



**I. COURSE DESCRIPTION:**

This course will build on the competencies developed in CYW 210 ((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 from the Child and Youth Worker perspective will be included.

**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 CYW210.

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. Major psychiatric disorders and issues not addressed in CYW300 including, but not limited to – mood disorders including anxiety disorders, obsessive-compulsive disorder, depression and bipolar illness; impulse control disorders, self-harm, schizophrenia, somatoform and dissociative disorders, personality disorders, etc.

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Mash, E.J. & Wolfe, D.A. (2016). *Abnormal child psychology* (6<sup>th</sup> Ed.). Boston, MA: Cengage Learning.

\*\* Same text used in CYW210

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

**TREATMENT ASSIGNMENT 15%**

The format and assessment of the assignment will be discussed in class and posted on D2L.

NOTE: All assignments must be submitted on the due date at the beginning of the class period unless otherwise specified by the professor. Late submissions will be deducted 1% per day of your overall course mark, which commences at the beginning of the class in which the assignment was due. Assignments will only be accepted after the due date for a period of 7 days (one week). At that point, the student will receive an automatic "0" for the assignment. Students are encouraged to communicate with their instructor if extenuating circumstances exists and request an extension. Granting extensions is up to the discretion of the instructor.

All students MUST submit all papers and assignments through the Dropbox on D2L. Assignments not submitted in this fashion will not be accepted and the students will be directed to resubmit their assignment through the proper channels. It is the student's responsibility to be familiar with and utilize D2L for all college communication and submissions with and for the professor. Should a student experience problems the IT department at Sault College is available to assist them.

**QUIZZES 40%**

**IN-CLASS ASSESSMENTS 30%**

Tests/in-class assessments must be completed on the date scheduled. If unable to attend due to illness or extenuating circumstances, contact the professor at least one hour prior to the start of the test. If advance notice is NOT given to the Professor, the student will receive a mark of "0". It is the student's responsibility to make an alternative date with the professor that must be scheduled before the next class.

**SKILL DEVELOPMENT 15%**

The format and assessment of this will be discussed in class and posted on D2L.

**TOTAL 100%**

The following semester grades will be assigned to students:

| <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% or below   |                               |
| 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.  |                               |

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

**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.

All courses in the Child and Youth Care (Worker) program follow the Fatal Error Policy, as well as APA Standards for all assignments submitted. Faculty will review this with students at the beginning of each course. Detailed documents on D2L course sites will be posted.

**VII. COURSE OUTLINE ADDENDUM:**

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