



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of Psychology**  
**PSYC-261-D01**  
**Childhood Disorders: Analysis**  
**Winter 2021**

**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:	Collaborate:Tues, Thurs, & Fri 1:30pm to 2:20pm		
(c)	Online:	Course partially synchronous in D2L Meet in Collaborate Monday 4:30pm to 5:30pm		
(d)	Phone:	370-3200	Alternative Office line is connected to cell phone	
(e)	Email:	<a href="mailto:lenihan@camosun.bc.ca">lenihan@camosun.bc.ca</a> * include course and name		
(f)	Website:	Please use D2I for monitoring grades and news items		

**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.

Outcomes measured by: combination of chapter quizzes, research project, discussion posts, and interactive collaborate activities.

### 3. Required Materials

#### Development

- (a) Text Required Mash, E.J. and Wolfe, D.A. (2019). *Abnormal Child Development* (seventh Ed.). Boston, United States: Cengage Publishers.

In order to enroll in Course Mate click on the link 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: MTPP24QQL3DH to complete enrollment.

**See the link and course key:**

<https://login.nelsonbrain.com/course/MTPP24QQL3DH>

**Reading the** 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 or another first year Psychology course

**Course Organization and delivered partially synchronous through D2L**

There is a one-hour synchronous lecture each week during this online semester. Two hours is spend on the reading of full notes, listening to pre-audio recordings of chapter summaries, and viewing of videos within each of the chapter modules in D2L.

#### Accessing D2L

1. Go to <https://online.camosun.ca>
2. Enter your student number for you user name (i.e., C#####)
3. Enter your password. If you have not setup a password before, the default password should be your birthday in YYMMDD
4. Click on the course from the list: PSYC 261-D01: Childhood Disorders: Analysis

**Students’ success in the course relates to the following:**

1. Read the full chapter in the textbook and full notes in D2L
2. Listen to all pre-audio recordings within each of the chapter modules in d2L
3. View any videos uploaded from Kultura in D2L, within each chapter module
4. Complete the weekly chapter quizzes
5. Remain current fulfilling all requirements for course assignments
6. Participate in weekly 60 minute collaborate sessions and discussions.
7. Reach out to the instructor if having trouble with course content, technical support, or requiring an extension.

## 5. Basis of Student Assessment (Weighting)

(a)	Research Paper	Childhood Psychopathology	<b>25%</b>
(b)	Research Pamphlet	Topic and Target Population	<b>12%</b>
(c)	Quizzes	Eight of Nine quiz scores	<b>48%</b>
(d)	Student Workbook	Completion in and outside of collaborate	<b>15%</b>

### (a) Research Paper: 25%

Bring to life a childhood psychopathology related to the theories and concepts studied. Students are responsible to study a childhood disorder. 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. The paper is between eight to ten pages, excluding the title page and reference page. It needs to include at least five sources, DSMV, Mash/Wolfe textbook, and academic journal articles. The reference list is only to include sources used for the writing of your paper. Be sure to reference any resourced material in APA format. Report needs to include a title page and reference page written in APA 7<sup>th</sup> ED.

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. Define and operationalize all terms
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 treatment plan
7. Write a title page and reference page format in APA 7<sup>th</sup> edition guidelines. Marks lost for inaccuracy.

**(b) Research Pamphlet: 12%**

**Three weeks prior to Research Paper:** The pamphlet serves as a proposal for your research topic. It is to include any operational definitions and descriptions, narrowed target population, statistical prevalence the last 10 years, and the biological, psychological, or social theoretical perspectives examined in the contributing factors and outline the evidence based treatments. Example: The pamphlet examines the bio/psych/social contributing factors and evidence based treatments of bulimia in adolescent females, between the ages of 15 to 19 years.

**(c) Quizzes: 48%**

Nine 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 an “A” letter grade.**

**Each quiz is worth 6% .The best 8 of 9 scores** comprise 48% of the course grade. All nine quizzes are required and the highest eight scores comprise the 48%..

**(d) In Class Activities/Student workbook: 15%**

A series of weekly activities (e.g. learning to read and interpret an educational psychological Assessment, for example) are provided to enhance conceptual understanding. Class Involvement in collaborate, along with the completion and submission of student workbook will comprise 15% of course grade.

**Due Dates:**

Late papers receive a two-mark penalty. Medical or Personal reasons do not remove late penalty. **Extensions negotiated before due date.** Taking personal responsibility for good planning and respective communication is an integral part of being a good student. Be sure to email or call the instructor and ask for assistance, if needed. Any assignment copied or plagiarized receives **0%**. Quizzes rescheduled **if a rational is shared with instructor as to reason.**

## 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

## 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, Student Ancillary Fees, Academic Integrity, Grade Review & Appeals, Student Misconduct and Academic Accommodations for Students with Disabilities 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.

PSYCHOLOGY 261

LECTURE SCHEDULE WINTER 2021

WEEK	TOPIC	READING	QUIZZES
Jan. 11	Introduction		
Jan. 18	Normal and Abnormal Behavior	Chapter 1	
Jan. 25	Theories & Causes	Chapter 2	Quiz 01(Chapter 1)
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Feb. 01	Theories & Causes cont.	Chapter 2	
Feb. 08	Assessment/Diagnosis/Treatment	Chapter 4	Quiz 02 (Chapter 2)
<b>Feb. 15</b>	<b>Family Day College Closed</b>		
Feb. 22	Autism and Onset Schizophrenia	Chapter 6	Quiz 03 (chapter 4)
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Mar. 01	Communication Learning Disorders	Chapter 7	Quiz 04 (Chapter 6)
Mar. 08	Attention-Deficit/Hyperactivity	Chapter 8	Quiz 05 (Chapter 7)
Mar. 15	Conduct Problems	Chapter 9	Quiz 06 (Chapter 8)
Mar. 22	Depression /Bipolar	Chapter 10	Quiz 07 (Chapter 9)
Mar. 29	Anxiety/Disorders/OCD	Chapter 11	Quiz 08 (Chapter 10)
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<b>April 05</b>	<b>Easter Monday College Closure</b>		
April 12	Anxiety Disorders/Cont.	Chapter 11	Quiz 09 (Chapter 11)
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Research pamphlet: Mar. 08, 2020

Research paper: March 29

Workbook: April 12, 2020