

**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON**



COURSE OUTLINE

**Course Title: PSYCHOPATHOLOGY OF CHILDHOOD
AND ADOLESCENCE**

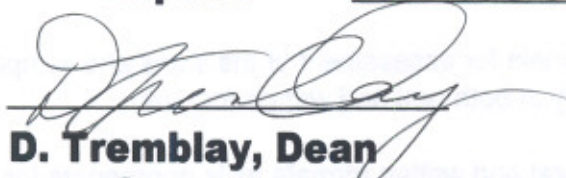
Code No.: CCW304 Semester: FIVE

Program: CHILD AND YOUTH WORKER

Professor: SANDY MACDONALD, CCW, MA

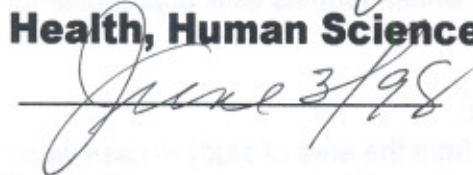
Date: Sept 98 Previous Outline Date: Sept 97

Approved:



**D. Tremblay, Dean
Health, Human Sciences and Teacher Ed.**

Date:



Total Credits: 3 Prerequisite(s): CCW228

Length of Course: 15 wks Total Credit Hours: 45

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For additional information, please contact Donna Tremblay, Dean, School of Health, Human
Sciences and Teacher Education, (705) 759-2554, Ext. 690



I. COURSE DESCRIPTION

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 assessment, case formulation and intervention strategies.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Apply knowledge of standard developmental patterns from physical, psychological, social and cognitive perspectives to demonstrate an understanding of various psychopathologies.

Potential Elements of the Performance:

- identify and reintegrate knowledge of normal developmental patterns from the various perspectives as applied to particular psychopathological case studies.

2. Collect, analyze, and organize relevant and necessary information from a variety of professional sources.

Potential Elements of the Performance:

- describe and utilize the classification and assessment processes applicable to this area of 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.

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

Potential Elements of the Performance:

- utilize the vocabulary and basic terms from the area of study in case work, presentations and written assignments.
- demonstrate the role of the CYW in relation to intervention and treatment issues through application of the case formulation model to case studies.

demonstrate an ability to accept others despite their handicaps, disabilities or mental dysfunction.



4. Design, implement and assess strategies that enhance psycho-social development as per area of study.

Potential Elements of the Performance:

- interact with others in groups in an effective manner to respond to the needs identified in the case studies.
- evaluate the effectiveness of the proposed treatment plans through research of current journals and in class discussion.

III. TOPICS:

1. Introduction and Overview
2. Perspectives and Modes of Treatment - special attention on the developmental, biological and family systems perspectives
3. Research - roles and methods
4. Classification and Assessment
5. Childhood and Adolescent Disorders - including, but not necessarily limited to - disorders of basic physical functions, autism, developmental delays, learning disabilities, attention-deficit hyperactivity disorder, conduct disorders, neurological disorders.

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

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. Behaviour Disorders of Childhood. Third Edition. Wicks-Nelson and Israel; Prentice Hall, 1996.
2. Case Studies in Child & Adolescent Counselling. Larry B. Golden, Prentice-Hall, Canada, 1993.

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. EVALUATION PROCESS/GRADING SYSTEM

1. A book report and reaction is due the third week of class based on Postman's "The Disappearance of Childhood."

2. For each clinical topic, a group of students will be assigned specific learning activities. The tasks are as follows:

a) Students will be expected to select a particular case study that relates to the topic area. The case will be assigned from the Case Studies text, or the DSM case study book. (See the instructor). The case is to be analyzed using the case formulation model. A copy of the case and the formulation is to be submitted to the instructor. Each member of the working team is also expected to retain a copy of the formulation to assist in working with the class as a whole.

b) A copy of the case will be supplied to EACH student - or a selection from the Golden and Norwood text will be utilized - in order that each student can work with the case in clinical discussion groups. It is a professional expectation that each student will be prepared for class by having completed the assigned reading.

c) A brief treatment plan based on the case study needs to be submitted to the instructor. This plan needs to be specific and practical and current. Current research on the treatment of the particular disorder needs to be included. The research needs to include ONE journal, ONE internet source and ONE other. At least one reference to community resources for treatment and/or information should be also included. Again, each member of the working team should have a copy of this information.

d) Each student in the class will be assigned to a clinical group within the class, where they will be expected to work together as a professional team 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. A member of each working group will be assigned to a clinical team.

In summary, each group of students need to complete the following activities and submit them to the instructor on the assigned date:

- . a relevant case
- . case formulation
- . treatment plan
- . reference list

e) 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.

80% 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.

Evaluation Breakdown

1. Mid-Term	25%
2. Final Exam	25%
3. Case Study Presentation:	15%
4. Formulation and Treatment Plan	15%
5. Clinical Group Participation	20%

Total	100%

VI. COLLEGE GRADING POLICY

- 90 - 100% = A+
- 80 - 89% = A
- 70 - 79% = B
- 60 - 69% = C
- BELOW 60% = R

VII. SPECIAL NOTES

Special Needs

If you are a student with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs Office, Room E1204, Ext 493, 717, 491 so that support services can be arranged for you.

Retention of Course Outlines

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

VIII. PRIOR LEARNING ASSESSMENT

Students who wish to apply for advanced credit in the course should consult the instructor.

