



CAMOSUN COLLEGE
School of Arts & Science
Department of Psychology

PSYC-261-001
Childhood Disorders: Analysis
Winter 2018

COURSE OUTLINE

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

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a)	Instructor:	Bev Lenihan		
(b)	Office Hours:	Friday 10:30 to 11:20; other times by appointment		
(c)	Location:	Ewing 248		
(d)	Phone:	370-3200	Alternative	
(e)	Email:	lenihan@camosun.bc.ca * only use this email address		
(f)	Website:	Please use D2I 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.

Measured outcomes are 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* (sixth 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 Course Mate go to: <http://www.nelsonbrain.com> and register with the access code including with the textbook. Once you open the course Mate product from “My Home” dashboard, you can then enter this course Key: **CM-9781305261884-0000111** 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. Comprehending all concepts, read each chapter prior to class.
4. Recite each question then answer in your own words and not rely on the author’s words. After reciting and writing your answers, continue completing all questions.
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 relate to current psychopathologies 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, given throughout the term, integrate the course content for increased comprehension.

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%

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. Analyze 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 help **students attain a first class letter grade.**

Each quiz is worth 5% and **each quiz is required.** The best 8 scores 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%

Provided are a series of weekly activities (e.g. learning to read and interpret an educational psychological assessment). Active 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. Late papers receive a two-mark penalty. 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 copied or plagiarized receives **0%**. Quizzes rescheduled **upon receipt of medical documentation.**

6. Grading System

(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)

(Mark with "X" in box below to show appropriate approved grading system – see last page of this template.)

Standard Grading System (GPA)

Competency Based Grading System

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

N/A

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @

<http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. 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		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. 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 at <http://camosun.ca/about/policies/index.html> 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 are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
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.