

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: FIRST SEMESTER OF THIRD YEAR

Date: SEPTEMBER, 1987

Author: MARY E. RITZA

New: _____ Revision: X

APPROVED:

N. Koch
Chairperson

N. KOCH

Aug. 11/87
Date

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:

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|----------------------|-----------------------|
| Class Participation | 20% |
| Seminar Presentation | 30% |
| 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. A case study should be presented as part of your seminar in order that the application of the knowledge be demonstrated.

4) Treatment techniques:

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

5) Seminar should then be submitted in a type written formal essay fashion. Case study should be omitted from essay.

COLLEGE GRADING SYSTEM:

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