



PSY 607 Child Development and Counselling Winter 2026

Professor: Tracy Azevedo, MA RMFT-SQ, CCS, RCC-ACS, CPC

Email: tazevedo@briercrest.ca

Phone: 306.747.7096

Course Dates: May 25–29, 2026, with weekly online portion beginning February 26, 2026 (please see note below in course texts)

February 26, 2026 – Online orientation at 4pm CST

Course Delivery Method: Online

3 Credit Hours

COURSE DESCRIPTION

This course surveys the stages of child development from infancy until adolescence. Included will be a consideration of the bio-psycho-social-spiritual influences in child development. Special attention will be given to childhood disorders and treatment.

COURSE INTEGRATION

This course provides an understanding of development that is foundational for any work with children, adolescents or adults. It aims to create an awareness of the maturation processes in the context of attachment, from how we connect and relate to ourselves, our family system, our community and our God.

COURSE TEXTS

Neufeld Intensive I: Making Sense of Kids online course (2010)

20 hours of lectures in video format, with supporting written and audio material provided through the Neufeld Virtual Campus. (Note this will be the foundational “textbook” for this course.)

*****THE BRIERCREST STUDENT RATE FOR THIS COURSE IS \$200CA. THIS FEE IS IN ADDITION TO THE BRIERCREST PSY 607 COURSE REGISTRATION FEE AND TO BE PAID BY THE STUDENT TO THE NEUFELD INSTITUTE AT THE TIME OF THE INTENSIVE I REGISTRATION IN FEBRUARY 2026 (you will receive an email with registration details in early February 2026).**

Movie:

Inside Out (2015). (Will be referred to on May 26th; come prepared to discuss in small groups.)

Recommended:

Beach, H. & Strijack, T. (2020). *Reclaiming Our Students*. Vancouver, BC: Page Two.

MacNamara, D. (2016). *Rest Play Grow*. Vancouver, BC: Aona Books.

Crain, William. *Theories of Development: Concepts and Application*. NJ: Prentice Hall (note that the 6th Edition (2010) is the most recent (375 pages), but you can use any edition for the purposes of this course)

Neufeld, G. & Mate, G. (2013; updated version). *Hold On To Your Kids*. Toronto, ON: Vintage Canada.

Students are expected to refer to Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <https://www.briercrestseminary.ca/seminary-life/documents>.

These texts are available in store and online at the Briercrest Bookstore: <https://www.briercrestseminary.ca/seminary-life/bookstore>.

Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>) and their myBriercrest.ca email account.

SEMINARY-WIDE OUTCOMES

Students will graduate:

1. Describing and demonstrating evangelical faith and values.
2. Preparing to serve God's kingdom in its diversity. Describe God, God's kingdom, and your calling (vocational sensitivity) within it, including the types of contexts and people you feel best prepared to serve.
3. Participating in the action of our Triune God through formation of the soul (i.e., virtue and spiritual integrity), mind (academic rigor), and strength (vocation).

COURSE OUTCOMES

By the end of this course, each student should:

1. Learn an integrative developmental paradigm.
2. Have a working knowledge of the factors of attachment, vulnerability and maturation, especially as they apply to children and adolescents.
3. Be able to evaluate and assess the needs of children and adolescents, including level of risk and crises management.
4. Learn and apply interventions using the factors of attachment, vulnerability, and maturation in working with children and adolescents.

COURSE OUTLINE AND CONTENT

Thurs, Feb. 26 4 pm CST	Neufeld Intensive I begins online ORIENTATION CLASS ONLINE	
Thurs, Mar 5	Session 1: Distinctives Session 2: The Maturation Factor	forum response forum response
Thurs, Mar 12	Session 3: The Emergent Process Session 4: The Adaptive Process	forum response forum response
Thurs, Mar 19	Session 5: Adaptation & Aggression Session 6: The Integration Process	forum response forum response
Thurs, Mar 26	Session 7: The Tempering Effect Session 8: The Vulnerability Factor	forum response forum response
Thurs, Apr 02	Session 9: Vulnerability & Maturation	forum response

	Session 10: The Attachment Factor	forum response
Thurs, Apr 09	Session 11: Six stage model Session 12: Attachment empowers	forum response forum response
Thurs, Apr 16	Session 13: The Alpha Dynamic Session 14: Shyness & Detachment	forum response forum response
Thurs, Apr 23	Session 15: Attachment & Maturation Session 16: Collecting our Children	forum response forum response
Thurs, Apr 30	Session 17: Bridging & Matchmaking Session 18: Compensating	forum response forum response
Thurs, May 7 7:30 pm CST	ONLINE SESSION: Intensive Q&A and Case Study Prep	
Thurs, May 7	Session 19: Softening Defenses Session 20: Priming Maturation	forum response forum response
Thurs, May 14		Case Study #1 due
Mon, May 25 9 am to 2 pm CST	Helping Children Flourish Maturation processes Defense system Development of Attachment	<i>Crain: Theories of Development</i>
Tues, May 26 9 am to 2 pm CST	The Science of Emotion The role of emotion in development	Inside Out (prep for discussion)
Wed, May 27 9 am to 2 pm CST	Stuckness and Childhood Problems A look at childhood disorders through a developmental lens	
Thurs, May 28 9 am to 2 pm CST	The Healing Nature of Play Creating a context for connection Softening defenses The therapeutic role of play	
Fri, May 29 9 am to 2 pm CST	Therapeutic Approaches	
Fri, June 12 3 pm to 5 pm CST	Creative Assignment Sharing (online)	Creative Assignment due

ASSIGNMENTS

Please submit all written assignments to Canvas.

Pre-Course Assignments:

Forum Responses: *see outline* 15%

Submit brief responses 75 – 100 words in length for each of the 20 sessions in the Neufeld Intensive I (to an online group forum). **More information will be given on this assignment during the online orientation.*

Case Study #1 (child) May 14, 2026 25%

You will be given a case study of a child following Session 20 of the Intensive I video lectures.

Part 1: Using the course material as a guideline (making sure to include consideration of maturation, vulnerability and attachment), describe what you see.

Part 2: Using these observations, how might you work with this child? (Include possible approaches and ideas, with reasoning to support your suggestions.)

Reflection: Share a window (about a paragraph) into what the process of writing this case study was like (e.g., challenges, surprises).

[length: 6 pages]

Mid-Course Assignments:

Participation/Contribution 5%

Includes in-class responses and discussions. You will also be asked to reflect on the class material at the end of each day and submit reflections by email. Length of response 100-150 words.

Post-Course Assignments:

Creative Application Assignment June 12, 2026 20%

For this assignment, you can choose something from the course that impacted you and apply it in a creative way of your choosing (e.g., song, poem, collage, painting, dance, sculpture, etc.). Write a short paper (2-3 pages) to go along with your project describing how it ties into the course material and reflecting on what the process was like for you. You can also include how this might impact or influence your work with children. *Please NOTE: We will have an online class June 12th to share these projects. If you choose to present your project at this online class, the accompanying paper is not required. More information to be provided in class.*

Insights Paper

July 24, 2026

10%

Apply your learnings on maturation, vulnerability and attachment to your own journey. How might these insights impact your experience working with others? How will it impact how you see yourself, and how you see others?

*[length: 2 to 3 pages]***Case study #2**

July 24, 2026

25%

You will choose a child or youth for this case study, and include the following:

Background: Provide some background information, including presenting concern (maximum one page; can be in note form).

Part 1: Using the Neufeld Intensive I in addition to this week's course material as a guideline, describe what you see.

Part 2: Using these observations, how might you work with this child? (Include possible approaches and ideas, with reasoning to support your suggestions.)

Reflection: Share a window (about a paragraph) into what the process of writing this case study was like (e.g., challenges, surprises).

*[length: 6 - 8 pages]***SEMINARY CALENDAR**

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current [Seminary Calendar](#).

Attendance Policy

In order to benefit fully from a seminary education, to be good stewards of time and finances, and to be considerate of their classmates and faculty members, students must be in class at every opportunity.

Modular Courses

Students are expected to attend 100 per cent of each modular for which they register. If this is impossible due to extenuating circumstances, arrangements must be made with the course professor before the first day of class. If extenuating circumstances prevent a student from attending class, a maximum of one (1) full day of class can be foregone. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Online Courses

If extenuating circumstances prevent a student from attending scheduled meeting times, then up to 20% of meeting time can be foregone. Students missing scheduled meeting times should make every effort to inform the course professor prior to any time missed. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Semester-Based Courses

All students missing more than two full weeks of a particular course from registration to the last day of classes will receive an automatic fail (0%). A student may appeal a course failure due to excessive absences. Successful appeals will be granted only in rare cases where all absences are clearly beyond the student's control. Appeals must be made through the Academic Appeal Process.

Modular Course Schedules

Modular classes begin at 9:00 a.m. on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

Assignment Submission

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

Return of Graded Assignments

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

Academic Honesty

As members of the Briercrest learning community, students have a responsibility to conduct themselves with integrity and honour. Students who cheat on exams, plagiarize, inappropriately collaborate, or use generative AI without instructor authorization violate the trust placed in them by their instructors, fellow students, and the seminary. Any such actions constitute a breach of academic honesty and will result in serious consequences, such as failure of an assignment, failure of a course, or expulsion from the seminary.

Plagiarism, whether intentional or involuntary, is the submission of the work of others, published or unpublished, in whole or in part without acknowledgment or proper documentation. All information, ideas and/or direct quotations taken from other primary or secondary sources must be documented appropriately.

Generative AI is an umbrella term for a type of machine learning and a group of algorithms that can create new content, such as text, code, images, videos, music, or a combination of all these formats. Generative AI produces output in response to a query or prompt using generative models such as Large Language Models (LLMs) that rely on large datasets. Generative AI features are also often embedded within tools such as Grammarly, allowing these tools to generate new content, such as the rewriting, paraphrasing, or summarizing of existing text. The generated responses of these tools are probabilistic, which can result in errors and biases in responses.

The use of generative AI to create audio or visual media, to produce outlines, to generate partial or complete drafts of assignments, to answer questions on quizzes or exams, or to edit the grammar of assignment drafts is considered unauthorized unless it is explicitly permitted by the course instructor in writing. All use of generative AI tools must be properly documented.

Students are responsible for ensuring they are using their sources and completing their assignments with transparency and honesty. For more details, consult the [Seminary Calendar](#) and the Briercrest Format Guide. In addition to being familiar with these pages, instructors assume that you have completed the Briercrest Academic Integrity course on [Canvas](#) and understand the information contained in it.

Academic Accommodations

Any student with a disability, injury, or health condition (mental or physical) who may need academic accommodations (permanent or temporary) should contact the ARC Coordinator in person (L234 in the Library), by phone (1-306-801-6159), or by email (arc@briercrest.ca). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.). It is recommended that students meet with their professors to discuss the requirements of their accommodations (i.e., how the student will receive lecture notes, or how the professor wants to receive extension requests).