

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Psychopathology of Childhood and Adolescence – 1B

CODE NO. : CYW320-3 **Semester:** 6

PROGRAM: Child & Youth Worker

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APPROVED: “Angelique Lemay” Dec/10

CHAIR **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S): CYW 300-3 Psychopathology –
Childhood and Adolescence 1A

HOURS/WEEK: 3

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*For additional information, please contact the Chair, Community Services
School of Health & Community Services
(705) 759-2554, Ext.2603*

I. COURSE DESCRIPTION:

This course will build on the competencies developed in CYW 300 ((Psychopathology of Childhood & Adolescence 1A) and will examine a range of disorders of childhood, adolescence and young adulthood not previously addressed. These clinically challenging psychopathologies will be examined from a holistic perspective (including biological, psychological and social factors). Each psychopathology will be explored intensively with respect to its impact on the individual, the family and the community. Extensive examination of symptoms, causes, treatment and prevention approaches will be included.

The risk factors of suicide comorbid with mental illness will be included as a special topic and as an application to the study of crisis intervention (CYW307-2) Special emphasis will be placed on assessment, case formulation, and intervention and treatment strategies from the Child & Youth Worker perspective.

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 a variety of psychopathologies not previously addressed in CYW300.

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 in order to develop effective intervention strategies which meet the needs of children, youth, families and communities in relation to an expanded range of psychopathologies.

Potential Elements of the Performance:

- Describe and utilize the classification and assessment processes applicable to the study of identified mental health issues.
- Recognize and present the rationale for assessment of the signs and symptoms of the major areas of psychopathology in both oral and written formats.
- Assess behavioural, developmental and psycho-social strengths and needs of clients.

- Negotiate reasonable and realistic goals with and for clients and families.
 - Implement intervention and treatment strategies which respond to identified needs.
 - Evaluate strategies used and make necessary adjustments to attain identified goals.
3. Communicate effectively in both oral and written formats as is appropriate for professional Child and Youth Workers.

Potential Elements of the Performance:

- Demonstrate knowledge of terminology in the study of mental health (including common pharmacological and clinical terms).
 - Utilize the vocabulary and terms appropriately in case work, presentations and group and individual written assignments.
 - Demonstrate the role of the child & youth worker in relation to intervention and treatment issues through the application of the case formulation model to case studies.
 - Recognize and explain signs and symptoms of an extensive range of psychopathologies pertaining to childhood, adolescence and young adulthood in both oral and written formats.
 - Evaluate the results of the communication and adjust in order to facilitate effective communication.
4. Design, implement and assess strategies which promote client advocacy and community education to enhance psycho-social development in children, youths and their families as per area of study.

Potential Elements of the Performance:

- Recognize the impact that various disorders have on the individual, family and community in terms of duration, severity and resources available.
- Assess, in collaboration with other professionals, potential groups and communities at risk.
- Evaluate the effectiveness of proposed treatment plans through research of current journals and in-class discussion.
- Implement, in collaboration with other professionals, strategies or programs which meet the identified needs of children, youth, families and communities as per area of study.

III. TOPICS:

1. Applications (including treatment planning and intervention strategies) of the child & youth worker perspective to clinical case work (with special attention to the developmental, biopsychosocial and family system perspectives).
2. Current research relative to particular disorders
3. Classification, diagnosis and assessment issues related to identified disorders.
4. Major psychiatric disorders and issues not addressed in CYW300 including, but not limited to – mood disorders including anxiety disorders, post-traumatic stress syndrome, obsessive-compulsive disorder, depression and bipolar illness; impulse control disorders, self-mutilation, schizophrenia, somatoform and dissociative disorders, personality disorders, etc. A focus on mental illness and suicide will also be included with a view to the identification of factors that indicate risk and the range of interventions that are indicated. The overall goal of the intervention strategies is to promote resilience.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. Abnormal Child Psychology 4th Ed. (which includes a four month subscription to Info Trac College Edt.) – Mash & Wolfe
2. DSM-IV (4th Edition) – American Psychiatric Association
3. Cites & Sources – Haig, Raikes, Sutherland, Thomson Nelson.

V. EVALUATION PROCESS/GRADING SYSTEM:

1. Using the clinical group format, students will prepare the following:
 - 1) Presentation of a case study including assessment and treatment plan on an assigned topic area (according to guidelines to be provided in class)
 - 2) An oral presentation and discussion of same.
 - 3) The written document will be presented to the instructor on the day of the presentation

V. EVALUATION PROCESS/GRADING SYSTEM:

2. The paper and the presentation will summarize the essential features of the case, including strengths, needs, assessment (using the multi-axial and program formulation model) treatment goals and recommended treatment plan, utilizing specific methods learned in CCM3, as well as relevant research applied to the area of study. Local resources and the role of the CYW in treatment support must be included. (Grading criteria and agenda will be provided in the student assignment package.)

3. Each student will be assigned to a clinical group within the class, where they will be expected to work as a professional team member for the duration of the semester. The task of each group is to assess and formulate the case and then to identify and assess treatment issues as thoroughly as possible in the time allowed. The clinical work will occur before the assigned group presents its treatment plan.

4. There will be three open book in-class case studies. Due dates will be in student package.

5. There will be one *individual research paper* from a list of topics provided in the student package and related to areas of study from this course.

Evaluation Summary

Individual in-class case studies (3 x 15%)	45%
Class presentation	20%
Clinical Group Participation	20%
Individual Essay	15%

	100%

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	
A	80 – 89%	4.00
B	70 – 79%	3.00
C	60 – 69%	2.00
D	50-59%	1.00
F (Fail)	49% or below	0.00

CR (Credit)	Credit for diploma requirements has been awarded.
S	Satisfactory achievement in field/clinical placement or non-graded subject areas.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject areas.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.