

**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***

---

### **CCOU 302**

#### **CHRISTIAN COUNSELING FOR CHILDREN**

#### **COURSE DESCRIPTION**

This course introduces the student to the challenges, developmental milestones, and crises that are a part of successfully navigating the span of years from childhood through adolescence. It further prepares the student to engage and retain the theories and techniques necessary for assisting children and adolescents with these challenges on their way to a healthy lifestyle.

#### **RATIONALE**

There is arguably no other series of years in one's lifespan that hold as much challenge with milestones as those found in childhood and adolescence. The need to be able to intervene strategically, knowledgeably, and appropriately in the lives of young people requires an understanding of the theories and techniques most likely to return a young person to a state of homeostasis (balance) in his or her life.

#### **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. Blackboard [recommended browsers](#)
- D. Microsoft Office

#### **IV. COURSE LEARNING OUTCOMES**

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

- A. Understand how brain development in children, including stress, attachment and integration can affect a child's optimal functioning socially, emotionally, mentally and spiritually

- B. Distinguish the unique challenges facing children and youth due to the social issues of divorce, blended families, grief and loss, sexuality, and addictions.
- C. Identify interventions for successfully resolving cases of abuse, trauma, and the more commonly diagnosed mental health issues of childhood and adolescence.
- D. List the ethical considerations when working with children and youth, as well as personal challenges that may exist when working with this population.
- E. Research common problems among children and adolescents today, including definitions, causes, effects, and current treatment modalities while integrating the course material.

## 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 (4)

Discussion boards are collaborative learning experiences. Therefore, the student is required to create a thread in response to a provided prompt for each forum. Each thread must be at least 250 words and contain at least 2 citations in current APA format. In addition to the thread, the student is required to reply to 2 other classmates' threads. Replies must be at least 100 words and incorporate at least 1 citation. Acceptable sources include the textbook, the Bible, and lectures. Note that the final discussion board assignment is self-reflective and does not require citations or references. (CLOs: A, B, C, D)

- D. Research Paper Proposal

The student will choose from a list of research topics and submit a Research Paper Proposal of at least 250 words. The proposal will provide a brief summary of the topic chosen for the Research Paper. The Research Paper Proposal must include a title page and at least 1 reference in current APA format. (CLOs: E).

- E. Reflection Paper

The student will write a 500–750-word personal Reflection Paper in current APA format based on the Siegel and Bryson textbook. The Reflection Paper will contain a title page and must incorporate at least 3 citations from the textbook. (CLOs: A, D)

- F. Annotated Bibliography

The student will submit an Annotated Bibliography in preparation for the Research Paper. Each annotation must provide a 2–3-sentence summary for each source in current APA format. The Annotated Bibliography must include at least 5 scholarly sources in addition to the course textbooks and the Bible. (CLOs: E)

## G. Research Paper

The student will write an 8–10-page research-based paper in current APA format that focuses on a topic in the field of child counseling. The paper must include a title page, abstract, and reference page in addition to the 8–10-page body of the paper. The paper must contain at least 5 scholarly references in addition to the course textbooks and the Bible. (CLOs: A,B,C,D,E)

## H. Quizzes (8)

Each quiz will cover the Reading & Study material and some presentations (see course content for details) for the assigned module/week. Each quiz will be open-book/open-notes, contain 20 multiple-choice questions, T/F questions, and have a 1-hour time limit. (CLOs: A,B,C,D)

## VI. COURSE GRADING AND POLICIES

## A. Points

Course Requirements Checklist	10
Discussion Board Forums (4 at 60 pts ea)	240
Research Paper Proposal	60
Reflection Paper	100
Annotated Bibliography	80
Research Paper	200
Quizzes (8 at 40 pts ea)	320
<b>Total</b>	<b>1010</b>

## B. Scale

A = 900–1010 B = 800–899 C = 700–799 D = 600–699 F = 0–599

## C. Academic Misconduct

Academic misconduct is strictly prohibited. See The Graduate Catalog for specific definitions, penalties, and processes concerning Honor Code and FN Policies for reporting.

## D. Drop/Add Policies

The student is obliged to follow the drop/add policies identified in the graduate catalog.

## E. Student Conduct Policy

The student is expected to conduct himself/herself in a godly and civil manner when addressing the instructor or other students. While good healthy discussion will be expected and encouraged, at no time will personal attacks be tolerated.

F. Communications

Students are expected to communicate in a professional manner at all times with classmates, faculty, or LU employees. Because writing is a limited form of communication, it is more easily misinterpreted than face-to-face. Therefore, written communications should be courteous and well thought out to avoid offense. If any offense is perceived, the offender should be alerted first and privately. Reconciliation is the goal, but if it does not happen, the offended may then involve the instructor. Personal messages are not appropriate for posting in Blackboard. The student's Liberty email account will be used for all email communications. Announcements from the instructor or University may be posted in Blackboard.

G. Dual Relationships

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.

H. Limits of Confidentiality

In the event of a student's disclosure, either verbally, or in writing, of either 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 distance learning dean. The incident and action taken will become part of the student's permanent record.

I. 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***

### **CCOU 302**

Textbooks: Clinton & Sibcy, *Loving Your Child Too Much*, (2006).  
Siegel, *The Whole Brain Child*, (2011)

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Siegel: chs. 1–2 2 presentations	Course Requirements Checklist Class Introductions DB Forum 1 Quiz 1	10 0 60 40
<b>2</b>	Siegel: chs. 3–4 3 presentations	Research Paper Proposal Quiz 2	60 40
<b>3</b>	Siegel: chs. 5–6, Conclusion 1 presentation	Reflection Paper Quiz 3	100 40
<b>4</b>	Clinton & Sibcy: chs. 1–3 2 presentations	Annotated Bibliography Quiz 4	80 40
<b>5</b>	Clinton & Sibcy: chs. 4–6 2 presentations	DB Forum 2 Quiz 5	60 40
<b>6</b>	Clinton & Sibcy: chs. 7–9 2 presentations 5 small presentations	DB Forum 3 Quiz 6	60 40
<b>7</b>	Clinton & Sibcy: chs. 10–12 1 Presentation	Research Paper Quiz 7	200 40
<b>8</b>	Clinton & Sibcy: chs. 13–14 4 Presentations	DB Forum 4 Quiz 8	60 40
<b>TOTAL</b>			<b>1010</b>

DB = Discussion Board

**NOTE:** Each course module/week (except Module/Week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.