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

HSMF 611
COUNSELING CHILDREN AND THEIR FAMILIES

COURSE DESCRIPTION
The developmental and psychological needs and problems of children are examined through the analysis of personality types and family structure. Counseling techniques (e.g. play therapy) for children are also examined.

RATIONALE
HSMF 611 is a graduate course in the development and counseling of children. America’s children are the focus of growing concern because of increasing rates of divorce, separation, and the fragmentation of cohabitate relationships. In addition, they are the victims of physical, sexual, emotional, and verbal abuse. This specific course is offered in an eight-week format. It includes extensive readings, interactions with current professionals, a research paper, and interactions with other students via a discussion board.

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. MEASURABLE LEARNING OUTCOMES
Upon successful completion of this course, the student will be able to:
A. Describe the different dynamics that interfere in a child’s normal physical and emotional development.
B. Assess the impact of environmental, cultural, and religious influences to the healthy development of children.
C. Develop a framework, including biblical truths, of the counseling process for children.
D. Evaluate different theoretical approaches to child therapy.
E. Explain the ethical and legal issues associated with counseling the child and family.
F. Assess the attributes of some major therapeutic approaches.
G. Assess the attributes of two practical, integrative therapeutic approaches.
H. Discuss the special topics associated with counseling the child.
I. Integrate theoretical approaches with therapeutic approaches.

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 (4)
   There are 4 graded Discussion Board Forums throughout the course. The purpose of these Discussion Board Forums is to generate interaction among students in regard to relevant current course topics. Since Discussion Board Forums are a collaborative learning experience, each student is required to both initiate initial threads and to respond to the threads of others. Each of the forums is moderated over two weeks. During the "odd" modules of the course (Modules 1, 3, 5, and 7), students are required to post an initial thread that responds to a specific prompt or set of prompts. During the "even" modules of the course (Modules 2, 4, 6, and 8), students are required to respond to the initial posts of two of their peers. These replies also ask students to reply to specific threads. All discussion board initial threads and replies are due on Sunday of their respective modules.
   (Depending on the discussion board prompt, an initial thread should be about 400 words in length and substantive replies should be about 200 words.) Unless specifically noted, all "statements of fact" should be supported with a citation in current APA format. Your statements should clearly demonstrate whether your ideas come from your textbook readings, from scholarly articles, from conclusions drawn from consideration of those sources, and/or your own personal experience. Use only empirically sound sources.
   Each initial thread is due by 11:59 p.m. (ET) on Sunday of the assigned modules/weeks, and the replies are due by 11:59 p.m. (ET) on Sunday of the following modules/weeks.
D. APA and Writing Basics Quiz
   This 16 question quiz will give a quick assessment of your current level of knowledge as it relates to the technical aspects of writing within the field.
E. **Theory Paper**

Choose one of the following five major counseling theories: Client-Centered Therapy, Gestalt Therapy, Narrative Therapy, Cognitive-Behavioral Therapy, Behavioral Therapy. Using academically rigorous sources, write a 3 to 4 page summary of the theory in general and how it relates specifically to counseling children.

F. **Exams**

The purpose of this assignment is to assess your ability to gather, to retain, and to apply knowledge from the assigned reading. Quiz 1 and Quiz 2 have 30 questions and 60 points. Quiz 3 has 35 questions and 70 points. Quiz 4 has 17 questions and 35 points. Students will have, on average one minute per point possible to complete the quiz.

**Quiz 1:**
- Cook-Cottone et al. (2015) chapter 1
- Geldard et al. (2013) chapters 1-7
- Jones et al. (2016) chapters 1-4

**Quiz 2:**
- Cook-Cottone et al. (2015) chapter 2
- Geldard et al. (2013) chapters 8-18
- Jones et al. (2016) chapters 5, 6

**Quiz 3:**
- Cook-Cottone et al. (2015) chapter 4
- Geldard et al. (2013) chapters 19-33
- Jones et al. (2016) chapter 10

**Quiz 4:**
- Cook-Cottone et al. (2015) chapters 5-7
- Jones et al. (2016) chapters 7-9, 11

G. **Therapist Interview Scheduled**

The student must submit the name of the counselor with whom they have scheduled to meet, that counselor’s experience with counseling children, and the time and place of the interview.

H. **Therapist Interview Questions**

The student is to seek out a child therapist to interview. The student will use his/her readings to formulate 15 interview questions. The purpose is for the student to gain a greater and more applicable understanding of counseling children.
I. Understanding Mental Health in Children – A Focused Paper.

Choose a mental health disorder that you might expect to find in a child client. Find at least 5 academic sources related to the diagnosis that you chose. Two of these references should include a discussion of the impact of socio-economic factors related to the disorder. Create a 2 to 3 page summary of how the diagnosis presents in children. Identify a client in Jones and colleagues (2016) that might have this diagnosis.

J. Therapist Paper

The student will expound upon his/her interview questions and findings in a 3–5 page paper. The student will describe ethical dilemmas and biblical integration that the counselor has experienced and/or used in his/her practice.

K. Final Portfolio

The purpose of this assignment is to provide you with the opportunity to practically demonstrate your knowledge base and to provide you with a tool that you can use to present to potential employers. The idea of this assignment is that you will take assignment feedback that you have been given and correct previous work. You are not expected to create all new documents. Compile your individual documents into one large word document.

Your portfolio should include the following documents. Use the feedback that you received from earlier assignments to make improvements on your documents.

- Cover letter (see DB 1)
- Resume - highlight important skills that you have that are related to counseling children (see DB 2 for overview of those skills).
- A brief explanation of a major theory (see Module 2 written assignment)
- A one page description of a “typical” childhood problem as understood as a “core issue” (see Module 4 writing assignment).
- 10 sample intake “questions” that are designed to gather general information (see Module 4 writing assignment).
- A brief (maximum 2 paragraphs) explanation of one case in Golden, Include 3 important questions that still need to be asked (see Module 4 writing assignment).
- A one page explanation of how a counselor could use creative activities in counseling a specific need (see DB 3).
- A potential informed consent
- An integration statement

Your portfolio is due at 11:59pm (ET) on Sunday of Module 7. There are 125 points available for this assignment.
L. “Verbatim” Assignment:

Create a dialogue between a counselor and a child client (be sure to state the age of your pretend client). For inspiration, you could use one of the case studies from Jones et al. You may create your own client. There should be at least 20 lines of dialogue for both the counselor and the client. For each line of the counselor’s dialogue indicate the skill or step being used. Be sure that your child’s dialogue is age appropriate. There are 50 points available.

VI. COURSE GRADING AND POLICIES

A. Points

| Course Requirements Checklist | 10 |
| Discussion Board Forums (4 at 80 pts ea.) | 320 |
| APA and Writing Basics Quiz | 20 |
| Theory Paper | 75 |
| Exams (4 for a total of ) | 225 |
| Therapist Interview Scheduled | 10 |
| Therapist Interview Questions | 25 |
| Understanding Mental Health Disorders in Children | 75 |
| Therapist Interview Reflection Paper | 75 |
| Final Portfolio | 125 |
| “Verbatim” Assignment | 50 |
| **Total** | **1010** |

B. Scale

<table>
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<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>A-</td>
<td>920–939</td>
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<tr>
<td>B+</td>
<td>900–919</td>
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<td>B</td>
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<tr>
<td>B-</td>
<td>840–859</td>
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<tr>
<td>C+</td>
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<td>C</td>
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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](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

## HSMF 611

Textbooks:

<table>
<thead>
<tr>
<th>MODULE/WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
</tr>
</thead>
</table>
| 1           | Geldard et al., chs. 1-4  
Cook-Cottone et al., ch 1 | Course Requirements Checklist  
APA and Writing Basics Quiz  
DB Forum 1 – Initial Thread | 10  
20  
50 |
| 2           | Geldard et al., chs. 5-7  
Jones et al. chs. 1-4 | DB Forum 1 – Replies  
Quiz 1 | 30  
60 |
| 3           | Geldard et al., chs. 11-18  
Cook-Cottone et al., ch. 2  
Jones et al. ch. 5 | Theory Paper  
DB Forum 2 – Initial Thread | 75  
50 |
| 4           | Geldard et al., chs. 8-10  
Cook-Cottone et al., ch. 3  
Jones et al. ch. 6 | DB Forum 2 - Replies  
Therapist Interview Scheduled  
Quiz 2 | 30  
10  
60 |
| 5           | Geldard et al., chs. 19-30 | Understanding Mental Health in  
Children – Focused Paper  
DB Forum 3 – Initial Thread | 75  
50 |
| 6           | Geldard et al., chs. 31-33  
Cook-Cottone et al., ch. 4  
Jones et al., ch. 10 | DB Forum 3 – Replies  
Final Portfolio  
Quiz 3  
Therapist Interview Questions | 30  
125  
70  
25 |
| 7           | Cook-Cottone et al., chs. 5-6  
Jones et al., chs. 7-8 | DB Forum 4 – Initial Thread  
“Verbatim” Assignment | 50  
50 |
| 8           | Cook-Cottone et al., ch. 7  
Jones et al., chs. 9,11 | DB Forum 4 – Replies  
Therapist Interview Reflection Paper  
Quiz 4 | 30  
75  
35 |

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.