

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 a practical, integrative therapeutic approach.
- H. Discuss 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)

Discussion boards are collaborative learning experiences. Therefore, the course contains 4 graded Discussion Board Forum. 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.

- 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 3-4 page summary of the theory in general and how it relates specifically to counseling children.

F. Quizzes

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. Quizzes will be open-book/open-note.

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 19-34
- 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. The interview schedule must be approved by the professor before the interview takes place.

H. Therapist Interview Questions

The student is to seek out a child therapist to interview. The student will use his/her readings to formulate 17 interview questions related to the course work. The purpose is for the student to gain a greater and more applicable understanding of counseling children. The interview questions must be approved by the professor before you do the interview. Your interview should not be scheduled before module 6.

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 3-4 page summary of how the diagnosis presents in children. Identify a client in Jones and colleagues (2016) that might have this diagnosis.

J. Therapist Interview/Reflection 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. “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 the counselor and 20 lines of dialogue for 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 and that you use only one stage of the SPICC model.

L. Informed Consent

Create an informed consent document. This document should be developed as a professional informed consent document and the focus content will be on statement of philosophy of counseling, confidentiality, and faith-integration.

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	100
Quizzes (4 for a total of)	225
Therapist Interview Scheduled	10
Therapist Interview Questions	25
Understanding Mental Health Disorders in Children	100
Therapist Interview Reflection Paper	100
“Verbatim” Assignment	50
Informed Consent	50
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. 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 Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at 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. 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

HSMF 611

Textbooks:

Cook-Cottone, Kane, & Anderson (2015), *The Elements of Counseling Children and Adolescents*
 Geldard, Geldard, & Yin Foo (5th ed., 2018), *Counseling Children: A Practical Introduction* (5th ed.)
 Jones, Duffey, & Haberstroh (2017), *Child and Adolescent Counseling Case Studies*.

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Geldard et al.: chs. 1–4 Cook-Cottonne et al.: ch. 1 2 presentations	Course Requirements Checklist DB Forum 1 – Initial Thread APA and Writing Basics Quiz	10 50 20
2	Geldard et al.: chs. 5–7 Jones et al.: chs. 1–4	DB Forum 1 – Replies Theory Paper	30 100
3	Geldard et al.: chs. 11–18 Cook-Cottonne et al.: ch. 2 Jones et al.: ch. 5 1 presentation	DB Forum 2 – Initial Thread Quiz 1	50 60
4	Geldard et al.: chs. 8–10 Cook-Cottonne et al.: ch. 3 Jones et al.: ch 6 1 presentation	DB Forum 2 – Replies Therapist Interview Scheduled Understanding Mental Health in Children – Focused Paper	30 10 100
5	Geldard et al.: chs. 19–31 1 presentation	DB Forum 3 – Initial Thread Therapist Interview Questions Quiz 2	50 25 60
6	Geldard et al.: chs. 32–34 Cook-Cottonne et al.: ch. 4-5 Jones et al.: ch. 10 1 presentation	DB Forum 3 – Replies “Verbatim” Assignment Quiz 3	30 50 70
7	Geldard et al.: Worksheets Cook-Cottonne et al.: chs. 6 Jones et al.: chs. 7, 8 1 presentation	DB Forum 4 – Initial Thread Therapist Interview/Reflection Paper	50 100
8	Cook-Cottonne et al.: ch. 7 Jones et al.: chs 9, 11 1 presentation	DB Forum 4 – Replies Informed Consent Quiz 4	30 50 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**.