

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** Psychopathology of Childhood and Adolescence I

**CODE NO. :** CCW3040                      **SEMESTER:** Five

**PROGRAM:** Child & Youth Worker

**AUTHOR:** Sandy MacDonald, CCW, MA (CYC Cert)

**DATE:** Sept. 02              **PREVIOUS OUTLINE DATED:** Sept. 01

**APPROVED:**

|  |       |       |
|--|-------|-------|
|  | _____ | _____ |
|  | DEAN  | DATE  |

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** CCW2280

**HOURS/WEEK:** 3

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*For additional information, please contact Judi Maundrell, Dean,*  
*School of Health & Human Sciences*  
*(705) 759-2554, Ext. 603/689*

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**I. COURSE DESCRIPTION:**

Various psychopathologies of childhood and adolescence 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. 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 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 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

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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 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

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**III. TOPICS:**

1. Perspectives and Modes of Treatment – special attention to the developmental, biological and family system perspectives
2. Research – roles and methods
3. Classification, Diagnosis and Assessment Issues
4. 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:**

1. Abnormal Child Psychology 2<sup>nd</sup> Ed. (which includes four month subscription to InfoTrac College Edition) – Mash & Wolfe
2. DSM-IV (4th Edition) – American Psychiatric Association

**V. EVALUATION PROCESS/GRADING SYSTEM:**

1. In small groups, students will prepare a paper on an assigned topic (according to guidelines to be provided in class) and will give a brief oral summary of same. The written document will be presented to the instructor for grading on the day of presentation.  
(10% for written submission and 5% for oral summary)
2. Immediately following the oral introduction, each group will present a case study which relates to their topic area, in accordance with guidelines to be handed out in class. Each group will also complete a factor table and treatment plan relevant to the case study. One copy of each will be submitted to the instructor, and each member of the group will retain a copy for use during the next phase of the assignment. (5% for factor table and 10% for treatment plan)

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3. Each student in the class 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 formulate the case (using the factor table) and then to address treatment issues as thoroughly as possible in the time allowed. A member of each presentation group will be assigned to a clinical team. (20% for clinical group participation)
4. There will be two tests – one mid-term and a final. (25% for each test)

### Evaluation Summary

|                              |      |
|------------------------------|------|
| Mid-term test                | 25%  |
| Final test                   | 25%  |
| Paper on Disorder            | 10%  |
| Oral Summary of Paper        | 5%   |
| Case Study & Treatment Plan  | 10%  |
| Factor Table                 | 5%   |
| Clinical Group Participation | 20%  |
|                              | 100% |

***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%   | 3.75                          |
| B            | 70 - 79%   | 3.00                          |
| C            | 60 - 69%   | 2.00                          |
| R (Repeat)   | 59% 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. |                               |

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|----|---|
| 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 &amp; 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.  |

## VI. SPECIAL NOTES:

### Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 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 postsecondary institutions.

### Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

### Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

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**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.