

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

DBFA 615

CHILD/ADOLESCENT DEVELOPMENT, DEVIANCE AND VIOLENCE

COURSE DESCRIPTION

This course explores the foundational theoretical models that give explanation to the issues and challenges associated with child and adolescent development. Attention is given to the perspectives of both child and parent with a focus on effective intervention at the familial and sociological levels. Informed by systems theory and empirically-supported treatment approaches, the student will emerge with a strong appreciation for the continuum of care in diverse ecclesial and professional settings.

RATIONALE

A strong case can be made that the child and adolescent is at greater risk than in previous generations, evidenced by abhorrent behavioral trends to the legal and moral structures of society. To view the condition only from a moral stance is to overlook the underlying motivations and factors that, when properly understood, set the stage for more effective remedial clinical, sociological and political intervention. Students will have the opportunity to engage these issues through an introductory exploration of the scholarly research of relevance in most recent years, without loss of their appreciation for the early efforts in the fields of psychology, family studies, and religious faith. The incorporation of case studies provides the students an opportunity to participate in the continuum of care, from assessment to treatment planning and strategic intervention, within the uniqueness of their own future respective human service settings.

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

IV. MEASURABLE LEARNING OUTCOMES

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

- A. Describe etiological factors surrounding strong-willed, deviant, and violent behaviors among children and adolescents.
- B. Develop proactive parenting strategies for effective discipline and child-rearing for strong-willed children and adolescents.
- C. Demonstrate critical thinking skills needed to evaluate, critique and synthesize current research on deviance and violence.
- D. Identify how different ethnicities and cultural dynamics are impacted by adolescent deviance and violence.
- E. Develop assessment and treatment strategies for effectively helping parents and the community at large deal with and be advocates in addressing deviant and violent issues in children and adolescents.
- F. Analyze the cultural, sociological, and political factors related to adolescent development, deviance, and violence.
- G. Create effective intervention and treatment plans for helping parents in light of contemporary behavioral science theory and research.

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)
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 two (2) replies of 200 words each to other students' threads.
- D. 4 MAT Reviews (2)
The 4 MAT Review system is a way of responding to readings, lectures, and life experiences, requiring the learner to interact with new ideas on several levels. Each of the 2 required papers must include a title page, footnotes/citations, subtitles, pagination, and a bibliography/reference page. The first 4 MAT review will be on the Dobson text and the second 4 MAT review will be on the Meeker text.
- E. Movie Reviews (2)
The student will write a 2–3 page movie review that focuses on a movie that has an example of a cultural battle for the hearts and minds of today's children and adolescents (this may include etiological factors surrounding strong-willed,

aggressive, and violent behaviors in children and adolescents). Use the format in blackboard when completing your Movie Reviews – include the headings below in each of your reviews.

F. Research Paper

The student will write a research paper that focuses on the general topic of deviance and violence as it applies to child/adolescent development. The research paper will primarily discuss assessment and treatment strategies, as well as proactive parenting interventions, and may focus on any of the following issues:

- Oppositional Defiant Disorder
- Explosive Children
- Conduct Disorder
- Sexual Addiction in Children/Adolescents
- Bullying
- ADHD
- (Other topics with the professor’s permission)

The paper should be 10 pages in length (not including Title Page or References) in current APA format with at least eight references from current sources (half must come from research/journal articles).

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (4 threads at 50 pts ea & 4 replies at 50 pts ea)	400
4MAT Reviews (2 at 100 pts ea)	200
Movie Reviews (2 at 100 pts ea)	200
Research Paper	
Topic	50
Outline	50
Final	100
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. 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 to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

COURSE SCHEDULE

DBFA 615

Textbooks: Dobson, *The New Strong-Willed Child* (2004).
Hardy & Laszloffy, *Teens Who Hurt* (2005).
Meeker, *Your Kids at Risk* (2007).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Dobson: chs. 1–3 Hardy & Laszloffy: ch. 1 6 presentations	Course Requirements Checklist Class Introductions DB Forum 1 – Thread	10 0 50
2	Dobson: chs. 4–6 Hardy & Laszloffy: ch. 2 4 presentations 1 PDF	Movie Review 1 DB Forum 1 – Replies	100 50
3	Dobson: chs. 7–9 Hardy & Laszloffy: ch. 3 4 presentations 1 PDF	Research Paper – Topic DB Forum 2 – Thread	50 50
4	Dobson: chs. 10–12 Hardy and Laszloffy: ch. 4 4 presentations 1 PDF	4 MAT Review 1 (Dobson) DB Forum 2 – Replies	100 50
5	Hardy & Laszloffy: ch. 5 Meeker: chs. 1–5 4 presentations 1 PDF	Research Paper – Outline DB Forum 3 – Thread	50 50
6	Meeker: chs. 6–12 4 presentations 1 PDF	4 MAT Review 2 (Meeker) DB Forum 3 – Replies	100 50
7	Hardy & Laszloffy: chs. 6–7 4 presentations 1 PDF	Movie Review 2 DB Forum 4 – Thread	100 50
8	Hardy & Laszloffy: chs. 8–11 4 presentations 1 PDF	Research Paper DB Forum 4 – Replies	100 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.