



## I. COURSE DESCRIPTION:

This course will build on the competencies developed in CYW 300 ((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 will be included.

The risk factors of suicide comorbid with mental illness will be included as a special topic and as an application to the study of crisis intervention (CYW307-2) Special emphasis will be placed on assessment, case formulation, and intervention and treatment 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 a variety of psychopathologies not previously addressed in CYW300.

### 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. Classification, diagnosis and assessment issues related to identified disorders.
4. Major psychiatric disorders and issues not addressed in CYW300 including, but not limited to – mood disorders including anxiety disorders, post-traumatic stress syndrome, obsessive-compulsive disorder, depression and bipolar illness; impulse control disorders, self-mutilation, schizophrenia, somatoform and dissociative disorders, personality disorders, etc. A focus on mental illness and suicide will also be included with a view to the identification of factors that indicate risk and the range of interventions that are indicated. The overall goal of the intervention strategies is to promote resilience.

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

1. Abnormal Child Psychology 4th Ed. (which includes a four month subscription to Info Trac College Edt.) – Mash & Wolfe
2. DSM-IV (4th Edition) – American Psychiatric Association
3. Cites & Sources – Haig, Raikes, Sutherland, Thomson Nelson.

### V. EVALUATION PROCESS/GRADING SYSTEM:

1. Using the clinical group format, students will prepare the following:
  - 1) Presentation of a case study including assessment and treatment plan on an assigned topic area (according to guidelines to be provided in class)
  - 2) An oral presentation and discussion of same.
  - 3) The written document will be presented to the instructor on the day of the presentation

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

2. The paper and the presentation will summarize the essential features of the case, including strengths, needs, assessment (using the multi-axial and program formulation model) treatment goals and recommended treatment plan, utilizing specific methods learned in CCM3, as well as relevant research applied to the area of study. Local resources and the role of the CYW in treatment support must be included. (Grading criteria and agenda will be provided in the student assignment package.)

3. Each student 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 assess and formulate the case and then to identify and assess treatment issues as thoroughly as possible in the time allowed. The clinical work will occur before the assigned group presents its treatment plan.

4. There will be three open book in-class case studies. Due dates will be in student package.

5. There will be one *individual research paper* from a list of topics provided in the student package and related to areas of study from this course.

**Evaluation Summary**

Individual in-class case studies (3 x 15%)	45%
Class presentation	20%
Clinical Group Participation	20%
Individual Essay	15%
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	100%

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	
A	80 – 89%	4.00
B	70 – 79%	3.00
C	60 – 69%	2.00
D	50-59%	1.00
F (Fail)	49% or below	0.00

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.

**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.

**NOTE:** *Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.*

## 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.

### 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.

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.

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. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. 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.

*It is the departmental policy that once the classroom door has been enclosed, the learning process has begun. Late arrivers will not be granted admission to the room.*