



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.

COURSE OUTLINE

1. Instructor Information

(a)	Instructor:	Bev Lenihan
(b)	Office Hours:	Thursday/Friday 9:30 to 10:20 and 30 minutes following class
(c)	Location:	Ewing 248
(d)	Phone:	370-3200
(e)	Email:	lenihan@camosun.bc.ca * only use this email address
(f)	Website:	Please use D2L for monitoring grades and messages

2. Intended Learning Outcomes

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

1. Describe the pattern of behavioral, cognitive, emotional, or physical symptoms associated with psychological disorders in general, and communication/learning disabilities; externalizing behavior 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 behavior 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

Development

- (a) Text Required: Mash, E.J. and Wolfe, D.A. (2016). *Abnormal Child Development* (6th Ed.). Boston, United States: Cengage Publishers.
- (b) Lenihan, B.F. *Childhood Disorders: Analysis Student Manual*
- (c) Lenihan, B. F. *Childhood Disorders: Analysis Student Workbook*

In order to enroll in CourseMate go to: <http://www.nelsonbrain.com> and register with the access code including with the textbook. Once you open the CourseMate product from “My Home” dashboard, you can then enter this course Key: **CM-9781305261884-0000083** to complete enrollment.

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) Assignment	Article Review	20%
(b) Quizzes	highest eight out of Nine Quizzes	40%
(c) Research project	Childhood Psychopathology	30%
(d) Student Workbook	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.

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 any resourced material in APA format. Report needs to include a title page and reference page written in APA 6th ED, and front page of article. **20%**

(b) Research Project: Case Studies and Team Learning

In teams of three or bring to life a childhood psychopathology related to the theories and concepts studied in class. Each member of the team 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 project outline must be submitted to the Instructor for approval (please refer to project handout). **30%**

Narrow topic to a **specific age/target group** and **develop the etiology in depth.**

Guidelines are:

1. Research a specific Childhood Disorder and describe diagnostic criteria
2. Describe the historical timeline of the Disorder/Psychopathology
3. Address the etiology: the Neurodevelopmental, the Cognitive, and the Social/Cultural theories that support most of the developmental factors contributing.
4. Provide the prevalence/statistical data within the last ten or more years, establishing the increase or decrease. Canadian statistics are preferred.
5. Outline a comprehensive plan to treat the contributing factors described in #3
6. Summary: highlight the age grouping, prevalence, etiology, and comprehensive plan.
7. **Compile 5 questions to lead a discussion group on your topic.**

Submit outline one week prior to presentation date or 2 marks will be deducted (Please refer to page 6 of student workbook)

(c) Quizzes: 40%

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 5% and **all nine quizzes are required to be written.** The best scores of 8 out of 9 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/Student workbook: 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 student workbook will comprise 10% 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%**. **Quizzes are rescheduled upon receipt of medical documentation.**

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. (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.

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.

Note:

Mini discussion groups are scheduled throughout the course depending upon topic. For example, a group interested in Attention Deficit Hyperactivity topic will be leading a discussion when the material in Chapter Eight is covered.

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

8. Lecture schedule of Readings and lecture topics is submitted separately from this syllabus. Please refer to one sided handout.

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.