I. INTRODUCTION

A. This course is an examination of the particular problems of youth and their implications for the delivery of social services. Emphasis on social service institutions of a preventative and rehabilitative nature.

B. This course is required to meet the curriculum requirements for the Central Texas College Advanced Certificate and the Associate in Applied Science Degree in Mental Health Services with a Chemical Dependency, At-Risk Youth specialization, or Social Work.

C. This course is occupationally related and serves as preparation for jobs in the Mental Health Services field. This course is considered RELATED by the Texas Commission on Alcohol and Drug Abuse (TCADA).

D. Alphanumeric coding used through the syllabus, learning outcomes and learning activities denotes the integration of SCANS occupational competencies (C) and Foundation skills (F).

II. LEARNING OUTCOMES

Upon successful completion of this course, Problems of Children and Adolescents, the student will be able to:

A. Examine common life events which impact children and adolescents; i.e., birth order, alternative family life styles and peer pressure. (F1,2,5-12; C5-8,12,14-15,17,19)

B. Assess the impact of the social settings of life as they impact the development stages of adolescence. (F1,2,5-12; C1,5-8,12-15,17,19)

C. Define status offender laws and their impact on delivery of social services to youth. (F1,2,5-12; C5-8,12,14-15,17,19)
D. Examine assessment models that identify at risk youth and the effect if any on prevention of juvenile delinquency. (F1,2,5-12; C5-8,12,14-15,17,19)

F. Identify factors that cause high incidences of teen pregnancies. (F1,2,5-12; C5-8,12,14-15,17,19)

**Program Threads and SCANS Competencies**

The curriculum content in all Mental Health Services courses are organized around five general content areas known as program threads.

*Program Threads:* Communication  
Legal and Ethical Practices  
Effective Helping  
Diversity  
Critical Thinking

These threads are used to formulate content, connect one course of study to another, and provide a structure for evaluation of basic professional skills.

The Secretary’s Commission of Achieving Necessary Skills (SCANS), U.S. Department of Labor, was formed “to encourage a high-performance economy characterized by high-skills, high-wage employment.” Representatives from education, business, labor, and government identified the five competencies that are necessary in the work place.

Programs in the Mental Health Services Department are organized around these competencies and the three part foundational skills that the competencies are based on. Learning Activities and outcomes which relate to the SCANS Competencies are identified either in the Learning Guide, or in the syllabus with C1-20 and/or F1-17.

The competencies C1-20 include:

- **Resources:** identifies, organizes, plans, and allocates resources (C1-C4).
- **Information:** acquires and uses information (C5-C8).
- **Interpersonal:** works with others (C9-C14).
- **Systems:** understands complex interrelationships (C15-C17).
- **Technology:** works with a variety of technologies (C18-C20).

The foundation competencies F1-F17 include:

- **Basic Skills:** reads, writes, performs arithmetic and mathematical operations, listens and speaks (F1-F6).
- **Thinking Skills:** thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons (F7-F12).
**Personal Qualities:** displays responsibility, self-esteem, sociability, self-management, integrity, and honesty (F13-F17).

**III. INSTRUCTIONAL MATERIALS**

A. The instructional materials identified for this course are viewable through [www.ctcd.edu/books](http://www.ctcd.edu/books)

B. Other Instructional Materials: ParScore Test Form No. 289-ERI-L, as directed by the instructor.

**IV. COURSE REQUIREMENTS**

A. **Reading Assignment:** It is suggested that the student first read the learning outcomes in the syllabus and then the assigned required readings which are detailed in the daily plan and course Learning Guide.

B. **Projects, Oral Reports, Case Studies, Book Reports, Research Papers:** Assigned written work is detailed in the syllabus, on the daily plan and in the course Learning Guide. All assigned work must be submitted on time. No late papers will be accepted. The due dates are noted on the daily plan, or as stated by the instructor.

C. **Class Performance:** Students are required to: attend class regularly; be on time and to stay the whole class period; or an absence will be recorded. Students may be administratively withdrawn from class when their absences exceed a total of four (4) class meetings for a 16 week semester, three (3) class meetings for an 11, 8 or a 6 week semester, or if absences prevent the meeting of course objectives. See the current Central Texas College Catalog for details.

D. **Class Participation:** Students are required to be prepared for classroom discussions, unannounced quizzes, and exams. The student should be prepared to participate in all classroom group activities and assigned community, library and Internet activities as they relate to meeting the course objectives.

**V. EXAMINATIONS**

A. There will be a minimum of three major examinations. Examinations will be essay, multiple choice, true/false, or short answer.

B. A student must be present for all examinations. No make-up examinations will be scheduled; alternative arrangements must be made with the instructor individually PRIOR to the exam date. Unexpected absences due to illness or extenuating circumstances will require the students to see the instructor individually as soon as possible.
VI. SEMESTER GRADE COMPUTATIONS

<table>
<thead>
<tr>
<th>ITEM</th>
<th>Possible Points</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Exam 3</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>Unit Assignments 3 units x 10 pts. @</td>
<td>30</td>
<td>30%</td>
</tr>
<tr>
<td>Projects</td>
<td>15</td>
<td>15%</td>
</tr>
<tr>
<td>Discussion Questions 3 units x 4 pts. @</td>
<td>12</td>
<td>12%</td>
</tr>
<tr>
<td>Participation/Lab</td>
<td>3</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

A student must take the final examination to receive a grade for the course.

### Numerical Grade

<table>
<thead>
<tr>
<th>Numerical Grade</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89.9</td>
<td>B</td>
</tr>
<tr>
<td>70-79.9</td>
<td>C</td>
</tr>
<tr>
<td>60-69.9</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>

**NOTE:** The faculty reserves the right to adjust a student's grade for instances of disruptive/uncivil classroom behavior.

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

A. **Course Withdrawal:** It is the student’s responsibility to officially withdraw from a course if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form 59). The withdrawal form must be signed by the student.

CTC Form 59 will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is:

- Friday of 7th week for 10-week courses
- Friday of 9th week for 12-week courses

CMSW 1309
Friday of 12th week for 16-week courses

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

A student who officially withdraws will be awarded the grade of “W” provided the student’s attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of “F” or “FN” for nonattendance.

B. Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on CTC Form 59 for submission to the registrar.

C. Incomplete Grade: The College catalog states, “an IP grade may be assigned by an instructor if a student has made satisfactory progress in a course with exception of a major quiz, final exam, or other project. The ‘IP’ grade may also be assigned for extenuating circumstances beyond a student’s control such as personal illness, death in the immediate family, military orders, or in the case of distance learning courses, technology failures, and mail delays. Notice of absences with supporting documentation may be required by the instructor. Students should notify instructors in advance of absences whenever possible. The instructor makes the final decision concerning the granting of the incomplete grade. The instructor may set a deadline for completing the remaining course requirements. In no case will the deadline exceed 110 days after the scheduled end of the course. It is the student’s responsibility to arrange with the instructor for the assignment of work necessary to complete the course and to change the ‘IP’ within the specified time. An IP grade cannot be replaced by the grade ‘W’. If the student elects to repeat the course, the student must register, pay full tuition and fees and repeat the entire course. The IP grade became effective in the fall of 2001.”

D. Cellular Phones and Beepers: Cellular phones and beepers will be turned off while the student is in the classroom or laboratory.

E. Americans With Disabilities Act (ADA): Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for
contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

F. Instructor Discretion: The instructor reserves the right of final decision in course requirements.

G. Civility: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

H. Discrimination Policy: Central Texas College District does not discriminate in admissions or access to, or treatment or employment in, its programs and activities on the basis of race, color, religion, national origin, gender, disability, age or veterans’ status.

VIII. COURSE OUTLINE

A. Module 1: Defining the At-Risk Child (F1,2,5-12; C5-8,12,14-15,17,19)

1. Learning Outcomes: Upon successful completion of this Module, the student will be able to:
   • Define the term at-riskness.
   • List the five levels of Maslow’s Hierarchy of Needs.
   • Describe the role of locus of control on the development of self-esteem.
   • Summarize Kohlberg’s Model of Moral Development.
   • List the five C’s of competency.

2. Learning Activities:
   a. Read: Chapters 1 and 2 in the textbook, Problems of Children and Adolescence.
   b. Discussion Assignment: Participate in the Introduction Exercise.

B. Module 2: Understanding Childhood Development (F1,2,5-12; C5-8,12,14-15,17,19)

1. Learning Outcomes: Upon successful completion of this Module, the student will be able to:
   • Discuss Piaget’s cognitive stages of development.
   • Identify the six basic concepts of psychosocial theory.
   • Explain the similarities and differences between Freud’s
psychosexual theory and Erickson’s Psychosocial theory.
• Discuss the implications of quality of attachments and how it affects later relationships.

2. **Learning Activities:**
   a. **Read:** Chapters 3 – 9 and Chapter 12 in textbook, Problems of Children and Adolescence.
   b. **Review:** Complete the review sheet to prepare for Exam1.
   c. **Discussion Assignment:** Complete the discussion question for Unit 1: After reading and studying Unit 1 prepare to discuss in class how you see yourself as a child, and give at least 5 factors of how you could have fit into the at-riskness category.
   d. **Written Assignment:** Complete the Unit 1 lesson assignment: List the five levels in Maslow's Hierarchy of Needs and discuss how you might use this information in working with at-risk youth.
   • List the 5 C's of competency described in Chapter 12. Discuss why they are important and how they interact.
   • Describe the role of locus of control on the development of self esteem and explain how it contributes to the building of resiliency factors in youth.
   • Discuss Piaget's cognitive stages of development and explain how understanding them can help in designing appropriate activities and services for children and adolescents.
   • Summarize Kohlberg's Model of Moral Development and discuss the formation of empathy.
   • Identify and define the six basic concepts of psychosocial theory.
   • Explain the similarities and the differences between Freud's psychosexual theory and Erickson's Psychosocial Theory.
   • Discuss the implications of the quality of attachment that is formed in infancy for relationships beyond infancy.
   • Compare what happens in social skill development for children who are accepted by age-mates with social skill development for children who are rejected by age-mates.
   • Discuss the relationship of gang membership to the psychosocial needs of early adolescence. How is gang membership similar to and different from other group identification.

e. **Exam:** Complete Exam 1.

C. **Module 3: Family Issues of the At-Risk Child** (F1,2,5-12; C5-8,12,14-15,17,19)

1. **Learning Outcomes:** Upon successful completion of this Module, the student will be able to:
   • Discuss the impact of parental inconsistency
• Discuss family factors that contribute to at-riskness in children
• Describe the six dysfunctional family roles

2. **Learning Activities:**
   a. **Read:**
      • Chapters 10, 14, and 15 in textbook, Problems of Children and Adolescence.
      • Learning Guide sections on Adoption, Military families, substance abuse, and teen pregnancy and risky sexual behavior.
   b. **Discussions:** Participate in discussions.

D. **Module 4: School Issues of the At-Risk Child** (F1,2,5-12; C5-8,12,14-15,17,19)

2. **Learning Outcomes:** Upon successful completion of this Module, the student will be able to:
   • List factors which influence a student’s success or failure in school
   • Describe individual student characteristics which can be used to identify drop-out risk
   • Describe factors that create a successful school
   • Describe how teen pregnancy affects the child, parent, and economy

2. **Learning Activities:**
   a. **Read:**
      • Chapters 11 and 13 in textbook, Problems of Children and Adolescence
      • Sections on school issues in the Learning Guide
   b. **Discussions:** Participate in discussions.
   c. **Written Assignment:** Choose topic for your paper and get it approved by the instructor

E. **Module 5: Mental Disorders and Anti-Social Behaviors of At-Risk Children** (F1,2,5-12; C5-8,12,14-15,17,19)

1. **Learning Outcomes:** Upon successful completion of this Module, the student will be able to:
   • List and discuss the five axes of the DSM-IV
   • Discuss motivations for attempting suicide
   • Describe particular mental disorders that are found primarily in childhood
   • Discuss potential gang membership role in the at-risk youth
   • Describe a status offender and the juvenile justice system
2. **Learning Activities**:

a. **Read:**
   - Chapters 16 and 17 in custom textbook, Problems of Children and Adolescence.
   - Learning Guide on mental disorders and anti-social behavior

b. **Review:** Complete Review for Exam 2.

c. **Written Assignment: Complete the Unit 2 Assignment.**
   1. Discuss the impact of parental inconsistency.
   2. Discuss two family factors that contribute to at-riskness in children.
   3. Describe the six dysfunctional family roles in addictive families.
   4. List and discuss three key factors which influence a student's success or failure in school.
   5. Describe three individual student characteristics which can be used to identify drop out risk.
   6. Describe the long term impact of school dropout on the adolescent and society.
   7. List and discuss the five axes of the DSM-IV and tell what the DSM-IV is used for.
   8. List and discuss the four motivations for attempting suicide according to the text.
   9. Choose three of the seven misconceptions of suicide described in the book and discuss them.
   10. ADD/ADHD is a common disorder found in children. Discuss what the disorder is, how ADD and ADHD are different, and four ways to work effectively with children who have this disorder.
   11. Understanding behavior management is critical in working with children. Define the terms listed giving examples of each term: positive reinforcement, negative reinforcement, escape behavior, avoidance behavior, positive punishment, negative punishment.

d. **Discussion Assignment:** Complete the discussion questions for Unit 2. Knowing what you know now about resiliency, looking back at your unit 1 discussion and what you stated were factors that could have influenced at-riskness for you, state which of the 5 Cs and any other factors made you more resilient.

e. **Exam:** Complete Exam 1.

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F. **Module 6: Prevention, Intervention, and Treatment (F1,2,5-12; C5-8,12,14-15,17,19)**

1. **Learning Outcomes:** Upon successful completion of this Module, the student will be able to:
• Discuss the difference between primary, secondary, and tertiary prevention
• Describe the major counseling theories and choose one that fits their style at this point of their education
• List the procedure to report child abuse
• Discuss the impact of child abuse and neglect and give some interventions and treatment

2. **Learning Activities:**

a. **Read:** Chapters 18 – 22 in custom textbook, Problems of Children and Adolescence.

b. **Written Assignment:** Complete Unit 3 lesson assignment:
   1. Discuss the difference between primary, secondary, and tertiary prevention giving an example of each.
   2. Describe how risk and protective factors affect at-risk children.
   3. Why do you want to help others?
   4. What personal strengths do you bring to the helping field?
   5. What personal limitations do you feel you should work on before becoming a professional helper?
   6. How will you handle burnout and boundary issues?
   7. What personal values do you have that may interfere with helping certain clients and what should you do about them?
   8. List and describe the major counseling theories discussed in this lesson, and then choose the one that fits your value system.
   9. List the procedure to report child abuse
   10. Discuss the impact of child abuse and neglect and give some different interventions, and treatment.

c. **Discussion Assignment:** Complete discussion questions for Unit 3. Given what you now know about development of particularly early adolescence and the factors that influence at-riskness, what would you change about high schools in order to optimize student development?

d. **Paper and Power Point Presentation:** Write the assigned paper according to the following directions: There is a short paper required for this course. This paper is worth up to 15 points. The paper incorporates a subject you've studied in this course. You are to get some historical background on the subject and then apply it to children or adolescents. If it's a disorder talk about treatment and prevention. This paper is not to be just a research paper but show me you can apply the information to the population we have been studying. The paper is to have a cover page, outline, be at least 8 pages long, content, references, and a power point slide presentation. The eight pages can include the cover page, outline, content, and reference page. The Power point presentation is to not be included in the page count for the paper, but turned with the
paper. The paper is to be written in APA style writing.
e. **Review**: Complete the review sheet to prepare for final exam.
f. **Exam**: Complete Final Exam.