

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	Social Work
COURSE RUBRIC AND NUMBER	CMSW 1309
COURSE TITLE	Problems of Children and Adolescents
COURSE CREDIT HOURS	3 3 : 0 Credits Lec Lab

I. Catalog Description

Examines common problems and evaluate effective prevention and intervention models of at-risk children and youth. Includes topics on: social, family, educational systems impact, juvenile delinquency, teen sexuality, and mental health including addictive behaviors to promote wellness. **(3:0)**.

II. Course Objectives

- A. Unit I. Introduction, Assessment Methods, Diagnosis, and Treatment Planning**
1. List and describe the major features of the DSM-5 including the multiaxial evaluation system and diagnostic criteria.
 2. Identify three major aspects of a child's life which interact and affect his/her life.
 3. List and describe three major diagnostic categories which are utilized to classify emotional and behavioral problems in children.
 4. List five of the most common presenting symptoms of psychiatric disturbance seen in children and adolescents.
 5. Identify the various assessment procedures used in evaluating children and adolescents.
 6. List and briefly describe the most commonly used psychological tests in child psychiatry.
- B. Unit II. Disruptive Behavior Disorders, Learning Disorders, and Substance Use Disorders**
1. Describe the characteristics of Disruptive Behavior Disorders.
 2. List and describe the three types of Disruptive Behavior Disorders.
 3. List three symptoms of Attention-Deficit Hyperactivity Disorder.
 4. List three symptoms of Conduct Disorder.
 5. List three symptoms of Oppositional Defiant Disorder.
 6. Compare and contrast the behavioral manifestations of the three Disruptive Behavior Disorders.
 7. Compare and contrast the etiological factors thought to be responsible for the three Disruptive Behavior Disorders.
 8. Name five risk factors for serious substance abuse in adolescence.
 9. Define the term "dual diagnosis."
 10. List the psychiatric disorders that are most commonly seen in association with substance use during childhood or adolescence.
 11. Name and briefly describe three Specific Developmental Disorders.
 12. Discuss the terms "learning disability" and "MBD."
- C. Unit III. Anxiety and Other Emotional Disorders**
1. Describe the characteristics of the Anxiety Disorders of Childhood or Adolescence.
 2. Describe the characteristics of the Eating Disorders.

3. Describe the characteristics of Gender Identity Disorder of Childhood, Tourette's Disorder and Other Tic Disorders, Elimination Disorders, Stuttering, Elective Mutism, and Reactive Attachment Disorder.
4. List the various causes of school refusal and absenteeism.
5. List and describe both types of Anxiety Disorders of Childhood or Adolescence.
6. List and describe the different types of Eating Disorders that occur in childhood or adolescence.
7. List and explain at least one likely cause of each childhood disorder.
8. List three symptoms of each childhood disorder covered in this unit.

D. Unit IV. "Adult" Disorders That May Begin in Childhood or Adolescence

1. Name four disorders that usually begin in adulthood but may also begin in childhood or adolescence.
2. List three of the most common symptoms of schizophrenia.
3. Explain two differences between schizophrenia and the developmental disorders.
4. List two types of Mood Disorder and describe three symptoms of each.
5. Describe some of the differences between unipolar and bipolar mood disorders.
6. Explain some of the differences in the treatment of unipolar and bipolar disorders.

E. Unit V. Developmental Disorders

1. List and briefly describe the three types of Developmental Disorder.
2. List the three diagnostic criteria for a diagnosis of Mental Retardation.
3. Name and briefly describe the four categories of Mental Retardation.
4. Name three psychosocial and three biological causes of Mental Retardation.
5. List two types of Pervasive Developmental Disorder.
6. Name the three major areas of impairment common to Autistic Disorder.
7. Explain two differences between Schizophrenia and the Developmental Disorders.

III. THECB Learning Outcomes (WECM)

1. Articulate common problems and characteristics of at-risk children and youth in the social, developmental, psychological and educational systems.
2. Investigate prevention and intervention models and resources for referrals.
3. Describe juvenile laws.

IV. Evaluation

The course may be taught using lecture, class discussion, in-class group exercises, videos, and guest speakers. The instructor may place articles on reserve at the Library for students to read. Additional handouts and materials will be provided by the instructor.

A. Activities

Evaluation activities will be established by each individual teaching a course in the Social Work Program. Instructors will choose those evaluation methods she/he determines as most appropriate for the particular course she/he is teaching. Evaluation methods may include, but are not limited to, written exams, individual or group projects demonstrations, oral presentations, a written journal, quizzes, or written assignments.

B. Grading Scale

- A = 90 - 100 points
- B = 80 - 89 points
- C = 70 - 79 points
- D = 60 - 69 points*
- F = 59 and below*

* If these grades are earned, the student is encouraged to seek consultation with the instructor.

V. Disability Statement (Americans with/Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

VI. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.