

Care of Children: Clinical and Pastoral Dimensions

PC 316-3

Summer 2009 ✧ 9:00 a.m. – 11:30 pm

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This online syllabus should be used to gain a better understanding of the content and focus of a course. The syllabus given out in the class may differ from this online version and its content supersedes that of the online syllabus.

Course Description

This course provides theological, theoretical, and practical foundations for a comprehensive exploration of assessment, treatment, and advocacy of children (through adolescents) from pastoral counseling and systemic perspectives. Utilizing a basic understanding of pastoral counseling and marriage and family therapy, the DSM-IV-TR, system theories, Solution Focus and Narrative Theories, and interventions, students will explore the diagnostic criteria for assessing children (through adolescents) and providing counseling for children and adolescents with emotional and behavioral disorders. Close attention will be given to how the child's symptoms affect family homeostasis and how parental emotional and behavioral problems impact the behavioral and emotional health of children. Readings, class participation and presentations, and lectures will focus on understanding the theoretical base for interventions, and intervention possibilities at individual, family, church, and community levels from pastoral counseling, systems, and brief therapy models. Responsibilities the church community plays as an advocate for healthy children and families, ethical issues, concerns for the therapist, and faith development of children and family through a child's growth and developmental stages will be explored.

Learning Objectives

1. To demonstrate a beginning working knowledge of emotional, cognitive, and behavioral problems as defined by DSM-IV-TR diagnosis for children and adolescents.
2. To demonstrate a beginning working knowledge of how pastoral counseling and marriage and family systems perspectives integrate a holistic approach to understanding the purpose of diagnosis and the meaning individual(s) give to it.
3. To demonstrate an understanding of the use family systems theories and brief therapies, specifically how Solution Focus and Narrative Therapies are used in the care and treatment of children through adolescence.
4. To develop an understanding of how faith communities and organizations can/and do meet spiritual needs of children and adolescents.
5. To demonstrate an ability to integrate theory, technique, and meaning into working with children, adolescents, and family units.

Care of Children, Summer 2009

M. Wayne Clark

Use of Inclusive Language

The seminary has an expressed commitment to inclusivity: "In 1977, the Seminary Council became concerned about the use of words which seem by implication to demean some persons or exclude them from Christian fellowship. As a result, the Council adopted a resolution asking members of the community to be conscientious in their use of language.

The resolution affirms the view that the church is the Body of Christ, which does not exclude any person because of race, ethnic origin, age, or sex. Recognizing the power of language to shape culture and perceptions of reality, it urges concern for others in language used in publications, chapel services, classrooms, and lectures. The Council recommends that all persons in the Seminary community seek to use language which is inclusive rather than exclusive, avoiding forms which seem to exclude or demean others because of age, sex, race, or ethnic origin."

Required and Recommended Texts

Required Texts

Anderson, H. & Johnson, S. *Regarding Children*. Louisville, KY: Westminster John Knox Press, 1994.

Berg, I.K. & Steiner, T. *Children's Solution Work*. New York: W.W. Norton & Company, Inc., 2003.

Freeman, J., Epston, D., & Lobovits, D. *Playful Approaches to Serious Problems: Narrative Therapy with Children and Their Families*. New York: W.W. Norton & Company, Inc., 1997.

Readings will be required from these texts on reserve at the library:

Carter, Betty and Monica McGoldrick, eds. *The Expanded Family Life Cycle: Individual, Family, and Social Perspectives*. Needham Heights, MA: Allyn & Bacon, Inc., 2005.

Kelcourse, Felicity, ed. *Human Development and Faith: Life-cycle Stages of Body, Mind, and Soul*. St. Louis, MO: Chalice Press, 2004.

Parks, Sharon D. *Big Questions, Worthy Dreams: Mentoring Young Adults in Their Search for Meaning, Purpose, and Faith*. Hoboken, NJ: John Wiley & Sons, Inc., 2001.

Rapoport, J. and Deborah Ismond. *DSM-IV Training Guide for Diagnosis of Childhood Disorders*. London: Taylor & Francis, Inc., 1996.

Stevenson-Moessner, Jeanne, ed. *In Her Own Time*. Minneapolis, MN: Fortress Press, 2000.

Yust, Karen M., Sandy E. Sasso, and Aostre N. Johnson. *Nurturing Child and Adolescent Spirituality: Perspectives from the World's Religious Traditions*. Lanham, MD: Rowman & Littlefield Publishers, Inc., 2005.

Other readings will be provided on CAMS or distributed in class.

Course Requirements and Evaluation

1. Attendance & Participation	20%
2. Small Group Presentation	25%
3. Written Assignments (6/3, 6/4, 6/5)	15%
4. Major Paper	30%
5. Ethics Quiz	10%

Attendance – In line with Seminary policy, prompt attendance at class sessions is expected out of respect for your fellow classmates as well as the adjunct professor. Unexcused absences of any course experience and tardiness will affect student learning and consequently, the student's grade. Students experiencing a major life event should contact the adjunct professor as soon as it practical. Students are responsible for material covered during any absence.

Participation – Will be evaluated on your consistent, attentive presence in class. Verbal participation will be evaluated by evidence of receptivity to the questions and ideas of others as well as articulation of one's own views and comments/questions relevant to reading assignments. Completing assigned readings before class is essential to effective participation.

Small Group Presentation – Since the instructor cannot participate in small groups, individuals will be responsible in organizing and developing their presentation in a professional way, appreciating each other's contribution. A simple evaluation tool will be used by participants to evaluate each other's participation.

Written Assignments – Graduate level writing is required. This includes clear organization, correct grammar, careful proofreading and proper citation of sources. Double-spaced 12 font, one inch margins are considered standard in this class unless otherwise specified. Grading of all material will be affected by careless writing. The Academic Skills Center provides instruction on all of these matters.

Academic Honesty - As per seminary policy, fully and accurately document any information included in your work that is not original to you. Also, be aware when you summarize information, even when you give the complete documentation information, your summaries should be in your own words and not retain too much of the original author's style. Any work that presents the work of someone else as if they were one's own is considered plagiarism. School and departmental policies on academic honesty will be followed. The Academic Support Center has handouts, and/or the Library can be of assistance.

Assignment Instructions

Small Group Presentation

The class will be divided into several small groups. Your group may choose a chapter(s) from a required text, a bibliography resource, or another relevant reading selected by the group. If you choose a reading not in the syllabus, a copy of that chapter or article must be supplied to the instructor at least one day before the presentation.

On the day of the presentation, each participant must come prepared with a 4-page summary of the topic being presented, demonstrating their own research on the chosen topic. The summary will be submitted to the instructor on the day of the presentation. The actual presentation must include critical thinking by the group on the topic presented, theological reflection, and possible interventions with theory of choice and therapeutic setting (family counseling, individual child or adolescent counseling, extended family including grandparent(s) aunt/uncle).

At the end of the presentation, your group members will complete a brief evaluation of each member's participation in the preparation and offering of the presentation.

Possible subjects (not exhaustive) for the presentation:

CHILD

- Theories – Bowen Family Systems, Solution-Focused, Narrative, Cognitive Behavioral
- An emotional/behavioral problem (Examples: transitions, trauma, fear, sexual/physical abuse, attachment issues, violence, others)
- Spiritual development
- Use of DSM-IV-TR in working with Children
- Learning disabilities
- Depression
- Anxiety
- Adjustment problems

ADOLESCENT

An emotional/behavioral problems (Examples: violence, drug/alcohol dependence, gangs, eating disorders, sex, gender identity, others)

Learning disabilities

Spiritual development

Runaways

Teenage pregnancy

Depression

Anxiety

FAMILY ISSUES

Divorce

Separation

Step-families

Cultural issues

Chronic medical problems

Genetic disorders

Death of sibling

Death of parent

Spiritual beliefs and values

Written Assignments and Major Paper

6/3/09

Bring to class a three generation family genogram. In small groups, discuss (see questions below) and then be prepared to present some of your findings to the larger group.

Each group will select a scribe who will list participants and ideas each group member shares.

Questions for Discussion

1. How does family affect our sense of self?
2. When you do theological reflection on your family, from what you experience in your genogram and hear from others, what thoughts come to mind? What stories surface?
3. What, if any, major emotional, social, spiritual, and/or moral themes do the different family narratives hold in common? If there are no common themes, what are individual themes in those areas that were shared and were you able to account (if so how) for the differences?

Note: Genograms and summary sheets will be submitted to the instructor at the end of the class.

6/4/09

Prepare written responses to the following questions. Use your responses as guiding points for class discussion and then submit them to the instructor at the end of class.

1. How do you experience your sense of “self” as a separate being, part of family, part of community?
2. Identify responsibilities you have had from your family of origin that helped you to define self, other (family), and community from a systems perspective.
3. What ethical principles might you draw from your responses or reactions to #1 and #2?
4. From the perspective of pastoral care and counseling, in one paragraph, respond to God’s call “Adam/Eve, where are you?” as it might relate to your developmental stage of choice working with parents, infant, child, and adolescent.

6/5/09

In Anderson and Johnson’s text, *Regarding Children*, Chapter 3, “What Are Families For?,” reference is made to Anderson’s ‘principles about family structure...’ (p. 65):

1. Change and adaptability
2. Commitment to interdependence
3. Pluraism of family structure

Using Chapter 6 from Berg and Steiner as a resource, how would you as a pastoral counselor, pastor, MFT, help a child, children, family (focus on children) enhance their sense of “competence, expression of their will, offering choices...”, sense of control over their environment if:

1. Change and adaptability – a father loses his job and the family has to move 1,000 miles away where they know no one?
- Or 2. Commitment to interdependence – Grandma, who can no longer live alone, moves in with her son’s/daughter’s family? The house is a single story basic house with three bedrooms. Grandma will need a private room. There are four children.
- Or 3. Pluraism of family structure – the family structure changes? The biological parents are separated. Mom has remarried. Her new husband had two children who live with them. Mom and her new husband have a 16 month old baby. Biological dad was caring for their 13 year old son but now the son has to move in with Mom and step-father.

Write a 2-page paper identifying (A.) The narrative you create from the brief description you are given (be as creative as you dare). (B.) Theoretical understanding and interventions you might use if the family, or a member of the family, comes for counseling. (Base your response on Chapter 6 of Berg and Steiner). (C.) Theological reflection on the meaning you give to how the family/family members adapt, resist, grow, or regress in behavior to the degree they can/cannot control the situation.

Be prepared to discuss your narrative in class or in a small group discussion. (If small groups are determined, a group summary will be shared with the whole class.) Remember, your 2-page paper must be turned in at the end of the class period.

Major Paper

This paper has a minimum length of 15 pages, not including a title page or bibliography. The material must be double-spaced, use 12" font, and have one inch margins. The final completed piece must be submitted no later than the end of the class period on June 19th.

Focus of Paper - You are to create a small group experience for a faith-based organization/ congregation. The group will be psycho-educational with you as the leader/facilitator. Decide a theme/purpose of the group; however, the theme or purpose must be relevant to an issue(s), developmental phase, or study relevant to Pastoral Care of Children/Adolescents, the course material, and texts used in this course.

The paper must include:

1. Size, meeting times, purpose, any text to be used
2. An explanation of your theory of choice used as a foundation for the group and its relevancy to systems and pastoral counseling.
3. Evidence of integration of theoretical factors into: sample of "lecture" for the group, interventions, group discussion questions.
4. At least one "strong" paragraph on Theological Reflection regarding the theme and group purpose.
5. Ethical issues or concerns, i.e. confidentiality, emergencies, informed consent, referrals, boundaries, etc.
6. Understanding of self as leader/facilitator.
7. List of resources to be used.
8. Outline for each session plus sample of one session.

Course Schedule

DISCLAIMER - While every effort will be used to follow the syllabus format, changes may be necessary because of scheduling guest presentations, needed concentration on particular areas or topics of assigned material, or difficulties with group presentations. It is important to remember that all reading assignments will be the responsibility of the student to complete and to come prepared for class participation. Via e-mail, the Instructor will notify the class of significant schedule changes in advance.

June 1 Introduction: What we will be about. How to create a genogram. Expectations.

Participants should come prepared to discuss these themes:

1. Normal Development; 2. Personality; 3. Faith
- Pre-birth, birth, and the toddler (0-3 years)
Presentation: It's In Our Genes: The Role of Genetics in pre-birth/early infancy development. Nurture and nature issues in family.

June 2 Readings: Carter & McGoldrick, Chapter 4
 Yust, Sasso, & Johnson, Chapters 1, 4, & 6
 Berg & Steiner, Chapter 1

June 3 Theory and Practice (3-6, 6-11 years of age and onward)
Readings: Berg & Steiner, Chapters 2 – 5

“Connecting the Dots” (small group activity) – presentation of 3 generational family genogram and questions followed by class discussion.

June 4 Your World – My World – Our World
Readings: Anderson & Johnson, Chapters 1 & 2
 Carter & McGoldrick, Chapter 15

Developing the Differentiated-Self (Bowen)

- a. “With 8 you get eggroll/With 4 you get the eggroll as well”
- b. Theological Reflection: How does God call us into: Being, Family, Community

June 5 Readings: Anderson & Johnson, Chapters 3 & 6
 a. Is there a place for me? (in control/ out of control)
 b. Writing Assignment / Discussion
Guest Presentation: Terry Fontenot, LCSW, LMFT, Play Therapist, Registered Play Therapist Supervisor with Association for Play Therapy (APT)

June 8 Readings: Berg & Steiner, Chapter 7
 Rapoport & Ismond, Chapter 9 (text on reserve in library)
Ethical Consideration
Guest Presentation and/or Class Discussion including Theological Reflection

June 9 Readings: Freeman, Epston, & Lobovits, Chapters 1-3
 a. You're Grounded! In narrative. What is Narrative Therapy?
 b. Working with Children/Families: Ethical Responsibility
Guest Presentation: Anita Roper, Youth Program Coordinator, United Crescent Hill Ministries

June 10 Readings: Freeman, Epston, & Lobovits, Chapters 4 & 5
Group Presentation

Class Discussion

- June 11 Reading: Freeman, Epston, & Lobovits, Chapter 8
a. Group Presentation
b. Assessment (DSM-IV-TR) and Treatment of Childhood Depression
Ethical Considerations
Guest Presentation: “Autism is not a Person” Leah Bradley, Director of Alum & Church Relations, LPTS
- June 12 Readings: Berg & Steiner, Chapter 8
Kelcourse, Chapters 9 & 10
AAPC Code of Ethics
Class Presentation & Discussion
Ethical Issues and Challenges
- June 15 Readings: “What Teens Believe,” *Christian Century* (on Blackboard)
Steverson-Moessner, Chapter 8
View: Teen Depression (www.familyaware.org/teens/default.php)
Multiple Choice Quiz on Ethics presentation from 6/12/09 & AAPC Code of Ethics
- June 16 Adolescents: Life Stresses and Issues
Readings: Carter & McGoldrick, Chapter 16
Freeman, Epston, & Lobovits, Chapter 16
Guest Presentation: Becky Timerding, The Church’s Response to Children with Special Needs
- June 17 Readings: Anderson & Johnson, Chapters 5 & 6
Parks, pgs. 135-157, 164, 191-205
Ethical Considerations
Distribution of worksheets to be used in treatment planning discussion on June 18.
Remember: Worksheets will be collected at the end of class on June 18.
- June 18 Reading: Berg & Steiner, Chapter 9
Treatment Planning
Focus on integration of text(s) and DSM-IV-TR
Worksheets will offer a guide for discussion
Self as Pastor/Pastoral Counselor/MFT
Identity formation: Narrative and Solution Focus
- June 19 Self as Pastoral Counselor/MFT
Theological Reflection
Use of Assessments/Diagnosis

Bibliography

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- Coles, Robert. *The Spiritual Life of Children*. Boston, MA: Houghton Mifflin Harcourt, 1991.
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