

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**COURSE OUTLINE**

**COURSE TITLE:** Psychopathology of Childhood and Adolescence 1A

**CODE NO. :** CYC250 **SEMESTER:** Four

**PROGRAM:** Child and Youth Care

**AUTHOR:** CYC Faculty

**DATE:** May 2016 **PREVIOUS OUTLINE DATED:**

**APPROVED:** "Angelique Lemay" June/16

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**DEAN**

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**DATE**

**TOTAL CREDITS:** 3

**SUBSTITUTE(S):** CYW210

**PREREQUISITE(S):** PSY102

**HOURS/WEEK:** 3

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## **I. COURSE DESCRIPTION:**

Various disorders of childhood and adolescence will be examined from a holistic perspective (including biological, psychological and social factors). Each disorder will be explored intensively with respect to its impact on the individual, the family and the community. 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 and Youth Care Practitioners perspective.

## **II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1. Explain pathological and/or symptomatic behaviour using theories of development, attachment and knowledge of mental health disorders.

### Potential Elements of the Performance:

- Identify and reintegrate knowledge of normal developmental patterns from the various perspectives as applied to particular psychopathological case studies
- Identify and describe behavioural manifestations in children and youth commonly associated with disorders described in the DSM-5

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.

### Potential Elements of the Performance:

- Describe and utilize the classification and assessment processes applicable to the study of mental health
- Recognize and present the rationale for assessment of the signs and symptoms of the major areas of psychopathology in both oral and written formats
- Assess behavioural, developmental and psycho-social strengths and needs of clients
- Negotiate reasonable and realistic goals with and for clients and families
- Implement intervention strategies which respond to identified needs
- Evaluate strategies used and make necessary adjustments to attain identified goals

3. Communicate effectively in both oral and written formats as is appropriate for professional Child and Youth Care Practitioners.

Potential Elements of the Performance:

- Demonstrate knowledge of basic terminology in the study of mental health
  - Utilize the vocabulary and basic terms appropriately in case work, presentations and written assignments
  - 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
  - Recognize and explain signs and symptoms of a variety of disorders pertaining to childhood, adolescence and young adulthood in both oral and written formats
  - Evaluate the results of the communication and adjust in order to facilitate effective communication
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.

Potential Elements of the Performance:

- Recognize the impact that various disorders have on the individual, family and community in terms of duration, severity and resources available
- Assess, in collaboration with other professionals, potential groups and communities at risk
- Evaluate the effectiveness of proposed treatment plans through research of current journals and in-class discussion
- 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

**III. TOPICS:**

1. Perspectives and Modes of Treatment – special attention to the developmental, biological and family system perspectives
2. Classification, Diagnosis and Assessment Issues
3. Childhood and adolescent disorders – including, but not limited to – disorders of basic functions, autism, developmental delays, learning disabilities, attention-deficit hyperactivity disorder, conduct disorder, neurological disorders

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Mash, E. & Wolfe, D. (2016). *Abnormal Child Psychology* (6th Ed.). Belmont, CA: Wadsworth Cengage Learning

**V. EVALUATION PROCESS/GRADING SYSTEM:****IN-CLASS ASSESSMENTS 30%**

Each student will individually prepare two in-class case assessment and treatment plans using tools and case information provided.

**TESTS 50%**

There will be 6 tests; the best five will be counted for a total of 50% of the final grade. There will be no opportunity to write a missed test without documentation of a serious medical or personal emergency. Notice must be given to the professor PRIOR to the start of the test, otherwise a grade of 0 will be given. The professor reserves the right to determine if make-up test will be allowed.

**SKILL DEVELOPMENT 20%**

Each student will be assigned to a clinical group within the class and will be expected to work as a professional team member for the duration of the semester. The task of each group is to formulate weekly cases using clinical tools provided. The format and assessment of this will be discussed in class and posted on D2L.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	

U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

## VI. SPECIAL NOTES:

### Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

All courses in the Child and Youth Care (Worker) program follow the Fatal Error Policy, as well as APA Standards for all assignments submitted. Faculty will review this with students at the beginning of each course. Detailed documents on D2L course sites will be posted.

## VI. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

