

**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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### **EDCE 611**

#### **CHILD AND ADOLESCENT COUNSELING IN THE SCHOOLS**

#### **COURSE DESCRIPTION**

This course focuses on counseling theories and techniques used with children and adolescents in the school setting (e.g., play therapy, solution-focused counseling). The school counselor's role is examined.

#### **RATIONALE**

Based on a biblical worldview, the goal of this course is to synthesize academic knowledge and skills with biblical values, moral dimensions, and ethical implications. The school counselor licensure program at Liberty University maintains a continuous cycle of evaluation and revision in order to achieve its mission of developing competent professionals with a biblical worldview for Christian, public, and private schools. It is important for professional school counselors to gain a more in-depth understanding of the counseling theories and techniques used with children and adolescents in the school setting (e.g., play therapy, solution-focused counseling, etc.). This course provides the candidate with the knowledge and skills needed to facilitate students' emotional, psychological, cognitive, social, and spiritual development and to promote successful transitions in the personal, social, career, and academic success of all students.

#### **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. MEASUREABLE LEARNING OUTCOMES**

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

- A. Demonstrate the ability to assess and interpret students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities, and demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.

*(CACREP – SC: D.1, H.1); assessed with Discussion Board Forum #1, Discussion Board Forum #2, Honoring Diversity and Transitions Program, Quiz #1, Quiz #2, Quiz #3, and Child and Adolescent Counseling Benchmark.*

- B. Identify appropriate, ethical, and culturally sensitive assessment strategies to evaluate student needs and student development as well as counseling services and programs and analyze assessment information and research in a manner that produces valid inferences and applies research to inform evidence-based practices.

*(CACREP – 11.G.7b, G.7f, G.7.g, G.8.d, G.8.e; SC: H.2., H.3, 1.3); assessed with Discussion Board Forum #2, Quiz #1, Quiz #3, Honoring Diversity and Transitions Program, and Child and Adolescent Counseling Benchmark.*

- C. Demonstrate knowledge of the theories and processes of multicultural counseling and wellness and implement prevention and intervention strategies and programs for helping students identify strengths and cope with environmental and developmental problems.

*(CACREP – II.G.2.c, G.3.h, G.5.a, G.5.c, G.5.d; SC: C.1, C.2, C.3); assessed with Discussion Board Forum #1, Discussion Board Forum #2, Quiz #1, Quiz #2, Quiz #3, and Child and Adolescent Counseling Benchmark.*

- D. Identify the effects of atypical growth and development, health and wellness, language, ability level, multicultural issues, and factors of resiliency on student learning and development and implement appropriate prevention and intervention programs.

*(CACREP – II.G.3.d; SC: A.6, D.3); assessed with Discussion Board Forum #1, Quiz #1, Quiz #2, Quiz #3, and Child and Adolescent Counseling Benchmark.*

- E. Recognize factors that influence student development (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression), assessing barriers to personal, social, and academic functioning including the signs and symptoms of substance abuse in children, adolescents, and in the home.

*(CACREP – II.G.3.f., G.3.g; SC: G.1, G.2, H.5); assessed with Discussion Board Forum #1, Quiz #1, Quiz #2, Quiz #3, and Child and Adolescent Counseling Benchmark.*

- F. Identify community, environmental and institutional opportunities that enhance and barriers that impede academic, career, and personal/social development of students, including multicultural counseling issues (e.g., ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity).

*(CACREP – II.G.2a, G.2.e, G.2.f; SC: E.2, E.4, F.1); assessed with Discussion Board Forum #1, Discussion Board Forum #2, Quiz #1, Quiz #2, Quiz #3, and Child and Adolescent Counseling Benchmark.*

- G. Demonstrate multicultural competencies in relation to student learning and development, diversity, culture, and spiritual and religious beliefs.  
*(CACREP – II.G.1.j; SC: B.1, D.5, H.4, N.5); assessed Discussion Board Forum #2, Quiz #1, Quiz #3, Honoring Diversity and Transitions Program, and Child and Adolescent Counseling Benchmark.*
- H. Demonstrate the ability to apply ethical and legal standards in school counseling including recognition of the candidate’s limitations as a school counselor, seeking supervision, and engaging in appropriate student and family referral and resource delivery.  
*(CACREP – II.G.1.b, G.1.c, G.3.c., G.5.g; SC: A.7, C.6, D.4, M.7); assessed with Discussion Board Forum #2, Discussion Board Forum #3, Quiz #2, Quiz #3, Crisis Management Planning and Evaluation Paper, and Child and Adolescent Counseling Benchmark.*
- I. Describe the function of collaborative models and the school emergency management plan during a crisis and identify the roles, skills, and responsibilities of the school counselor during crises and the potential impact of a crisis, including assessing and managing suicide risk.  
*(CACREP – II.G.3.a; SC: C.6, M.7); assessed with Discussion Board Forum #3, Quiz #2, Crisis Management Planning and Evaluation Paper, and Child and Adolescent Counseling Benchmark.*
- J. Demonstrate the ability to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.  
*(CACREP – SC: C.4, M.6, N.4); assessed with the Honoring Diversity and Transitions Program and Child and Adolescent Counseling Benchmark.*
- K. Demonstrate an understanding, a use, and a coordination of peer programming interventions (e.g., peer meditation, peer mentoring, and peer tutoring) in the school counseling program.  
*(CACREP – SC: C.4, M.6, N.4) Assessed with Discussion Board Forum #2 and Honoring Diversity and Transitions Program*
- L. Candidate will be able to recognize the signs and symptoms of mental health disorder and behavioral distress, including depression, trauma, violence, youth suicide, and substance abuse.  
*(CACREP – SC: C.6, D.4, G.1, G.2 ) Assessed with Discussion Board #1, Discussion Board Forum #3, Quiz #1, Quiz #2, Crisis Management Planning & Evaluation Paper and Child & Adolescent Counseling Benchmark*

## 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 (3)

Discussion boards are collaborative learning experiences. Therefore, the candidate will participate in 3 Discussion Board Forums throughout this course. The candidate must not attach threads/replies as files. The candidate must instead type directly into the Discussion Board Forum. Threads must be at least 500 words. One reply must be at least 250 words (MLO: A, B, C, D, E, F, G, H, I, K, L).

### D. Honoring Diversity and Transitions Program

The candidate will create a staff development workshop for teachers in PowerPoint format with speaker notes. This workshop will address the needs of diverse youth, including spiritual and religious needs, as well as transition programming. The candidate will provide research to support the presentation and will cite a minimum of 5 peer-reviewed sources in current APA format (MLO: A, B, G, J, K).

### E. Crisis Management Planning and Evaluation Paper

The candidate will combine knowledge gained from course readings (Erbacher *Suicide in Schools* book) to evaluate the *NEA School Crisis Guide*, using questions provided in the instructions document and on the grading rubric. The synthesis and evaluation of course readings and the model crisis management plan will aid the candidate in understanding crisis management in the schools, and promote importance of mental health/behavioral awareness and the role of the professional school counselor before, during, and post-crisis. The body of the paper must be at least 5 full pages (MLO: H, I, L).

### F. Comprehensive Child and Adolescent Counseling Benchmark

As the culminating benchmark assignment for this course, the candidate will integrate learning from course modules/weeks. Each component within the benchmark will be specific to the chapters and concepts discussed in course readings. The candidate will submit the component prompt responses via [LiveText](#) (MLO: A, B, C, D, E, F, G, H, I, J, L).

### G. Quizzes (3)

The candidate will complete 3 quizzes consisting of 25 multiple choice and multiple answer questions each. Each quiz question will be worth 2 points. All quizzes will be open-book/open-notes and have a 1-hour time limit. There will be a 1-point deduction for every 5 minutes over the allotted 1-hour time limit. The quizzes cover the content of the module/week readings. Each quiz may only be taken one time (MLO: A, B, C, D, E, F, G, H, I, L).

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

Course Requirements Checklist	10
Discussion Board Forums (3 at 100 points each)	300
Honoring Diversity and Transitions Program	150
Crisis Management Planning and Evaluation Paper	150
Comprehensive Child and Adolescent Counseling Benchmark	250
Quizzes (3 at 50 pts ea)	150
<b>Total</b>	<b>1010</b>

**B. Scale**

A = 960–1010   A- = 940–959   B+ = 920–939   B = 890–919   B - = 870–889  
 C+ = 850–869   C = 820–849   C - = 800–819   D+ = 780–799   D = 750–779  
 D - = 730–749   F = 0–729

**C. LiveText Submission Policy**

All LiveText assignments—including those submitted in Blackboard and/or via SafeAssign—must be submitted to LiveText in order for the student to receive credit for them.

**D. Disability Assistance**

Students with a documented disability may contact Liberty University Online’s Office of Disability Accommodation 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).

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at [equityandcompliance@liberty.edu](mailto:equityandcompliance@liberty.edu). Click to see a full copy of Liberty’s [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

## ***COURSE SCHEDULE***

### **EDCE 611**

Textbooks: ASCA, *ASCA National Model* (2012).  
 Erbacher et al., *Suicide in Schools* (2015).  
 Vernon & Schimmel, *Counseling Children and Adolescents* (2019).

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	ACSA: ch. 2 Vernon & Schimmel: chs. 1, 8 3 presentations 1 PDF 2 websites	Course Requirements Checklist Class Introductions DB Forum 1 Quiz 1	10 0 100 50
<b>2</b>	Vernon & Schimmel: chs. 2, 9, 12 3 presentations	Honoring Diversity and Transitions Program	150
<b>3</b>	Vernon & Schimmel: chs. 3–7 2 presentations	DB Forum 2	100
<b>4</b>	Erbacher et al.: chs. 1–2 Vernon & Schimmel: chs. 10–11 2 presentations	Quiz 2	50
<b>5</b>	Erbacher et al.: chs. 3–8 1 presentation 1 PDF	DB Forum 3	100
<b>6</b>	Erbacher et al.: chs. 1–8 (review) Vernon & Schimmel: chs. 1–12 (review)	Comprehensive Child and Adolescent Counseling Benchmark	250
<b>7</b>	Erbacher et al.: chs. 9–11 1 presentation 1 PDF (review)	Crisis Management Planning and Evaluation Paper	150
<b>8</b>	Vernon & Schimmel: chs. 13–14	Quiz 3	50
<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**.