Gordon-Conwell Theological Seminary-Boston  
The Center for Urban Ministerial Education-CUME  
CO/PC/YM 725 COUNSELING THE ADOSLECENT  
Class hours: Monday 1/24, 26; 2/2, 9, 16, 23; 3/2, 9 @ 6:00PM-10:00PM  
Instructor: Dr. Carlot D. Celestin  
Email: ccelestin@gcts.edu; Phone: 781-986-4800 (day)

Course Description
This course surveys the nature of adolescent development and the techniques to counseling the adolescents. It focuses on the role of the adolescent in the family constellation and gives a basic understanding of the cries of the troubled youth. It integrates biblical truths with psychological understanding of personology to provide a foundation for intervention and effective ministry.

Course goal
The goal of the course is to help the youth worker and the counselor to understand the transition of the adolescents, the characteristics of youth group and ministry, discuss the counseling processes from a Christian perspective. The course also explores the specific needs and problems associated with this age group and help them cope with these particular issues.

Course objective
Upon the completion of this course, students who faithfully attend to the requirements of the class will be able to:
1. Explain theories and research in the studies of adolescents
2. Comprehend the physical, cognitive development of adolescents
3. Understand the adolescents from his/her cultural, social, political and religious context
4. Examine the strengths and weaknesses of particular studies and statistics in light of personal experiences
5. Understand diagnosis of adolescents and make referrals for greater interventions

Course Correlation
This course will engage its students in an examination of theory of culture, religion and politics as they affect the life of an adolescent. The student will learn basic counseling skills and understand the narrative that symbolizes the life of an adolescent. In so doing, students will learn about raising diagnostic questions through case studies and/or through dyadic experiences in the classroom.

Required Course Textbooks
Highly Recommended Course Textbooks

Class requirements
1. Students are expected to read all the assigned material prior to every class session and be ready to discuss specific points that have been raised by the readings.

2. Student will write a case study and present the case to the class.

3. Each student will write an autobiography of his own adolescent life. In this autobiography, the student will do a genogram of his or her family. This autobiography will include all the elements that studied in class in terms of adolescent developmental stages. Not to exceed 10 pages.

4. Student will do a book of review of the following highly recommended textbooks
   a. 1). Reaching for the New Jerusalem: A Biblical and Theological Framework for the City (Urban Voice) by Seong Hyun Park
   b. 2). Marital Happiness Is a Choice: Following the Path to an Enjoyable Relationship with Your Spouse by J. A. Alexandre
      i. The length for each book should be 5 pages each book.
      ii. GUIDELINES:
          1. Double space (Microsoft Office Word 2010 [or compatible], size 12 font)
          2. Title: Review of title of book by author (city: publisher, year of publication) your name
          3. Begin with the book’s intended audience-
          4. Identify thesis or goal of the book.
          5. Summarize the content.
          6. Speak of the author’s credentials and how their contribution is important
          7. Analyze positive features of the book
          8. State criticisms, especially in light of the principles of this class multicultural, multiracial, urban-oriented approach
          9. Present proof from the book to support your arguments
          10. Include at the end of each review (each book) your conclusive remark by providing an appropriate theoretical explanation of adolescent behavior and as well as an elaboration of his or her psychotherapeutic intervention with the youth and the parents.

5. Student must write a bibliographical essay to discuss the focal point of theory of culture, religion and politics as they affect the life of an adolescent as outline in the assigned textbooks.
Remark: All paper must follow APA guidelines. All papers are due one week after class is over. Late work will not be accepted. Grading criteria for the reading assignments: 2000 Pages = A; 1600 Pages = B; 1200 Pages = C; 800 Pages = D

Grading Scale
1. Autobiography Paper = 20%
2. Book Reviews = 30
3. Biographical Essay = 25%
4. Case study presentation = 25%

Course Outline

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<th>Suggested Reading</th>
<th>Class Lecture</th>
<th>Activities</th>
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<td>1/26</td>
<td>Olson Part I, Borgman Part I; Strauch chs. 1-2; Mucicci 1-2</td>
<td>Diagnosis and Treatment Planning for Psychological Disorders in Adolescents: What is Normal and Abnormal - Factors to Consider when making a Diagnosis with Adolescents</td>
<td>Introduction - syllabus</td>
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<td>2/2</td>
<td>Olson Part II-chs. 4-6; Borgman Part II; Strauch chs. 3-4; Mucicci 3-4</td>
<td>Diagnosis and Treatment Planning for Psychological Disorders in Adolescents: Developing Treatment Goals and Objectives</td>
<td>Case study I</td>
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<td>2/9</td>
<td>Olson Part II- chs. 7-8; Borgman Part III- chs. 8-11; Strauch chs. 5-6; Mucicci 5-6</td>
<td>Disorders Usually First Diagnosed in Childhood or Adolescence</td>
<td>Case study II</td>
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<td>3/16</td>
<td>Olson Part III-chs. 9-11; Borgman Part III-chs. 12-14; Strauch chs. 7-8; Mucicci 7-8</td>
<td>Communication and Pervasive Developmental Disorders (Now Coded on Axis I)</td>
<td>Case study III</td>
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<td>3/23</td>
<td>Olson Part III-chs. 12-14; Borgman Part IV-chs. 15-16; Strauch chs. 9-10; Mucicci 9-10</td>
<td>Attention-Deficit and Disruptive Behavior Disorders; Primary Eating Disorders of Adolescence</td>
<td>Case study IV</td>
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<td>3/2</td>
<td>Olson Part III-chs. 15-17; Borgman Part IV-chs. 17-18; Strauch chs. 11-12; Mucicci 11-12</td>
<td>Other Disorders of Adolescence: Anxiety, Affective and Adjustment Disorders</td>
<td>Case study V</td>
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<td>Case Study Presentations</td>
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BIBLIOGRAPHY