



## COURSE OUTLINE: CYC0250 - PSYCHOPATHOLOGY I

Prepared: Child and Youth Care Faculty

Approved: Martha Irwin, Dean, Community Services and Interdisciplinary Studies

<b>Course Code: Title</b>	CYC0250: PSYCHOPATHOLOGY I
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN
<b>Department:</b>	C.I.C.E.
<b>Academic Year:</b>	2022-2023
<b>Course Description:</b>	Various disorders of childhood and adolescence will be examined from a holistic perspective (including biological, psychological and social factors). Each disorder will be explored by the CICE student, with the assistance of a learning specialist, intensively with respect to its impact on the individual, the family and the community. The CICE student, with the assistance of a learning specialist, will also have extensive examination of symptoms, causes, treatment and prevention approaches will be included. Special emphasis will be placed on assessment, case formulation and intervention strategies from the Child & Youth Care perspective.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	42
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<b>1120 - COMMUNITY INTEGRATN</b>
<b>Please refer to program web page for a complete listing of program outcomes where applicable.</b>	VLO 1 Integrate fully in academic, social and community activities.
	VLO 2 Develop and apply transferrable learning strategies to promote self-determination, life satisfaction, and lifelong learning.
	VLO 5 Further develop confidence, self-awareness, and self-advocacy skills related to independence, employment, and personal well-being.
<b>Essential Employability Skills (EES) addressed in this course:</b>	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
	EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.
	EES 4 Apply a systematic approach to solve problems.
	EES 5 Use a variety of thinking skills to anticipate and solve problems.
	EES 6 Locate, select, organize, and document information using appropriate technology and information systems.
	EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.
	EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.
	EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.



EES 10 Manage the use of time and other resources to complete projects.  
 EES 11 Take responsibility for ones own actions, decisions, and consequences.

**Course Evaluation:**

Passing Grade: 50%, D

A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

**Books and Required Resources:**

Abnormal Child Psychology by Mash & Wolfe  
 Publisher: Cengage Learning Edition: 7th

**Course Outcomes and Learning Objectives:**

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
1. Explain pathological and/or symptomatic behaviour using theories of development, attachment and knowledge of mental health disorders.	1.1 Identify and reintegrate knowledge of normal developmental patterns from the various perspectives as applied to particular psychopathological case studies 1.2 Identify and describe behavioural manifestations in children and youth commonly associated with disorders described in the DSM-5
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
2. Collect, analyze and organize relevant and necessary information from a variety of professional sources in order to develop effective intervention strategies which meet the needs of children, youth, families and communities.	2.1 Describe and utilize the classification and assessment processes applicable to the study of mental health 2.2 Recognize and present the rationale for assessment of the signs and symptoms of the major areas of psychopathology in both oral and written formats 2.3 Assess behavioural, developmental and psycho-social strengths and needs of clients 2.4 Negotiate reasonable and realistic goals with and for clients and families 2.5 Implement intervention strategies which respond to identified needs 2.6 Evaluate strategies used and make necessary adjustments to attain identified goals
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
3. Communicate effectively in both oral and written formats as is appropriate for professional Child and Youth Care Practitioners.	3.1 Demonstrate knowledge of basic terminology in the study of mental health 3.2 Utilize the vocabulary and basic terms appropriately in case work, presentations and written assignments 3.3 Demonstrate the role of the Child and Youth Care Practitioner in relation to intervention and treatment issues through the application of the case formulation model to case studies 3.4 Recognize and explain signs and symptoms of a variety of disorders pertaining to childhood, adolescence and young adulthood in both oral and written formats 3.5 Evaluate the results of the communication and adjust in order to facilitate effective communication



Course Outcome 4	Learning Objectives for Course Outcome 4
4. Use collaborative and evidence-informed practices, to plan, implement and evaluate interventions that enhance psycho-social development in children, youths and their families as per area of study.	4.1 Recognize the impact that various disorders have on the individual, family and community in terms of duration, severity and resources available 4.2 Assess, in collaboration with other professionals, potential groups and communities at risk 4.3 Evaluate the effectiveness of proposed treatment plans through research of current journals and in-class discussion 4.4 Implement, in collaboration with other professionals, strategies or programs which meet the identified needs of children, youth, families and communities as per area of study

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight
Case Assessments and Treatment Plans	30%
Professional Skill Development	20%
Tests	50%

**CICE Modifications:**

**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A.** Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

**B. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**C. Tests will be written in CICE office with assistance from a Learning Specialist.**

***The Learning Specialist may:***

1. Read the test question to the student.



2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**D. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**E. Evaluation:**

Is reflective of modified learning outcomes.

**NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

**Date:** December 19, 2022

**Addendum:** Please refer to the course outline addendum on the Learning Management System for further information.

