 pts each) = 4 pts
Two activities/interventions for children 6-12 yrs. <ul style="list-style-type: none"> - Clear description of activity/intervention - Clearly explains therapeutic intent and therapeutic goal - Discusses how activity/intervention may be used in therapy for specific treatment issue 	(2 x 2 pts each) = 4 pts
Two activities/interventions for adolescents 12-18 yrs. <ul style="list-style-type: none"> - Clear description of activity/intervention - Clearly explains therapeutic intent and therapeutic goal - Discusses how activity/intervention may be used in therapy for specific treatment issue 	(2 x 2 pts each) = 4 pts
“Show and Tell” in class	3
TOTAL	15

EVALUATION & GRADING

Participation	25 pts
Letter to My Past Self	20 pts
Letter to My Future Self	20 pts
Interview with a Parent	20 pts
Play Therapy Tool Kit	15 pts
TOTAL	100 pts

94-100 = A	90-93 = A-	89-87 = B+	86-84 = B
83-80 = B-	79-77 = C+	76-74 = C	73-70 = C-

According to Graduate School policy, grades lower than B- may not apply to graduation. Students earning a C+ or lower will need to repeat the course.

LATE ASSIGNMENT POLICY

Assignments should be completed by the dates indicated on the syllabus. Late assignments are strongly discouraged. Assignments turned in late in most instances will receive a deduction of 2 points for each day late, including weekends.

COMMUNICATION POLICY

Most e-mails will be answered within 48-hours, with the exception of weekends. You should work proactively and look ahead to make sure any concerns and questions are given enough time for a response.

DISABILITY SERVICES STATEMENT

If you require academic accommodations please contact the Office of Student Accessibility in Albany Quadrangle (503-768-7192 or access@lclark.edu). Once you complete the intake process and the Accommodations Agreement, you may Request to Send your Accommodations Letter. Student Support Services staff will then notify faculty of the accommodations for which you are eligible.

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 must be met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

VIRTUAL LEARNING REQUIREMENTS

In the event that this course is moved online in order to maintain the pedagogical quality, you will need to consider the following requirements:

- A computer - PC or Macintosh- with a stable Internet connection. Higher speed Internet connections (cable modem, DSL) are strongly recommended.
- The most current version of the browser Firefox or Chrome.
 - Download Firefox <http://www.mozilla.org/en-US/firefox/new/>
 - Download Chrome <https://www.google.com/chrome/browser/desktop/index.html>
- The most current version of Zoom downloaded as an application on your computer
 - Download Zoom <https://zoom.us/download>
 - Sign in with your Lewis & Clark email account
 - For help and troubleshooting with Zoom, visit the Zoom Help Center: <https://support.zoom.us/hc/en-us>
- Computer skills - email, surf the Internet, create basic word processor files, use track changes feature in Word, upload and download documents.
- Microsoft Office 2010 or higher (Must include Word and PowerPoint).
- A reliable Lewis & Clark email address (lclark.edu) that will not change from the beginning until the end of the semester.
- A "technology back-up" plan. Students should plan out an alternative location to do assignments and quizzes in the event their computer or Internet connection is not working.
- Time. Distance learning courses require as much time as traditional (classroom) instruction. The primary difference is that online instruction allows flexibility.
- Self-motivation. Online students must be "self-starters", and have the ability to work with minimal supervision. Students who procrastinate are rarely successful in distance learning courses.

Students are also required to:

- Make use of the online course materials available via Moodle(<https://moodle.lclark.edu/>). You need to log into Moodle and give the system 24 hours for the courses to appear on your dashboard. Access to these materials is available once you have registered for the course.
- Participate in asynchronous online discussions and activities.
- Complete readings and assignments by the due dates indicated on the syllabus.
- Check your Lewis & Clark email (lclark.edu) on a daily basis, and respond to the instructor in a timely manner.

LEWIS & CLARK COVID-19 POLICY

Please read and carefully review Lewis & Clark's guidelines regarding Covid-19 and related concerns at <https://www.lclark.edu/news/covid-19-response/>

CELL PHONES

Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit the class to use your cell.

LEWIS & CLARK GSEC STUDENT HANDBOOK & POLICIES

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. The full student handbook can be found here (https://graduate.lclark.edu/student_life/handbook/college_policies/).

This includes full adherence to the following policies:

- Nondiscrimination: [go.lclark.edu/gsec-nondiscrimination](https://graduate.lclark.edu/gsec-nondiscrimination/);
- Standards for professional student conduct and academic integrity: [go.lclark.edu/gsec-conduct](https://graduate.lclark.edu/gsec-conduct/);
- Sexual misconduct: [go.lclark.edu/titleIX](https://graduate.lclark.edu/titleIX/).

If you have any questions regarding these policies, please speak to your instructor for clarification.

COURSE SCHEDULE

Subject to change as needed

	Topic	Readings due
Week 1	Introductions and overview	Syllabus Prologue (McAdams, 2015)
Week 2	Becoming an Actor 1	Chapters 1-4 (McAdams, 2015)
Week 3	Becoming an Actor 2 <i>Effect of an audience: Example of Gender Socialization</i> Guest*	Articles & Resources listed on Moodle <i>Letter to My Younger Self due at 11:59 PM PST</i>
Week 4	Becoming an Agent 1	Chapter 5-7 (McAdams, 2015) Articles & Resources listed on Moodle
Week 5	Becoming an Agent 2 <i>Sociocultural, political, historical, and biological influences</i> Guest*	Articles & Resources listed on Moodle
Week 6	Becoming an Author	Chapter 8-10 (McAdams, 2015) Article listed on Moodle

Week 7	Technology, Social Media, and Neurodivergence	Articles & Resources listed on Moodle
Week 8	Systems of Childhood & Mandatory Reporting <i>Guest*</i>	Mandatory Reporting of Child Abuse https://www.oregon.gov/odhs/report-abuse/Pages/mandatory-reporting.aspx Mandatory Reporting of Abuse of Adults with Developmental Disabilities https://www.oregon.gov/odhs/report-abuse/Pages/mandatory-reporting-adults-idd.aspx TED Talk “School suspensions are an adult behavior Rosemarie Allen TEDxMileHigh” https://youtu.be/f8nkcRMZKV4
Week 9	Supporting Supporters <i>Guest*</i>	Articles & Resources listed on Moodle <i>Interview with a Parent Write Up due at 11:59 PM PST</i>
Week 10	Working with children and adolescents	Articles & Resources listed on Moodle <i>Show & Tell: Play Therapy Tool Kit due in class</i> <i>Letter to My Future Therapist Self due at 11:59 PM PST</i>