

Grande Prairie Regional College
Psychology 3500 (Section A3): Tuesday 6:00-9:00
Psychological Disorders of Childhood and Adolescence
Winter Term January-April 2009

Instructor: Ali M. AL-Asadi
Office Number: C-402
Office Hours: Tuesday 3-6 & by appointment
Office Phone: 780-539-2061
Email: aalasadi@gprc.ab.ca

Course Credit Hours: 3
Student Contact: 3 hours per week
Prerequisites: PY1040 & PY1050
Uni. Transfer: UA, UC, UL, AU
Mode of Delivery: Lectures

IMPORTANT: Please remember this is a senior level university course and you are a senior university student.

Textbook:

- Wicks-Nelson, R. & Israel, A. C. (2009). Abnormal Child and Adolescent Psychology. Pearson: Pearson: Prentice Hall, Boston, MA, USA.

Course Description

This course is designed for those who are majoring in Psychology, Education, and Social Work, as well as those who are planning to work with children and adolescents in a health care capacity. Psychological disorders of children and adolescents include learning, developmental, behavioural, emotional, and eating disorders. Specific disorders under each of the above broad categories will be discussed with a focus on etiology, research, assessment, and treatment.

Additional Information:

1. The format of each exam will be discussed in class but they will not be comprehensive.
2. Exam grades are final and there is no substitute work for your poor exam grade.
3. The nature and topics of your written paper will be discussed in class.
4. It is your responsibility to read each and every chapter and assigned reading (if any) and attend all lectures.
5. Lectures will not always cover material in your chapters. Lectures may cover topics and include materials that are not covered by your textbook. It is therefore imperative that you attend every class as your exams may include materials from the lectures that are not covered by your textbook.
6. **Cheating and plagiarism will not be tolerated and there will be penalties. You should consult the section on cheating and plagiarism of current GPRC Calendar.**
7. It is expected that students will display a professional attitude and behaviour. These attitudes and behaviours are many and will be discussed in class. Any violation or misconduct may result in dismissal from the class.
8. Talk to me if you have concerns or you are experiencing difficulties that may have negative impact on your academic performance.

Evaluations

Exam 1	Chapters	21%	February 10 th
Exam 2	Chapters	21%	March 10 th
Final Exam	Chapters	21%	Will be determined
Research Essay		27%	April 10 th
Attendance, Participation, & Reflective Paper		10%	

* The nature, scope, and depth of the written papers will be discussed in class.

* Remember, all exams may include questions from lectures that may not be covered by your textbook.

Course Assignment Information

Research Paper (Value: 27% of course grade. Due: April 7th, 2009)

The paper in this course will be a research paper based on a minimum of eight peer reviewed articles published in psychological journals. After consultation with the instructor, you shall select a particular topic related to psychological disorders of childhood and adolescence. The paper should be about 3000 words in length (typed and double-spaced APA style). The word limit does not include a title page, abstract page, and a reference page. Papers must be stapled (not in duo tang or other fancy cover) and written in proper and current APA format (5th edition). Please use plain white paper, 12-point font and approximately a one-inch margin on all sides of your text. Please ensure that spelling, grammar and sentence structure are correct. Plagiarism will be treated as a serious academic offence.

Grading System:

Please note that Universities will not accept your course for transfer credit **IF** your grade is **less than C-**. This means **DO NOT GET LESS THAN “C-” IF YOU ARE PLANNING TO TRANSFER TO UNIVERSITY.**

A+	4.0	95-100
A	4.0	90-94
A-	3.7	85-89
B+	3.3	80-84
B	3.0	75-79
B-	2.7	70-74
C+	2.3	65-69
C	2.0	60-64
C-	1.7	55-59
D+	1.3	53-54
D	1.0	50-52
F	0.0	00-49

Course Content

<u>Week</u>	<u>Topic</u>
1	Introduction to Child and Adol. Abnormalities Definitions Significance Historical and Recent Advances Classification and Diagnosis
2	Theoretical Perspectives & Research Methods Biological Psychological Research Findings Cultural and Ethical Issues
3	Classification, Assessment, and Intervention Classification Diagnosis and DSM Assessment Intervention Prevention
4 & 5	Behavioural Disorders (ADHD) Classification, Assessment, & Diagnosis Primary and Secondary Features Developmental Course Theories of ADHD Etiology and Epidemiology Interventions & Preventions
6	Behavioural Disorders (ODD & Conduct) Classification, Assessment, & Diagnosis Primary and Secondary Features Developmental Course Substance Use and Abuse Etiology and Epidemiology

Interventions & Preventions

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| 7 | Anxiety Disorders (Phobia, Panic, PTSD, Child Abuse)
Diagnostic Criteria and Classification
Developmental Course
Etiology and Epidemiology
Intervention and Prevention |
| 8 | Mood Disorders (Dysthymia, Depression, Bipolar, Suicide)
Diagnostic Criteria and Classification
Developmental Course
Etiology and Epidemiology
Intervention and Prevention |
| 9 | Language & Learning Disorders (Reading, Writing, Math)
Diagnostic Criteria and Classification
Developmental Course
Etiology and Epidemiology
Intervention and Prevention |
| 10 | Intellectual Disorders (Mental Retardation)
Diagnostic Criteria and Classification
Developmental Course
Etiology and Epidemiology
Intervention |
| 11 | Pervasive Developmental Disorders
Autism and Asperger's
Other Pervasive Disorders
Etiology and Epidemiology
Diagnosis and Interventions |
| 12 | Eating Disorders (Anorexia, Bulimia, Obesity)
Etiology and Epidemiology
Diagnosis and Interventions |

Child-Onset Schizophrenia
Etiology and Epidemiology
Diagnosis and Interventions