



MAC 621 COUNSELING CHILDREN & ADOLESCENTS
APRIL 8-MAY 20, 7:30– 10:15 P.M.
MAY 11th 8:30-4:30P.M.

SPRING 2019

Last revised: 4/2/19

**Missio Seminary exists to produce missional Christian leaders-
men and women who incarnate the story of Jesus with humility and authenticity and who
communicate the story with fidelity to Scripture, appreciation of the Christian tradition,
and sensitivity to the needs and aspirations of postmodern culture.**

INSTRUCTOR

Dr. Latinia M. Shell
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Contacting the professor:

- Email is answered typically within 24 hours of receipt, except when received on Sundays (then email is answered on Mondays).
- To schedule virtual, phone, or in office appointments with the professor, email your desired day and time at least 24 hours in advance.

COURSE DESCRIPTION

This course will focus primarily on theory and the practice of child, adolescent and family counseling. Assessment and expressive therapies and tools unique to these populations will be identified. Distinctive treatment strategies and practical tools will also be highlighted, as well as specific learnings about the appropriate development stages of human beings under the age of 18 and how it can be best addressed in treatment.

PERSONAL NOTE FROM THE PROFESSOR

Greetings!

It is my distinct honor and privilege to be your Faculty Instructor for this hybrid course format. I have taught this course previously online at Messiah College. Counseling children & adolescents is a specialty area, as I have over 10 years of experience as a Professional School Counselor; in addition, I have experience counseling children & adolescents in outpatient counseling settings, as well as in my private practice.

I look forward to working alongside you all, as we learn, challenge, and grow together, seeking God's sovereignty, as he shines his light to lead, direct, and guide us to follow his will and his word.

Blessings,
Dr. Shell



SYLLABUS

This syllabus provides an overview of the course and course requirements. Students are responsible to know the content of the syllabus and follow the course schedule. Questions about the syllabus or schedule should be emailed to the professor promptly and will generally be answered in an email to the entire class so that everyone is informed.

This syllabus is intended to give the student guidance in what may be covered during the term and will be followed as closely as possible. However, the professor reserves the right to modify, supplement, and make changes as course needs arise.

PROGRAM GOALS AND COURSE OBJECTIVES

PROGRAM GOALS	COURSE OBJECTIVES
<p>Students will cultivate grace-based missional lives increasingly characterized by the fruit of the Spirit, and love for God and others.</p> <p>Students will cultivate wisdom and skill in interpersonal relationships, conflict management, and living in community.</p> <p>Students will demonstrate effective missional leadership based on biblical values and individual gifting, personality, call, context, and relational skills.</p>	<ol style="list-style-type: none"> 1. Articulate the various ways of conceptualizing a case with a child or adolescent 2. Exhibit familiarity with and appropriate use of child and adolescent expressive activities and tools 3. Display a knowledge of the sections of the DSM related to child and adolescent disorders 4. Demonstrate a working knowledge of the theory and practice of play and experiential interventions in counseling 5. Grow in the ability to analyze aspects of appropriate child and adolescent development 6. Recognize the signs of child abuse and the reporting requirements for suspected child abuse via required training 7. Develop relevant counseling treatment or intervention plans <p>This class will help the student to develop:</p> <ol style="list-style-type: none"> 8. Evidence-based counseling strategies and techniques for prevention and intervention 9. Strategies to promote client understanding of and access to a variety of community-based resources 10. Suicide prevention models and strategies 11. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid



COURSE ASSESSMENTS AND HOMEWORK HOURS

ASSESSMENTS AND HOMEWORK HOURS*	RELATED OBJECTIVES	PERCENT OF GRADE	ESTIMATED TIME
Reading	1-11	25%	37
Methods List 1	1-11	15%	3
Methods List 2	1-11	15%	3
Personal Reflection Paper	1-11	15%	3
Live Case Study	1-11	30%	10
Attendance and Class Participation	1-11		
Total estimated time on homework		100%	56 hrs total for 2 credit course

INSTRUCTIONAL ACTIVITY IN ADDITION TO CLASS SESSIONS*		
Classroom sessions & required pre-course training	1-11	25
Total		25 hours

REQUIRED READING AND MATERIALS

NOTE: Hyperlinks to Amazon.com are placed here for your convenience. Please be aware that there may be other websites (by publishers or by other ebook publishers) that may sell the same item for cheaper prices. Please shop around! In addition, some sites offer ebook rental prices for a limited number of weeks. These may also be cost effective. Just be sure to buy the right edition and recognize some of the smaller sellers may not deliver books in a timely fashion.

[Lowenstein, L. \(2008\). *Assessment and treatment for children, adolescents, and families: Practitioners share their most effective techniques*. Toronto, Canada: Champion Press.](#)

[McBride, H. \(2017\). *Mothers, daughters, and body image: Learning to love ourselves as we are*. New York, NY: Post Hill Press.](#)

[Purcell, M.C., Murphy, J.R. \(2014\). *Mindfulness for teen anger: A workbook to overcome anger and aggression using MBSR and DBT skills*. Oakland, CA: Instant Help Books.](#)

[Siegel, D.J., Bryson, T.P. \(2012\). *The whole-brain child: 12 revolutionary strategies to nurture your child's developing mind*. New York, NY: Bantam Books.](#)

Other required course materials:

- 25-sheet (or approx.) Pack of Construction Paper - 8.5 x 11 (inches)
- Box of Crayola Crayons – 16 count or higher

REQUIRED ARTICLES:

Cassidy, J. (2001). Truth, lies, and intimacy: An attachment perspective. *Attachment & Human Development*, 3(2), pp. 121-155. (On e-campus)



Emlet, M. R. (2002). Understanding influences on the human heart. *Journal of Biblical Counseling*, winter 2002, pp. 47-52. (On e-campus)

RECOMMENDED TEXTS

Christophersen, E.R. & Mortweet, S.L. (2001). *Treatments that work with children: Empirically supported strategies for managing childhood problems*. Washington, DC: APA.

Gil, E. (2014). *Play in family therapy, 2nd Edition*. New York, NY: Guilford Press.

Hayden, T. (2006). *Twilight children*. New York, NY: Avon Books.

Feldhahn, S., Rice, L.A. (2007). *For parents only: Getting inside the head of your kid*. Colorado Springs, CO: Multnomah Books.

Mueller, W. (2006). *Engaging the soul of youth culture*. Downers Grove, IL: InterVarsity Press.

Mueller, W. (2009). *The space between: A parent's guide to teenage development*. Grand Rapids, MI: Zondervan.

O'Brien, M. (2009). *Friendly dragons - moral nightmares: The battle for your child's imagination*. Mount Morris, NY: Lamplighter Publishing.

Purvis, K.B., Cross, D.R., Sunshine, W.L. (2007). *The connected child: Bring hope and healing to your adoptive family*. New York, NY: McGraw Hill.

Siegel, D.J., Hartzell, M. (2013). *Parenting from the inside out: How a deeper self-understanding can help you raise children who thrive: 10th anniversary addition*. New York, NY: TarcherPerigee.

Siegel, D.J., Bryson, T.P. (2014). *No-drama discipline: The whole-brain way to calm the chaos and nurture your child's developing mind*. New York, NY: Bantam Books.

Van Dijk, S. (2011). *Don't let your emotions run your life for teens: Dialectical behavior skills for helping you manage mood swings, control angry outbursts, and get along with others*. Oakland, CA: Instant Help Books.

Younts, J. A. (2005). *Everyday talk: Talking freely and naturally about God with your children*. Wapwallopen, PA: Shepherd Press.

COURSE PROCEDURES AND REQUIREMENTS

Attendance Policy and Grades

It is important to arrive on time and be actively engaged in every minute (literally, every minute) of class time. Class time is valuable – to you, to your classmates, and to the professor. Class time is thoughtfully prepared by the professor and crafted with intricacy for maximum learning effectiveness.

Students are also expected to login to the E-campus course site regularly and participate in the course activities in a timely manner. If you know you are going to be absent from the course site for more than three or four days, please notify the instructor and group members (if applicable) in advance. Nevertheless, recognize that your grade may be lowered for tardiness or absences at the discretion of the instructor.

Attendance in this course constitutes both 1) coming to class and 2) logging in to the E-campus course site and



participating in the online or out-of-class activities assigned throughout the course. Students are responsible for reading and familiarizing themselves with the material posted on the E-campus course site throughout the course.

Student usage of the course site is tracked by the E-campus software and monitored by the professor of the course. Students who need to be absent from the course site for three or more days during a discussion forum activity or required web conference should email the professor in advance of the absence (see Attendance Policy and Grades in this syllabus). Students may email the instructor at any time if they have questions about the course.

Completion of Course Work

All course work is to be completed by the last day of classes for the term or by the date posted in the course syllabus. Extensions to this time limit will be made only by the academic administration committee. The individual faculty member does not have the authority to grant any extensions of time beyond the last class of the term. Requests for extensions must be made in writing to the committee at least one week prior to the last day of classes. Variance forms for this purpose are available in the academic office or on BTS' website. All requests should specify the reasons for the extension and the length of the extension desired. Requests are not automatically granted.

Policies and Procedures

Please submit all assignments on e-campus in the appropriate places. Any assignment not completed beyond the due date will result in an automatic 5 point per day grade deduction and will earn no credit past Sunday night of that week's course session unless permission is granted directly from the professor prior to the due date.

ASSIGNMENT DESCRIPTIONS AND GRADING

Required Readings. Upper-level graduate courses are designed for the motivated student. Required readings are expected to be done by due dates in order to facilitate discussion and interaction with the material. At the end of the course, you will be asked what percentage of the readings you completed on-time. Should you desire to interact with the text, please feel free to bring up questions in class.

Personal Reflection Paper. Using 1,250-1,500 words, write a paper where you consider and thoughtfully reflect on the following as it pertains to you, personally: What were you like as a child (strengths, weaknesses, temperament, etc.)? How did your parents respond to what you were like, and how did that impact you? What were your parents' parenting styles and how would you say that impacts you positively and negatively? What was the spiritual "climate" of your home, and how did that impact who you have become? If you had siblings growing up, what differences did you notice in how you were parented? If you have children, compare and contrast your own parenting style and philosophy. Outside of your parents, what adults impacted you positively, and what did you like, trust, and enjoy about them? Anything else you feel is important that you'd like to add in the allotted word count is welcome.

Methods List #1. Using 1,000-1,250 words, create a list of 10 specific ways you can foster a comfortable environment for a child you are working with in a formal counseling setting. What would you utilize to build and foster trust? *How* would you use these things? (Please consider an array of things such as activities, tools, stories, resources available, the environment in which you meet, etc.). Be intentional, creative, and practical, explaining why you chose what you chose and why you think it is useful.

Methods List #2. Using 1,000-1,250 words pick ONE presenting problem commonly experienced by children, adolescents, and/or their families. Utilizing course learnings and your own wisdom, explain 3 specific *methods* you would use or *approaches* you would take to work with a child/adolescent/family struggling with this presenting problem. Hint: Don't forget to consider how your methods/approaches would collect data about how this specific person is experiencing the problem, how you would identify client goals, and appropriate measurable objectives to work on the problem using your method/approach. In your explanations, be intentional and specific about why and how you would use each.

Live Case Study & Paper. Over the first 5 weeks of this course, develop a relationship with a specific child or teen (one of your own children, niece, nephew, friend's child, neighbor, student, etc.) in which you



get to know her/him well. ***Please come to class the first class with an idea of with whom you will be meeting.*** You will need to meet with the child/teen for at least 5 hours for this project. These meetings will culminate in a paper (2,000-2,250 words) explaining what you did, how you explained it to the child/teen (including how you connected it with their problem in ways they could understand), what *you* learned (about yourself, the process, working with children/teens, what you'd do differently/the same, etc.), including how you think the child/teen found these meetings helpful or not. Attached to your paper must be 4+ expressive activities (original or copies is fine) that you did with the child/teen. (You will be shown possible activities in class and may also come up with your own as is applicable to the child/teen.) Please also be sure to complete and attach all paperwork provided by professor related to this assignment on e-campus and explained in class.

THIRD CREDIT OPTION (Students registering for additional 1 credit) All assignments must be uploaded to e-campus in the appropriate folder.

For those of you who are interested in taking this course for 3 credits (generally because your state licensing board requires 3 credits), there are additional assignments that must be completed by the conclusion of the course.

Required Reading:

Diagnostic And Statistical Manual of Mental Disorders (5th ed). DSM-5. Washington, DC: American Psychiatric Association. <https://www.amazon.com/Diagnostic-Statistical-Manual-Mental-Disorders/dp/0890425558>

1. Developmental Interview Activity

Students will interview an elementary, middle, and high school student (Students may not be an immediate family member) asking questions pertaining to their identity and development. Students will write a 2-3 page reflection paper about the developmental differences between the three students. One Document with all three interviews, as well as reflection paper will be uploaded to e-campus.

2. Research Project

Students will find a peer-reviewed journal article pertaining to working with children and/or adolescents regarding a current treatment for one of the DSM V disorders presented in the DSM V. Students will provide a reference for the article (APA style), brief summary of the article (approximately 200-300 words) using parenthetical and in-text citations as needed (APA style), and a personal reflection (approximately 200-300 words) on the treatment presented based on the information provided in the article and DSM V.

Research project journal article will be uploaded to e-campus.



COURSE SCHEDULE

DATE	IN CLASS	OUTSIDE-OF-CLASS OR ONLINE
Week 1 Monday, 4/8/19	Topic Assignment due	
During the week	NOVA Training Overview Children	Read: <ul style="list-style-type: none"> • Entire Lowenstein workbook (9hrs) • Cassidy article (<1 hr.) • Emler article (> 1 hr.) Engage: <ul style="list-style-type: none"> • Meet with child or teen for Live Case Study (1hr)
Week 2 Monday, 4/15/19		
During the week	Adolescents/Teens	Read <ul style="list-style-type: none"> • Entire Purcell workbook (7 hrs.) • Forward - Ch. 3 of McBride book (2 hrs.) Engage <ul style="list-style-type: none"> • Meet with child or teen for Live Case Study (1 hr.) Create <ul style="list-style-type: none"> • Methods List #1 (3 hrs.)
Week 3 Monday, 4/29/19	Topic Assignment due	
During the week	Children Methods List #1 Due	Read <ul style="list-style-type: none"> • Ch. 4-end McBride book (8 hrs.) Engage <ul style="list-style-type: none"> • Meet with child or teen for Live Case Study (1 hr.) Create Methods List #2 (3 hrs.)
Week 4 Monday, 5/6/19		
During the week	Adolescents/Teens Methods List #2 Due	Read <ul style="list-style-type: none"> • Ch. 1-4 in Siegel (4 hrs.) Engage <ul style="list-style-type: none"> • Meet with child or teen for Live Case Study (1 hr.) Create Personal Reflection Paper (3 hrs.)
Saturday, 5/11/19	Topic Assignment due	
During the week	Experiential Interventions	Review material from intensive class day of learning.



Week 5 Monday, 5/13/19		
During the week	Children Person Reflection Paper Due	Read <ul style="list-style-type: none"> • Ch. 5-end in Siegel (5 hrs.) Engage <ul style="list-style-type: none"> • Meet with child or teen for Live Case Study (1 hr.) Create Live Case Study Write Up (5 hrs.)
Week 6 Monday, 5/20/19	Topic Assignment due	
During the week	Adolescents/Teens Live Case Study Write Up Due	Reflection and review of class material.

STUDENT RESPONSIBILITY AND ACADEMIC POLICIES

1. **Academic Policies:** Students are fully responsible to know and follow all seminary rules, regulations, and deadlines published in the Academic Catalog and all requirements concerning their degree programs. See the e-campus home page.
2. **Course Syllabus:** Students are fully responsible to know and fulfill the requirements stated in the course syllabus. Students should email the professor about issues related to course work and deadlines during the course. See above under “completion of course work” for policies on course extensions.
3. **E-campus Course Site:** Students are fully responsible for course content and materials that are posted on the course site. Students are encouraged to check the course site frequently during the course. Students who experience difficulty accessing or using the E-campus should email helpdesk@biblical.edu and include their student ID# in their correspondence.
4. **Academic and General Integrity:** As followers of Jesus Christ, we are called to integrity and Christ-likeness in all areas of life. What this means in the academic realm is that the completion of all assignments and assessments are to reflect your own work. Students found guilty of cheating or plagiarism will receive a grade of zero on the assessment and will follow the process outlined in the Academic Catalog. See the Academic Catalog for more information on plagiarism and policies related to cheating and plagiarism.
5. **Student PC Security Statement:** Missio recognizes the need for computer use throughout the entire educational process today. Computers equipped with Internet access and applications that help deliver information and knowledge are vital. Students are encouraged to bring their electronic computing devices to campus to facilitate their course work and supplemental activities. Given the current climate of online dangers such as viruses, malware, phishing scams, and other related risks it is critical to secure all such devices regardless if they're being used on campus or not. Please take the appropriate steps to safeguard the security of your own electronic devices to protect the integrity of the student network on campus and provide a safe computing environment for everyone to use.

GRADING SYSTEM

To remain in good academic standing, a student must maintain the grade point average designated for his or her program.

MISSIO SEMINARY GRADING SYSTEM			
A	4.00	93.0 -100	Superior
A-	3.67	90.0 – 92.9	
B+	3.33	87.0 – 89.9	
B	3.00	83.0 – 86.9	Good
B-	2.67	80.0 – 82.9	
C+	2.33	77.0 – 79.9	
C	2.00	73.0 – 76.9	Fair
C-	1.70	70.0 – 72.9	
D+	1.30	67.0 – 69.9	Poor
D	1.00	63.0 – 66.9	
D-	.70	60.0 – 62.9	
F	0.00	00. - 59.9	Failing