

COURSE SYLLABUS



COURSE TITLE: PSYC-261: Childhood Disorders: Analysis

CLASS SECTION: D01

TERM: Winter 2023

COURSE CREDITS: 3

DELIVERY METHOD(S): Asynchronous

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

<HOLD FOR 2021F COVID-19 LANGUAGE>

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: Bev Lenihan

EMAIL: Lenihan@camosun.ca

OFFICE: Ewing 248

HOURS: Virtually online in collaborate please email for an appointment

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

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.

PREREQUISITE(S):

All of:

- C in PSYC 110

And one of:

- C in any 100 or 200 level PSYC course

CO-REQUISITE(S):

Not applicable

EXCLUSION(S):

Not applicable

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon completion of this course a 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.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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: **MTPQGKHZ0CVQ** to complete enrollment.

<https://login.nelsonbrain.com/course/MTPOGKHZ0CVQ>

Course Reading: 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.

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 in D2L, within each chapter module
4. Complete the weekly chapter quizzes
5. Remain current fulfilling all requirements for course assignments
6. Reach out to the instructor if having trouble with course content, technical support, or requiring an extension.

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Jan 09	Introduction (course orientation in collaborate)	Mon Quizzes Wed Workbook
Jan 16	Normal and Abnormal Behaviour Chapter 1	
Jan 18	Introduction to Abnormal/ Scenarios	Workbook
Jan 23	Theories & Causes Chapter 2	Quiz 1 Chapter 1
Jan 25	Theories & Causes Chapter 2	Workbook
Feb 06	Assessment/Diagnosis/Treatment Chapter 4	Quiz 2 Chapter 2
Feb 08	Debate: The Case for and Against Referrals	Workbook
Feb 13	Autism and Onset Schizophrenia Chapter 6	Quiz 3 Chapter 4
Feb 15	Autism Spectrum Disorders/Schizophrenia	Workbook
Feb 27	Communication and Learning Disorders Chapter 7	Quiz 4 Chapter 6
Mar 01	Communication and Learning Disorders	Workbook
Mar 06	Attention/Deficit Hyperactivity Chapter 8	Quiz 5 Chapter 7
Mar 08	Developing a Behavioural Chart/ADHD	Workbook
Mar 13	Conduct Problems Chapter 9	Quiz 6 Chapter 8
Mar 15	Conduct Problems	Workbook
Mar 20	Depression/Bipolar Chapter 10	Quiz 7 Chapter 9
Mar 22	Depression/Bipolar	Workbook
Mar 27	Anxiety Disorders OCD Chapter 11	Quiz 8 Chapter 10
Mar 29	Anxiety Disorders OCD	Workbook
April 03	Anxiety Disorders cont.	Quiz 9 Chapter 11

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines scan be reviewed on the [CAL exams page](#).

EVALUATION OF LEARNING

DESCRIPTION	Wednesdays	WEIGHTING
Research Paper on a Childhood Psychopathology	April 05	25%
Pamphlet acts as a proposal/outline of research paper	Mar 15	12%
Chapter Quizzes Best 8 of 9 scores (6% each)	Mondays 8:30am-7:30pm	48%
Student Workbook activities throughout the chapters	Wednesdays throughout Apr 12 Final submission	15%
	TOTAL	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](#) policy for more information.

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

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 7th 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 7th edition guidelines. Marks lost for inaccuracy.

Pamphlet: OUTLINE TO RESEARCH PAPER (SAME TOPIC) 12%

Three weeks prior to Research Paper: The pamphlet serves as an outline proposal for your research topic. It includes operational definitions and descriptions of research topic, narrowed target population, statistical prevalence the last 10 years of that population, and the biological, psychological, or social theoretical contributing factors and the corresponding evidence based treatments from the same biological/psychological/social theories. 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.

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%.

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 comprises 15% of course grade. There are assigned due dates for manageability and study purposes. Meeting the due dates helps with studying for the quizzes. If a due date is missed there is no penalty. All workbook activities final due date is April 12.

Due Dates:

Late papers receive a two-mark 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.**

SCHOOL OR DEPARTMENTAL INFORMATION

Camosun Psychology Club Information

During the fall and winter semesters, the Psych Club meets each Friday at 1:30pm. Please contact Dr. Michael Pollock if interested in attending - PollockM@camosun.bc.ca

Journal of Camosun Psychology Research

Discover how to publish research. <https://cc.arcabc.ca/islandora/object/cc%3Apsycjournal>

American Psychological Association

The hub of our discipline <https://www.apa.org>

Canadian Psychological Association

The Canadian hub of our discipline <https://cpa.ca/>

Co-operative Education & Career Services

Learn about how to access a co-op experience for your career. <https://camosun.ca/services/co-operative-education-and-career-services/contact-co-operative-education-and-career>

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](http://camosun.ca/services/accessible-learning/) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services->

and-support/e-2.9.pdf and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-3703841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Changes to this syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.