

ORIGINATOR'S SECTION:

1. College: CoAS CoBA CoE Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2010

2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) Yes No

3. Course will be a variable-topics (generic) course? Yes No
("generic" is a placeholder for topics)

4. Course abbreviation and Number:* CHAD 370

5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)
Risk and Resiliency in Childhood and Adolescence

6. Abbreviated Title for Banner:
(no more than 25 characters, including spaces)
Risk & Resil Child/Adoles

7. Number of Units: 3

8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)

This course explores the stressful life events experienced by children and adolescents and the ways in which they cope. The course begins with consideration of theoretical models of stress and coping. These models are used to address various topics including child abuse, marital dissolution, poverty, homelessness, natural disasters, teen pregnancy, depression, war, and death. Additionally, positive aspects of stress are considered. Students gain hands-on experience working in settings that contain children and adolescents dealing with major life stressors. *(See prereqs below)*

9. Why is this course being proposed?

As a core requirement for the new Child and Adolescent Development degree

10. Mode of Instruction*
(See pages 17-23 at <http://www.calstate.edu/clm/data-elem-dic/APDB-Transaction-DED-SectionV.pdf> for definitions of the Course Classification Numbers)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C-03
Activity		
Lab		

11. Grading Method:*
 Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
 Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
 Credit/No Credit Only (C)
 Credit/No Credit or Report-in-Progress Only (CP)

12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.
n/a

13. Course Requires Consent for Enrollment? Yes No

 Faculty Credential Analyst Dean Program/Department - Director/Chair

14. Course Can be Taken for Credit More than Once? Yes No
If yes, how many times? (including first offering)

15. Is Course Crosslisted: Yes No
If yes, indicate which course and check "yes" in item #22 below.

16. Prerequisite(s): Yes No Psych 100, 330, 348, and CHAD Cluster A course *and CHAD 339 with a grade of C- (2.0) or better.*

17. Corequisite(s): Yes No *328*

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

18. Documentation attached: Syllabus Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:* n/a

20. How often will this course be offered once established?* 1-2 times per year

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information – all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? Yes No

If yes, please specify:
 Requirement in new Child and Adolescent Development degree

22. Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* Yes No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Psychology Discipline	<u>Sharon B. Hamill</u> Signature	<u>8/30/07</u> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
Human Development Discipline	<u>[Signature]</u> Signature	<u>10-31-07</u> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose

SIGNATURES : (COLLEGE LEVEL) :

1. Originator (please print or type name) Sharon Hamill 08/30/07
Date

2. Program Director/Chair Sharon B. Hamill 8/30/07
Date

3. College Curriculum Committee Mark Wallace 02/07/08
Date

4. College Dean (or Designee) [Signature] 2/19/06
Date

(UNIVERSITY LEVEL)

5. UCC Committee Chair _____ Date

6. Vice President for Academic Affairs (or Designee) _____ Date

7. President (or Designee) _____ Date

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

CHAD 370: Risk and Resiliency in Childhood and Adolescence California State University, San Marcos

Dr. Sharon Hamill	Fall 200x
Office: UH 304	Days/time: TTh 11:30-12:45pm
Office Hours: T 1-2pm; TH 10:30-11:30am or by appointment	Location: UH 371
Phone: 750-8029 Email: shamill@csusm.edu	Support Staff: Soheyla Mohseni or Karen Harris at 750-4102

Texts:

Aldwin, C. M. (2007). *Stress, Coping, and Development: An integrated perspective*. New York: The Guilford Press.

Additional articles available on WebCT.

Course Description:

This course explores the stressful life events experienced by children and adolescents and the ways in which they cope. The course begins with consideration of theoretical models of stress and coping. These models are used to address various topics including child abuse, marital dissolution, poverty, homelessness, natural disasters, teen pregnancy, depression, war, and death. Additionally, positive aspects of stress are considered. Students gain hands-on experience working in settings that contain children and adolescents dealing with major life stressors. **Course Prerequisites:** Completion of LD prep for the major, Psyc 330, 348, and Cluster A course. **The course is designed for senior CHAD majors.**

Course Objectives :

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

Knowledge:

- Describe and provide examples of the concepts "stress" and "coping"
- Explain the various theoretical models on stress and coping
- Define negative and positive stress
- Describe the prevalence of child abuse for children and adolescent
- Distinguish between the different forms of child abuse
- Explain the impact that child abuse has on children's and adolescent's development.
- Describe the process of family dissolution and the impact it has on children's and adolescents' developmental trajectory.
- Define the factors that contribute to optimal coping in children/adolescents of divorce.
- Summarize the national statistics on child poverty and recognize how the U.S. compares to industrialized and non-industrialized nations.
- Identify the impact that poverty has on physical and cognitive development.
- Describe the prevalence of homeless and identify the stressors prominent in displaced families.
- Explain how homelessness affects mental and physical health.
- Describe the impact of natural disasters on children's and adolescent's physical and mental well-being.
- Identify the role that government emergency response agencies play in effective coping with natural disasters.
- Critically evaluate the factors that lead to teen pregnancy.
- Explain the trends in teen pregnancy as they relate sex education.
- Describe depression in childhood and adolescence and identify developmental differences in the ways that children and adolescents cope with it.
- Describe the manner in which US culture treats death and the effect that has on children's and adolescent's abilities to cope with death.

- Explain the impact of parental death on children's and adolescent's immediate and long-term development.
- Describe key factors affecting children's/adolescent's development in war zones.
- Identify sources of assistance for children and adolescent's dealing with war.

Skills:

- Summarize research articles and book chapters on risk and resiliency.
- Experience working in an environment that involves children and/or adolescents coping with stressors.
- Identify agencies that can alleviate stress in the lives of children and adolescents.
- Cite references in APA style.

Course Requirements:

This course is designed to provide senior-level CHAD majors with advanced knowledge of models of stress and coping in childhood and adolescence. Students will be exposed to theoretical models and empirical studies; in addition, they will obtain hands-on experience with these topics through a **service learning placement**. Students will spend 20 hours during the semester working with children/adolescents in a community setting (e.g., hospital, child abuse facility). ***Note: The specific of the service learning component will be developed in collaboration with Val Knox, Community Partnerships Coordinator, CSUSM.** Students will demonstrate mastery of course material through their performance on three exams, a service learning journal, a paper based on their service learning experiences and an oral presentation.

Evaluation:

Evaluation of your mastery of course material will be based performance on course requirements. Each of the graded components will be weighted as follows:

Task	% of course grade	number of points
3 exams (100 points each)	60%	300
Service Learning Journal	10%	50
Service Learning paper	20%	100
Oral presentation	5%	23
Class Attendance	5%	27
TOTAL	100%	500

Grades will be based on points earned. The grade breakdown is as follows:

A- = 450 - 459	B- = 400 - 419	C- = 350 - 369	D- = 300 - 319	F = below 300 points
A = 460 - 500	B = 420 - 434	C = 370 - 384	D = 320 - 334	
	B+ = 435 - 449	C+ = 385 - 399	D+ = 335 - 349	

Students will have the opportunity to earn extra credit points for attending presentations by speakers the instructor invites to campus and/or by participating in research or other activities (to be approved by the instructor). **Students are responsible for knowing what their current grade is at any point in the semester (see WebCT Grades)**

NO LATE PAPERS WILL BE ACCEPTED. THEY ARE TO BE TURNED IN TO ME, IN CLASS ON THE DAY THEY ARE DUE. Start early; I will be happy to assist you with your assignments. No make-ups will be given for exams unless there are very special circumstances and I am informed **PRIOR** to the exam. If an emergency arises that will prevent you from turning in the paper on time or taking a scheduled exam, **YOU MUST CONTACT ME DIRECTLY (I.E., NO VOICEMAIL OR EMAIL) BEFORE THE EXAM OR PAPER IS DUE. MAKE-UP EXAMS OR LATE PAPERS WILL ONLY BE ACCEPTED IF THE STUDENT CONTACTS ME BEFOREHAND AND THE EMERGENCY IS VERIFIED BY APPROPRIATE DOCUMENTATION.** If you can't reach me directly, contact my support staff, Soheyla Mohseni or Karen Harris (750-4102), or the Dean of Students office (750-4935).

In compliance with federal ADA laws: If you have a need for any in-class accommodations or special test-taking arrangements because of a verified physical or perceptual limitation, please speak with me during the first two weeks of class.

Academic Honesty: Cheating or plagiarism (presenting the words or ideas of others as your own) will result in failure of the assignment, possible failure of the course, and notification of the offense to the University. **Note: Copying text from another source without giving the proper citation is considered plagiarism.**

Class Materials Information

- **Available on WebCT:** Syllabus, lecture outlines, study guides, assignment instructions and grade sheets, class email and grades. **Please use WebCT to email me when you have course-related questions.**

Writing Assignments

- **Journal Assignment:** Students will complete a 10-14 page journal (submitted in two sections: once at 5 weeks and once at 10 weeks) describing their experiences in and thoughts about their service learning placement. Students will indicate placement preferences in the first week of classes. Students will begin working at their placement setting and will complete 20 hours of service over a 10-week period.
- **Service Learning Paper:** Students will write an 8-10 page paper describing a the agency they worked at and the stress/coping issues they observed in the children and/or adolescents in that setting. Students will link their observations to a theoretical model discussed in class. Students will also discuss at least 3 empirical studies focused on the issues they identified.

Oral Presentations

- Students will provide a 5 minute case study on a child or adolescent they observed in their service learning placement. They will identify the stressor the child/adolescent was coping with and how the agency they were working with responded. Students will also provide at least 2 additional sources of help for that child/adolescent that they found on the internet.

No Late Papers/projects will be accepted.

Final Grades

A final word on final grades:

This course is a rigorous course on the study of risk and resiliency in childhood and adolescence. You earn your final grade by earning points in the class for various tests and assignments. I cannot award "extra" points after the final exam or allow you to complete "extra" work so that you can pass the class. You are responsible for knowing what your grade is in the class at all times, and doing what is necessary to earn a passing grade. I am happy to work with you during the semester to help you to be successful. Please don't hesitate to contact me and ask for help – this is my job and I enjoy it!!

Tentative Course Schedule

Date	Topic and Assignments	Readings
Wk 1:	Introduction to course, service learning and APA style review	<ul style="list-style-type: none"> • Aldwin -- Introduction and purpose of the book. Chapter 1 (pp. 1-11). • Aldwin -- Definitions of stress. Chapter 3 (pp. 21-43).
Wk 2:	Theoretical Models of Stress and Coping	<ul style="list-style-type: none"> • Hobfoll, S., Shwarzer, R., & Chon, K. (1998). Disentangling the stress labyrinth: Interpreting the meaning of the term stress as it is studied in health context. <i>Anxiety, Stress, and Coping</i>, 11, 181-212. • Folkman, S., & Lazarus, R. S. (1991). Coping and emotion. In A. M. Monat and R. S. Lazarus (Eds.), <i>Stress and coping: An anthology</i> (3rd ed.) (pp. 207-227). New York: Columbia University Press. • Lazarus, R. S., & Folkman, S. (1991). The concept of coping. In A. M. Monat and R. S. Lazarus (Eds.), <i>Stress and coping: An anthology</i> (3rd ed.) (pp. 189-206). New York: Columbia University Press. • Aldwin -- Developmental studies of coping. Chapter 12 (pp. 216-239). • Hyson, M.C. (1983). Going to the doctor: A developmental study of stress and coping. <i>Journal of Child Psychology and Psychiatry</i>, 24 (2), 247-259.
Wk 3:	Research methods in stress and coping	<ul style="list-style-type: none"> • Aldwin, -- Conceptual issues in stress research. Chapter 2 (pp. 12-20). • Aldwin -- Design and measurement issues in stress research. Chapter 4 (pp. 44- 69). • Aldwin -- Conceptual issues in coping research. Chapter 5 (pp. 72-82).
Wk 4:	The positive aspects of stress	<ul style="list-style-type: none"> • Affleck, G., & Tennen, H. (1996). Construing benefits from adversity: Adaptational significance and dispositional underpinnings. <i>Journal of Personality</i>, 64, 899-922. • Folkman, S., & Moskowitz, J. (2000). Positive effect and the other side of coping. <i>American Psychologist</i>, 55, 647-654. • Lyubomirsky, S. (2001). Why are some people happier than others? The role of cognitive and motivational processes in well-being. <i>American Psychologist</i>, 56(3), 239-249.
Wk 5:	Exam 1 Child Abuse	<ul style="list-style-type: none"> • Kazdin, A. E., & Benjet, C. (2003). Spanking children: Evidence and issues. <i>Current Directions in Psychological Science</i>, 12(3), 99-103. • Wise, D. (2006) Child Abuse Assessment. In M. Hersen (Ed.), <i>Clinician's handbook of child behavioral assessment</i> (pp. 549-568). San Diego, CA, US: Elsevier Academic Press.
Wk 6:	Child Abuse First ½ of journal is due	<ul style="list-style-type: none"> • Whipple, E. (2006). Child Abuse and Neglect: Consequences of Physical, Sexual, and Emotional Abuse of Children. In H.E. Fitzgerald and B.M

		Zuckerman (Eds.), <i>The crisis in youth mental health: Critical issues and effective programs</i> , Vol 1: Childhood disorders (pp. 205-229). Westport, CT, US: Praeger Publishers/Greenwood Publishing Group
Wk 7:	Marital dissolution	<ul style="list-style-type: none"> • Emery, R. A. (1999). Postdivorce family life for children: An overview of research and some implications for policy. In R. A. Thompson and P. R. Amato (Eds.), <i>The postdivorce family : Children, parenting and society</i>. Thousand Oaks: Sage Publications. • McIntyre, A., Heron, R. I., McIntyre, M.D., Burton, S. J., & Engler, J. N. (2003). College students from families of divorce: Keys to their resilience. <i>Applied Developmental Psychology</i>, 24, 17-31.
Wk 8:	Marital dissolution	<ul style="list-style-type: none"> • Siegler, A. L. (2003). Home is where the hurt is: Developmental consequences of domestic conflict and violence on children and adolescents. In L. Gunsberg and P. Hymowitz (Eds.), <i>A handbook of divorce and custody: Forensic, developmental, and clinical perspective</i> (pp. 61-80). Hillsdale, NJ, US: Analytic Press.
Wk 9:	poverty	<ul style="list-style-type: none"> • Evans, G. W. & English, K. (2002). The environment of poverty: Multiple stressor exposure, psychophysiological stress, and socioemotional adjustment. <i>Child Development</i>, 73(4), 1238- 1248. • O'Halloran, M, & Carr, A. (2000). Adjustment to parental separation and divorce. In A. Carr (Ed.), <i>What works with children and adolescents?: A critical review of psychological interventions with children, adolescents and their families</i> (pp. 280-299). Florence, KY, US: Taylor & Frances/Routledge.
Wk 10:	homelessness Exam 2	<ul style="list-style-type: none"> • Shah, M., & Schacter, R. (2006). Homeless Children. In Gillig, P. M. and H. McQuiston (Eds.), <i>Clinical guide to the treatment of the mentally ill homeless person</i> (pp. 117-129). Washington, DC, US: American Psychiatric Publishing, Inc. • Haber, M. G., & Toro, P. (2004). Homelessness among families, children, and adolescents: An ecological-developmental perspective. <i>Clinical Child and Family Psychology Review</i>, 7(3), 123-164.
Wk 11:	Teen pregnancy Second ½ of journal is due	<ul style="list-style-type: none"> • Miller, B. C., Sage, R., & Winward, B. (2005). Adolescent Pregnancy. In T.P. Gullotta and G. R. Adams (Eds.), <i>Handbook of adolescent behavioral problems: Evidence-based approaches to prevention and treatment</i> (pp. 567-587). New York, NY, US: Springer Science + Business Media. • Kandakai, T. L., & Smith, L. C. (2007). Denormalizing a historical problem: Teen

		pregnancy, policy, and public health action. <i>American Journal of Health Behavior, 31(2)</i> , 170-180.
Wk 12:	Depression in childhood and adolescence	<ul style="list-style-type: none"> • Hammen, C. (2005). Stress and Depression. <i>Annual Review of Clinical Psychology, 1</i>, 293-319. • Spence, S. H., & Shortt, A.L.(2007). Can we justify the widespread dissemination of universal, school-based interventions for the prevention of depression among children and adolescents? <i>Journal of Child Psychology and Psychiatry, 48(6)</i>, 526-542. • Ingram, R. E., Nelson, T., & Steidtmann, D. K. (2007). Comparative data on child and adolescent cognitive measures associated with depression. <i>Journal of Consulting and Clinical Psychology, 75(3)</i>, 390-403. • Herman, K.C., Ostrander, R., & Tucker, C. M. (2007). Do family environments and negative cognitions of adolescents with depressive symptoms vary by ethnic group? <i>Journal of Family Psychology, 21(2)</i>, 325-330.
Wk 13:	War	<ul style="list-style-type: none"> • Ehntholt, K. A., & Yule, W. (2006). Practitioner Review: Assessment and treatment of refugee children and adolescents who have experienced war-related trauma. <i>Journal of Child Psychology and Psychiatry, 47(12)</i>, 1197-1210. • Schaal, S., & Elbert, T. (2006). Ten Years After the Genocide: Trauma Confrontation and Posttraumatic Stress in Rwandan Adolescents. <i>Journal of Traumatic Stress, 19(1)</i>, 95-105. • Sharlin, S.A., Moin, V., & Yahav, R. (2006). When Disaster Becomes Commonplace: Reaction of Children and Adolescents to Prolonged Terrorist Attacks in Israel. <i>Social Work in Health Care, 43(2-3)</i>, 95-114.
Wk 14:	Natural disasters	<ul style="list-style-type: none"> • Prinstein, M., La Greca, A., Vernberg, E., & Silverman, W. (1996). Children's coping assistance: How parents, teachers, and friends help children cope after a natural disaster. <i>Journal of Clinical Child Psychology, 25(4)</i>, 463-475. • Belfer, M. L. (2006). Caring for children and adolescents in the aftermath of natural disasters. <i>International Review of Psychiatry, 18(6)</i>, 523-528. • Williams, R.(2006). The psychosocial consequences for children and young people who are exposed to terrorism, war, conflict and natural disasters. ; <i>Current Opinion in Psychiatry, 19(4)</i>, 337-349.
Wk 15:	Death	<ul style="list-style-type: none"> • Melhem, N. M., Moritz, G., & Walker, M. (2007). Phenomenology and correlates of complicated grief in children and adolescents.

		<p><i>Journal of the American Academy of Child & Adolescent Psychiatry, 46(4), 493-499.</i></p> <ul style="list-style-type: none"> • Schmiege, S. J., Khoo, S. T., & Sandler, I. N.(2006). Symptoms of Internalizing and Externalizing Problems: Modeling Recovery Curves After the Death of a Parent. <i>American Journal of Preventive Medicine, 31(6, Suppl 1), S152-S160.</i>
Wk 16:	FINAL EXAM	