CENTRAL TEXAS COLLEGE
CMSW 1309
PROBLEMS OF CHILDREN AND ADOLESCENTS

Semester Hours Credit: 3

INSTRUCTOR: ______________________

OFFICE HOURS: ____________________

I. INTRODUCTION

A. This course is an examination of common problems and the evaluation of effective prevention and intervention models of at-risk children and youth. Topics include social, family, educational systems impact, juvenile delinquency, teen sexuality, and mental health including addictive behaviors to promote wellness.

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. Prerequisite(s): None

II. LEARNING OUTCOMES

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

A. Articulate common problems and characteristics of at-risk children and youth in the social, family, developmental, psychological, and educational systems. (F1, 2, 5-12; C5-8, 12, 14-15, 17, 19)

B. Investigate prevention and intervention models and resources for referrals. (F1, 2, 5-12; C1, 5-8, 12-15, 17, 19)

C. Describe juvenile laws and their impact on delivery of social services to youth. (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
B. Other Instructional Materials: Headset with a microphone.
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, and 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 are 3 major examinations and a cumulative final exam. 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 a soon as possible.

VI. SEMESTER GRADE COMPUTATIONS

<table>
<thead>
<tr>
<th>ITEM</th>
<th>Possible Points</th>
<th>% of Final Grade</th>
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</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>9</td>
<td>9%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Exam 3</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Written Assignments (4 Module Assignments x 1 pt)</td>
<td>25</td>
<td>25%</td>
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<tr>
<td>Project - Paper &amp; Power Point Presentation</td>
<td>15</td>
<td>15%</td>
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<tr>
<td>Lab/Discussion Questions (Intro &amp; Lab 2&amp;3 assignments x 5 pts) (Lab 1 is worth up to 6 points)</td>
<td>21</td>
<td>21%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100%</td>
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A student must take the final examination to receive a grade for the course.

<table>
<thead>
<tr>
<th>Numerical Grade</th>
<th>Letter Grade</th>
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<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>
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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
- 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 provides 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:
   a. Discuss the scope of the problems contributing to our society's at-riskness.
   b. Discuss the role of culture and socioeconomic status on at-riskness.
   c. Define the term At-Risk.
   d. Discuss cultural competence and explain its importance in working with at-risk youth.
   e. Define the term empowerment and how it impacts at-risk youth.
   f. List the 5 Cs.
   
   *These objectives reflect the important concepts of this module and should be used to guide your studies and your preparation for examination.*

2. **Learning Activities:**
   a. Read the assigned chapters in the textbook, *At Risk Youth*
      • An Introduction to At-Risk Issues, Chapter 1
      • Environmental/Societal Factors that Contribute to Risk, Chapter 2
      • Individual Characteristics of High-Risk and Low-Risk Children and Youth, Chapter 5
   b. Complete the *Introduction Discussion Assignment*
   c. Complete the *Module 1 Assignments:* Please answer the following 4 questions. They are worth up to 1 point each. Submit the assignment in a Word document following these directions:
      1. Define at-riskness and give an example of how you would use it in this course.
      2. Name 3 economic trends that effects at-risk youth and give examples of each.
      3. Define resiliency and then list and describe 3 factors that affect resiliency.
      4. List and describe the 5 Cs of competencies. Why are they important and how do they interact?

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:
   • Define the concept of theory and explain how one makes use of theory to increase understanding.
   • Identify the six basic concepts of psychosocial theory.
   • Examine the implications of each theory for the study of development.
   • Examine the impact of culture on human development.
   • Examine the impact of poverty on the development of the child.
   • Describe the process of early moral development and some of the related theories.
   • Review the basic features of cognitive development.
   • List and describe Erickson’s stages of development.
   • Discuss the role of locus of control on the development of self-esteem.
2. **Learning Activities:**
   a. **Review the lecture notes** and power points for this module found under Lecture Notes on the Course Menu on the left and in the Learning Activities for Module 2 in Blackboard.
   b. **Complete the Lab/Discussion Assignment:** Complete the Lab/discussion 1 in Module 2: After reading and studying Modules 1 & 2, post how you see yourself as a child, and give at least 5 factors of how you could have fit into the at-risk category. Be sure to comment on at least 3 classmates’ entries.
   c. **Complete the Written Assignment:** Complete the Module 2 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
      - 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.
      - 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 psycho-sexual theory and Erickson's Psychosocial Theory.
   d. **Exam:** Complete Exam 1.

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

1. **Learning Outcomes:** When you successfully complete this module, you will:
   - Discuss the impact of parental inconsistency on at-risk children.
   - Discuss family factors that contribute to at-riskness.
   - List and discuss the four main principles of systems and the four broad functions that family rules play.
   - Describe common characteristics of Children of Substance Abusers (COSAs) and Adult Children of Addicts (ACOAs).
   - Discuss the impact of domestic violence on children.
   - Label and describe dysfunctional family roles in substance abusing families.
   - Identify and discuss substance abuse trends among children and adolescents.
   - Discuss the effects of drug and alcohol abuse on early decision making and development.
   - Discuss Trauma -Induced Care(TIC)
   - List the steps in reporting child abuse.
   - These objectives reflect the important concepts of this module and should be used to guide your studies and your preparation for examinations.
2. **Learning Activities:**
   a. **Read** the assigned chapters in the designated textbooks and Module 3 Lecture Notes:
      - Family Problems of At-Risk Children and Youth, *At Risk Youth*, Chapter 3
      - Substance Use and Addiction, *At Risk Youth*, Chapter 7
      - Teenage Pregnancy, STDs, & Risky Sexual Behavior, *At Risk Youth*, Chapter 8
      - Trauma- and Stressor-Related Disorders, *Abnormal Child Psychology*, Chapter 12
   b. **Read** the lecture notes for this module found under Lecture Notes on the Course Menu on the left.
   c. Complete the **Module Assignments** below. Answer the questions below:
      1. Discuss the impact of parental inconsistency.
      2. Discuss two family factors that contribute to at-riskness in children.
      3. List and describe the six dysfunctional family roles in addictive families.
      
      *Complete your assignment using word-processing software such as MS Word, Open Office (download free software at [http://www.openoffice.org/](http://www.openoffice.org/)), or other per course requirements. Save your file as an .rtf file to ensure that it can be opened at any computer. Submit your assignment by selecting the title link, browsing to, and attaching your saved file. Make sure to select SUBMIT. You may view your posting both on this page and under My Grade (available under Tools).*

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

1. **Learning Outcomes:** When you successfully complete this module, you will be able to:
   - Discuss the long term impact of school dropout on the individual and society.
   - List and discuss key factors which influence a student's success or failure in school.
   - Describe individual student characteristics which can be used to identify dropout risk.
   - Discuss the impact of Learning Disabilities on school achievement.
   - Explain the role of advocacy in assisting parents and students in receiving appropriate accommodations for learning disabilities.
   - Describe the Texas educational system, special education, no child left behind, and alternative educational opportunities such as Charter Schools

   *These objectives reflect the important concepts of this module and should be used to guide your studies and your preparation for examinations.*

2. **Learning Activities:**
   a. **Read** the assigned chapters in the textbook:
      - School Issues that Relate to At-Risk Children and Youth, *At Risk Youth*, Chapter 4
      - School Dropout, *At Risk Youth*, Chapter 6
   b. **Read** the lecture notes for this module found under Lecture Notes on the Course Menu on the left.
c. Complete the **Discussion Assignments**: Knowing what you know now about resiliency, look back at your Module 2 Discussion Assignment and what you stated were factors that could have influenced at-riskness for you. State which of the 5 Cs and any other factors that made you more resilient. You may comment and support each other in this exercise.

d. Complete the **Written Assignment**: Choose topic for your paper and get it approved by the instructor. Answer the questions below:
1. List and discuss three key factors which influence a student's success or failure in school.
2. Describe three individual student characteristics which can be used to identify drop out risk. Describe the long term impact of school dropout on the adolescent and society.

**Submission Instructions**: Complete your assignment using word-processing software such as MS Word, Open Office (download free software at [http://www.openoffice.org/](http://www.openoffice.org/)), or other per course requirements. Save your file as an .rtf file to ensure that it can be opened at any computer. Submit your assignment by selecting the title link, browsing to, and attaching your saved file. Make sure to select SUBMIT. You may view your posting both on this page and under My Grade (available under Tools).

e. Complete **Exam 2**.

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**E. Module 5: Psychological Issues (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 DSM 5, as a diagnostic tool.
   - Discuss mental illnesses that occur in children and adolescents.
   - Discuss common defense mechanisms.
   - List the warning signs of suicide.
   - List and discuss the four motivations for attempting suicide according to your text.
   - Discuss the seven misconceptions of suicide described in your text.
   - These objectives reflect the important concepts of this module and should be used to guide your studies and your preparation for examinations.

2. **Learning Activities**:
   - **Read** the assigned chapters in the designated textbook.
     - Attention-Deficit/Hyperactivity Disorder (ADHD), *Abnormal Child Psychology*, Chapter 8
     - Anxiety and Obsessive--Compulsive Disorders, *Abnormal Child Psychology*, Chapter 11
     - Depressive and Bipolar Disorders, *Abnormal Child Psychology*, Chapter 10
· Youth Suicide, *At Risk Youth*, Chapter 10
b. **Read** the lecture notes for this module found under Lecture Notes on the Course Menu on the left.
c. **Complete the Written Assignments:** Answer the questions below:
   1. Discuss the DSM 5 and tell what it is used for.
   2. List and discuss the four motivations for attempting suicide according to the text.
   3. Choose three of the seven misconceptions of suicide described in the book and discuss them.
   4. 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.

F. **Module 6: Behavior Issues (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:
   - Describe Conduct Disorders
   - Discuss the social and economic costs of dealing with youth with conduct disorders
   - Describe the connection between Oppositional Defiance Disorder (ODD) and Conduct Disorders
   - Discuss the Health-related problems that accompany these disorders
   - Explain aggression in children and adolescents
   - Discuss the scope and nature of Antisocial Behavior, Gangs, & Delinquency
   - Identify Behavior Management concepts.
   - Explain Reality Therapy

2. **Learning Activities:**
   a. **Read:** the assigned chapters in the designated textbook
      Conduct Problems, *Abnormal Child Psychology*, Chapter 9
      Juvenile Delinquency & Youth Violence, *At Risk Youth*, Chapter 9
   b. **Review for Exam 3**
   c. **Learning Assignments:**
      **Written Assignment:** Answer the questions below:
      1. 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.
      2. List the procedure to report child abuse
      3. Discuss the impact of child abuse and neglect and give some different interventions, and treatment.
   d. **Discussion Assignment:** 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?

e. **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 the Instructor the student can apply the information to the population the course has been studying. There is also Resource Sheets for 3 resources in the student’s local area that serve the population that is covered in the paper. The paper is to be at least 12 pages long, and to include a cover page, an outline, the content, references, and a power point slide presentation with sound. The 12 pages can include the cover page, outline, content, and reference page. The Power point presentation and Resource Sheets are not included in the page count for the paper, but turned in with the paper. The paper is to be written in APA style writing.

f. **Review:** Complete the review sheet to prepare for final exam.

g. **Exam:** Complete Final Exam.

G. **Module 7: Prevention, Intervention, and Treatment (F1, 2, 5-12; C5-8, 12, 14-15, 17, 19)**

1. **Learning Outcomes:** When you successfully complete this module, you will be able to:
   - Discuss primary, secondary, and tertiary prevention strategies.
   - Discuss the benefits that relationships between at-risk youth and stable, nurturing adults provide.
   - Discuss the role of life skills training in prevention.
   - Discuss boundary issues in working with at-risk children.
   - Define the qualities of a professional helper.
   - Discuss the role of confidentiality in helping at-risk children.
   - Explain the importance of protecting client's rights.

   *These objectives reflect the important concepts of this module and should be used to guide your studies and your preparation for examinations.*

2. **Learning Activities:**
   a. **Read** the assigned chapters in the textbooks:
      - Prevention, Early Intervention, Treatment Framework, and Other Environmental Considerations, *At Risk Youth*, Chapter 11
      - Core Components of Programs for Prevention and Early Intervention, *At Risk Youth*, Chapter 12
   
   b. **Complete the Module Assignments.** Answer the questions bel
1. Discuss the difference between primary, secondary, and tertiary prevention giving an example of each.
2. Why do you want to help others?
3. What personal strengths do you bring to the helping field? What personal limitations do you feel you should work on before becoming a professional helper?
   c. Written Assignment and Power Point Presentation completed.
   d. Complete Final Exam.