

I. COURSE DESCRIPTION:

Various disorders of childhood and adolescence will be examined from a holistic perspective (including biological, psychological and social factors). Each disorder 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. Special emphasis will be placed on assessment, case formulation and intervention 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 various disorders.

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.

Potential Elements of the Performance:

- Describe and utilize the classification and assessment processes applicable to the 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
- Assess behavioural, developmental and psycho-social strengths and needs of clients
- Negotiate reasonable and realistic goals with and for clients and families
- Implement intervention 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 basic terminology in the study of mental health
 - Utilize the vocabulary and basic terms appropriately in case work, presentations and 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 a variety of disorders 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. Perspectives and Modes of Treatment – special attention to the developmental, biological and family system perspectives
2. Classification, Diagnosis and Assessment Issues
3. Childhood and adolescent disorders – including, but not limited to – disorders of basic functions, autism, developmental delays, learning disabilities, attention-deficit hyperactivity disorder, conduct disorder, neurological disorders

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Mash, E. & Wolfe, D. (2013). Abnormal Child Psychology (5th Ed.). Belmont, CA: Wadsworth Cengage Learning

** If there is a 6th edition available, this will be the required edition for the course. Please confirm with the teacher of the course prior to purchasing text.

V. EVALUATION PROCESS/GRADING SYSTEM:

IN-CLASS ASSESSMENTS 30%

Each student will individually prepare two in-class case assessment and treatment plans using tools and case information provided.

TESTS 50%

There will be 6 tests; the best five will be counted for a total of 50% of the final grade. There will be no opportunity to write a missed test without documentation of a serious medical or personal emergency. Notice must be given to the professor at least one hour PRIOR to the start of the test, otherwise a grade of 0 will be given. The professor reserves the right to determine if make-up test will be allowed.

SKILL DEVELOPMENT 20%

Each student will be assigned to a clinical group within the class and will be expected to work as a professional team member for the duration of the semester. The task of each group is to formulate weekly cases using clinical tools provided. The format and assessment of this will be discussed in class and posted on D2L.

The following semester grades will be assigned to students in post-secondary courses

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 - 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Failure)	49% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	

X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.
W	Student has withdrawn from the course without academic penalty.

It is important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

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.