



DEPARTMENT OF ARTS AND EDUCATION

COURSE OUTLINE – Fall 2011

PY3500 (A2): Psychological Disorders of Childhood and Adolescence – 3 (3-0-0) 45 Hours

INSTRUCTOR: Ali M. AL-Asadi

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OFFICE: C-402

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OFFICE HOURS: By appointments

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

PREREQUISITE(S)/COREQUISITE: PY1040 & PY1050

REQUIRED TEXT/RESOURCE MATERIALS:

- Wicks-Nelson, R. & Israel, A. C. (2009). Abnormal Child and Adolescent Psychology (7th Edition). Pearson: Pearson: Prentice Hall, Boston, MA, USA.

CALENDAR 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.

CREDIT/CONTACT HOURS: 3 credits / 3 hours per week

DELIVERY MODE(S): Lectures, Discussions, & Video Conference

OBJECTIVES:

As a result of taking this course, students will gain the abilities to define, explain, demonstrate, evaluate and articulate:

- the major theories, perspectives and concepts in the causes of psychological disorders of children and adolescents
- the process of cognitive, social, and emotional factors and their impact on the development and the treatment of the various disorders
- the role of the biology and the environment in the causality, sustainability, and treatment of psychological disorders
- the process of diagnosis and the advantages and the concerns associated with diagnosis and labeling

- the symptoms associated with each disorder based on the DSM criteria and behavioral/research models of diagnosis
- the process of formal and informal psychological assessment of children and adolescents

TRANSFERABILITY: UA, UC, UL, AU

** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability

GRADING CRITERIA:

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.**

| Alpha Grade | 4-point Equivalent | Percentage Guidelines | | Alpha Grade | 4-point Equivalent | Percentage Guidelines |
|-------------|--------------------|-----------------------|--|-------------|--------------------|-----------------------|
| A+ | 4.0 | 95-100 | | C+ | 2.3 | 66-69 |
| A | 4.0 | 90-94 | | C | 2.0 | 63-65 |
| A- | 3.7 | 85-89 | | C- | 1.7 | 60-62 |
| B+ | 3.3 | 80-84 | | D+ | 1.3 | 54-59 |
| B | 3.0 | 75-79 | | D | 1.0 | 50-54 |
| B- | 2.7 | 70-74 | | F | 0.0 | 00-49 |

EVALUATION:

| | |
|-----------------------------------------------|-----|
| Exam 1 | 22% |
| Exam 2 | 22% |
| Final Exam | 22% |
| Research Essay | 24% |
| 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.

Research Paper (Value: 24% of course grade. Due: last class)

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 (6th 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.

STUDENT RESPONSIBILITIES:

The assigned readings and exercises for each class should be completed before attending that class, except for the first class. As this course will depend heavily practice exercises, attendance at all sessions is required and is critical to the student's success in the course. In case of illness or emergency, notify the instructor as soon as possible. If you find yourself having difficulty in this course, please contact the instructor immediately for assistance. If you simply want more discussion with the instructor about any aspect of the course, please visit my office during office hours or at a more convenient pre-arranged time.

Students will be held accountable for lectures delivered, readings assigned, and any announcement that will be made in class from time to time. If a student is unable to attend a particular class, it will be his/her responsibility to find out what was missed. For optimal learning and readiness for class participation, students are expected to attend class regularly (no less than 80% attendance) and to read the assigned chapters before coming to class on the dates indicated on the timetable, except, of course, for the first session. Past course records show that class attendance is highly correlated with final grade in the course.

If a student foresees that he/she will be unable to write a test or exam at a scheduled time due to illness or emergency, he/she should notify the instructor immediately, preferably one day in advance. A message may be left on the instructor's voice mail (780-539-2061) or e-mail (aalasadi@gprc.ab.ca) together with a phone number where the student may be reached to arrange for an alternative date to write the test, if feasible. Failure to notify the instructor will result in a grade of zero for the test that was missed, unless proof is presented that the student was physically or mentally unable to do so due to a sudden illness or emergency or to unavoidable circumstances beyond the student's control.

It is expected that all students will display a professional attitude and behaviour in the classroom. This includes reliability, respect for and cooperation with your fellow students and the instructor, attention to fellow student questions and instructor's response, determination to achieve first-class work while meeting deadlines, and constructive response to criticism.

Please keep this course information sheet for future reference.

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. Please refer to the link below regarding the College policy on plagiarism, cheating and the resultant penalties. These are serious issues and will be dealt with severely.

<http://www.gprc.ab.ca/downloads/documents/Student%20Misconduct%20Plagiarism%20and%20Cheating.pdf>

COURSE SCHEDULE/TENTATIVE TIMELINE:

*Please note that the dates and the sequence of chapters are tentative and may change.

| <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 |

- 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

- 13 Child-Onset Schizophrenia
 - Etiology and Epidemiology
 - Diagnosis and Interventions

Additional Information

1. The format of each exam will be discussed in class.
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. 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.
7. Talk to me if you have concerns or you are experiencing difficulties that may have a negative impact on your academic performance.