The University of Southern Queensland

Course Specification

**Description: Emotional & Behav Probs of Child & Adolescents**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
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<tr>
<td>EDU</td>
<td>8335</td>
<td>24905</td>
<td>2, 2003</td>
<td>EXT</td>
<td>1.00</td>
<td>TW MBA</td>
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**Academic Group:** FOEDU

**Academic Org:** FOE002

**HECS Band:** 1

**ASCED Code:** 070113

**STAFFING**

Examiner: Michelle Aniftos
Moderator: Don Rice

**RATIONALE**

Teachers consistently rate the management of pupil social and behavioural problems as one of their major concerns. It is therefore important that teachers be able to develop the knowledge and skills necessary to effectively deal with these problems in a way which promotes a positive teaching and learning environment for all children.

**SYNOPSIS**

The overall aim of this course is to introduce teachers to information concerning: emotional and behavioural problems of children and adolescents; the nature of the causes of these problems; and various approaches to assisting young people to overcome these problems. The course outlines the kinds of problems teachers can expect to encounter and elaborates on a range of strategies, both preventive and remedial, for responding in a positive and effective manner to them. The intent of the course is to assist teachers to develop a sound understanding of the nature of emotional and behavioural problems of children and young people, and to develop an awareness of appropriate ways of dealing with the difficulties.

**OBJECTIVES**

Upon completion of this course, students will be able to:

- Outline and define the major social and adjustment problems experienced by primary and secondary age children and youth.
- Analyse and interpret social/adjustment problems from key perspectives - medical, psychological, sociological, ecological and educational.
- Relate knowledge about the development of children and adolescents to the social and adjustment problems which many children and youth experience.
Describe the major approaches to the treatment and prevention of childhood and adolescent emotional, social and behavioural disorders.

Outline the major classroom behaviour problems presented by primary and secondary pupils and identify a range of teacher appropriate responses to them.

**TOPICS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Definition, Prevalence and History of Social and Behavioural Problems in Children</td>
<td>5.00</td>
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<tr>
<td>2. Classification and Assessment of Social and Behavioural Problems</td>
<td>10.00</td>
</tr>
<tr>
<td>3. Major Explanations/CAuses of Social and Behavioural Problems in Children</td>
<td>25.00</td>
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<tr>
<td>4. Types of Disordered Behaviour</td>
<td>35.00</td>
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<tr>
<td>5. Approaches to the Prevention and Remediation of Social and Behaviour Problems in Children</td>
<td>25.00</td>
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**TEXT and MATERIALS required to be PURCHASED or ACCESSED:**

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.


**REFERENCE MATERIALS**

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

It is strongly recommended that students have ready access to at least one of the following textbooks: Winkey, L, 1996, "Emotional Problems in Children and Young People"; Kauffman, J.M. 1997, "Characteristics of Emotional and Behavioural Disorders of Children and Youth" 6th edn, or Rosenberg, M.S., Wilson, R., Maheday, L. & Sindelar, P.T., 1997, "Educating Students with Behavior Disorders" 2nd edn.


**STUDENT WORKLOAD REQUIREMENTS**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>50</td>
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<tr>
<td>Directed Study</td>
<td>100</td>
</tr>
<tr>
<td>Private Study</td>
<td>15</td>
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</table>

**ASSESSMENT DETAILS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
<th>Required</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>ASSIGNMENT 1</td>
<td>20.00</td>
<td>20.00</td>
<td>Y</td>
<td>22 Aug 2003</td>
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<td>ASSIGNMENT 2</td>
<td>30.00</td>
<td>30.00</td>
<td>Y</td>
<td>26 Sep 2003</td>
</tr>
<tr>
<td>ASSIGNMENT 3</td>
<td>50.00</td>
<td>50.00</td>
<td>Y</td>
<td>07 Nov 2003</td>
</tr>
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</table>

**IMPORTANT ASSESSMENT INFORMATION**

1. Attendance requirements:
   There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.

2. Requirements for students to complete each assessment item satisfactorily:
   To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available (or at least a grade of C-) for each assessment item.

3. Penalties for late submission of required work:
   If students submit assignments after the due date without prior approval then a penalty of 10% of the total marks available for the assignment will apply for each week late.

4. Requirements for student to be awarded a passing grade in the course:
   To be assured of receiving a passing grade a student must submit all of the summative assessment items and achieve at least 50% of the available weighted marks for those items.

5. Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the weighted aggregate of the marks (or grades) obtained for each of the summative assessment items in the course.

6 Examination information:
There is no examination in this course.

7 Examination period when Deferred/Supplementary examinations will be held:
There will be no Deferred or Supplementary examinations in this course.

8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL http://www.usq.edu.au/SECARIAT/calendar/Part5/ or in the printed version of the current USQ Handbook.

ASSESSMENT NOTES

1 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the Examiner.

2 Students must retain a copy of each item submitted for assessment. This must be produced within five days if required by the Examiner.

3 The examiner may grant an extension of the due date of an assignment in extenuating circumstances.

4 The Faculty will NOT accept submission of assignments by facsimile.

5 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination; IDM (Incomplete Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).

6 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.

7 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.

8 All assessment items must be attempted/submitted and passed.

OTHER REQUIREMENTS

1 Students will require access to case study information for assessment purposes.