

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

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| Semester, Year | FALL, 2025 |
| Course Title | CHILD AND ADOLESCENT THERAPY |
| Course Code | COUN 0688 1B |
| Date | From September 9, 2025 to December 2, 2025 EVERY TUESDAYS |
| Time | From 2:15PM to 5:05PM |
| Delivery Format | BLENDED |
| Class information | <p>The classes will be:</p> <ul style="list-style-type: none"> • IN-PERSON ONLY on Sept 9, 16, 23, 30; Oct 7, 14, 28; Nov 4, 11 • SYNCHRONOUS ONLINE ONLY on Nov 18, 25, Dec 2 <p>NOTES: Both the in-person and synchronous online lectures require mandatory attendance. Please note that there will be NO synchronous online option for the in-person lecture days. See the course schedule below for the in-person and the synchronous online lecture days.</p> |
| Instructor | HELEN NOH, PhD Email: hnoh@tyndale.ca Tyndale Phone Number: (416) 226-6620 Ext. 2118 |
| Office Hours | By appointment only. |
| Course Materials | Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only. |

I. COURSE DESCRIPTION

Provides students with the theoretical knowledge and clinical skills necessary in the assessment and treatment of children and adolescents. Focus will be on clinical practice, diagnostic skills, play and art therapy, family systems interventions, and cognitive behavioral interventions. A review of issues and diagnoses unique to children and adolescents will be examined. Effective, evidence based clinical interventions for children and adolescents will be demonstrated and practiced. Ethical and legal issues in counseling minors will be examined.

Prerequisites: COUN 0574, COUN 0674 and COUN 0677

II. LEARNING OUTCOMES

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

1. Distinguish the major approaches to psychotherapy with children and adolescents
2. Demonstrate competence in the assessment and clinical treatment of commonly encountered childhood and adolescent mental health issues
3. Utilize empirically validated interventions that are effective in treating childhood and adolescent disorders and clinical issues
4. Examine commonly encountered mental health issues in children and adolescents, including relevant childhood psychopathologies (DSM-V)
5. Identify ethical standards and guidelines involved in working clinically with minors
6. Present a therapeutic model of counseling children and adolescents that critically and congruently integrates biblical and psychological paradigms in the process of assessment and treatment

III. COURSE REQUIREMENTS

A. REQUIRED READING

Landreth, G. (2024). [*Play therapy: The art of the relationship*](#). New York: NY: Routledge

Shapiro, J.P. (2015). [*Child and adolescent therapy: Science and art*](#). New Jersey: John Wiley & Sons, Inc.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Cochran, N., Nordling, W. J., Cochran, J. L. (2023). *Child-Centered Play Therapy*. New York, NY: Routledge.

Friedberg, R. D. & McClure, J. M. (2018). [*Clinical practice of cognitive therapy with children and adolescents*](#). New York: The Guilford Press.

Tyndale recommends [STEPBible](#) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. ASSIGNMENTS AND GRADING

1. Video Reflections: 20% of final grade (2 @ 10% each)

Students will be required to watch two clinical videos throughout the semester and submit a 4-5-page (double spaced) reflection that integrates thoughtful engagement of the video content with the required readings for the class. Each video reflection will be worth 10% of the total grade for a total of 20% toward the final grade. Please note the due dates for each of the video reflections on the course schedule. Detailed instructions will be given in class.

2. “Clinical” Interview Paper: 30% of final grade

Students will spend one hour with a child OR early adolescent (age 5 to 12) during the second half of the semester.

This exercise is for skill development and not for research purposes. No data or names of individuals will be used for research. Correct ethical guidelines for minors will be followed such as meeting in a public space, with parental permission with a full explanation of what it is for and that the interview will be used in a paper with no use of names.

In preparation for the “clinical” interview, 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 other age appropriate items presented throughout the lectures. The items in the “play therapy kit” will be utilized in the interview to help build rapport with the child or adolescent, to gain relevant information, and to assess its usefulness as a therapeutic tool when counseling children.

As well, students will utilize other “developmentally appropriate” items such as cognitive behavioral tools and constructivist therapy tools to gain relevant information and to assess its usefulness as therapeutic tools.

Students will then write an 8-10 page summary of the 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 (drawing from lectures 1-2)
- Utilization of the “play therapy kit” and “cognitive behavioral tools” and the child or adolescent’s reaction to the various “nonclinical” interactions
- The paper will include the following sections:
 - **SECTION I: Developmental Framework (10 points out of 30)**
 - What developmental stages, tasks, abilities, limitations did you see in the child during the interaction (draw upon the physical, cognitive, social, emotional, moral, spiritual domains from lectures 1-3 to support your answers)?

- What are some of the limitations and the strengths of the particular age group of the “client”?
- What are some of your strengths and limitations in engaging with the particular age group of the “client”
- **SECTION II: Application of the Tools (15 points out of 30)**
 - Briefly describe the rationale behind the “therapeutic modalities” that you utilized throughout the interview and how these principles guided your engagement with the child and/or adolescent.
 - Discuss how you attempted to establish a connection with the child/adolescent, including specific examples of how you utilized the “play therapy kit.” Were these tools helpful? What were some of your rationales for utilizing the items that you did? What was the outcome of building the therapeutic connection? What were some of the challenges you experience?
 - Describe how you utilized the “cognitive behavioral tools” and was it helpful? What were some of the significant responses from the child/adolescent? How did these responses influence the process of the interview?
 - Discuss any other “therapeutic tools” you utilized (e.g., solution focused questions, narrative therapy tools) during the session and the impact that it had on the process and content of the interview.
 - **KEY: PLEASE PROVIDE TANGIBLE EXAMPLES of specific phrases, skills, tools that you utilized during the session; how the child or adolescent responded; the influence that it had on the process and relationship; and your reflections on what you believe worked well, did not work well, and what you might have done differently.**
- **SECTION III: Personal Reflections (5 points out of 30)**
 - What might be some potential areas of countertransference in working with children and/or adolescents?
 - What are some strengths AND areas of growth that you see in yourself in working with children and/or adolescents?
 - What are some cultural factors that may have been significant in this experience?

3. Clinical “Skills Lab” Participation and Reflection: 10% of final grade

Students are required to attend all five weeks of the “clinical skills lab” for full grade. In addition, students will submit a summary of the lab session and personal reflections after each skills lab. Detailed instructions will be provided for the reflection paper.

4. Major Research Project and Class Presentation: 40% of final grade (35% for paper; 5% for presentation)

Students will write a 10-12 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
 - A summary of the DSMV criteria is not sufficient
 - Please include other sources of research that provides complexity and depth to the presenting issue or disorder
- Proposed etiology of the presenting problem as presented in the research
 - provide your own critical analysis of why these etiologies may be significant or which ones might be more significant to your particular age group
- Application of course material on the Developmental Framework of Children and Adolescents and how this knowledge must be integrated when understanding the issue or disorder – examples of questions that you can use to answer:
 - What are some important developmental issues that we must keep in mind when working with this particular disorder or topic?
 - How might a particular developmental stage impact this issue differently than if the child/teen was in a different developmental stage?
- One or two Evidence-based interventions that have been empirically shown to be effective as treatment for the issue, including application with course material:
 - How might a developmental framework inform the best type of intervention for this particular presenting issue?
 - How might you integrate play therapy into the evidenced-based interventions in developmentally appropriate ways?
- 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 evidenced based interventions for treatment, 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. The presentation will be 20 minutes in length with 5 minutes for questions and discussion.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

| Assignment | Due | % |
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| 1. Video Reflections (2@10% each) | Sep 30, Oct 28 | 20 % |
| 2. Clinical “Skills Lab” Reflections | | 10% |
| 3. “Clinical” Interview Paper | Dec 2 | 30 % |
| 4. Major Research Paper and Presentation | Nov 11 | 40% |
| Total Grade | | 100 % |

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

| Date | LECTURE FORMAT | Lecture Topic | Readings | DUE DATES |
|---------|-----------------------|---|-----------------|--|
| Sept 9 | IN- PERSON ONLY | Developmental Framework of Child and Adolescent Therapy – Part I | Landreth: 2-4 | |
| Sept 16 | IN- PERSON ONLY | Developmental Framework of Child and Adolescent Therapy – Part II | Landreth: 5-8 | |
| Sept 23 | IN- PERSON ONLY | Developmental Framework of Child and Adolescent Therapy – Part III Play Therapy – Foundations of Play | Landreth: 9-12 | |
| Sept 30 | IN- PERSON ONLY | Play Therapy – Theoretical and Therapeutic Fundamentals | Landreth: 13-15 | VIDEO REFLECTION #1 DUE BY NOON (Person- Centered Child Therapy) |

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| Oct 7 | IN- PERSON ONLY | Play Therapy – Skills and Interventions CLINICAL SKILLS LAB 1 | Landreth 16-19 | |
| Oct 14 | IN- PERSON ONLY | Behavior & Cognitive Therapy – Therapeutic Fundamentals CLINICAL SKILLS LAB 2 | Shapiro: 1-4 Friedberg: 1-6 (Recommended) | |
| Oct 21 | | READING BREAK: NO CLASS | | |
| Oct 28 | IN- PERSON ONLY | Behavior & Cognitive Therapy – Skills and Intervention Tools CLINICAL SKILLS LAB 3 | Shapiro: 5-6 Friedberg: 7-10 (Recommended) | VIDEO REFLECTION #2 DUE BY NOON (Cognitive-Behavioral Child Therapy) |
| Nov 4 | IN- PERSON ONLY | Constructivist Therapies: Narrative and Solution-Focused Therapy Skills and Intervention Tools CLINICAL SKILLS LAB 4 | Shapiro: 7-8 | |
| Nov 11 | IN- PERSON ONLY | Family and Group Therapy Skills and Intervention Tools CLINICAL SKILLS LAB 5 | Shapiro 9 | MAJOR RESEARCH PAPER DUE FRIDAY NOV 14 (11:55pm latest) |
| Nov 18 | ONLINE ONLY | Externalizing Disorders in children & adolescent | Shapiro 10-12 | RESEARCH PRESENTATIONS |

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| Nov 25 | ONLINE ONLY | Internalizing Disorders in children and adolescents | Shapiro 13-14 | RESEARCH PRESENTATIONS |
| Dec 2 | ONLINE ONLY | Developing Resilience and Post-Traumatic Growth in children and adolescents | Shapiro 15 | <p>“CLINICAL” INTERVIEW PAPER DUE (BY 11:55PM)</p> <p>RESEARCH PRESENTATIONS</p> |

V. SELECTED BIBLIOGRAPHY

Carr, A. (2016). [*The Handbook of Child and Adolescent Clinical Psychology*](#). New York: NY: Routledge.

Cochran, N., Nordling, W. J., Cochran, J. L. (2023). *Child-Centered Play Therapy*. New York, NY: Routledge.

Friedberg, R. D. & McClure, J. M. (2018). [*Clinical practice of cognitive therapy with children and adolescents*](#). New York: The Guilford Press.

Harding, J. (2024). *The brain that loves to play*. Routledge.

Smith-Adcock, S. & Tucker, C. (2023). *Counseling children and adolescents: Connecting theory, development, and diversity*. Sage Publications

Weisz, J. R., & Kazdin, A. E. (2017). *Evidence-based psychotherapies for children and adolescence (3rd ed.)*. New York, NY: Guilford Press.

VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at

the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (*SYNCHRONOUS ONLINE COURSE ONLY*)

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

**exceptions with permission from professor*

C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

Academic Integrity

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 (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

For proper citation style, consult [Citation Guides](#) for different styles. Students are encouraged to consult [Writing Services](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- [Student](#) Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (seminaryoffice@tyndale.ca) before proceeding.

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the [Extension Request Form](#). The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete ("I") may be granted by the Registrar. Once an extension is granted, it is the student's responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of "F" will be recorded for students who do not complete the outstanding work by the deadline.

E. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential, and the instructor will only see the aggregated results of the class.

F. LIBRARY RESOURCES

[Tyndale Library](#) supports courses with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).

G. GRADING SYSTEM & SCALE

For each course's grading rubric, please refer to your course syllabus or classes.tyndale.ca. For general grading guidelines, refer to Seminary [Grading System & Scale](#).