Course Instructor: Dave Verhaagen, Ph.D., ABPP
Dates: June 7-8; July 12-13; Aug. 9-10
Time: Friday evenings, 6:30pm-9:30m; Saturdays, 8:30am-1:00pm
Location: GCTS Charlotte Campus
Course Format: Weekend Summer

I. Course Description

This course equips students to become more competent in therapeutic work with children, adolescents, and their families. It presents theoretical models of therapy and teaches specific techniques in working with a wide range of problems that children may experience. The course will help students build rapport with children and parents, learn a wide range of interventions, and deal effectively with resistant clients. We will spend significant time discussing ethical and other complex issues that come up in the course of providing therapy to children and adolescents.

II. Course Relationship to Curriculum

This course helps prepare students for the variety of counseling challenges that are commonly encountered by professional counselors, pastoral counselors, and pastors who provide care for children, adolescents, and parents.

III. Course Objectives

1. The student will learn about several different therapeutic approaches to children and adolescents and be able to select appropriate approaches for different childhood problems.

2. The student will learn diagnostic interviewing approaches that are appropriate for children and their families.

3. The student will learn skills to develop rapport with children and adolescents and to deal with resistance.

4. The student will acquire basic knowledge of common childhood disorders and demonstrate an ability to recognize disorders as well as recommend an effective course of treatment.

5. The student will learn to view childhood problems within the family system and learn ways of intervening with the family that benefit the child.
IV. Course Textbooks


V. Course Requirements and Grading

**Child Interview** – a 15-30 minute interview with a child of any age (3-18) summarized in 3-5 pages that includes the following elements: a) brief description of the child (age, gender, other descriptors), b) the child’s interests and strengths, c) the way the child describes him/herself, d) the child’s relationships (family, peers, teachers, etc.). This should be a conversation and not a counseling session; it should also only be done and reported with a parent’s consent. The child should know ahead of time that the information will be written up and presented to someone else. At the end of the paper, make some comments about this experience (Was it easy and natural or uncomfortable? Was rapport quickly established or did it take awhile? etc.) (25%). Due: June 12, 2013.

**Book Summary** – Summarize all of Section 1 of *Motivational Interviewing with Adolescents and Young Adults*, as well as one chapter of your choice in Section 2. The summary should include the key points and applications to clinical practice. It will probably be around 5-7 pages, but any page length will be sufficient. (25%). Due: June 12, 2013.

**Book Review** of *Parenting with Love and Logic* – 3-5 pages that summarizes the main points of the book and discusses its implications for counseling and parent consultation. Also provide your reactions to the concepts in the book. (20%) Due: Aug. 9, 2013.

**Book Review** of *Beautiful Boy* – 3-5 pages that summarizes what you learned about addiction from the book and how the book struck you emotionally. (20%) Note: Due to the content of the book, you may choose a substitution for this requirement. Due: Aug. 9, 2013.

**Class Participation** – attending and being a part of the class lectures and discussions. (10%)

Late work will not be accepted without a clear reason and prior approval.
VI. Course Policies

Standard seminary policies for attendance, due dates, etc. will apply.

Please feel free to contact me via e-mail at dverhaagen@southeastpsych.com. My work number is 704-552-0116.

VII. Course Outline

The class meetings will involve lecture, class discussion, demonstration, video presentation and role-play. The timing of the outline may shift according to the needs of the class.

Weekend 1 – Introduction to Child & Adolescent Therapy
Review of Critical Developmental Issues
Comparisons of Different Therapy Approaches with Children
The Beginning of Therapy
Building Rapport
Working with Parents
Assessing Strengths and Needs
Treatment Planning
Cognitive-Behavioral Therapy
Play Therapy
Skill-Based Therapy
Parent Consultation and Training

Weekend 2 – Working with Tweens and Teens
Teen Culture – the iGeneration
Motivational Interviewing with Older Children and Adolescents
Dealing with Resistance
Working with Out of Control Teens
Therapeutic uses of new technologies
Confidentiality Issues and Teens
Disruptive Behavior Disorders
Anxiety Disorder
Asperger’s
Addictions
Mood Disorders
Trauma Issues
Weekend 3 – Advanced Issues in Child and Adolescent Therapy
Ethical Issues and Dilemmas
Bounds of Competence
Divorce/Custody Issues
Mandatory Reporting
Sexual acting-out
Confidentiality Issues
Diversity Issues
Boundary Issues and Dual Relationships
Integrating Faith & Therapy

VIII. Selected Bibliography


Syllabus Addendum

Academic Standards
Cheating and plagiarism are considered serious breaches of personal and academic integrity. Cheating involves, but is not necessarily limited to, the use of unauthorized sources of information during an examination or the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructors. Plagiarism involves the use of another person’s distinctive ideas or words, whether published or unpublished, and representing them as one’s own instead of giving proper credit to the source. Plagiarism can also involve over dependence on other source material for the scope and substance of one’s writing. Such breaches in academic standards often result in a failing grade as well as other corrective measures. For more information, please consult the Student Handbook.

ADA Policy
The seminary complies with the provisions of the Americans with Disabilities Act. A student with a qualifying and authenticated disability who is in need of accommodations, should petition the seminary in accordance with the stated guidelines in the Student Handbook.

Cancellation of Class
In the event the seminary has to cancel a class meeting (impending storm, professor illness, etc.), the Registration Office will send out an email (via the GCTS email account) notification to all students registered in the respective course. If the cancelation occurs the day of the scheduled meeting, the Registration Office will also attempt to contact students via their primary phone contact on record. The professor will contact the students (via GCTS account) regarding make-up. If a weekend class is cancelled, the class will be made up during the scheduled Make-Up weekend (see the academic calendar for the designated dates). For more info, consult your Student Handbook.

Extension Policy
Arrangements for submission of late work at a date on or before the “last day to submit written work,” as noted on the seminary’s Academic Calendar, are made between the student and professor. Formal petition to the Registration Office is not required at this time. This includes arrangements for the rescheduling of final exams.

However, course work (reading and written) to be submitted after the publicized calendar due date, must be approved by the Registration Office. An extension form, available online, must be submitted to the Registration Office prior to the “last day to submit written work.” Requests received after this date will either be denied or incur additional penalty. For a full discussion of this policy, please consult the Student Handbook.

Grades
Faculty have six weeks from the course work due date to submit a final grade. Grades are posted on-line within twenty-four hours of receipt from the professor. Students are expected to check their CAMS student portal in order to access posted grades (unless instructed otherwise). Those individuals who need an official grade report issued to a third party should put their request in writing to the Registration Office.

**Returned Work**
Submitted hard-copy course work will be returned to the students if they provide a self addressed and postage- paid envelope with their final work. Work submitted without the appropriate envelope will be destroyed after the grade has been assessed and issued.