



Elim Bible Institute
COURSE SYLLABUS

Youth Counseling

PM333

Rev. Judy Brazell,
INSTRUCTOR

Summer – Session II 2010
TERM/YEAR

Judy Brazell, MSCE, BCPC, LCADC, CASAC
DEVELOPED BY

3 cr.
UNITS

COURSE DESCRIPTION: This course is designed to prepare Christian workers to counsel youth and provide collaboration and support to parents and caregivers. This course will focus on the application of Scripture, Christian disciplines and techniques employed to help teens navigate adolescence. The course provides an overview of developmental, emotional, relational, familial and sexual issues; abuse; addictions including abuse of Gateway Drugs; disorders of adolescence; and legal, ethical, and multicultural issues. The student will be supplied with more than 40 rapid assessment tools designed for use with adolescents. **Prerequisite:** Basic Christian counseling or an introductory counseling course or permission from the instructor.

GENERAL OBJECTIVES

1. Biblical Scholarship:

- a. Exhibit ability to apply Scripture in one's personal spiritual formation and development, as well as its application in the Christian life and service. (Correlates to Elim Bible Institute's Academic Program Goals and Objectives 1a).
- b. Demonstrate an understanding of foundational principles of the Christian faith. (Correlates to Elim Bible Institute's Academic Program Goals and Objectives 1b.)
- c. Illustrate appropriate interaction of Christian values in a multicultural and diverse society.

2. Spiritual Vitality and Formation:

- a. Show development of one's personal spiritual formation in their

- relationship with God and its correlation to the whole person. (Correlates to Elim Bible Institute's Academic Program Goals and Objectives 2a).
- b. Demonstrate spiritual maturity and its impact on character and values, Evidenced by moral, ethical, and dispositional integrity. (Correlates to Elim Bible Institute's Academic Program Goals and Objectives 2b).
 - c. Display an understanding of God's dynamic presence in one's life and His role in the affairs of men (Correlates to Elim Bible Institute's Academic Program Goals and Objectives 2c.).
 - d. Exhibit genuine concern for the whole person of others, including their physical, emotional and spiritual needs. (Correlates to Elim Bible Institute's Academic Program Goals and Objectives 2d).
 - e. Evidence the ability to be a Christian witness to fulfill the mandate of Christ. (Correlates to Elim Bible Institute's Program Goals and Objectives 2e).

3. Relevance in Culture:

- a. Demonstrate understanding of proper ministry application in the midst of current social and cultural circumstances (Correlates to Elim Bible Institute's Academic Program Goals and Objectives 3a).
- b. Demonstrate awareness to relevant applications of Christian ministry in the context of modern sociological issues affecting youth. (Correlates to Elim Bible Institute's Academic Program Goals and Objectives 3b).
- c. Demonstrate a capacity to evaluate cultural settings and form appropriate and effective strategies for relevant ministry with diverse communities. (Correlates to Elim Bible Institute's Academic Program Goals and Objectives 3d).

4. Discipleship & Servant-Leadership:

- a. Demonstrate spiritual disciplines that express themselves in concern for others in multiple cultural, social, religious and non-religious contexts. (Correlates to Elim Bible Institute's Academic Program Goals and Objectives 4a).
- b. Exhibit capacity to correlate different kinds of learning and knowledge, Including general, theological, cultural, and experiential, in life and service. (Correlates to Elim Bible Institute's Academic Goals and Objectives 4d).
- c. Evidence the qualities and component of biblical servant leadership and and its merit in one's personal life, community and world. (Correlates to Elim Bible Institute's Academic Goals and Objectives 4f).

SPECIFIC COURSE OBJECTIVES:

Biblical Scholarship:

- a. Students will be able to explain the role of counseling in the context of the Church, family and youth ministry.
- b. Students will demonstrate the integration of theology and counseling.

- c. Students will articulate the basic teachings of scripture and apply to case studies.

Spiritual Vitality and Formation:

- a. Students will contemplate God as a relational being who has given the ministry of counseling to the Church to aid in the work of healing, bondage-breaking, reconciliation, transformation, and the renewing of the minds of youth.
- b. Students will learn to make spiritual application to developmental issues, including physical, emotional and spiritual issues and develop effective ways to help resolve the issues youth bring to the counseling relationship.
- c. Students will explore and gain self-awareness in order to be an effective Christian counselor.

Relevance in Culture:

- a. Students will demonstrate an understanding of the Biblical perspective of common problems youth face and how one would use Scripture in dealing with youth and their parents.
- b. Students will demonstrate an understanding of the application of Scriptural principles to the counseling relationship.
- c. Students will gain personal insight and understanding into cultural differences and their impact on the counseling relationship.
- d. Students will recognize key concepts and report on major trends with youth in the field of Christian counseling.

Discipleship & Servant Leadership:

- a. Prepare to demonstrate spiritual disciplines that express themselves in concern for others in multiple cultural, social, religious and non-religious contexts found in youth ministry.

COURSE TEXTS:

McDowell, Josh and Hostetler, Bob. Handbook on Counseling Youth: A Comprehensive Guide for Equipping Youth Workers, Pastors, Teachers, Parents. Nashville: W Publishing Group, 1996.

Parrott III, Les. Helping the Struggling Adolescent: A Guide to Thirty-Six Common Problems for Counselors, Pastors and Youth Workers. (Updated and Expanded Edition) Grand Rapids, MI: Zondervan, 2000.

Suggested but not required:

Turabian, Kate. L. A Manual for Writers of Research Papers, Theses, and Dissertations. (Chicago Style), 7th ed. Chicago: University of Chicago Press, 2007.

COURSE REQUIREMENTS

Due Date % of Grade

1 Readings.	Week scheduled	15%
2. Weekly Submissions and Case Studies.	Sundays, 6 pm EST	30%
3. Class Participation.	Week scheduled, 6 pm EST	15%
4. A Ten to Twelve Page Research Paper.	Week 8	30%
5. Youth Worker Interview	Week 5	10%

I. READINGS.

Complete all readings in textbooks assigned.

II WEEKLY WRITING SUBMISSION.

Your reflection, reaction to, understanding of the material covered each week. Any additional literature connections made to the material should be documented using Turabian’s Style so other students may benefit from your knowledge and research and access the material for future reference.

III. WEEKLY CASE STUDY.

Your response to the Weekly Case Study should be posted by 6 pm EST on Sundays. Include in your response: the basic teachings of scripture which apply to the issue with chapter and verse; Which questions would you use in your assessment interview and which assessment tools would you incorporate; As you develop a Change Plan with your teen, which Christian disciplines, theoretical approaches, recommended resources, activities and books would you use?

IV. CLASS PARTICIPATION.

Students are required to make at least 2 posts to other students’ weekly submissions during the course of each week. Student responses should be intelligent, well- thought- through remarks that spark discussion, evaluation and critique. Standard English in well-constructed sentences are required and expected. Please do not just say you agree with the writer.

V. ONE TERM PAPER.

The term paper will be due and posted during the last week of the semester. It will be posted for other students in the class to read and benefit from, but grades and responses by instructor will be made privately. Whichever topic you choose, you need to **FOCUS ON ADOLESCENCE** and not how that topic is observed, assessed or treated in adulthood. You may make comparisons, but keep them short. Students may choose a topic of his/her choice from the following list: *Depression; Anxiety; Anger; Guilt vs. Shame; Forgiveness; Sexual Purity; Abuse; Homosexuality; Trauma; Physical, Sexual or Emotional Abuse; cutting; ritual abuse; familial issues; relational issues; loneliness; grief; Crisis counseling; suicidality; multicultural issues in counseling; legal and ethical issues in counseling; addictions counseling (focusing on one of these: alcohol; drugs; substance abuse; the Gateway Drugs; gambling, Internet pornography; sexual addiction); or one of the disorders of adolescence.*

VI. YOUTH WORKER INTERVIEW

Five hundred word paper summarizing the student’s interview with a youth worker Include the current challenges, issues, perceptions and reflection from a Christian Youth Worker’s viewpoint. Paper is to be posted so other students may comment and benefit.

GRADING SYSTEMS:

I	Readings	15%
II	Weekly Submission	15%
III	Case Studies	15%
IV	Class Participation	15%

V	A Term Paper	30%
VI	Youth Worker Interview	10%

Note:

- 1. Participation will affect your final grade.**
- 2. All assignments are due on Sundays, 6 PM EST during the week posted on the outline.**
- 3. Late assignments will be penalized according to the policy in the Student Handbook (“Late Assignment Policy”).**
- 4. Students are expected to participate each week. If you are going away on vacation and have cleared it with Instructor, you may post up to one week in advance.**
- 5. All students are expected to complete their work to the best of their ability. Assignments which reflect a lack of the student’s best efforts will be graded accordingly.**

GRADING SYSTEM:

“Whatever you do, do your work heartily, as for the Lord rather than for men; knowing that from the Lord you will receive the reward of the inheritance. It is the Lord Christ whom you serve.” (Col. 3:23, 24 NAS)

Letter grades are assigned to completed course work accordingly to quality of performance as follows:

A = EXCELLENT: An “A” indicates that a student has grasped the subject matter and has made it his own through thought and reflection. It represents not only industry, thoroughness, and correctness of detail, but also originality, much insight, high quality of thought process, critical analysis, mastery of material, and orderliness of presentation.

B = GOOD: Indicates that a student has fulfilled the requirements of a course, assimilating the subject matter with considerable thoroughness and correctness and with some understanding of its relationship to life. Work shows discipline beyond the average, but is not so precise, creative, or comprehensive as an “A.”

C = SATISFACTORY: Indicates average work, either steady work or an acceptable quality or work of a high quality, which is uneven, irregular or fragmentary. This grade is given to work that is generally correct but which does not show exceptional reflection upon, or assimilation of, the material of a course.

D = POOR: Indicates work that is inferior to the average both in quality and quantity.

F = FAILURE: Course requirements not met. Failed courses do not count toward program fulfillment.

BIBLIOGRAPHY

Adams, Jay. Christian Counselor’s Manual. Grand Rapids, MI: Zondervan, 1986.

----- Competent to Counsel: Introduction to Nouthetic Counseling. Ministry Resources Library, 1970.

American Psychiatric Association. Diagnostic and Statistical Manual of Mental Disorders, 4th ed. TR. Arlington, VA: American Psychiatric Publishing, 2000.

Anderson, Bill. When Child Abuse Comes to the Church. Minneapolis: Bethany House, 1992.

Anderson, Neil T. The Bond Breaker: Overcoming Negative Thoughts, Irrational Feelings, Habitual Sins. Eugene, OR: Harvest House Publishers, 1993.

----- Freedom From Fear: Overcoming Worry and Anxiety. Eugene, OR: Harvest House Publishers, 1999.

Anderson, Neil and Park, Dave. Stomping Out Depression. Ventura, CA: Regal, 2001.

----- Stomping Out the Darkness. Ventura, CA: Regal Books, 1993.

Anderson, Neil, Zuehlke, Terry E. and Zuehlke, Julianne S. Christ Centered Therapy: The Practical Integration of Theology and Psychology. Grand Rapids, MI: Zondervan Publishing House, 2000.

Anthony, T. Michael. Suicide: Knowing When Your Teen Is At Risk. Ventura, CA: Regal Books, 1991.

Arterburn, Stephen. Addicted to Love: Understanding Dependencies of the Heart: Romance, Relationships, and Sex. Ventura, CA: Regal, 2003.

----- Every Man's Battle.

Arterburn and David Stoop. The Life Recovery Workbook: A Biblical Guide Through the Twelve Steps. IL: Tyndale House Publishers, 2007.

Carter, Les and Minirth, Frank. The Anger Workbook. Nashville: Thomas Nelson Publishers, 1993.

Cloud, Henry and Townsend, John. Boundaries in Dating: Making Dating Work. Grand Rapids, MI: Zondervan Publishing House, 2000.

Harris, Joshua. I Kissed Dating Goodbye. Sisters, OR: Multnomah Books, 1997.

Kastleman, Mark B. The Drug of the New Millennium: The Science of How Internet Pornography Radically Alters the Human Brain and Body. Orem, UT: Granite Publishing and Distribution, LLC, 2001.

Laaser, Mark. Faithful & True: Sexual Integrity in a Fallen World. Nashville: LifeWay Press, 1999.

Murray, Stephen and Smith, Randy. Divorce Recovery for Teenagers: How to Help Your Kids Recover, Heal, and Grow When Their Families are Ripped Apart. Grand Rapids, MI: Youth Specialities, 1990.

Rowatt Jr., G. Wade. How to Talk with Teenagers. Nashville, Broadman Press, 1990.

Stone, Bob and Palmer, Bob. The Dating Dilemma: Handling Sexual Pressures. Grand Rapids, MI: 1990.

Van Pelt, Rich. Intensive Care: Helping Teenagers in Crisis. Grand Rapids, MI: Youth Specialities, 1988.

Welch, Edward T. Addictions: A Banquet in the Grave. Phillipsburg, NJ: PR Publishing.

----- Blame It On the Brain? Distinguishing Chemical Imbalances, Brain Disorders and Disobedience.

Helpful Websites No Wikipedia Citations Please

Center for Children's Justice <http://www.childrensjustice.org/stats.htm>

Depression <http://www.mayoclinic.com/health/depression/MH00035>.

Domestic Violence
Bureau of Justice <http://www.wojp.usdoj.gov/bjs/>

Family Safe Media http://www.familysafemedia.com/pornography_statistics.html

Focus on the Family – Teen Pregnancy Quick Facts
http://www.citizenlink.org/pdfs/fosi/abstinence/Teen_Pregnancy_Fact_Sheet.pdf

LifeWay <http://www.lifeway.com/tlw/media/trends.asp>

National Child Abuse Statistics <http://www.acf.hhs.gov>

National Clearinghouse for Alcohol and Drug Information. SAMHSA database.

National data on Sexual Violence: Children Silent No More
http://www.silentnomore.org/stats/national_children.asp

National Institute on Alcohol Abuse and Alcoholism
<http://pubs.niaaa.nih.gov>

National Institute of Mental Health
<http://nimh.nih.gov/health/statistics/indexs.html>

The Barna Group <http://www.barna.org>

US Census Bureau <http://www.census.gov>