

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

DBPC 615

CHILDHOOD ISSUES, TRAUMA AND ABUSE

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 offers counselors, pastors and parenting champions the insights and tools necessary for helping parents and families navigate difficult or exceptional issues in a way that fosters a thriving environment for both parent and child. In addition, specific counseling theories and techniques are examined, which have been found to be effective for working with families of abused or traumatized children, an ever growing population.

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. Identify childhood issues that impede emotional, relational and spiritual growth.
- B. Recognize and assess for possible child abuse, including but not limited to, identifying the complex risk factors and environments for abuse to

occur and demonstrating knowledge of effective intervention on a child's behalf.

- C. Identify the procedures for mandated reporting of child abuse.
- D. Assess for childhood issues and develop a counseling plan for the entire family.
- E. Identify the symptoms of childhood anxiety, depression and grief.
- F. Construct a developmentally appropriate framework for counseling children who are facing traumatic childhood issues.
- G. Identify the legal, ethical and forensic issues involved in his or her respective state and how they are applied to working with children and families with abuse and domestic issues.
- H. Develop a framework for helping churches become advocates who both respond to and proactively prevent childhood abuse.

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 2 replies of 200 words each to other students' threads.

D. State Reporting Laws Summary

The student will research the child abuse reporting laws in his or her respective state, as well as pertinent federal laws, that are geared for child educators, healthcare professionals, counselors, pastors and citizens. The findings must be summarized in a 3-page paper (not including Title Page and References), written in current APA style and describing the protocols and procedures for the aforementioned groups of people. The paper must include the state's definitions of various types of abuse and any relevant information related to the student's specific profession or professional interests.

E. Research Paper

1. Topic: The student will submit a topic with a 200-word rationale detailing why the topic is relevant to childhood issues and his or her reason for interest in the topic. Topic choices can include the following:
 - Children with ADHD
 - Children with Asperger's/Autism Spectrum Disorders
 - Parenting strong-willed children
 - Counseling survivors of child abuse (physical, emotional and/or sexual)

- Counseling the bullied child/adolescent
 - Counseling children of divorce
 - Trauma, grief and loss in children
 - Depression and anxiety in childhood
 - (Other: Must be approved by professor)
2. Outline: The student will submit an outline to include the headings and subheadings for the paper.
 3. Final: The student will write a 10-page paper (not including Title Page and References) in current APA format on the approved research topic with at least 10 references (5 must be from research/journal articles).

F. Movie Review

The Movie Review assignment provides an opportunity to focus on a movie with children and adolescents that have 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. 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 and the Personal/Professional Implications of the movie. The Movie Review must be 2–3 pages. Please see the specific assignment instructions included with the course materials.

G. 4 MAT Review

The 4 MAT 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. Please see the specific assignment instructions included with the course materials.

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (4 at 100 pts. ea.)	400
State Reporting Laws Summary	100
Research Paper	
Topic	50
Outline	50
Final	200
Movie Review	100
4 MAT Review	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

DBPC 615

Textbooks: Dobson, *Seven Solutions for Burned-Out Parents* (2007).
 Dobson, *The New Strong-Willed Child: Birth through Adolescence* (2004).
 Dobson, *When God Doesn't Make Sense* (2012).
 Hart, *Helping Children Survive Divorce: What to Expect; How to Help* (1997).
 Kearney, *Caring for Sexually Abused Children* (2001).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Dobson (2004): chs. 1–4 Dobson (2012): chs. 1–2 4 presentations 1 audio clip	Course Requirements Checklist Class Introductions DB Forum 1 – Thread	10 0 50
2	Dobson (2004): chs. 5–8 Dobson (2012): chs. 3–4 3 presentations 2 audio clips	DB Forum 1 – Replies State Reporting Laws Summary	50 100
3	Dobson (2004): chs. 9–12 Dobson (2012): chs. 5–6 2 presentations 4 audio clips	DB Forum 2 – Thread Research Paper Topic	50 50
4	Kearney: Intro–ch. 3 Dobson (2012): chs. 7–8 4 presentations	DB Forum 2 – Replies Movie Review	50 100
5	Kearney: chs. 4–6 Dobson (2012): chs. 9–10 3 presentations 2 audio clips	DB Forum 3 – Thread Research Paper Outline 4 MAT Review	50 50 100
6	Kearney: chs. 7–9 Dobson (2012): ch. 11 4 presentations	DB Forum 3 – Replies	50
7	Hart: chs. 1–7 3 presentations 2 audio clips	DB Forum 4 – Thread	50
8	Hart: chs. 8–14 3 presentations 2 audio clips 1 excerpt	DB Forum 4 – Replies Research Paper Final	50 200
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**.