

## SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINECOURSE TITLE: PSYCHOPATHOLOGY OF CHILDHOOD AND ADOLESCENCECODE NO.: CCW 226 SEMESTER: FIVEPROGRAM: CHILD AND YOUTH WORKERAUTHOR: MARY RITZA, C.C.W., M.A.DATE: SEPTEMBER 1995 PREVIOUS OUTLINE: SEPTEMBER 1994NEW:   X   REVISED:     

APPROVED:

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School of Human Sciences and  
Teacher Education

Date June 28/95

**\*\*NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

# CCW 226 Psychopathology of Childhood and Adolescence

Mary Ritza

**PREREQUISITES:** Child and Adolescent Development Parts 1 and 2  
Principles and Applications of Learning Theory  
Child Care Methodology II

**TOTAL CREDITS:** 3

## I. PHILOSOPHY/GOALS

The various psychopathologies of the child and adolescent will be examined from a holistic perspective - e.g. bio-psycho-social paradigm. The transactive nature of each disorder and its impacts on the individual, the family and the community will be included. Each psychopathology will be explored intensively with respect to symptoms, causes, treatment and prevention approaches. Special emphasis will be placed on case formulation and practical intervention strategies.

## II. STUDENT PERFORMANCE OBJECTIVES

Upon successful completion of this course the student should be able to:

1. identify and reintegrate knowledge of normal development patterns from physical, psychological, social and cognitive perspectives.
2. utilize the vocabulary and basic terms from the area of study in case work, presentations and written assignments.
3. describe the classification and assessment processes utilized in this area of study of mental health.
4. recognize and present the rationale for assessment of the signs and symptoms of the major areas of psychopathology in both oral and written formats.
5. demonstrate the role of the CYW in relation to intervention and treatment issues through application of the case formulation model to case studies.
6. interact with others in groups in an effective manner to respond to the needs identified in the case studies.
7. evaluate the effectiveness of the proposed treatment plans.
8. demonstrate an ability to accept others despite their handicaps, disabilities or mental dysfunction.

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### **III. REQUIRED STUDENT RESOURCES**

1. Behaviour Disorders of Childhood. Second Edt., Wicks-Nelson and Israel; Prentice Hall, 1991.
2. Case Studies in Child Counselling. Golden and Norwood; Maxwell Macmillan Canada, 1993.
3. The Disappearance of Childhood. N. Postman; Vintage Books, 1994.

### **IV. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY**

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

### **V. LEARNING ACTIVITIES**

1. Introduction and Overview
2. The Developmental Context
3. Perspectives and Modes of Treatment - special attention on the biological and family systems perspectives
4. Research - roles and methods
5. Classification and Assessment
6. Disorders of Basic Physical Functions
7. Childhood Autism
8. Mental Retardation (Developmental Delays)
9. Learning Disabilities
10. Attention-Deficit Hyperactivity Disorder
11. Conduct Disorders

The method of instruction will consist of lectures and supplemented by class discussion of major areas of research. Case studies will be used as they relate to the topic areas.

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#### **VI. EVALUATION METHODS**

As we work in teams as CYWs, each topic area will be discussed using the case study/clinical group approach. Each student or group of students will be assigned a topic area to prepare and to present to the class. The tasks required for the presentation are as follows:

1. Students will be expected to select a case study for class discussion. The case study is to be prepared following the case formulation principles from Child Care Methodology and according to the assessment model from the Ministry. This formulation is to be handed in to the instructor. Each group member is also expected to retain a copy of the formulated case.
2. A copy of the case study will be supplied to each student - or a selection from the text will be utilized - in order that each student can work with the case in clinical discussion groups. A member of the group will present the information to the class a week prior to their presentation in order that the students can be prepared.
3. A comprehensive treatment plan - utilizing local resources where possible - will be submitted to the instructor. This treatment plan will include two supporting references aside from the text in the bibliography. These references can come from any of the following sources: journals, books, certain magazines, CD-ROM, etc. A personal interview with a local agency person may be included over and above the two references already mentioned.
4. Each student will be assigned to a clinical group within the class, where they will be expected to work together as professionals for the duration of the semester. The task in each group is to formulate the case and then to address treatment issues as thoroughly as possible in the time allowed.

To summarize then: each group of students will hand in to the instructor the following:

- a case study
- a case formulation
- treatment plan
- reference list

To fellow students:

- a copy of the case study (if not in the text)
- a copy of the reference list

5. There will be two tests - one at mid-term and one final. Dates to be announced in class.

Tests cannot be rewritten in order to obtain a higher grade. Tests may be rescheduled only for substantial and substantiated reasons. Any rescheduling will be arranged so that the test is written prior to the next class after the missed test. After that class (usually within one week), missed tests cannot be written. Students **MUST** contact the instructor prior to writing the test and must make rescheduling arrangements directly and immediately with the instructor.

85% attendance is strongly recommended as a minimum requirement as case studies are discussed as well as opportunities to integrate and demonstrate an understanding of course objectives and curricula.

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#### Grade Breakdown

Mid-term Test	25%
Final Test	25%
Case Study Presentation	30%
Relevance of case -	2%
Formulation -	10%
Treatment Plan -	10%
Reference List -	3%
Oral Presentation -	5%
Clinical Group Participation	20%

#### College Grading System

90-100 =	A+
80-89 =	A
70-79 =	B
60-69 =	C
Less than 60% =	R (repeat)

#### **VII. SPECIAL NOTES**

Students with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY  
CHILD & YOUTH WORKER PROGRAM

**ADDITION TO C.Y.W. PROGRAM POLICIES  
NOTICE OF AGREEMENT**

Student Agreement Form

Regarding the Child and Youth Worker Course Outline:

I, \_\_\_\_\_, have read the C.Y.W.

Course Outline for the Course \_\_\_\_\_.

I understand its contents and agree to adhere to them.

Signed: \_\_\_\_\_

Dated: \_\_\_\_\_

## ADDENDUM

### **To All Students:**

In order to assist you in your attempt to complete your course requirements, any special needs accommodation that you may require should be identified to the instructor. Please identify your concern before the next class and submit a written verification within these first three weeks.

