



**School of Arts & Science
PSYCHOLOGY DEPARTMENT**

**PSYC 262
Childhood Disorders: Treatment
Fall 2009**

COURSE OUTLINE

The Approved Course Description is available on the web @ _____

Ω Please note: this outline will be electronically stored for five (5) years only.
It is strongly recommended students keep this outline for your records.

1. Instructor Information

(a)	Instructor:	Jody L. Bain, Ph.D.		
(b)	Office Hours:	Thursday evening by appointment		
(c)	Location:	Fisher Building Room 314F		
(d)	Phone:	250 472-4491	Alternative Phone:	
(e)	Email:	jlbain@uvic.ca		
(f)	Website:			

2. Intended Learning Outcomes

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

1. Explain current research in treatment strategies stemming from pharmacological, cognitive-behavioural, interpersonal and individualized education programs for psychological disorders in general, and communication/learning disorders; 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. Conduct research in treatment strategies stemming from pharmacological, cognitive-behavioural, interpersonal and individualized education programs.
3. Conduct a functional assessment.
4. Research and design a treatment plan to facilitate growth in all developmental domains.
5. Interpret and integrate curriculum assessments into an educational/learning plan.
6. Explain and demonstrate rules of professionalism and ethics during role plays.
7. Explain and demonstrate collaboration and working as a team during class activities using appropriate language and conflict resolution techniques.

3. Required Materials

Mash, E., & Barkley, R., (Eds.) Treatment of Childhood Disorders 3rd Edition.

In addition the instructor will distribute readings throughout the term for discussion and summary in the form of essays and/or oral presentations.

4. Course Content and Schedule

This course focuses on current research and applications in the treatment of childhood disorders, including ADHD, communication and learning disorders, autism, behaviour disorders and others. Treatment approaches covered include pharmacological, cognitive-behaviour therapy, interpersonal and individualized education programs. Students will learn how to effect positive change in children with diverse needs.

Psychology 262 meets Thursday 18:00 to 20:50 on a weekly basis from September 10th through December 10th, 2009 in Fisher 306.

COURSE OUTLINE: (subject to change as announced in class)

Week 1 September 10	Introduction	Week 8 October 29	Reading #7
Week 2 September 17	Reading #1	Week 9 November 5	Reading #8 <i>Exam</i>
Week 3 September 24	Reading #2	Week 10 November 12	Reading #9
Week 4 October 1	Reading #3 Quiz	Week 11 November 19	Reading #10
Week 5 October 8	Reading #4	Week 12 November 26	Presentations
Week 6 October 15	Reading #5	Week 13 December 3	Presentations
Week 7 October 22	Reading #6	Week 14 December 10	Exam

EVALUATION:

1. Assignments: There will be **ten** written assignments (5 % each), due in class on the dates indicated above. Each assignment will involve preparing a short discussion paper (**maximum = three** double-spaced pages) in response to the assigned readings. These readings will include, but not be limited to, case studies, classroom management, treatment programs, and specialized populations.

Note: No late assignments will be accepted.

TOTAL VALUE: 50%

2. Examinations: There will be **ONE** short answer quiz (5%) and **TWO** short answer examinations (10%) covering information presented in the readings and in class.

Quiz: **October 1st, 2009**

Examinations: **November 5th & December 10th, 2009**

TOTAL VALUE: 25%

3. In-class Presentation: Working individually, each student will be responsible to lead the class in a seminar presentation and discussion based upon issues presented in an assigned reading. Dates will be confirmed during the first class.

TOTAL VALUE: 10%

4. Practical Project: Each student will create a treatment plan including IEP for a particular disorder as chosen by the student. These will be oral presentations, accompanied by an essay for the instructor.

TOTAL VALUE: 15%

Note: You are responsible for materials in lectures you do not attend. Tests and examinations will contain short-answer questions. Missed examinations with a valid reason will be made up at the earliest convenient time. If you miss an examination due to illness, accident, or family affliction, you must notify Dr. Bain immediately. Missed examinations without a valid reason (including vacation travel) will receive a score of zero.

5. Basis of Student Assessment (Weighting)

(Should be linked directly to learning outcomes.)

- (a) Assignments: 50%
- (b) Quiz: 5%
- (c) Exams: 20%
- (d) Practical Project: 15%
- (d) Other: Class Presentation: 10%

6. Grading System

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

Standard Grading System (GPA)

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. (For these courses a final grade will be assigned to either the 3 rd course attempt or at the point of course completion.)

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

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 COMM Important Notices:

The course requires an ongoing commitment to a number of assignments and projects. Please be attentive to the due dates. Late submissions, without an accompanying medical note, note of family affliction, or note from a Camosun College coach regarding an athletic event will not be accepted. All assignments are due in class on the assigned day. Similarly, exams that are missed (not due to the above mentioned reasons) cannot be made up. Therefore, missed examinations due to travel and holiday are forfeited.

ENTS AS APPROPRIATE OR AS REQUIRED