

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 620

COUNSELING CHILDREN, ADOLESCENTS, AND THEIR FAMILIES

COURSE DESCRIPTION

This course examines the developmental and psychological needs and problems of children, and the transitions of adolescence emphasizing family, social, spiritual/moral, and physical issues. Counseling theories and practices for working with children, adolescents, and their families are explored. Crisis interventions with children, adolescents, and their families will be addressed.

RATIONALE

The purpose of this course is to help the student develop an awareness of theories about adolescence and ways in which individual and family counseling can be helpful during the developmental process.

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 Word

IV. MEASURABLE LEARNING OUTCOMES

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

- A. Describe and discuss risk and protective factors related to development of risk for children and adolescents, using the Ecological Model.
- B. Assess the needs of children and adolescents from a developmental perspective and in a manner that considers all systems within the Ecological Model.
- C. Demonstrate competence in legal and ethical issues related to counseling children and adolescents.
- D. Develop a framework of effective interventions from which the most appropriate application for specific issues related to at-risk children and adolescents can be made.
- E. Describe and apply counseling processes, techniques, and resources available to the counselor working with at-risk children and adolescents.
- F. Analyze the efficacy of specific interventions, based on individual and group needs.

This course presents a model for understanding at-risk child and adolescent counseling issues,

through a framework of interrelated systems of influence on the individual. The Ecological Model considers both risk and protective factors present from birth, through childhood, and during the transition to adolescence, including family, social, cognitive, spiritual/moral, and physical issues. Empirically supported educational, psychological, and counseling interventions will be presented to best serve children, adolescents, and their families.

Coun 620 Course Syllabus Outcomes

The student will be able to:

- A. Demonstrate an understanding of the ecology of problems for at-risk children and adolescents.
- B. Demonstrate an understanding of the influence of family, schools, and skills on risk for children and adolescents.
- C. Demonstrate an understanding of at-risk categories.
- D. Demonstrate an understanding of prevention, intervention, and treatment approaches for at-risk children and adolescents.
- E. Demonstrate an understanding of the process of counseling children and adolescents.
- F. Demonstrate an understanding of crisis intervention, mandated reporting, and ethical issues when working with children and adolescents.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings
- 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 the provided prompt for each forum. Each thread must be at least 400 words. Each thread must also be supported with at least 3 peer-reviewed, scholarly sources cited in current APA format. In addition to the thread, the student is required to reply to at least 2 other classmates’ threads. Each reply must be at least 200 words. Each reply must also be supported with at least 1 peer-reviewed, scholarly source cited in current APA format. Sources must be no older than 5 years.
- D. Analysis Papers (2)
 The student is required to complete 2 analysis papers from a provided list of topics. Each paper must be 3–5 pages and must be supported by at least 4 peer-reviewed scholarly sources (no older than 5 years) in current APA format.
- E. Integrative Project Paper
 Topic Approval
 The student will provide a 1-paragraph summary of the topic chosen from the list provided in the Assignment Instructions folder in Blackboard.
 Annotated Bibliography
 The student will provide at least 10 annotated references (less than 5 years old)

for the approved topic. Each reference must be written in current APA format and include a summary paragraph.

First Draft

The first draft will contain an outline for the paper, using the required content areas, as well as at least 1 paragraph for each section of the paper. This must be completed in current APA format.

Title Page, Abstract, and Reference Page

The title page, abstract, and reference page will be submitted in current APA format. The abstract must be 150–250 words. The reference page must include at least 10 peer-reviewed, scholarly sources less than 5 years old.

Final Draft

The student will complete a 10–12-page final project paper that will integrate all knowledge gained from the course. The project will be based upon 1 of the given topics located within the course. Each student must use a minimum of 10 peer-reviewed journal articles no older than 5 years and adhere to current APA format.

F. Reading Quizzes (7)

The student will take 7 Reading Quizzes based on the Reading & Study materials for the assigned modules/weeks. Each quiz will be open-book/open-notes, contain 10 multiple-choice questions, and have no time limit.

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (4 at 50 pts ea)	200
Analysis Papers (2 at 150 pts ea)	300
Integrative Project Paper	
Topic Approval	22
Annotated Bibliography	22
First Draft	22
Title Page, Abstract, and Reference Page	24
Final Draft	200
Reading Quizzes (7 at 30 pts ea)	210
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. 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.

D. 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.

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

COUN 620

Textbooks: Cook-Cottone et al., *The Elements of Counseling Children and Adolescents* (2015).
McWhirter et al., *At-Risk Youth* (2017).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Cook-Cottone et al.: ch. 1 McWhirter et al.: chs. 1–2 3 presentations 3 websites	Course Requirements Checklist Class Introductions Reading Quiz 1	10 0 30
2	Cook-Cottone et al.: ch. 2 McWhirter et al.: chs. 3–4 2 presentations 4 websites	DB Forum 1 IPP – Topic Approval Reading Quiz 2	50 22 30
3	Cook-Cottone et al.: ch. 3 McWhirter et al.: chs. 5–6 3 presentations 3 websites	IPP – Annotated Bibliography Analysis Paper 1 Reading Quiz 3	22 150 30
4	Cook-Cottone et al.: ch. 4 McWhirter et al.: chs. 7–8 3 presentations 3 websites	DB Forum 2 IPP – First Draft Reading Quiz 4	50 22 30
5	Cook-Cottone et al.: ch. 5 McWhirter et al.: chs. 9–10 3 presentations 5 websites	Analysis Paper 2 Reading Quiz 5	150 30
6	Cook-Cottone et al.: ch. 6 McWhirter et al.: chs. 11–12 3 presentations 8 websites	DB Forum 3 IPP – Title Page, Abstract, and Reference Page Reading Quiz 6	50 24 30
7	McWhirter et al.: chs. 13–14 3 presentations 3 websites	IPP – Final Draft	200
8	Cook-Cottone et al.: ch. 7 2 presentations	DB Forum 4 Reading Quiz 7	50 30
TOTAL			1010

IPP = Integrative Project Paper 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**.