



Syllabus

15800 Calvary Rd.
Kansas City, MO 64147

Course: CO 338E and NE Counseling Children
Credit: 3 hours
Semester: Cycle 4 (January 9th-March 3rd)
Time: Tuesday (6pm-9pm)
Professor: Mariah Morse, LMSW
Room: East Education Building #116
Email: mariah.morse@calvary.edu
Cell/Text: N/A

I. DESCRIPTION

This course seeks to explain and identify effective counseling techniques and skills with children addressing specific developmental tasks and challenges (both personal and interpersonal) that children face as part of their maturation process. The specific struggles of children will be addressed with solutions that align with a biblical perspective. Students will also identify how to effectively address and lead children to believe in Jesus Christ. (**Prerequisite:** CO244)

This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments and interaction outside of the class period are done in the learning management system.

II. OBJECTIVES

A. General competencies to be achieved are:

1. The student will explain the developmental stages of the children in various areas of maturation, including physical, cognitive, emotional, and spiritual.
2. The student will develop a counseling philosophy and methodology most conducive to working effectively with children.
3. The student will investigate the moral and social influences on today's children as well as the trends and pressures they face in contemporary society.
4. The student will discuss the role of the local church to be both biblically credible and practically relevant to counseling children.

Our Mission: "To Prepare Christians to live and serve in the church and the world according to the Biblical worldview."

B. Specific competencies to be achieved are:

1. The student will construct a personal philosophy of counseling children.
2. The student will be able to identify and conceptualize children within their multidimensional developmental context.
3. The student will research and examine modern social/moral/emotional/spiritual issues as they relate to the children for the purpose of intervening within a biblically and theologically sound framework.
4. The student will be able to explain the gospel to children at various levels of development.

III. REQUIREMENTS**A. Reading Assignments**

Reading Journal for Articles/Books: (2-3 pages each journal) For each week's reading assignment, the student will read the assigned reading and then write a summary (may be bullet points) of main points or information of interest to the student from the reading of the week. Students will include personal reaction/reflection in each journal. There will be six (6) journals. Each journal will be worth 25 points (150 total points). Reading will be divided up and due as follows:

Week 1: No reading due, will go over syllabus in class.
Week 2: Perry Chapters 1-2, Landreth Chapters 1-3.
Week 3: Perry Chapter 3-4, Landreth Chapters 4-6, 1st Article
Week 4: Perry Chapter 5-6, Landreth Chapters 7-9, 2nd Article
Week 5: Perry Chapter 7-8, Landreth Chapters 10-1.
Week 6: Perry Chapter 9-10, Landreth Chapters 12-13, 3rd Article
Week 7: Perry Chapter 11, Landreth Chapters 14-15, 4th Article
Week 8: Perry Chapter 12, Landreth Chapters 16-17.

B. Written Assignments

Research Articles: (4 2-3-page reviews) Students will utilize academic databases to research current issues affecting the mental health of children today. Students will select 4 articles throughout the semester and write a two-three (2-3) page summary on each. Each article should be peer reviewed, relevant to the subject of this class, and be of interest to the student. Each summary should include an overview of the article, information the student finds interesting/helpful, and will conclude with an evaluation of the perspectives within the article. The articles and the findings of the student will be individually and briefly presented to the class.

There will be four (4) research articles. Each article is worth 25 points (100 total points).

Case Study Course Notes: Each week the professor will present a case study involving counseling children to provide an opportunity to practice case consultation and evaluation. Students will take notes on the case study that is presented each week in class. Discussion during class time will challenge students to ask questions about each case. Submitted on the last week (week 8) with their binder, students will also submit their notes from the case studies from the class on Canvas. The case study course notes are worth 50 points.

Personal Reflection Paper: (2-4 pages) Prior to the end of the course the student will write a personal reflection paper on what the student learned in the class, some of their personal takeaways from the course, and some of the skills and techniques they would use when counseling children. The Personal Reflection Paper is worth 50 points.

Sand Tray Reflection Paper: (1-2 pages) Students will write a 1–2-page reflection paper on their experience with Sand Tray in the class, including what objects they used, what insight they gained, and what emotions they observed in themselves or others. The sand tray reflection paper is worth 50 points.

Observation of Children Assignment: (4-6 pages): Students will observe children in two different settings (i.e., family/home, public, church) and will note their observations (minimal 1 page per setting), which may include the following: behavior, attachment/attunement to adults, exploration, confidence, response to boundaries, response to discomfort, connection with emotions, self-regulation, triggers which led to negative behaviors. Students should ask for permission when appropriate and should not take pictures. The assignment may be presented in bullet points, but students should group observations by categories. Students should also include a personal reflection following the observations. The observation of child assignment is 100 points.

- C. **Counseling Children Final Project:** Students will create an organized binder which will include all their assignments for this class and a detailed paper discussing the developmental stages of children in various areas, including the physical, cognitive, emotional, and spiritual aspects of children. In this paper the student should include a discussion of specific interventions, which are child appropriate and therapeutic, for each age range and the reasoning behind each chosen intervention.

All journals, papers, researched articles, and interventions will be combined into one binder of resources and information. The Counseling Children Final Project is worth 300 points. There will be deductions for missing or poorly written sections, but the student will still receive the original grade if an assignment was previously submitted.

Include the following:

- a. Table of contents
- b. Interventions
- c. Reading Journals
- d. Research Articles
- e. Reflections/Essays/Papers
- f. Paper on the Stages of Childhood Development

D. Class Behavior

Students are expected to maintain classroom decorum that includes respect for other students and the professor, prompt and excellent attendance, and an attitude that seeks to take full advantage of the educational opportunity. Students are to refrain from using cell phones and handheld devices during class. Playing games, browsing the internet, using email, instant messaging, or text messaging, etc. are considered unacceptable when class is in session. In addition, the student will be expected to contribute to class discussions in a positive manner which shows respect for the views of others. Failure to maintain this standard may result in a **full letter grade deduction from their overall grade.**

E. Class Participation

Campus/Livestream Students: Students are expected to attend all scheduled meetings of courses for which they are registered (as this also counts for class participation). If a student begins a course and is unable to attend a class, excluding emergencies and/or excused absences he/she will not receive the points allotted for this course. There are eight (8) class sessions, which correspond to the eight-week cycle. **Each class participation session is worth 25 points.**

Online Students: The online student is to watch the recording and answer the questions provided by his/her professor (as these count for class participation). They are to be completed and uploaded on Canvas before the next class session. If a student fails to complete this assignment within the due date, he/she will not receive the points allotted for this course. There are eight (8) class sessions, which correspond to the eight-week cycle. **Each class participation session is worth 25 points.**

IV. METHODS

A. Teaching

1. Lectures by the instructor
2. Large group discussion
3. Research and writing
4. Projects and Presentations

B. Grading

1. Weight given to each assignment

Journal Summaries of readings <i>25pts</i> (6 journals)	150pts	15%
Research Articles <i>25pts per</i> (4 journals)	100pts	10%
Case Study Course Notes	50pts	10%
Personal Reflection Paper	50pts	5%
Sand Tray Reflection Paper	50pts	5%
Observation of Children Assignment	100pts	10%
Counseling Children Final Project	300pts	30%
Class Participation <i>25pts per</i>	200pts	20%

Grading Scale

Grade Value Grade Point Value
Per Semester Hour

A	100-93	4.0
A-	92-90	3.7
B+	89-87	3.3
B	86-83	3.0
B-	82-80	2.7
C+	79-77	2.3
C	76-73	2.0
C-	72-70	1.7
D+	69-67	1.3
D	66-63	1.0
D-	62-60	0.7
F	59-0	0.0

V. MATERIALS

A. Bible

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (meaning that the translation is generally word-for-word from the original languages), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (paraphrases and thought-for-thought translations like NLT and NIV) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

B. Required Textbooks

Landreth, G. L. (2012). *Play Therapy: The art of the relationship* (3rd ed.). Routledge. ISBN-13: 978-0415886819. Retail price: \$47.44. Kindle version unavailable.

Perry, B. D., & Szalavitz, M. (2017). *The boy who was raised as a dog*. Basic Books. ISBN-13: 978-0465094455. Retail price: \$9.79. kindle version available.

*Additional articles to read will be provided on Canvas.

VI. CLASS POLICIES

Academic Dishonesty

Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own.

Writing Style

All class papers must follow the APA style according to the *Publication Manual of the American Psychological Association, 7th edition*. You can find APA resources under the **Getting Started Checklist** located on the Counseling Children home page on Canvas.

Late Work

Papers, projects, etc. are due at the class period assigned. If the student has an emergency, or an unusual circumstance that occurs that student should contact the instructor to plan to submit work without penalty. If a student fails to submit the homework at the due date assigned, then the following may occur: 1.) Submit the assignment **one day late** will result in one letter grade deduction, 2). Submit the assignment **two days late** will result in a 50% assignment reduction, and 3) Submit the assignment three or more days late will result in a no grade being submitted for that assignment.

Disabilities Statement

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.

Learning Center

The Clark Academic Center (learning@calvary.edu) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

VII. TENTATIVE CLASS SCHEDULE

Week	Class Topics	Assignments
Week 1	Overview Syllabus Lecture Topic #1 Case Study #1	Reading Journal #1 DUE Case Study Course Notes DUE
Week 2	Lecture Topic #2 Case Study #2	Reading Journal #2 Case Study Course Notes DUE
Week 3	Lecture Topic #3 Case Study #3	Reading Journal #3 Case Study Course Notes DUE
Week 4	Lecture Topic #4 Case Study #4	Reading Journal #4 Case Study Course Notes DUE
Week 5	Lecture Topic #5 Case Study #5	Reading Journal #5 Case Study Course Notes DUE
Week 6	Lecture Topic #6 Case Study #6	Reading Journal #6 Case Study Course Notes DUE
Week 7	Lecture Topic #7 Case Study #7	Reading Journal #7 Case Study Course Notes DUE
Week 8	Lecture Topic #8 Postmortem of the class	Reading Journal #8 Personal Reflection Paper Counseling Children Final Project