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

EDUC 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. Field experience required.

RATIONALE
Based on a Biblical world view, the goal 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 world view 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). This course
provides students with the knowledge and skills prerequisite to facilitating students’ emotional,
psychological, cognitive, social, and spiritual development, promoting successful transitions and
the personal, social, career, and academic success of all students.

I. PREREQUISITES
None

II. REQUIRED RESOURCE PURCHASES
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

Disclaimer: The above resources provide information consistent with the latest research
regarding the subject area. Liberty University does not necessarily endorse specific
personal, religious, philosophical, or political positions found in these resources.

III. ADDITIONAL MATERIALS FOR LEARNING
A. Computer with basic audio/video output equipment
B. Internet access (broadband recommended)
C. Microsoft Word
   (Microsoft Office is available at a special discount to Liberty University students.)

IV. 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.

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.

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.

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.

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.
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).

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

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.

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

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

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

V. Course Requirements and Assignments

A. Textbook readings and lecture notes

B. Course Requirements Checklist

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

C. Discussion Board forums (3)

Participation in Discussion Board forums is critical to evaluating mastery of the learning outcomes for this course, by demonstrating understanding and ability to apply knowledge gleaned from course texts and assigned research articles. The student should NOT attach threads/replies as files. The student should instead cut and paste or type directly into the Discussion Board forum. Initial threads must be at least 500 words and no more than 550. Replies must be at least 250 words and no more than 300 words. There are three required Discussion Board forums in this course. The initial thread of each Discussion Board forum will be due by 11:59 p.m. (ET) on Thursday of the assigned module/week and the replies will be due by 11:59 p.m. (ET) on Sunday of the same module/week.
D. Crisis Management Field Experience Journal

The student will visit a public or privately accredited school and interview a school counselor using the questions listed on the assignment rubric. This experience will aid the student in understanding crisis management in the schools and the role of the professional school counselor before, during, and post-crisis. This assignment is due by 11:59 p.m. (ET) on Sunday of Module/Week 5.

E. Transitioning Peer Program

The student will produce a PowerPoint presentation with lecture notes included on each slide of the PowerPoint. This 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 should 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, deployment, childhood to adolescence, adolescence to young adulthood). This assignment will be due by 11:59 p.m. (ET) on Sunday of Module/Week 6.

F. Comprehensive Benchmark: Treatment Plan

The student will develop a treatment plan as the culminating benchmark assignment for this course that integrates learning across all modules/weeks. When creating the treatment plan, each component should mirror the headings of the rubric since each component is a separate section of the template in LiveText. This assignment will be due by 11:59 p.m. (ET) on Friday of Module/Week 8.

G. Quizzes (7)

By 11:59 p.m. (ET) on Sunday of Modules/Weeks 1-7, the student will access a quiz consisting of 25 true/false and multiple-choice questions. Each has a 60-minute time limit and covers the content of the Erford textbook chapter(s). The student may use the Erford textbook; however, the student has only approximately two minutes per question, which means that the student would need to have read the chapters in order to do well on the assessment. Once the student accesses the quiz, the timer begins. Quizzes completed within the allotted time will have scores provided immediately to promote student learning.
VI. COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
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<tr>
<td>Discussion Board forums (3 at 100 pts ea)</td>
<td>300</td>
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<tr>
<td>Crisis Management Field Experience Journal</td>
<td>150</td>
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<tr>
<td>Transitioning Peer Program</td>
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<tr>
<td>Comprehensive Benchmark: Treatment Plan</td>
<td>225</td>
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<tr>
<td>Quizzes (7 at 25 pts ea)</td>
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B. Scale

<table>
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<tr>
<td>A</td>
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<tr>
<td>A-</td>
<td>940–959</td>
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<tr>
<td>B+</td>
<td>920–939</td>
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<td>B</td>
<td>890–919</td>
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<tr>
<td>B-</td>
<td>870–889</td>
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<tr>
<td>C+</td>
<td>850–869</td>
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<tr>
<td>C</td>
<td>820–849</td>
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<tr>
<td>C-</td>
<td>800–819</td>
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<tr>
<td>D+</td>
<td>780–799</td>
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<tr>
<td>D</td>
<td>750–779</td>
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<tr>
<td>D-</td>
<td>730–749</td>
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<tr>
<td>F</td>
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C. 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.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the class 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.

D. 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
### EDUC 611


<table>
<thead>
<tr>
<th>Module/Week</th>
<th>Reading &amp; Study</th>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
</table>
| 1           | Erford: chs. 4, 13  
ACA Code of Ethics  
1 presentation  
2 websites | Course Requirements Checklist  
Class Introduction  
Quiz 1 | 10  
0  
25 |
| 2           | Erford: ch. 9  
Vernon: chs. 1, 12  
ASCA: ch. 2  
ASCA Ethical Standards  
1 presentation  
1 website | Quiz 2 | 25 |
| 3           | Erford: ch. 10  
Vernon: chs. 3–6  
ASCA: ch. 4  
AACC Code of Ethics  
1 presentation  
3 websites | DB Forum 1  
Quiz 3 | 100  
25 |
| 4           | Erford: ch. 15  
Parsons: ch. 1  
ASCA: ch. 4  
1 presentation  
3 websites | Quiz 4 | 25 |
| 5           | Erford: ch. 16  
Parsons: chs. 6–16  
Zigarelli: chs. 3–9  
2 presentations  
2 websites | DB Forum 2  
Crisis Management Field Experience Journal  
Quiz 5 | 100  
150  
25 |
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<th>MODULE/ WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
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<td>6</td>
<td>Erford: ch. 14&lt;br&gt;Parsons: chs. 17–20&lt;br&gt;Vernon: chs. 9–10&lt;br&gt;1 presentation&lt;br&gt;4 websites</td>
<td>Transitioning Peer Program&lt;br&gt;Quiz 6</td>
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<td>7</td>
<td>Erford: ch. 11&lt;br&gt;1 presentation&lt;br&gt;3 websites</td>
<td>DB Forum 3&lt;br&gt;Quiz 7</td>
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<td>8</td>
<td>Review:&lt;br&gt;ACA Code of Ethics&lt;br&gt;AACC Code of Ethics&lt;br&gt;ASCA Ethical Standards</td>
<td>Comprehensive Benchmark:Treatment Plan</td>
<td>225</td>
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<td><strong>TOTAL</strong></td>
<td><strong>1010</strong></td>
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DB = Discussion Board

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