

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: PSYCHOPATHOLOGY OF CHILDHOOD & ADOLESCENCE

Code No.: CCW 226

Program: CHILD CARE & ADOLESCENT WORKER (C.C.W.)

Semester: SECOND

Date: AUGUST, 1986

Author: MARY E. RITZA

New: _____ Revision: X

APPROVED: *M. Koch*
Chairperson N. KOCH

Aug. 18/86
Date

The Learning Resource Centre has an array of books, journals and tapes covering this topic. Films may be screened in class (if that allows) to amplify areas of study.

Child & His Family (Macmillan, 1977).
Steinbock, P.D. & Grant (Eds.), Psychological Problems of the (1977).

Reference Texts:
S.A. Educational Experiences of Children (Thompson-Willits, 1977).
J.D. Psychopathology: The Science of Understanding Deviance (Aldine Publ. Co., 1977).
Gearheart, S.K. Learning Disabilities: Educational Strategies (C.V. Mosby Co., 1977).
Knopf, I.A. Childhood Psychopathology: A Developmental Approach (Franklin-Hall, 1984).

COURSE DESCRIPTION:

The various psychopathologies related to intellectual, social, and emotional functioning will be examined. Special emphasis will be placed upon the areas of mental retardation, learning disabilities and emotional disturbances. Each psychopathology will be explored intensively with respect to symptoms, causes and treatment approaches.

PREREQUISITE: Developmental Psychology

OBJECTIVES:

1. To provide students with an understanding of the basic terms in the area of study.
2. To develop a thorough familiarity with the signs and symptoms of the major areas of psychopathology.
3. To be able to discuss these areas with clarity and confidence.
4. To discuss field work and personal experiences in relation to the area studied in class.
5. To increase each students ability to accept others, despite their handicaps, disabilities or mental dysfunction.

LEARNING RESOURCES:

Provided by the college:

The Learning Resource Centre has an array of books, journals and tapes covering this topic. Films may be screened in class (if time allows) to amplify areas of study.

Text: (provided by the student)

Steinbauer, P.D. & Rae-Grant (Eds.). Psychological Problems of the Child & His Family. (MacMillan, 1972).

Reference Texts:

Kirk, S.A. Educating Exceptional Children. (Houghton Nifflin, 1972, 2nd edition).

Page, J.D. Psychopathology: The Science of Understanding Deviance. (Aldine Publ. Co., 1975).

Gearheart, B.R. Learning Disabilities: Educational Strategies. (C.V. Mosby Co., 1973).

Knopt, I.A. Childhood Psychopathology: A Developmental Approach. Prentice-Hall, 1984.

METHODOLOGY:

The method of instruction will consist of lectures supplemented by class discussion of major research &/or actual case histories relating to specific areas of study. Seminar presentations will enable each student to study specific areas in greater depth and to share this knowledge with the class.

COURSE REQUIREMENTS:

Class Participation	25%
Seminar Presentation	25%
Two Term Tests	<u>50%</u> (25% each)
TOTAL	100%

SEMINAR GUIDELINES:

Each seminar should consist of 1-2 hours of lecture, demonstration and discussion time involving the following aspects of the subject area:

1) Introduction to the topic:

Include any pertinent historical or background information.

2) Definition/Explanation of key terms & concepts

3) Discussion of the topic:

Include views of experts & results of research studies in the area.

4) Treatment techniques:

What techniques or approaches are used?
How successful are they?
etc.
Evaluate.

COLLEGE GRADING SYSTEM:

80 - 100% = A
70 - 79 = B
60 - 69 = C
Less than 60% = R (repeat)

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
CHILD CARE & ADOLESCENT WORKER (C.C.W.) PROGRAMME

CCW 218-6 PRINCIPLES & APPLICATION OF LEARNING THEORY

TERM TEST - December 9, 1986

(Instructor: Jeff Arbus)

NOTE: Please answer all questions on the foolscap provided for you. Be sure your name is on each page, and that you clearly number each response. Read each question carefully, and take your time. **This test is out of 20, and is worth 10% of your final grade.**

**** By the way - have a great holiday!**

1. **Definitions:** Provide a clear, technical, operational definition of any five (5) of the following words or phrases. Use the language of the behaviour therapist. Think about your responses carefully. An example should be used to support or clarify a definition (but not in place of a definition). **(2 marks each)**

Choose any five (5) of the following words or phrases:

conditioned reinforcement	DRL
fixed ratio schedule of reinforcement	stimulus-response chain
contingency of reinforcement	behavioural trap
successive approximation	task analysis

2. a) Describe each and explain the basic difference between the FI schedule and the FI/LH schedule of reinforcement. **(2 marks)**
- b) When might an FI be preferable to an FR schedule of reinforcement? **(1 mark)**
3. Describe how you might combine a shaping procedure and a fading procedure to teach a young person how to shovel the driveway (in keeping with the season, eh?) **(2 marks)**
4. Describe the main difference between forward and backward chaining. **(1 mark)**
5. Describe each and explain the basic differences between the stimulus discrimination training and stimulus generalization training. **(2 marks)**
6. Explain, with a brief example, why it is necessary to consider positive reinforcement when using an extinction procedure. **(2 marks)**

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