## California State University, San Marcos

**FORM X (WHITE)**

### Authorization To Offer Non-Degree Extension Credit Course Through Extended Studies

<table>
<thead>
<tr>
<th>1. Desired Term:</th>
<th>Fall 2005</th>
<th>2b. Abbreviated Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a. Course abbreviation and Number:</td>
<td>EDUC E106</td>
<td>(No more than 25 characters, including spaces)</td>
</tr>
<tr>
<td>3. College:</td>
<td>Education</td>
<td>Dealing w/ Diff Adolescents</td>
</tr>
<tr>
<td>4. Number of Units:</td>
<td>One (1)</td>
<td>5. Billing Units:</td>
</tr>
<tr>
<td>6. Allowed Student Levels:</td>
<td>UG</td>
<td>GR X EE</td>
</tr>
<tr>
<td>7. Grading Method:</td>
<td>Normal (N) (Default is Letter Grade +/-, Students may request Credit/No Credit)</td>
<td>Normal Plus Report-in-Progress (NP) (As for Normal, also allows Report-in-Progress)</td>
</tr>
<tr>
<td>8. Mode of Instruction:</td>
<td>(See pages 17-23 at <a href="http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionY.pdf">http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionY.pdf</a> for definitions of the Course Classification Numbers)</td>
<td>Type of Instruction</td>
</tr>
<tr>
<td>Lecture</td>
<td>1</td>
<td>Lecture</td>
</tr>
<tr>
<td>Activity</td>
<td></td>
<td>Activity</td>
</tr>
<tr>
<td>Lab</td>
<td></td>
<td>Lab</td>
</tr>
<tr>
<td>9. Attributes: Course Requires Consent for Enrollment?</td>
<td>Yes</td>
<td>X No</td>
</tr>
<tr>
<td>Faculty</td>
<td>Credential Analyst</td>
<td>Dean</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>N/A</td>
<td>Co-requisites:</td>
</tr>
<tr>
<td>10. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check &quot;yes&quot; and obtain signature.)</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Signature</th>
<th>Date</th>
<th>Support</th>
<th>Oppose</th>
</tr>
</thead>
</table>

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**Important: Please Complete**

1. Instructor | James D. Sutton, EdD |

2. Please complete the Extension Course Proposal Form
   [http://www.csusm.edu/academic_programs/curriculum_forms/index.html](http://www.csusm.edu/academic_programs/curriculum_forms/index.html)

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**SIGNATURES: (COLLEGE LEVEL)**

- [Signature] 6/14/05
- [Signature] 6/7/05

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**UNIVERSITY LEVEL**

- [Signature] 6/9/05
- [Signature] 6/14/05

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[Signature]
In planning the components of our Extended Studies program at Cal State San Marcos, this office consults closely with the academic colleges and departments to determine the suitability of course content, teaching methods and instructor qualifications. To assist us in evaluating your proposed course for credit, please submit this completed form—along with Form X: New Course Non-degree Credit—to our office as soon as possible. Questions before you submit? Call (760)750-4020.

- **Course Title:** Dealing With Difficult and Troubled Adolescents

- **Course Description:** *(Please provide a short paragraph describing the purpose, topics and audience for your course. Be sure to include the benefits for students who take your course. An edited version of this description will be used for promotional copy.)*

**Two One-Day Workshops**

**For Educators and School Counselors**

Two day-long workshops provide insightful techniques for dealing more effectively with the difficult behaviors of children. These workshops are designed to assist educators, counselors, parents, social workers, marriage and family therapists, psychologists, members of the clergy, allied health care professionals, and anyone who works with children or adolescents.

These workshops will improve your ability to:
- Work more in harmony with youth.
- Influence long-term positive changes in behavior.
- Increase your confidence in dealing effectively with these children.
- Help you avoid common pitfalls that only make things worse.
- Reduce wasted time.

- **Course Objectives:** *(Provide specific student learning outcomes and how they will be achieved.)*

Through this workshop and materials, participants will be able to:

1. Pinpoint 15 of the most commonly displayed oppositional and defiant behaviors.
2. Examine characteristics of inflexibility, explosiveness, noncompliance and intent to harm others as they apply (or not) to the oppositional and defiant child.
3. Consider how the oppositional and defiant youngster differs from the more serious classification of Conduct Disorder.
4. Know when an oppositional and defiant child is becoming more severe in behavior.
5. Understand the two primary ways this behavior is maintained.
6. Know why this youngster often attempts to disguise feelings and behavior.
7. Avoid the 7 most commonly employed "No-lutions," common interventions that don't work.
8. Identify the 3 reasons why oppositional and defiant behavior develops in the first place.
9. Explain how this behavior relates to ADHD and other conditions.
10. Capitalize on the 2 major approaches for positively redirecting oppositional and defiant behavior.
11. Gain strategies for helping this youngster to improve communication and relationships with significant others.
12. Employ constructive confrontation to redirect oppositional and defiant behavior.
13. Provide effective support services (counseling or therapy) for the oppositional and defiant child.
14. Handle the problem of task completion at home and school (homework and chores).
15. Help the youngster continue to grow as improvement is noted.
16. Consider options for more effective placement and programming at school.
17. Implement effective discipline with the oppositional and defiant child.
18. Conduct a successful conference with this youngster's parents.
19. Identify the CD youngster and the 3 determinants that most influence behavior.
20. Understand this child's family system and its effects upon behavior.
21. Realize why this youngster is so easily drawn into gangs.
22. Pinpoint how the CD youngster differs from others.
23. Internalize the differences between emotional disturbance and behavioral disorder.
24. Consider the characteristics of Power, Control, Trust and Responsibility as they influence Conduct Disorder.
25. Learn how time affects the severity of Conduct Disorder.
26. Know the connection between perceptions and behavior, and how it can be effectively utilized.
27. Grasp the 5 essentials that most often lead to a favorable prognosis.
28. Gain skills in counseling with the CD youngster.
29. Effect optimal school placement and the most favorable programming and classroom interventions.
30. Implement effective approaches to discipline.
31. Maximize benefits of part-time employment for adolescents.
32. Test the intent behind this youngster's behavior.
33. Work more effectively with the CD youngster's parents.

- **Evaluation:** (What will be the basis for grades? How will you know that the students have achieved the course objectives?)

Each participant will be required to observe a youngster (either ODD, or CD) and develop a plan for working with them, addressing specific questions as outlined by instructor.

- **Course Length:** (How many actual contact hours in class? Note: Credit courses must contain a minimum of fifteen 50-minute contact hours for each semester unit of credit, and outside of class work by students is required.

12.5 hours (fifteen 50-minute contact hours)

- **Proposed Date(s): October 19 and 20, 2005**

- **Location:** (Indicate if you are proposing this course to be scheduled and offered in our facilities, or if this course is to be held at an off-campus location, such as a school, district or county office, company, etc.)

**California Center for the Arts, Escondido**

- **Support Needs:** (Please indicate any special services you will need, such as audio-visual equipment, photocopying, room set-up, etc.)

Overhead projector, screen and lapel mic, workbooks will be sent in advance

- **Comments:** (Please add any other relevant information, such as whether or not the course has been taught elsewhere successfully, why the course is needed in our area, marketing suggestions, etc.)

*When completed, please return this form, along with an up-to-date resume (with teaching references) to: Trish Hendon, Office of Extended Studies, Cal State San Marcos, 333 S. Twin Oaks Valley Rd., San Marcos, CA 92096; FAX: (760)750-3138; E-mail: thenlon@csusm.edu*