

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

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

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 (with Info Trac) 3rd ed. by E. J. Mash & D. A. Wolfe, Nelson Thomson
2. DSM-IV (4th Edition) – American Psychiatric Association

V. EVALUATION PROCESS/GRADING SYSTEM:

1. Each student will individually prepare a treatment plan and factor table for a case study to be provided (20%).
2. 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 weekly cases (using the factor table) and then to address treatment issues as thoroughly as possible in the time allowed.
3. There will be 6 quizzes (@ 10% each = 60%) on various topics (specifically, MR, LD, Autism, Sleep Disorders, Eating Disorders and Conduct Disorder)

Evaluation Summary

6 Quizzes @ 10%	60%
Case Study Treatment Plan	10%
Case Study Factor Table	10%
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%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
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: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

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

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 professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 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.

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.

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.