



School of Arts & Science
PSYCHOLOGY DEPARTMENT
PSYC 261
Childhood Disorders: Analysis
Spring 2008

COURSE OUTLINE

1. Instructor Information

(a)	Instructor:	Bev Lenihan		
(b)	Office Hours:	One hour prior to class and flexible as needed		
(c)	Location:	Fisher 106-E		
(d)	Phone:	370-3200	Alternative Phone:	721-1259
(e)	Email:	lenihan@camosun.bc.ca		
(f)	Website:	www.camosun.bc.ca		

2. Intended Learning Outcomes

Upon completion of this course the student will be able to:

1. Describe the pattern of behavioural, cognitive, emotional, or physical symptoms associated with psychological disorders in general, and communication/learning disabilities; externalizing behaviour disorders, including Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD) and Oppositional Defiant Disorder (ODD)/Conduct; and Pervasive Developmental Disorders, especially Autism.
2. Identify and assess the typical developmental milestones of children with special needs.
3. Explain the theories and current issues relating to the assessment and diagnosis of childhood and adolescent disorders in general and communication/learning disabilities; externalizing behaviour disorders, including ADD/ADHD and ODD/Conduct; and Pervasive Developmental Disorders especially Autism.
4. Research and critically analyze assessment and diagnostic practices in the field of childhood psychopathology.

The outcomes will be measured by a combination of written examinations, assignments, presentations, group work, and discussions.

3. Required Materials

- (a) Text Required: Mash and Wolfe. Abnormal Child Psychology Third Edition. Toronto, Canada: Wadsworth/Thomson Publishers.
- (b) Student Manual: Lenihan, B. (2008). Childhood Disorders: Analysis.
- (c) Student Workbook: Lenihan, B. (2008) Childhood Disorders: Analysis
- (d) Supplementary: Kearney, C.A. Casebook in Child Behavior Disorders. Third Edition. United States: Wadsworth/Thomson Publishers.

Reading the Textbook

This is essential for the course. I suggest using the SQ3R techniques for effective study:

1. A survey of the chapter to get a global perspective of the theory, before class.
2. Generate questions by rephrasing subheadings, for example: What is psychopathology?
3. A more careful read to really comprehend all concepts, done during the week the theory is covered.
4. Recite each question then answer in your own words and not rely on the author's words. After reciting and writing your own answer continue until all your questions are answered.
5. Review; write a brief summary that integrates all of your questions and answers, before each test.

4. Course Content and Schedule

The course examines theoretical and research approaches to the understanding of psychological disorders related to childhood and adolescent development. Recent advances in classification and diagnosis of disorders such as: autism, pervasive developmental disorder, learning disabilities, and attention deficit/hyperactivity are some of the examples considered.

Prerequisites: Courses in Research Methods and Child Development.

Course Organization

There is one three hour class each week. Classes are comprised of lectures and experiential work. Material from the text and selected readings related to current psychopathologies are examined. Experiential work includes discussions, activities, and student presentations. Attendance and participation are very important for learning. Reading the assigned chapters before class will help in the understanding of lectures and discussions. Experiential assignments will be given throughout the term in order to integrate and understand course content.

5. Basis of Student Assessment (Weighting)

(a) Assignments	Research Paper or Article Review	20%
(b) Quizzes	Four out of Five Quizzes	40%
(c) Presentation	Childhood Psychopathology	30%
(d) In class Activities	Completion in Full	10%

Students will be evaluated upon their conceptual understanding and analytical abilities when explaining theories and current issues related to the study of childhood psychopathologies.

Assignments:

- (2) One of two options **20%**

Research Paper: A recommended topic is chosen, studied, and written on. The Report comprises 10-12 pages (2000-2500) words, double spaced and word processed. There must be three critical information sources. One of the resources required is a research journal article. Please attach the front page of the article to the final written report. Be sure to cite your references THROUGHOUT the paper, as well as include a bibliography. APA format is required for all written work. Guidelines to assist in organization and format will be provided in class.

Article Review: Review one primary research article. Look up articles published in journals rather than those published in textbooks. The report is to be 8-10 doubled spaced pages. In choosing a topic, describe the theory, concepts, and any vocabulary from the textbook or other sources. The article is a specific study on a hypothesis based on that theory. Critique the article based on your understanding of the theory, research methods, and research findings. Be sure to reference material throughout the paper. Any references used by sure to write in APA format.

(b) **Seminar Presentation: Child Based and Team Learning 30%**

In teams of three to four students, bring to life a childhood psychopathology related to the theories and concepts studied in class. Each member of the group will be responsible to study and present a component of the agreed upon topic. Examples of popular topics include: Eating Disorder, Attention Deficit/Hyperactivity, Learning Disability, Conduct Disorder/Aggression, and many more topics of interest that represents a child psychopathology within our families and community agencies. A presentation Outline must be submitted to the Instructor one week prior to your presentation date (please refer to presentation handout).

Presentations are thirty-five to forty minutes in length. A deduction of one mark will result for each minute over or under and for less than thirty minutes. Presentations need to be carefully planned and practiced to remain within the timeframe. Narrowing the topic and an in depth development is required. The seminar presentation must include the following:

1. Introduction to the Childhood Disorder (five interesting facts)
2. History of the Disorder/Psychopathology
3. The Psychological Theories that explain the developmental causes
4. Prevalence of the Disorder/Psychopathology
5. Solutions/Treatment options to this Developmental Disorder
6. Summary of the Presentation
7. Audience involvement (e.g. quiz, group discussion, assignment)

(c) **Quizzes: 40%**

Five quizzes are given and four of the top marks are taken (4X10%)
The quizzes comprise multiple choice and short answer. Quizzes expect the student to apply the terms and concepts of the course, not just recognize definitions. The Course material is very comprehensive, thus to avoid lagging behind the readings, There will be **NO MAKE UP QUIZZES**. Each quiz is worth 10% and the best 4 out of 5 marks will be taken to comprise 40% of the course grade. An outline of each quiz will be provided, in class, at least one week prior to the quiz date.

(d) **In Class Activities: 10%**

A series of activities (e.g. learning to read and interpret an educational psychological assessment) will be provided throughout the weekly seminars. Active in class participation, along with the completion and submission of written assignments will comprise 10% of course grade.

(e) **Bonus Assignment: 03%**

A bonus assignment worth 3% will be provided, the last two weeks of classes. This assignment, if a student chooses to complete, is an opportunity is an opportunity to make up for missed work or performances on quizzes that are less than top quality.

Due Dates:

All assignments are due as per schedule, at the beginning of class and handed to the instructor. Papers received any later will have a two mark per day late penalty, unless permission is given before the due date. Medical or Personal reasons do not remove late penalty. The instructor encourages contact to arrange time extensions, when needed. Taking personal responsibility for good planning and respective communication is an integral part of being a good student. Be sure to approach the instructor and ask for assistance, if needed. Any assignment that is copied or plagiarized will be given **0%**.

Late or Missed Work:

No late work will be accepted without prior negotiation. No assignments will be accepted after the last class. A late presentation or assignment will have a maximum grade of C+

6. Grading System

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.)</i>
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

Kearney, C.A. Casebook in Child Behavior Disorder. Third Edition. United States: Wadsworth/Thomson Publishers.

Following SQ3R study technique(described on page 2 of course outline) will help increase course performance, especially quizzes.

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED