

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

COUN 611

COUNSELING CHILDREN AND THEIR FAMILIES

COURSE DESCRIPTION

The developmental and psychological needs and problems of children are examined through the analysis of personality types and family structure. Counseling techniques (e.g. play therapy) for children are also examined.

RATIONALE

COUN 611 is a graduate course in the development and counseling of children. America's children are the focus of growing concern because of increasing rates of divorce, separation, and the fragmentation of cohabitative relationships. In addition, they are the victims of physical, sexual, emotional, and verbal abuse. This specific course is offered in an eight-week format. It includes extensive readings, interactions with children/parents, a research paper, and interactions with other students via a discussion board.

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. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES

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

- A. Describe the different dynamics that interfere in a child's normal physical and emotional development.
- B. Assess the impact of environmental, cultural, and religious influences to the healthy development of children.
- C. Develop a framework, including biblical truths, of the counseling process for children.

- D. Evaluate the different theoretical approaches to child therapy.
- E. Explain the ethical and legal issues associated with counseling the child and family.
- F. Assess the attributes of all major therapeutic approaches.
- G. Discuss the special topics associated with counseling the child.
- H. Integrate theoretical approaches with therapeutic approaches.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations
- 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 (3)

There are 3 graded Discussion Board Forums throughout the course. The purpose of these Discussion Board Forums is to generate interaction among students in regard to relevant course topics. Since Discussion Board Forums are a collaborative learning experience, the student is required to submit 1 thread of 400–450 words. The student will then submit 2 substantive replies of 200–250 words. The student must support each thread assertion with at least 2 citations in current APA format. The student must support each reply with at least 1 source. Acceptable sources include the textbook or scholarly journals.

- D. Interview Checkpoints (2)

The student must submit brief sentences as checkpoints before beginning the interview assignments for this course.

- 1. Interview Checkpoint: School Bullying

The student must submit the name of the teacher with whom he/she has scheduled to meet along with the time and place.

- 2. Interview Checkpoint: Therapist

The student must submit the name of the counselor with whom he/she has scheduled to meet along with the time and place.

- E. School Bullying Interview Questions

The student is to seek out an elementary school teacher to interview. He/she is to research school bullying to help formulate 15 interview questions. The purpose is for the student to gain an understanding of what is occurring in schools today and how aware teachers are of bullying in both the school and in the cyber world.

- F. School Bullying Paper

The student will summarize his/her interview findings and compare and contrast the answers with a minimum of 5 empirical research studies. The student's findings must be combined into a 3–5-page paper in current APA format.

G. Therapist Interview Questions

The student is to seek out a child therapist to interview. The student will use his/her reading of Golden's case studies to formulate 15 interview questions. The purpose is for the student to gain a greater and more applicable understanding of counseling children.

H. Therapist Paper

The student will expound upon his/her interview questions and findings in a 3–5-page paper in current APA format. The student will describe ethical dilemmas and biblical integration that the counselor has experienced and/or used in his/her practice.

I. Research Paper

The student will choose a counseling topic related to counseling children with special concerns or disabilities and research empirically-based approaches to counseling children with that specific need. The student must include at least 10 relevant journal articles in the paper. The paper must be 10–12 pages in current APA format, and include a title page, abstract, and reference page.

J. Quizzes (8)

All quizzes will be open-book/open-notes (from the Henderson & Thompson textbook). Quiz will include a total of 25 multiple-choice and true/false questions. Quiz 2 will contain a total of 40 multiple-choice and true/false questions. Quizzes 3–7 will include a total of 50 multiple-choice and true/false questions. Quizzes 1–7 will have a time limit of 1 hour and 30 minutes. Quiz 8 consists of 25 multiple-choice and true/false questions and has a 45-minute time limit.

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (3 at 50 pts ea)	150
Interview Checkpoints (2 at 10 pts ea)	20
School Bullying Interview Questions	10
School Bullying Paper	90
Therapist Interview Questions	10
Therapist Paper	120
Research Paper	200
Quizzes (8 at 50 pts ea)	400
Total	1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859

C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
D- = 680–699 F = 0–679

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 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.

D. Tests/Exams

1. For timed tests/exams students are required to complete the exam within the assigned time. For students who exceed this time limit a penalty of 1 point may be deducted for each minute they exceed the assigned time limit.
2. Students must take the exam during the assigned module/week. Late submissions will be penalized at 5% per day, cumulative, with no test/exam being accepted seven (7) days after the original due date without written approval from the professor. Whenever possible, this approval must be sought prior to the test/exam due date.

E. Dual Relationship

The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty is responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty does not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling, then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

F. Limits of Confidentiality

In the event of a student's disclosure, either verbally or in writing, of threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff,

administrator, or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or online dean. The incident and action taken will become part of the student's permanent record.

G. 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

COUN 611

Textbooks: Golden, *Case Studies in Child and Adolescent Counseling* (2002).
Henderson & Thompson, *Counseling Children* (2016).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Henderson & Thompson: chs. 1–2 1 presentation	Course Requirements Checklist DB Forum 1 Interview Checkpoint: School Bullying Quiz 1	10 50 10 50
2	Henderson & Thompson: chs. 3–4 1 presentation	DB Forum 2 School Bullying Interview Questions Quiz 2	50 10 50
3	Golden: chs. 2–4, 6, 8, 11, 16 Henderson & Thompson: chs. 5–7 1 presentation	School Bullying Paper Quiz 3	90 50
4	Golden: ch. 9, Review chs. 6, 11 Henderson & Thompson: chs. 8–10 1 presentation	Interview Checkpoint: Therapist Quiz 4	10 50
5	Golden: Review ch. 6 Henderson & Thompson: chs. 11–13 1 presentation	DB Forum 3 Therapist Interview Questions Quiz 5	50 10 50
6	Henderson & Thompson: chs. 14–16 1 presentation	Quiz 6	50
7	Henderson & Thompson: chs. 17–18 1 presentation	Therapist Paper Quiz 7	120 50
8	Henderson & Thompson: chs. 19–20 1 presentation	Research Paper Quiz 8	200 50
TOTAL			1010

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**.