SYLLABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 24.0101
SEMESTER: Departmental Syllabus
COURSE TITLE: Special Problems in Child Development
COURSE NUMBER: PSYC-0296
CREDIT HOURS: 3
INSTRUCTOR: Departmental Syllabus
OFFICE LOCATION: Departmental Syllabus
OFFICE HOURS: Departmental Syllabus
TELEPHONE: Departmental Syllabus
EMAIL: KCKCC issued email accounts are the official means for electronically communicating with our students.

PREREQUISITE(S): PSYC-0101 (Psychology), and PSYC-0202 (Child Development), and consent of instructor.

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION:
This course will provide the student with the experience of observing and participation in the education and/or treatment of emotionally disturbed and/or learning disabled children. Students gain practical experience working with children through volunteer work at an approved school or institution. Students earn one hour of credit for each 20 hours of work completed.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:
The course outline will be developed on an individual basis as agreed upon by the student and
EXPECTED LEARNER OUTCOMES:

A. The student will be able to describe theoretical aspects of childhood issues present at the institution to which they are assigned.
B. The student will be able to summarize the various types of problem behaviors exhibited by children who are emotionally disturbed or mildly retarded or who have learning disabilities.
C. The student will be able to explain psychological perspectives behind treatment interventions.
D. The student will be able to have the ability to work with children with mental health problems.
E. The student will be able to become more knowledgeable of the needs being met by the institution to which they have been assigned.
F. The student will be able to gain practical experience in the health field, and/or educational field as a way of influencing future career decisions.

COURSE COMPETENCIES:

The student will be able to describe theoretical aspects of childhood issues present at the institution to which they are assigned.

1. The student will be able to examine the problem behaviors targeted in the learning experience with emphasis on causes of the problem.
2. The student will be able to describe different psychological perspectives regarding causes of the problem.
3. The student will be able to contrast different psychological perspectives regarding the causes of the problem.
4. The student will be able to discuss advantages and disadvantages of different psychological perspectives in explaining causes of the problem.
5. The student will be able to discuss the practical implications of different psychological perspectives in understanding the causes of the problem.

The student will be able to summarize the various type of problem behaviors exhibited by children who are emotionally disturbed or mildly retarded or who have learning disabilities.

6. The student will be able to examine the problem behaviors targeted in the learning experience with emphasis on symptom behaviors of the problem.
7. The student will be able to match the problem behaviors with symptoms listed in the DSM-IV-R.
8. The student will be able to describe symptom behaviors as they occur in the approved school or institution to which they have been assigned.
9. The student will be able to describe symptom behaviors as they are identified in the literature.
10. The student will be able to describe the social impact symptom behaviors have on the children with the symptoms.
11. The student will be able to describe the problem behaviors targeted in the learning experience with emphasis on treatment of the problem.

**The student will be able to explain psychological perspectives behind treatment interventions.**
12. The student will be able to identify psychological perspectives behind specific treatment interventions.
13. The student will be able to explain the theoretical connections between psychological perspectives and specific treatment interventions.
14. The student will be able to describe advantages and disadvantages of treatment interventions for the child.
15. The student will be able to describe advantages and disadvantages of treatment interventions for the parents or legal guardians of the child.
16. The student will be able to describe advantages and disadvantages of treatment interventions for the institution at which the student is placed.
17. The student will be able to describe advantages and disadvantages of treatment interventions for the practitioner.
18. The student will be able to describe outcomes of treatment interventions using concepts from relevant psychological perspectives.
19. The student will be able to evaluate the outcomes of treatment interventions using concepts from relevant psychological perspectives.
20. The student will be able to list some of the literature findings describing treatment outcomes.

**The student will be able to have the ability to work with children with mental health problems.**
21. The student will be able to put into practice some interventions regarding the treatment of the problem.
22. The student will be able to explain reasons for utilizing interventions with specific children.
23. The student will be able to describe outcomes of treatment interventions in terms of the effectiveness of the interventions.

**The student will be able to become more knowledgeable of the needs being met by the institution to which they have been assigned.**
24. The student will be able to describe the population served by the institution to which they are assigned.
25. The student will be able to describe the services provided to children by the institution to which they are assigned.
26. The student will be able to describe the services provided to parents/guardians by the institution to which they are assigned.
27. The student will be able to describe the services provided to the community by the institution to which they are assigned.

**The student will be able to gain practical experience in the health field, and/or educational field as a way of influencing future career decisions.**
28. The student will be able to identify practical skills gained at their assigned institutions.
29. The student will be able to describe how experiences gained at their assigned institutions
have influenced career considerations.
30. The student will be able to list career options related to experience at their assigned institutions.

ASSESSMENT OF LEARNER OUTCOMES:

A. A designated person at the educational center will fill out an evaluation on the student and send it in to the instructor.

B. The instructor will use the evaluation, the six meetings, the journal, the research paper, and the quality of the paper in determining the final grade.

SPECIAL NOTES:
This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact the Director of the Academic Resource Center, in Rm. 3354 or call at: 288-7670.
General Education Learning Outcomes

Communication Learning Outcomes
The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes
The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes
The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes
The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

Community and Civil Responsibility Learning Outcomes
The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.

Personal and interpersonal Skills Learning Outcomes
The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.
SOCIAL AND BEHAVIORAL SCIENCES

STUDENT SUCCESS STRATEGIES

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.

Know the school’s scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college’s 21st century learning outcomes for general education.