

**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***

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### **DBMF 600**

#### **COUNSELING CHILDREN AND ADOLESCENTS: ISSUES AND STRATEGIES**

#### **COURSE DESCRIPTION**

This course provides a knowledge base and appropriate counseling strategies for effectively helping parents and minor clients address difficult problems related, but not limited to, conduct, eating, sleeping, high-needs kids, ADHD, and a special focus on trauma and abuse in the childhood years. Ethical concerns and multicultural factors are also considered.

#### **RATIONALE**

This course helps counselors, pastors, and parenting champions identify issues that can divide children from their parents and employ the strategies necessary to help families reconnect and thrive.

#### **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 equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word
- D. American Psychological Association. *Publication manual of the American Psychological Association* (Current ed). Washington, DC: Author.

#### **IV. MEASURABLE LEARNING OUTCOMES**

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

- A. Describe the developmental stages and needs of both girls and boys from infancy through adolescence and understand these developmental transitions and gender differences.
- B. Explain the legal and ethical implications of counseling children and adolescents.
- C. Assess the current state of social issues and how they are influencing today's adolescents (i.e., technology, bullying, sexual promiscuity, STD's, drug addiction, pornography, suicide, divorce and broken families, etc.).
- D. Demonstrate the application of learning and developmental theories in counseling children and adolescents.

- E. Examine community counseling resources and programs for counseling children and adolescents in the student's local community in order to facilitate the most effective and comprehensive care for clients.
- F. Evaluate religious/spiritual influences and their implications on the family.

**V. COURSE REQUIREMENTS AND ASSIGNMENTS**

- A. Textbook readings and lecture presentations/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. Each forum will require the student to answer questions with a minimum of 400 words based on that particular module/week's readings (Dr. Dobson's works and/or the core text), as well as video/audio content. The student will be required to post at least 2 replies of 200 words each to other students' threads.

- D. Movie Review

The Movie Review assignment provides the opportunities to focus on a movie that relates to child and adolescent issues. The student must interact with the movie's content in a way that aids understanding of the impact of movies on the counseling process, including a Review, the Therapeutic Implications, and the Personal/Professional Implications of the movie. The paper must be 3–4 pages and follow current APA formatting.

- E. 4-MAT Book Review

The 4-MAT Book Review system is a way of responding to readings that requires the learner to interact with new ideas on several levels, including a Summary, Concrete Responses, a Reflection, and Personal Application. The student will write an 850–1050-word 4-MAT Book Review in current APA format about either *Bringing Up Girls* or *Bringing Up Boys*.

- F. Research Paper

Part 1: Topic

The student will choose 1 relevant social issue/topic today impacting families and their children/teens (e.g. cutting, bullying, drug/alcohol abuse, gang violence, sexuality, technology, ADHD, autism, abuse, gender identity, etc.) and will submit a 200-word rationale (with at least 3 cited sources) detailing why the issue/topic is relevant to family development.

Part 2: Outline

The student will submit an outline in current APA format for the paper and include at least 5 sources.

Part 3: Final Submission

The student will choose 1 relevant social issue/topic impacting today's families and their children/teens (e.g., cutting, bullying, drug/alcohol abuse, gang violence, sexuality, technology, ADHD, autism, abuse, gender identity, etc.) and discuss the

developmental, spiritual, physical, emotional, and behavioral implications on the child or adolescent and the influence on parenting. The paper must also include accurate biblical integration, empirically based treatment strategies, and a discussion on community resources to aid in family development. The paper must be 10 pages (not including Title Page and References) and follow current APA guidelines, with at least 10 references from current sources (half must come from research/journal articles).

## I. COURSE GRADING AND POLICIES

### A. Points

Course Requirements Checklist	10
Discussion Board Forums	
Threads (4 at 50 pts ea)	200
Replies (4 at 50 pts ea)	200
Movie Review	150
4-MAT Book Review	150
Research Paper	
Part 1: Topic	50
Part 2: Outline	50
Part 3: Final Submission	200
<b>Total</b>	<b>1010</b>

### 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. Instructor Availability

Instructors will answer emails within 24–48 hours. Written feedback will be given on written assignments. Instructors will comment on some, but not all, Discussion Board Forum posts.

### D. 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.

### E. 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.

F. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

## ***COURSE SCHEDULE***

### **DBMF 600**

**TEXTBOOKS:** Dobson, *Bringing up boys* (2001).  
 Dobson, *Bringing up girls* (2010).  
 Henderson & Thompson, *Counseling children* (2016).

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Introduction to Children/ Developmental and Cultural Considerations Henderson & Thompson: chs. 1–2 5 presentations 1 booklet	Course Requirements Checklist Class Introductions DB Forum 1 Thread	10 0 50
<b>2</b>	Bringing Up Girls/ Counseling Children: Process and Ethics Girls: chs. 1–7 Henderson & Thompson: chs. 3–4 7 presentations 1 booklet	DB Forum 1 Replies Research Paper: Part 1–Topic	50 50
<b>3</b>	Bringing Up Girls/ Person-Centered Counseling Girls: chs. 8–15 Henderson & Thompson: ch. 6 4 presentations 1 booklet	DB Forum 2 Thread Movie Review	50 150
<b>4</b>	Bringing Up Girls/ Behavioral and Brief Counseling Girls: chs. 16–21 Henderson & Thompson: chs. 8, 10 4 presentations 1 booklet	DB Forum 2 Replies Research Paper: Part 2 – Outline	50 50
<b>5</b>	Bringing Up Boys/ Individual Psychology and REBT Boys: chs. 1–6 Henderson & Thompson: chs. 11–12 4 presentations 1 booklet	DB Forum 3 Thread	50
<b>6</b>	Bringing Up Boys/ Cognitive Behavioral Therapy Boys: chs. 7–11 Henderson & Thompson: ch. 13 6 presentations 1 booklet	DB Forum 3 Replies 4-MAT Book Review	50 150

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>7</b>	Bringing Up Boys/ Family Counseling Boys: chs. 12–17 Henderson & Thompson: ch. 15 5 Presentations 1 booklet	DB Forum 4 Thread	50
<b>8</b>	Preparing for Adolescence / Play Therapy & Group Counseling with Children Henderson & Thompson: chs. 17–18 3 presentations 1 booklet	DB Forum 4 Replies Research Paper: Part 3 – Final Submission	50 200
<b>TOTAL</b>			<b>1010</b>

DB = Discussion Board

\*Please refer to the Course Content for the module/week for specific presentation information

**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**.