**Course Title** – Problems of Children and Adolescents

**Course Prefix and Number** – CMSW 1309

**Department** – Human Services

**Division** – Allied Health

**Course Type**: (check one)
- [ ] Academic General Education Course (from ACGM – but not in WCJC Core)
- [X] Academic WCJC Core Course
- [X] WECM course (This course is a Special Topics or Unique Needs Course: [Y] or [N])
- [X] Certificate and AAS Degree Programs

**Semester Credit Hours # : Lecture hours# : Lab/other hours #** 3:3:0

**Equate Pay hours for course** - 3

**Course Catalog Description** - Examine problems of at-risk children and youth, and evaluate effective intervention models. Topics include: social, family, educational systems impact, juvenile delinquency, teen sexuality, and addictive behaviors.

**Prerequisites/Co requisites** - none

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**Prepared by** Victoria Schultz

**Date** 6-20-11

**Reviewed by department head** Victoria Schultz

**Date** 6-20-11

**Accuracy verified by Division Chair Carol Derkowski**

**Date** 7-20-11

**Approved by Dean of Vocational Instruction or Vice President of Instruction** Stephanie Dees

**Date** 8/2/2011

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**Purpose**: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.
I. Topical Outline – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non-lecture instruction):

Part I: At-Risk Children and Youth: The Ecology of Problems
1. Typical child developmental stages from Infancy to Adolescence.
2. An Introduction to At-Risk Issues.
3. Environmental/Societal Factors that Contribute to Risk.
4. Family Problems of At-Risk Children and Youth.
5. School Issues that Relate to At-Risk Children and Youth.
6. Individual Characteristics of High-Risk and Low-Risk Children and Youth.

Part II: At-Risk Categories
7. School Dropouts.
8. Substance Use and Addiction.
10. Antisocial behavior, Delinquency and Youth Gangs.
11. School Shooters.
12. Youth Suicide.

Part III: Prevention, Intervention, and Treatment Approaches
13. A prevention/Early Intervention/Treatment Framework and Other Environmental Considerations.
14. Core Components of Programs for Prevention and Early Intervention.
15. Peer Interventions.
16. Family Interventions.
17. Legal and Ethical Issues.

II. Course Learning Outcomes

<table>
<thead>
<tr>
<th>Course Learning Outcome</th>
<th>Method of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify common criteria on at-risk children and youth.</td>
<td>Examination one addresses outcome/objectives 1 and 5.</td>
</tr>
<tr>
<td>2. Articulate common problems in the social, family, and educational systems;</td>
<td>2. Examination two addresses outcome/objectives 2 and 5.</td>
</tr>
<tr>
<td>4. Investigate interventions methods.</td>
<td>4. Application term paper will address outcomes/objectives 1-5 in designated structural method.</td>
</tr>
<tr>
<td>5. Describe typical child development beginning with infancy through adolescence.</td>
<td></td>
</tr>
</tbody>
</table>

III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.


IV. Suggested Course Maximum - 25
V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.

Established as an ITV course

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course.

Grading System:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination One</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Examination Two</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Term Paper</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Final Examination</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>400</strong></td>
<td></td>
</tr>
</tbody>
</table>

Course Grade Assignment Schedule:

- 360 – 400 = A = 90% – 100%
- 320 – 359 = B = 80% – 89%
- 280 – 319 = C = 70% – 79%
- 240 – 279 = D = 60% – 69%
- 239 & below = F = below 60%

VII. Curriculum Checklist

- **☐** Academic General Education Course (from ACGM – but not in WCJC Core)
  
  No additional documentation needed

- **☐** Academic WCJC Core Course
  
  Attach the Core Curriculum Checklist, including the following:
  
  - Basic Intellectual Competencies
  - Perspectives
  - Exemplary Educational Objectives

- **☒** WECM Courses
  
  If needed, revise the Program SCANS Matrix & Competencies Checklist.