

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 620

COUNSELING ADOLESCENTS AND THEIR FAMILIES

COURSE DESCRIPTION

This course examines the transitions of adolescence emphasizing family, social, spiritual/moral, and physical issues. Counseling theories and practices for working with adolescents are explored. Opportunities for application of theory are provided.

RATIONALE

The purpose of this course is to help the student develop an awareness of theories about adolescence and ways in which individual and family counseling can be helpful during the developmental process.

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. Evaluate the characteristics and function of adolescence within American culture.
- B. Identify and analyze unique aspects of adolescence as a life stage as compared to other life stages.
- C. Identify the implications for counseling when working with adolescents.
- D. Identify and analyze the role of family dynamics in adolescent development.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings

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 thread must be 400 words. Each thread must also be supported with at least 3 peer-reviewed, scholarly sources cited in current APA format. In addition to the thread, the student is required to reply to 2 other classmates' threads. Each reply must be 200 words. Each reply must be supported with at least 1 peer-reviewed, scholarly source cited in current APA format.

D. Analysis Papers (2)

Each student is required to complete 2 separate analysis papers on the selected topics. Each paper must be 3–5 pages and must be supported by at least 3 scholarly sources in current APA format.

E. Integrative Final Project

Each student will complete a final project of at least 10 pages that will integrate all knowledge gained from the course. The project will be based upon 1 of the given topics located within the course. Each student must use a minimum of 10 peer-reviewed journal articles and adhere to current APA format.

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (4 at 100 pts total ea)	400
Analysis Papers (2 at 150 pts ea)	300
Integrative Final Project	300
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. 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 to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

COURSE SCHEDULE

HSMF 620

Textbooks: Clinton et al., *The Quick-Reference Guide to Counseling Teenagers* (2015).
McWhirter et al., *At-Risk Youth* (2017).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Clinton et al.: Selected Readings McWhirter et al.: chs. 1–2 2 presentations	Course Requirements Checklist Class Introductions DB Forum 1 Initial Post	10 0 50
2	Clinton et al.: Selected Readings McWhirter et al.: ch. 3 2 presentations	DB Forum 1 Replies Analysis Paper 1	50 150
3	Clinton et al.: Selected Readings McWhirter et al.: chs. 4–5 2 presentations	DB Forum 2 Initial Post	50
4	Clinton et al.: Selected Readings McWhirter et al.: chs. 6–7 2 presentations	DB Forum 2 Replies	50
5	Clinton et al.: Selected Readings McWhirter et al.: chs. 8, 10 2 presentations	DB Forum 3 Initial Post Analysis Paper 2	50 150
6	Clinton et al.: Selected Readings McWhirter et al.: chs. 9, 11 2 presentations	DB Forum 3 Initial Replies	50
7	Clinton et al.: Selected Readings McWhirter et al.: chs. 12–13 2 presentations	DB Forum 4 Initial Post Integrative Final Project	50 300
8	McWhirter et al.: ch. 14 1 presentation	DB Forum 4 Replies	50
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**.