MCMASTER DIVINITY COLLEGE

CS 3P1060/CS 5P1060

Healing Conversations with Children & Adolescents

Developmental Foundations, Theory and Counselling Skills

Course at a Glance

Term	Winter 2027
Delivery format	Hybrid — in-person on campus and live-streamed online (synchronous + asynchronous)
Class meeting time	Mondays, 2:00pm – 3:50pm
Location	TBA/ [Video-conferencing platform] link on Avenue to Learn (A2L)
Instructor	Ruth Baah-Gyebi, M.Sc., RP, (Registered Psychotherapist)
Email	baahgyer@mcmaster.ca
Availability	Briefly after class and during breaks on class days, or by appointment via email
Learning platform	Avenue to Learn (A2L) - readings, recorded lectures, videos

A Word of Welcome

Welcome. It is a joy to walk with you this term as we learn to sit with children and young people in some of their most tender moments. Take heart at the outset: this may be the one course for which every single one of us already holds a lived qualification, we have all been children ourselves. So, this posture of care is one we can genuinely assume. And yet no two childhoods are alike; the experiences a young person has may look nothing like our own, which is precisely what keeps us humble, curious, and truly listening rather than assuming we already understand.

Healing conversations are, at heart, an extension of the care and hope we ourselves have received; a ministry of presence offered in a child's own language. My prayer is that you will leave this course more confident in your skills, more compassionate toward the young people and families you serve, and more attentive to the God who is already at work in their stories. May we take our cue from the One who said, "Suffer the little children to come unto me" trusting that he still calls them to come unto us, too.

1. Course Description

Healing conversations with children and adolescents require approaches that recognize their developmental, relational, family, cultural and spiritual contexts. This skills-development course introduces foundational knowledge, counselling approaches and practical skills relevant to work with children and adolescents in counselling, pastoral-care and ministry settings. Attention is given to what is distinctive about counselling younger clients compared with adults.

The first part of the course establishes a foundation in therapeutic relationships, development, ethics, consent and confidentiality, family involvement, systemic assessment, case formulation and treatment planning. The

second part introduces selected counselling approaches and provides structured opportunities to practise developmentally appropriate interventions. Learning occurs through focused teaching, case discussion, instructor demonstration, role play, observation, feedback and repeated skills practice. Throughout the course, students consider scope of practice and when consultation, supervision, referral or specialized care is required.

Prerequisites

Previous coursework in basic counselling skills and human development is recommended but not mandatory. Students without previous counselling-skills training are encouraged to complete the introductory resources provided on A2L during the first two weeks of class.

Professional, ethical & Canadian practice framework

The course is informed by current Canadian and Ontario professional expectations, including relevant CRPO Professional Practice Standards, informed-consent and capacity requirements, privacy obligations, professional boundaries, and Ontario child-protection legislation. Confidentiality and its limits, caregiver involvement, safeguarding, competence, consultation, supervision and referral will be addressed.

Completion of this course does not by itself establish competence to practise child or adolescent psychotherapy independently. Competence develops through appropriate education, supervised experience, consultation and continuing professional development.

2. Course Format, Modes of Participation & Expectations

This is a skills-development course delivered in a hybrid format. Students attending on campus and online work toward the same learning outcomes. Because the aim is competence in real conversations, active participation in demonstrations, role play, feedback and reflection are central to the course.

Experiential learning & 20-minute skills labs

- Each regular live teaching session will include approximately 30 minutes of structured counselling skills practice.
- Skills labs may include instructor demonstration, dyad or triad role play, child/adolescent and caregiver perspectives, structured observer feedback, and brief case-based exercises.
- The emphasis is on developing skill through practice, feedback and reflection rather than producing a single “perfect” response.

Technology & hybrid participation

- Online students require a reliable internet connection, working webcam and microphone, and access to A2L and the video-conferencing platform.
- All students need a quiet, private space for role play or recording so that confidentiality can be honoured. Online students will normally practise in breakout rooms while in-person students work in classroom dyads or triads.
- For selected skills labs, students should have simple materials available such as paper, markers or crayons, index cards, and a few basic objects or figures. Introductory play-based and expressive strategies in this course do not constitute specialist Play Therapy training or certification.

Communication & response time

Email is the best way to reach me at baahgyer@mcmaster.ca, with “Healing Conversations” in the subject line. I aim to respond before the next class. Brief questions can also be raised right after class or during breaks.

3. Learning Objectives

This is a skills-development course, and the learning objectives and core assessments are the same for every student. Objectives are organized around the College’s values of Knowing, Being, and Doing.

Knowing

- To describe key developmental differences between counselling children, adolescents and adults.
- To identify major ethical, legal and professional issues in counselling minors, including consent, capacity, confidentiality, caregiver involvement and safeguarding.
- To integrate developmental, individual, relational, family, cultural, social and spiritual factors into assessment, case formulation and counselling goals.
- To distinguish selected counselling approaches commonly used with children and adolescents and evaluate their developmental appropriateness.
- To discuss both the opportunities and limitations of counselling and pastoral care with children and adolescents, including thoughtful faith integration.
- To recognize when consultation, supervision, referral, psychological assessment, medical care or other specialized support is required.

Being

- To develop ways of interacting with children and adolescents that use their language and experience to make relational connection.
- To increase tolerance for hearing others’ pain while remaining aware of one’s own emotional responses and personal experiences.
- To practise empathic listening, curiosity and developmentally sensitive presence rather than prematurely fixing or directing.
- To develop cultural and spiritual humility and collaborative practice with children, adolescents, families and colleagues.

Doing

- To analyze case material and develop an initial developmental and systemic formulation.
- To establish developmentally appropriate rapport and explain the counselling frame, confidentiality and its limits to children, adolescents and caregivers.
- To gather relevant developmental, relational and contextual information using age-appropriate counselling skills.
- To demonstrate selected verbal, creative, cognitive-behavioural, relational and family-oriented counselling skills.
- To collaborate with children, adolescents and caregivers in establishing appropriate counselling goals while respecting the young person’s developing autonomy.

- To identify basic safeguarding and risk concerns and determine when consultation, reporting or referral is required.
- To evaluate counselling skills through self-observation, peer observation, feedback and reflective practice.

4. Course Texts

Required texts and recommended resources should be obtained before class. The course pairs a clinical and skills foundation (Kress) with a faith-integration companion (Lowe) as its two required texts, supported by recommended practical and pastoral resources so that skills and pastoral care are held together throughout. Additional Canadian professional-practice materials, articles and demonstration videos will be provided through A2L.

A. Required texts

- **Kress, Victoria E., Matthew J. Paylo & Nicole Stargell. Counseling Children and Adolescents. 2nd ed. Pearson, 2027**.
    - The core text provides the developmental, systemic, ethical, theoretical and practice foundation for the course. Weekly chapter selections are listed in the schedule.
- **Lowe, Julie. Building Bridges: Biblical Counseling Activities for Children and Teens. New Growth Press, 2020.**
    - This faith-integration companion offers practical, biblically grounded activities and language for engaging children and teens. Selected readings and activities are woven through the course, particularly the relationship-building, engagement and spiritual-resources sessions.

B. Recommended: practical skills companion

- Geldard, Kathryn & Rebecca Yin Foo. Counselling Children: A Practical Introduction. 6th ed. SAGE, 2024.

C. Recommended: faith-integration and pastoral companions

- Walker, Donald F., and William L. Hathaway, eds. Spiritual Interventions in Child and Adolescent Psychotherapy. American Psychological Association, 2013. The lead integration text: evidence-based guidance for assessing spiritual concerns and drawing on spiritual resources — including prayer, Scripture and images of God — with young people and their families. It anchors the Spiritual Concerns and Spiritual Resources module.
- Wright, H. Norman. The Complete Guide to Crisis and Trauma Counseling. Bethany House. Selected chapters support the safety, crisis and trauma session from a pastoral perspective.
- Grossoehme, Daniel H. The Pastoral Care of Children. Routledge. A pastoral and chaplaincy lens for ministry and health-care settings (available on A2L).
- Flanagan, Kelly S., and Sarah E. Hall. Christianity and Developmental Psychopathology. InterVarsity Press, 2014. A faith-integrated foundation for understanding children's development and difficulties, for students who wish to go deeper.

D. Canadian professional practice resources

- College of Registered Psychotherapists of Ontario (CRPO): current Professional Practice Standards and guidance relevant to minors, informed consent, confidentiality, competence and professional boundaries.
- Ontario legislation and guidance relevant to health-care consent, privacy, child protection and duty to report.
- Selected Canadian child and youth mental-health, counselling and pastoral-care resources posted on A2L.

E. Additional articles & videos

Additional readings and demonstration videos will be assigned selectively to support case work, skills practice and the course assignments without requiring multiple additional textbooks.

5. Instructor

Ruth Baah-Gyebi is a Registered Psychotherapist (RP) with the College of Registered Psychotherapists of Ontario (CRPO) and an Assistant Affiliate Professor of Counselling and Spiritual Care (part-time) at McMaster Divinity College. She specializes in traumatology and couples counselling and is a CRPO-approved clinical supervisor.

With over 26 years of clinical experience across the UK/Europe, Canada, and Africa, Ruth offers psychotherapy to individuals, couples, and families from diverse cultural and spiritual backgrounds. Ruth is the co-founder and Practice Director of *Elpizo Counselling Services*, a private group practice in Ontario that currently supports over 25 practitioners. In this role, she manages the practice and provides clinical supervision, mentorship, and practice development support to practicum students in Master of Social Work and Psychotherapy programs, as well as to seasoned clinicians. She also offers consultation to faith leaders, academic institutions, and business professionals on individual and organizational well-being.

Ruth is a seasoned trainer and educator with extensive experience delivering clinical and spiritual care training. She has previously taught counselling skills, and Practicum at Seneca College and regularly facilitates workshops and seminars for mental health professionals, churches, and community groups. Her passion lies in equipping emerging therapists and Christian leaders with the knowledge, skills, and ethical grounding needed for competent and compassionate practice in multicultural and spiritually integrated care settings.

She holds a Master of Counselling Studies from the University of Edinburgh and is currently completing her PhD in Guidance and Counselling. Ruth has been joyfully married for 33 years to her husband, affectionately known as "Dr. Love", who is also a psychotherapist and co-founder of Elpizo. Together, they are blessed with three adult children.

Contact & availability. I am available briefly after class and during breaks on class days, and otherwise by email at baahgyer@mcmaster.ca. Please include “Healing Conversations” in your subject line so I can identify your message quickly.

6. Course Requirements & Assessment

Assessment rewards growth in counselling skill, clinical reasoning and reflective self-awareness rather than the production of a single “perfect” response. The same weighting and core requirements apply to all students.

Component	Weight	Applies to
Participation & Skills Labs	15%	All students
Group Assignment — Case Formulation & Initial Session Role Play	25%	All students
Theory-to-Practice Integration Paper	30%	All students
Final Child/Adolescent Helping Conversation & Reflective Analysis	30%	All students

A. Participation & Skills Labs — 15%

Full participation in synchronous and asynchronous learning is expected. Approximately 30 minutes of each regular live teaching session will be devoted to experiential skills practice.

- Attendance and active participation in on-campus / live-streamed classes, demonstrations and case discussions. (Knowing & Doing)
- Participation in structured skills labs, rotating through counsellor, child/adolescent or caregiver, and observer roles. (Being & Doing)
- Brief asynchronous preparation, viewing and group work as assigned. Assessment reflects preparation, participation, openness to feedback and reflective engagement. (Knowing & Doing)

B. Group Assignment — 25%

Case Formulation & Initial Session Role Play. Due Sunday, March 7 at 11:59 PM. (Knowing, Being & Doing)

Using a child or adolescent case introduced early in the course, each group will integrate the foundational learning from the first half of the semester. The group will identify relevant developmental, family, relational, cultural and spiritual factors; ethical and professional considerations; an initial formulation; preliminary counselling goals; and an appropriate approach with rationale.

Each group will submit a concise written case formulation and counselling plan together with a recorded role play demonstrating part of an initial session with the child/adolescent and/or caregiver. Feedback will focus on both clinical reasoning and counselling process.

Hybrid note. Online groups complete the role play over video conferencing. In-person groups may record in the room or online. Selected excerpts may be reviewed in class; additional peer viewing may occur asynchronously so that live class time remains available for teaching and skills practice.

C. Theory-to-Practice Integration Paper — 30%

Due Monday, March 22 at 11:59 PM. (Knowing)

Select one counselling approach relevant to working with children or adolescents. Briefly explain its theoretical foundations and view of change, then evaluate its developmental appropriateness, key skills/interventions, current research support, relational/family/cultural considerations, limitations and scope-of-practice issues, and relevance to counselling, ministry or pastoral care. Include thoughtful engagement with Christian theology, values and spiritual care. The central question is: When might this approach be helpful for a child or adolescent, why, and how would I use it responsibly?

- Approximately 6–8 pages, double-spaced, excluding title page and references.
- Use the core text and relevant course readings together with a focused selection of current peer-reviewed counselling, psychology and/or pastoral-care literature.

D. Final Child/Adolescent Helping Conversation & Reflective Analysis — 30%

Due Friday, April 9 at 11:59 PM. (Being & Doing) This final project integrates the relational, developmental and counselling skills practised throughout the course.

a. Developmental Helping Conversation. Record approximately 15–30 minutes of a developmentally appropriate helping conversation with a child or adolescent volunteer with whom you do not have a therapeutic relationship. This is an educational skills exercise, not a psychotherapy session. The interaction should demonstrate rapport, age-appropriate communication, empathic responding, appropriate use of an activity or intervention where relevant, and a clear closing.

b. Reflective Skills Analysis. Review the recording and analyze approximately 10–12 significant counsellor responses or interventions, linking what you did to developmental reasoning, course skills and the young person's response.

- The volunteer must not be a current or former therapy client. Follow all required consent and confidentiality procedures for parental/guardian consent, the young person's assent, privacy, recording and secure submission.
- Use ordinary, low-risk material appropriate to an educational helping conversation. Do not intentionally seek disclosures of trauma, abuse, suicidality, self-harm or other significant clinical concerns for the purpose of the assignment. If an unexpected safeguarding concern arises, legal and ethical responsibilities take priority over the academic exercise.
- For each selected response, identify the skill or intervention used, why it was developmentally appropriate, how the child/adolescent responded, and what appeared helpful or less helpful.
- Provide an alternative response where appropriate and explain what you would do differently in a future conversation.
- Conclude with a brief reflection on developing strengths, areas for continued growth, personal assumptions or tendencies noticed, and what you learned from reviewing your own practice. The emphasis is reflective competence, not a perfect performance.

7. Course Policies & Administration

Academic Honesty

Academic dishonesty consists of misrepresenting the authorship or ownership of written work through deception or other fraudulent means. In an academic setting this may include copying or using unauthorized aids during tests or examinations; plagiarism, that is, presenting another person's (or generative AI's) words, ideas, data, or creative work as one's own without appropriate acknowledgement and citation; or submitting work for credit in more than one course without instructor permission.

A special note about Generative AI: Students are expected to do their own thinking and write their own papers and assignments. Generative AI is not to be used to do this work. The use of AI to produce content that is then submitted as though it were the student's own work constitutes plagiarism and is a violation of the Academic Honesty Policy. While AI tools may be used to correct errors in English grammar, usage, and mechanics, Generative AI must not be used to translate assignments from a student's native language into English. All degree programs at MDC are taught in the English language. Students are expected to be sufficiently proficient in English to engage fully in academic discourse in these programs.

AODA

In accordance with the Accessibility for Ontarians with Disabilities Act (AODA), McMaster Divinity College (MDC) is committed to supporting a learning environment that is inclusive and accessible to all students, including those with disabilities. Students who require academic accommodations to participate fully in this course must register with Student Accessibility Services (SAS) (https://sas.mcmaster.ca/) of McMaster University. SAS will work directly with the MDC Registrar to ensure reasonably appropriate accommodations are in place. Students with accommodations must use the SAS portal to activate the accommodations relevant to each course at the start of each term in which they are enrolled. Please note that accommodations must be requested in advance to allow sufficient time for implementation. Accommodations are not retroactive and will not be applied to coursework or activities that have already concluded.

Contact Information:

- **Student Accessibility Services General Inquiries:** sas@mcmaster.ca
- **Roksana Sobota (SAS Representative for MDC)**: sobotar@mcmaster.ca
- **MDC Registrar:** mdcreg@mcmaster.ca

Gender Inclusive Language

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all its publications. It is expected that student will use inclusive language in all MDC assignments. When referencing biblical texts, students should preserve the integrity of the original expressions and the names of God while using gender-inclusive language when referring to human beings. Biblical quotations should be taken from a gender-inclusive translation such as: NRSVue (2022), NIV (2011), CEB (2011), NLT (1996), or CEV (1995).

Hurlburt Family Bookstore

All required and recommended books for this class are available from the Hurlburt Family Bookstore located beside the entrance to the Nathaniel H. Parker Memorial Chapel of McMaster Divinity College. To purchase in advance, students may contact the bookstore manager, Bernice Quek, by phone at 416.620.2934 or 416.668.3434 (mobile); or by email at books@readon.ca. The Hurlburt Family Bookstore also carries other books and merchandise and is open throughout the academic year during posted hours.

College Style for Submission of Written Work

All stylistic considerations (including but not limited to questions of formatting, footnotes, and bibliographic references) must conform to the **McMaster Divinity College Press Style Guide** https://mcmasterdivinity.ca/resources-forms/mdc-style-guide/

Failure to observe appropriate form will result in grade reductions.

Submission of work & late penalties

All written assignments are submitted through Avenue to Learn on the class page, no submissions by email. Video portions of the group and final projects are uploaded accordingly. Late work is penalized 2% per day. Due dates are listed in the schedule.

Recording, consent & safeguarding

Role-play recordings are made for coursework only, kept secure and not circulated. The final helping conversation involving a minor requires the applicable parental/guardian consent and the young person's assent. The volunteer must not be a current or former therapy client. Students must not use identifiable material from real clients or create an interaction that functions as psychotherapy or assessment.

Duty to report. Academic requirements never override legal or professional responsibilities. Anyone working with children must know and follow the reporting obligations in their jurisdiction. In Ontario, suspected child abuse or a child who may need protection is addressed under the Child, Youth and Family Services Act. If a safeguarding concern arises during the final exercise, the helping conversation should stop as needed and the appropriate legal, supervisory or referral steps should be followed.

Student wellness & support

This course engages difficult materials such as trauma, suicidality, abuse, and other crises. If any of it touches you personally, please reach out for support; doing so is a sign of wisdom, not weakness. Resources include the MDC Chaplain, the McMaster Student Wellness Centre, the GuardMe Student Support Program and your local crisis line.

Devices in class

Please refrain from texting or phone conversations while class is in session. If you must stay reachable for family or ministry, silence your ringer and step out discreetly for urgent calls. The same applies to computer sound alerts.

Right to revise

This syllabus is the property of the instructor and is prepared with currently available information. The instructor reserves the right to make changes up to and including the first day of class.

8. Course Schedule

Synchronous sessions combine focused teaching, case studies, instructor demonstrations, approximately 30-minute skills labs and group discussion. Asynchronous work supports the live stream, selected reading, viewing, group preparation and reflective practice on A2L.

Week / Date	In class — synchronous	Prepare before next class — asynchronous
Module 1 — Alliance, Ethics & Assessment		
Week 1 **Jan. 11**	**Entering the World of the Child & Adolescent** Course orientation; why counselling young people is different Developmental foundations; therapeutic relationship, presence and use of self The young person as image-bearer; attentive presence as care **Skills Lab:** Building rapport with children and adolescents at different developmental stages.	**Read:** Kress ch. 1; Lowe, rapport-building activities (ch. 1–3); A2L developmental overview. **Group:** Review case options and form groups on A2L.
Week 2 **Jan. 18**	**Establishing the Counselling Frame** Who is the client? Professional roles and scope of practice Consent, capacity and assent; confidentiality and its limits; caregiver involvement Canadian/Ontario ethical and legal foundations; ethics in pastoral settings **Skills Lab:** Explaining counselling and confidentiality to a child, adolescent and caregiver.	**Read:** Kress ch. 4; CRPO/Ontario resources on consent, confidentiality and minors; A2L pastoral-ethics reading. **Group:** Apply the ethical and legal frame to your case.
Week 3 **Jan. 25**	**Developmental & Systemic Assessment** Understanding the presenting concern in developmental and family context Relational, cultural, social and spiritual context; strengths and protective factors Genograms and selected information-gathering tools **Skills Lab:** Gathering useful information without making the young person feel interrogated.	**Read:** Kress ch. 2 & 9; Lowe (ch. 4) on understanding a child's world. **Group:** Develop your initial assessment questions and formulation.
Module 2 — Formulation & Treatment Planning		
Week 4 **Feb. 1**	**From Information to Understanding** Developmental and systemic case formulation Identifying patterns, strengths, needs and hypotheses Including faith, meaning and spiritual context in a whole-person formulation **Skills Lab:** Moving from presenting behaviour to a developmental/systemic formulation.	**Read:** Kress ch. 3 & 9; A2L reading on spiritual/faith factors in assessment. **Group:** Refine your case formulation and identify further information needed.

Week / Date	In class — synchronous	Prepare before next class — asynchronous
Week 5 **Feb. 8**	**From Formulation to Counselling Plan** Collaborative goals and treatment planning Caregiver involvement; adolescent "buy-in"; family transitions and complexity Hope, meaning and the faith community as support; consultation, supervision and referral **Skills Lab:** Collaborative goal-setting with a young person and caregiver.	**Read:** Kress ch. 7 & 11; Lowe, selected goal/observation activities. **Group:** Complete counselling plan and prepare the initial-session role play.
Module 3 — Counselling Approaches & Intervention Skills		
Week 6 **Feb. 15**	**Reading week — no live class**	**Group:** Complete the case-formulation project and practise the role play. **Review:** Foundational materials from Weeks 1–5.
Week 7 **Feb. 22**	**Play-Based, Creative & Expressive Conversations** Play and creative expression as developmentally appropriate communication Drawing, metaphor, story, objects and simple activities Biblical stories, imagery and metaphor as points of connection; following rather than directing; scope and limitations **Skills Lab:** Using a simple creative activity to support communication and emotional expression.	**Note:** Possible guest lecturer. **Read:** Kress ch. 8; Lowe, creative/activity chapters (ch. 5–6); Geldard excerpt or A2L resource. **Group: Finalize project submission (due March 7).**
Week 8 **Mar. 1**	**Cognitive-Behavioural & Emotional-Regulation Skills** Developmentally adapting CBT Connecting thoughts, feelings, behaviour and body responses Truth, identity and self-talk: integrating Scripture with cognitive and regulation skills; psychoeducation and coping **Skills Lab:** Teaching one regulation or CBT skill in age-appropriate language.	**Read:** Kress ch. 5; Lowe, activities on thoughts, feelings and truth; A2L emotion-regulation resource. **Due: Group case formulation & initial-session role play — Sunday, March 7, 11:59 PM.**
Week 9 **Mar. 8**	**Family & Caregiver Interventions** Parent/caregiver consultation and coaching Family communication and supporting the young person's therapeutic relationship Working with families and faith communities; caregiver feedback while maintaining confidentiality	**Read:** Review Kress ch. 7 & 11; Lowe, family/caregiver activities; A2L caregiver resource. **View/Reflect:** Selected excerpts from group role plays as assigned.

Week / Date	In class — synchronous	Prepare before next class — asynchronous
	Skills Lab: Giving useful caregiver feedback without unnecessarily disclosing the young person's private conversation.	
Week 10 **Mar. 15**	**Counselling Adolescents** Developmental movement toward autonomy; engagement and resistance Identity, belonging, peer and family relationships Identity, doubt and meaning-making; relational, goal-directed approaches with reluctant adolescents **Skills Lab:** Engaging an adolescent who does not want to be in counselling.	**Read:** Kress ch. 3 and selected portions of ch. 5–6; Lowe, activities for teens; A2L adolescent-engagement resource. **Prepare:** Theory-to-Practice Integration Paper.
Module 4 — Crisis, Trauma & Safeguarding		
Week 11 **Mar. 22**	**When Healing Conversations Become Safety Conversations (live class)** Trauma, abuse and significant distress Suicide and self-harm; substance-related concerns Duty to report, basic safety planning, consultation and referral Lament, presence and hope in the midst of suffering **Skills Lab (live triads):** Asking about safety clearly, calmly and developmentally.	**Read:** Kress ch. 10 & 15; selected ch. 16 as assigned; Wright, selected chapters (crisis and trauma). **A2L:** Current Ontario child-protection, duty-to-report and risk-management resources. **Due: Theory-to-Practice Integration Paper — Monday, March 22, 11:59 PM.**
Week 12 **Mar. 29**	**Easter Monday — asynchronous, no live class** Self-directed consolidation of the safety and crisis material; preparing for the spiritual-resources module.	**Watch:** A recorded lecture or demonstration on safety conversations with children and adolescents (posted on A2L). **Comment:** Post a short reflection on the A2L discussion board — one thing that stood out, one question it raised, and how you would open a safety conversation clearly, calmly and developmentally — and respond to at least one classmate. **Read:** Review the Canadian safeguarding resources; Wright, remaining selected chapters. **Prepare:** Arrange your final helping conversation.
Module 5 — Spiritual Concerns & Spiritual Resources		
Week 13 **Apr. 5**	**Faith, Meaning & the Young Person** Spiritual development; assessing spiritual concerns	**Read:** Walker & Hathaway, selected chapters (assessing spiritual concerns; ethical use of prayer, Scripture and spiritual resources);

Week / Date	In class — synchronous	Prepare before next class — asynchronous
	Faith as meaning, resilience and hope; spiritual struggle Ethical use of prayer, Scripture and spiritual resources **Skills Lab:** Exploring spiritual experience with curiosity rather than assumption.	Lowe (ch. 7–8) on spiritual conversations; Grossoehme (pastoral care) recommended; A2L pastoral and theological resources. **Prepare:** Final helping conversation and reflective analysis.
Module 6 — Closure & Follow-up		
Apr. 9	**Submit Final Child/Adolescent Helping Conversation & Reflective Analysis**	**Due — Friday, April 9, 11:59 PM**
Week 14 **Apr. 12**	**Ending Well** Planning for termination from the beginning; developmentally appropriate endings Reviewing progress, caregiver communication, unexpected endings and referral Blessing, sending and hope; follow-up, continuing competence and caring for the counsellor **Skills Lab:** Ending a counselling relationship with a child or adolescent in a developmentally meaningful way.	**Reflect:** What will I take into my next healing conversation with a young person? **Complete:** Course evaluation.