



## 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. 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:**

1. Abnormal Child Psychology 3rd Ed. (which includes four month subscription to InfoTrac College Edition) – Mash & Wolfe
2. DSM-IV-TR – American Psychiatric Association

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

1. Each student will individually prepare two in-class Case Assessment and Treatment Plans using tools and case information to be provided. (2 X 15 = 30%).
2. 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 factor tables, DSM-1V and/or other clinical tools to be provided. Treatment issues will then be addressed as thoroughly as possible in the time available. Participation in groups will be 20% of the final grade.
3. There will be 6 quizzes @ 10% each; 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 and permission from the Professor.

**Evaluation Summary**

Best 5 Quizzes out of 6 @ 10% each	50%
Individual Assessments (2 X 15)	30%
Participation in Weekly Clinical Groups	20%
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	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%	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 &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.	
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:

### 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.

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.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

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

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers WebCT/LMS as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the Learning Management System communication tool.

Plagiarism:

Students should refer to the definition of "academic dishonesty" in Student Code of Conduct. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade "C",
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. mysaultcollege gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.