



## COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/psyc.html>

Ω Please note: the College electronically stores this outline for five (5) years only.  
It is **strongly recommended** you keep a copy of this outline with your academic records.  
You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

### 1. Instructor Information

(a)	Instructor:	Bev Lenihan		
(b)	Office Hours:	One hour prior to class and flexible as needed		
(c)	Location:	Ewing 248		
(d)	Phone:	250-370-3200	Alternative Phone:	250-721-1259
(e)	Email:	<a href="mailto:Lenihan@camosun.bc.ca">Lenihan@camosun.bc.ca</a> *only use this email address		
(f)	Website:			

### 2. Intended Learning Outcomes

(No changes are to be made to these Intended Learning Outcomes as approved by the Education Council of Camosun College.)

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.

### 3. Required Materials

#### Development

- (a) Text Required: Mash, E.J. and Wolfe, D.A. (2012). *Abnormal Child Development* (5<sup>th</sup> ed.). Toronto, Canada: Wadsworth/Thomson Publishers.
- (b) Lenihan, B.F. *Childhood Disorders: Analysis Student Manual*
- (c) Lenihan, B. F. *Childhood Disorders: Analysis Student Workbook*

## 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:** Psychology 110.

#### 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	<b>25%</b>
(b) Quizzes	Three out of Four Quizzes	<b>45%</b>
(c) Presentation	Childhood Psychopathology	<b>25%</b>
(d) Student Workbook	Completion in Full	<b>05%</b>

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 **25%**

**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 25%**

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
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)

**Submit outline one week prior to presentation date or 1 mark will be deducted (Please refer to page 6 of student workbook)**

(c) **Quizzes: 45%**

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, two readings are recommended per chapter. Reading the chapter prior to class and re= reading the chapter following each class is recommended for students wanting to attain a first class letter grade.

Each quiz is worth 15% and the best scores of 3 out of 4 quizzes will be taken to comprise 40% of the course grade. A Doctor's note is required to reschedule any of the quizzes.

(d) **In Class Activities: 05%**

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 05% of course grade.

**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. **Extensions before due date are negotiated.** 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](http://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 <sup>rd</sup> 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.

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

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

## COURSE SCHEDULE

Topics	Readings	Chapters	Presentations
<b>PART ONE</b>	Introduction	One	
	Theories and Causes	Two	
	Assessment/Diagnosis/ Treatment	Four	
	<b>Quiz One</b>		
<b>PART TWO</b>	Attention-Deficit/ADHD)	Five	
	Conduct Problems	Six	1-2
<b>Quiz Two</b>			
<b>PART THREE</b>	Anxiety Disorder	Seven	
	Mood Disorder	Eight	3-4
	<b>Quiz Three</b>		
<b>PART FOUR</b>	Intellectual Disability	Nine	
	Autism/Schizophrenia	Ten	5-6
	Learning Disorders	Eleven	7-8
	<b>Quiz Four</b>		

### Note:

Presentations are scheduled throughout the course depending upon topic. For example, a group interested in Attention Deficit Hyperactivity topic will be presented the day when the material in Chapter Five is covered.

Be sure to check test and assignments marks on D2L on a regular basis and let me know if there are any questions or concerns.

### 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](http://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 the College web site in the Policy Section.