Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.
COURSE SYLLABUS
EDCE 611
CHILD AND ADOLESCENT COUNSELING IN THE SCHOOLS

COURSE DESCRIPTION
This course focuses on counseling theories and techniques used with children and adolescents in the school setting (e.g., play therapy, solution-focused counseling). The school counselor’s role is examined.

RATIONALE
Based on a biblical worldview, the goal of the course is to synthesize academic knowledge and skills with biblical values, moral dimensions, and ethical implications. The school counselor licensure program at Liberty University maintains a continuous cycle of evaluation and revision in order to achieve its mission of developing competent professionals with a biblical worldview for Christian, public, and private schools. It is important for professional school counselors to gain a more in-depth understanding of the counseling theories and techniques used with children and adolescents in the school setting (e.g., play therapy, solution-focused counseling, etc.). This course provides the candidate with the knowledge and skills needed to facilitate students’ emotional, psychological, cognitive, social, and spiritual development and to promote successful transitions in the personal, social, career, and academic success of all students.

I. PREREQUISITE
For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASE
Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. RECOMMENDED RESOURCES


IV. ADDITIONAL MATERIALS FOR LEARNING
A. Computer with basic audio/video output equipment
V. **MEASURABLE LEARNING OUTCOMES**

Upon successful completion of this course, the student will be able to:

A. Demonstrate the ability to assess and interpret students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities, and demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.

(CACREP – SC: D.1, H.1); assessed with Quiz #1, Discussion Board Forum #1, Cultural Diversity Staff Development Workshop, and Comprehensive Child and Adolescent Counseling Benchmark.

B. Identify appropriate, ethical, and culturally sensitive assessment strategies to evaluate student needs and student development as well as counseling services and programs and analyzes assessment information and research in a manner that produces valid inferences and applies research to inform evidence-based practices.

(CACREP – II.G.7.b, G.7.f, G.7.g, G.8.d, G.8.e; SC: H.2., H.3, 1.3); assessed with Quiz #2, Quiz #3, Quiz #8, Cultural Diversity Staff Development Workshop, and Comprehensive Child and Adolescent Counseling Benchmark.

C. Demonstrate knowledge of the theories and processes of multicultural counseling and wellness and implement prevention and intervention strategies and programs for helping students identify strengths and cope with environmental and developmental problems.

(CACREP – II.G.2.c, G.3.h, G.5.a, G.5.c, G.5.d; SC: C.1, C.2, C.3); assessed with Quiz #1, Quiz #2, Quiz #3, Quiz #4, Quiz #5, Quiz #6, Discussion Board Forum #3, Discussion Board Forum #4, and Comprehensive Child and Adolescent Counseling Benchmark.

D. Identify the effects of atypical growth and development, health and wellness, language, ability level, multicultural issues, and factors of resiliency on student learning and development and implement appropriate prevention and intervention programs.

(CACREP – II.G.3.d; SC: A.6, D.3); assessed with Quiz #1, Quiz #2, Quiz #6, and Comprehensive Child and Adolescent Counseling Benchmark.

E. Recognize factors that influence student development (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression), assessing barriers to personal, social, and academic functioning including the signs and symptoms of substance abuse in children, adolescents, and in the home.

(CACREP – II.G.3.f., G.3.g; SC: G.1, G.2, H.5); assessed with Quiz #6, Quiz #7, Quiz #8, and Comprehensive Child and Adolescent Counseling Benchmark.
F. Identify community, environmental and institutional opportunities that enhance and barriers that impede academic, career, and personal/social development of students, including multicultural counseling issues (e.g., ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity).

(CACREP – II.G.2a, G.2.e, G.2.f; SC: E.2, E.4, F.1); assessed with Quiz #2, Quiz #4, Quiz #6, Quiz #7, and Comprehensive Child and Adolescent Counseling Benchmark.

G. Demonstrate multicultural competencies in relation to student learning and development, diversity, culture, and spiritual and religious beliefs.

(CACREP – II.G.1.j; SC: B.1, D.5, H.4, N.5); assessed Quiz #2, Quiz #3, Quiz #6, Cultural Diversity Staff Development Workshop, and Comprehensive Child and Adolescent Counseling Benchmark.

H. Demonstrate the ability to apply ethical and legal standards in school counseling including recognition of the students limitations as a school counselor, seeking supervision, and engaging in appropriate student and family referral and resource delivery.

(CACREP – II.G.1.b, G.1.c, G.3.c., G.5.g; SC: A.7, C.6, D.4, M.7); assessed with Quiz #7, Discussion Board Forum #2, Crisis Management Planning and Evaluation Paper, and Comprehensive Child and Adolescent Counseling Benchmark.

I. Describe the function of collaborative models and the school emergency management plan during a crisis and identify the roles, skills, and responsibilities of the school counselor during crises and the potential impact of a crisis, including assessing and managing suicide risk.

(CACREP – II.G.3.a; SC: C.6, M.7); assessed with Quiz #1, Quiz #7, Crisis Management Planning and Evaluation Paper, and Comprehensive Child and Adolescent Counseling Benchmark.

J. Demonstrate the ability to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.

(CACREP – SC: C.4, M.6, N.4); assessed with the Transitioning Peer Program.

K. Demonstrate an understanding, a use, and a coordination of peer programming interventions (e.g., peer meditation, peer mentoring, and peer tutoring) in the school counseling program.

(CACREP – SC: C.4, M.6, N.4) Assessed with Quiz #7 and the Transitioning Peer Program

L. Student will be able to recognize the signs and symptoms of mental health disorder and behavioral distress, including depression, trauma, violence, youth suicide, and substance abuse.
(CACREP – SC: C.6, D.4, G.1, G.2) Assessed with Discussion Board #1, Quiz #7, Crisis Management Planning & Evaluation Paper, Comprehensive Child & Adolescent Counseling Benchmark

VI. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and lecture notes

B. Course Requirements Checklist

After reading the Course Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (4)

Discussion boards are collaborative learning experiences. Therefore, the candidate will participate in 4 Discussion Board Forums throughout this course. The candidate must not attach threads/replies as files. The candidate must instead type directly into the Discussion Board Forum. Threads must be at least 500 words. One reply must be at least 250 words and no more than 300 words. Absolutely no Discussion Boards will be accepted late (MLO: A, C, H, L).

D. Cultural Diversity Staff Development Workshop

The candidate will create a staff development workshop for teachers in PowerPoint format. This workshop will address the needs of diverse youth, including spiritual and religious needs. The candidate will provide research to support the presentation and will cite a minimum of 3 peer-reviewed sources in current APA format (MLO: A, B, G).

E. Crisis Management Planning and Evaluation Paper

The candidate will evaluate the NEA School Crisis Guide and the FEMA Sample School Emergency Operations Plan using questions provided in the instructions document and on the grading rubric. The synthesis and evaluation of the model crisis management plans will aid the candidate in understanding crisis management in the schools, promote importance of mental health/behavioral awareness and the role of the professional school counselor before, during, and post-crisis (MLO: H, I, L).

F. Transitioning Peer Program

The candidate will produce a PowerPoint presentation with lecture notes included on each slide of the PowerPoint. The presentation will focus on creating a transitioning program. The transitioning program needs to involve peer intervention/facilitation in some manner as a component of the program. The program must address transitions a school-age student might experience. The transition could be career- and academic-related (e.g., elementary to middle school, middle to high school, school-to-work, high school to college) or related to life transitions (e.g., divorce, military deployment, childhood to adolescence, adolescence to young adulthood) (MLO: J, K).

G. Comprehensive Child and Adolescent Counseling Benchmark
As the culminating benchmark assignment for this course, the candidate will integrate learning from all course modules/weeks. Each component within the benchmark will be specific to the chapters and concepts discussed in course readings. The candidate will submit the prompt responses and resource lists via LiveText (MLO: A, B, C, D, E, F, G, H, I, L).

H. Quizzes (8)
The candidate will complete 8 quizzes consisting of contain 20 multiple-choice and true/false questions. Each quiz will be open-book/open-notes and have a 1-hour time limit. There is a one point deduction for every five minutes over the allotted one hour time limit. The quizzes cover the content of the module/week readings. Each quiz may only be taken one time (MLO: A, B, C, D, E, F, G, H, I, K, L).

VII. COURSE GRADING AND POLICIES
A. Points

| Course Requirements Checklist              | 10 |
| Discussion Board Forums (4 at 80 pts ea)   | 320|
| Cultural Diversity Staff Development Workshop | 100|
| Crisis Management Planning & Evaluation Paper | 100|
| Transitioning Peer Program                 | 100|
| Comprehensive Child and Adolescent Counseling | 220|
| Benchmark Quizzes (8 at 20 pts ea)         | 160|
| **Total**                                  | 1010|

B. Scale

D- = 730–749  F = 0–729

C. LiveText Submission Policy

All LiveText assignments—including those submitted in Blackboard and/or via SafeAssign—must be submitted to LiveText in order for the student to receive credit for them.

D. Late Assignment Policy

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction. This does not apply to Discussion Boards,
as late Discussion Boards are not accepted (as indicated below in #4).

2. Assignments submitted more than one week late will receive a 20% deduction. This does not apply to Discussion Boards, as late Discussion Boards are not accepted (as indicated below in #4).

3. Assignments submitted two weeks late or after the final date of the course will not be accepted.

4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

E. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.
## Course Schedule

**EDCE 611**


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<tr>
<th>Module/Week</th>
<th>Reading &amp; Study</th>
<th>Assignments</th>
<th>Points</th>
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DB = Discussion Board

**NOTE:** Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.