

**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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### **DBPC 600**

#### **CHILD AND FAMILY DEVELOPMENT: PSYCHOLOGICAL AND THEOLOGICAL PERSPECTIVES**

#### **COURSE DESCRIPTION**

This course provides the foundational psychological and theological perspectives needed for understanding core child and family development stages and dynamics. Current trends, issues, and cultural norms are examined, as well as risk and protective factors that influence resiliency and coping mechanisms in children and teens. Ethical concerns and multicultural factors are also considered.

#### **RATIONALE**

The principles taught in this course will provide counselors, pastors, and parenting champions the essential tools necessary for helping parents navigate and respect each child's unique developmental stage.

#### **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. RECOMMENDED RESOURCES**

Clinton, T., Clark, C., & Straub, J. (2010). *The quick-reference guide to counseling teenagers*. Grand Rapids, MI: Baker Books. ISBN: 9780801072352.

Dobson, J. (2001). *Bringing up boys*. Carol Stream, IL: Tyndale House Publishers, Inc. ISBN: 9781414391335.

Dobson, J. (2010). *Bringing up girls*. Carol Stream, IL: Tyndale House Publishers, Inc. ISBN: 9781414391328.

#### **IV. ADDITIONAL MATERIALS FOR LEARNING**

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

#### **V. MEASURABLE LEARNING OUTCOMES**

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

- A. Identify current trends and issues in child and adolescent development using the course information and past personal experience.

- B. Identify and describe characteristics and primary tasks of key developmental stages: infancy, early childhood, middle childhood, pre-adolescence, and adolescence.
- C. Identify and assess risk and protective factors for a child, including concepts of stress, resiliency, coping mechanisms, and developmental level.
- D. Describe the basic physical, emotional, and social changes that occur during childhood and adolescence, and the factors important to healthy growth.
- E. Construct a developmentally appropriate framework for child and adolescent psychotherapy.
- F. Analyze empirical research concerning issues in child development based upon a biblical worldview and employing theological principles.
- G. Demonstrate knowledge of popular developmental theories and apply them to real life parenting situations.

## VI. 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 the provided prompt for each forum. Each forum will require the student to answer questions with at least 400 words based on the particular module/week's reading (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 a minimum of 200 words each to other students' threads.
- D. Explore the Issue Papers (2)  
Twice in this class, the student will choose a topic from the *Complete Marriage and Family Home Reference Guide* to study more closely. In 4–6 pages, the student will compare current knowledge with facts from research (at least 4 scholarly sources) and then examine the chosen topic from both a psychological and a theological perspective. Current APA format must be used.
- E. Text Review  
After reading *Building Confidence in Your Child*, the student will summarize the text, analyze and reflect on the content, and apply the concepts to the field of counseling. This will be a 7–10-page paper in which the student will incorporate empirical research (at least 2 scholarly sources) into a systematic dissection of this text. Current APA format must be used.
- F. Exams (4)  
The student will complete 4 open-book/open-notes, untimed exams that will consist of 20 multiple-choice questions and 2 short essays based on the course's video, audio, and reading materials. Each short essay requires a response of at least 250 words.

**VII. COURSE GRADING AND POLICIES****A. Points**

Course Requirements Checklist		10
Discussion Board Forums	(4 at 50 pts ea)	200
Explore the Issue Papers	(2 at 150 pts ea)	300
Text Review		200
Exams	(4 at 75 pts ea)	300
	<b>Total</b>	<b>1011010</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. 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.

**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***

### **DBPC 600**

Textbooks: Balswick & Balswick, *The Family* (2014).  
 Dobson, *Building Confidence in Your Child* (2015).  
 Dobson, *Complete Marriage and Family Home Reference Guide* (2000).

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Balswick & Balswick: chs. 1–2 Dobson (2000): chs. 1–4, 6 2 presentations 1 audio clip	Course Requirements Checklist Class Introductions DB Forum 1	10 0 50
<b>2</b>	Balswick & Balswick: chs. 3–5 Dobson (2015): chs. 1–2 Dobson (2000): chs. 5, 7–10 1 presentation 3 audio clips	Exam 1	75
<b>3</b>	Balswick & Balswick: chs. 6–7, 9 Dobson (2015): chs. 3–4 Dobson (2000): chs. 11, 14, 16–18 2 audio clips	DB Forum 2 Explore the Issue Paper 1	50 150
<b>4</b>	Balswick & Balswick: chs. 8–10 Dobson (2015): 5–6 Dobson (2000): chs. 12–13, 20–23, 25 2 audio clips	Exam 2	75
<b>5</b>	Balswick & Balswick: chs. 11–12 Dobson (2015): chs. 7–8 Dobson (2000): ch. 15 2 presentations	DB Forum 3 Explore the Issue Paper 2	50 150
<b>6</b>	Balswick & Balswick: chs. 13–14 Dobson (2015): chs. 9–10 2 presentations	Exam 3	75
<b>7</b>	Balswick & Balswick: chs. 15–17 1 presentation 2 audio clips	DB Forum 4 Text Review	50 200
<b>8</b>	Balswick & Balswick: chs. 18–20 2 presentations	Exam 4	75
<b>TOTAL</b>			<b>1010</b>

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**.