

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



COURSE OUTLINE


Course Title: Psychopathology of Childhood & Adolescence 11

Code No.: CCW 310-3 Semester: Six

Program: Child and Youth Worker

Instructor: Sandy MacDonald, CCW, MA

Date: Jan 98 Previous Outline Date: Jan 97

Approved: 
D. Tremblay, Dean
Health, Human Sciences and Teacher Ed.

Date: 

Total Credits: 3 Prerequisite(s): n/a

Length of Course: 3 hrs/week for 15 weeks

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:

This course will cover a number of topics in the area of psychopathology, including classification systems, behaviour disorders, psychoses, neuroses, personality disorders. Students will have the opportunity to gain a general understanding of these topics. In all cases, psychopathologies will be viewed from a variety of perspectives and in light of "normal" development patterns. The case study approach will enable students to practically apply the knowledge they gain. Psychopathologies will continue to be viewed from the perspective of normal development and as occurring within a systems context.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Communicate effectively in oral, written, and nonverbal forms to enhance the quality of service.

Potential Elements of the Performance:

- a. demonstrate knowledge of basic terminology in this area of study of mental health;
- b. recognize and explain signs and symptoms of a variety of psychopathologies pertaining to childhood, adolescence and young adulthood in both oral and written formats;
- c. evaluate the results of the communication and adjust in order to facilitate effective communication

2. Design and implement strategies which promote client advocacy and community education to enhance psycho-social development in children, youths and their families.

Potential Elements of the Performance:

- a. recognize the impact that various disorders have on the individual, the family and the community in terms of duration, severity and resources available.
 - b. assess, in collaboration with other professionals, potential groups and communities at risk.
 - c. implement, in collaboration with other professionals, strategies or programmes which will meet the identified needs of children, youths, families and communities.
3. Employ effective intervention strategies which meet the needs and goals of children, youths, their families, relevant others and communities.

Potential Elements of the Performance:

- a. assess behavioural, developmental and psycho-social strengths and needs of children, youths, and families in relation to current environments.
- b. negotiate reasonable and realistic goals with and for children, youths, and their families.
- c. implement intervention strategies which respond to identified needs and goals.
- d. evaluate strategies used and make necessary adjustments to attain identified goals.

4. Form professional relationships which enhance the quality of service for children, youths, and their families.

Potential Elements of the Performance:

- a. contribute to the team environment in a manner that reflects an attitude of cooperation and professionalism as determined by ethical standards and current legislation.
5. Perform ongoing self-assessment and self-care to promote awareness and enhance professional competence.

Potential Elements of the Performance:

- a. utilize formal and informal supervision and ongoing feedback
- b. access and utilize appropriate resources and self-care strategies to enhance personal growth.
- c. maintain appropriate professional boundaries with clients.

III. TOPICS:

1. Death and Dying
2. Depression in Children and Adolescents
3. Bi-Polar Illness
4. Anxiety Disorders

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III. Topics (cont.)

5. Fears and Phobias
6. Post-Traumatic Stress Disorders
7. Obsessive-compulsive Disorders
8. Psychological Factors Affecting Physical Health
9. Mind/Body Connections
10. Addictions
11. Personality Disorders - including Borderline, Antisocial.
12. Sexual Deviance

The method of instruction will consist of seminars, films, (as available), supplemental lecture, class discussion of major areas of research. Case studies and treatment intervention as related to topic areas.

IV. REQUIRED STUDENT RESOURCES

1. Behaviour Disorders of Childhood. Third Edition,
Wicks-Nelson and Israel: Prentice Hall, 1997.
2. Case Studies in Child Counselling. Golden and Norwood;
Maxwell Macmillan Canada, 1993.

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. EVALUATION PROCESS/GRADING SYSTEM

As we work in teams as CYWs, each topic area will be presented in a seminar/team format. Case studies will then be discussed in a 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. Each student or group of students (4-5) will be assigned a topic area for seminar presentation. Text material, current research and community practice need to be incorporated in to the presentation. The topic area will include: causes of the disorder, effects on the individual, family and community and future treatment direction. Presentation should be approximately 45 minutes to 1 hour in total - with time allotted for questions.
2. Prepare a case study relevant to your presentation for clinical group work. Copies need to be provided for everyone in the class.
3. Each seminar group will submit to the instructor an abstract of their seminar presentation, including proposed treatment plan, references and resource list. This can then be photocopied for everyone in class by the instructor.
4. Each clinical group, IN CLASS, will then assess the case utilizing the DSM multi-axal classification system and propose a detailed treatment plan for the case in a group discussion format.

TESTS:

There will be two tests - a mid-term and a final in this course.
Dates to be announced in class.
Tests cannot be rewritten in order to obtain a higher grade.
Tests may be rescheduled at the instructor's discretion for substantial and substantiated reasons for absences on test day.
Any rescheduling will be arranged so that the test is written prior to the next class after the missed test. After that class, missed tests cannot be rewritten.

Students who miss a test must make rescheduling arrangements directly and immediately with the instructor.

PARTICIPATION:

Includes attendance, punctuality, involvement, contribution and professional attitude. Since this is the sixth semester, contribution and commitment is a professional expectation. Attendance requirements will be evaluated accordingly. Leaving at break will also be noted and marks will be deducted.

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FINAL GRADE BREAKDOWN:

Test - Mid-Term	25%
Test - Final	25%
Attendance	20%
Presentation	20%
Treatment Plan	10%
	100%

COLLEGE GRADING SYSTEM:

- A+ = 90 - 100
- A = 80 - 89
- B = 70 - 79
- C = 60 - 69
- R = Below 60 (repeat course)

VI. SPECIAL NEEDS NOTE

Students with special needs (eg. 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.

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

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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: _____

