



**EFFECTIVE: JANUARY 2002**  
**CURRICULUM GUIDELINES**

**A:** Division: **INSTRUCTIONAL** Date: **OCTOBER 2001**  
**B:** Department/ **PSYCHOLOGY** New   
 Program Area: **HUMANITIES & SOCIAL SCIENCES** Course  Revision   
 If Revision, Section(s) **P,Q,R**  
 Revised:  
 Date Last Revised: **MARCH 1996**

**C: PSYC 342 D: DEVELOPMENTAL PSYCHOPATHOLOGY E: 3**

Subject & Course No.	Descriptive Title	Semester Credits
<p><b>F:</b> Calendar Description: This course will introduce the field of developmental psychopathology, which integrates developmental theory and research in psychology, in order to understand the origins and consequences of psychological problems. Perspectives on disordered behaviour will be followed by an investigation of various child and adolescent disorders. Topics will include anxiety, depression, conduct disorders, attention-deficit hyperactivity disorder, mental retardation, learning disabilities, autism and childhood schizophrenia, and physical disorders.</p>		
<p><b>G:</b> Allocation of Contact Hours to Types of Instruction/Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p style="text-align: right;"><b>Lecture</b></p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p><b>Lecture: 4 hrs. per week / semester</b></p> <p>Number of Weeks per Semester: <b>14</b></p>	<p><b>H:</b> Course Prerequisites:</p> <p><b>PSYC 200</b></p>	
	<p><b>I:</b> Course Corequisites:</p> <p><b>NONE</b></p>	
	<p><b>J:</b> Course for which this Course is a Prerequisite:</p> <p><b>NONE</b></p>	
	<p><b>K:</b> Maximum Class Size:</p> <p><b>35</b></p>	
<p><b>L:</b> PLEASE INDICATE:</p>		
<p><input type="checkbox"/> Non-Credit</p> <p><input type="checkbox"/> College Credit Non-Transfer</p> <p><input checked="" type="checkbox"/> College Credit Transfer: Requested <input type="checkbox"/> Granted <input checked="" type="checkbox"/></p>		
<p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (<a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a>)</p>		

**M: Course Objectives/Learning Outcomes**

At the conclusion of the course the student will be able to:

1. Define disordered behaviour.
2. Describe normal development and the factors that affect this process.
3. Describe the biological, psychodynamic, behavioral/social learning, cognitive-behavioral, psychoeducational, and family systems perspectives of psychopathology.
4. Describe the modes of treatment that are associated with each of the perspectives.
5. Describe the case study, naturalistic observational, correlational, experimental, and longitudinal methods of scientific investigation.
6. Describe classification and assessment systems of psychopathology.
7. Define each of the following disorders of childhood and adolescence: anxiety disorder, depression, peer relations, conduct disorder, attention-deficit hyperactivity disorder, mental retardation, learning disabilities, autism, childhood schizophrenia, disorders of eating, disorders of elimination, sleep disorders, psychophysiological disorders.
8. Describe and evaluate the theories of etiology and treatments for each disorder.
9. Define the levels of prevention.
10. Describe the importance of prevention.
11. Describe continuing concerns for the child in the areas of family, maternal employment, child abuse, and poverty.

**N: Course Content**

1. Introduction  
Defining disordered behaviour  
How common are childhood disorders  
Some historical influences  
Children as special clients
2. The Developmental Context  
What is development  
Overview of normal development  
How development occurs: The transactional model  
Behavioral disorders: Risk, vulnerability, protection  
Predicting behavior disorders: Change and continuity
3. Perspectives, Research, Classification, and Assessment  
Biological  
Psychodynamic  
Environmental  
Basic research methods  
Classification and diagnosis  
Assessment

**Course Content Cont'd.**

4. Psychological Disorders
  - Anxiety
  - Depression
  - Peer relations
  - Conduct disorder
  - Attention-deficit hyperactivity disorder
  - Mental retardation
  - Learning disabilities
  - Autism
  - Childhood schizophrenia
  - Disorders of eating
  - Disorders of elimination
  - Sleep disorders
  - Psychophysiological disorders
  
5. Evolving Concerns for the Child
  - Importance of prevention
  - Families in transition
  - Current and future challenges

**O: Methods of Instruction**

This course will employ a number of instructional methods to accomplish its objectives which will include some of the following:

1. Lectures
2. Seminar presentations
3. Audio-visual materials
4. Small group discussion
5. Research papers

**P: Textbooks and Materials to be Purchased by Students**

A textbook such as the following:

Wicks-Nelson, R. & Israel, A. C. (2001). Behavior Disorders of Childhood, (4<sup>th</sup> Ed.). Englewood Cliffs, NJ: Prentice Hall.

Text to be updated periodically.

**Q: Means of Assessment**

Evaluation will be carried out in accordance with Douglas College policy. Evaluation will be based on the course objectives. The instructor will present a written course outline with specific evaluation criteria at the beginning of the semester. Evaluation will be based on some of the following:

1. Multiple choice tests
2. Short answer tests
3. Final exam
4. Oral presentation
5. Research project/term paper
6. Class participation

An example of one evaluation scheme:

4 quizzes		40%
Mid term exam	15%	
Term paper		15%
Oral presentation		5%
Participation		5%
Final exam		<u>20%</u>
		100%

**R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR**

No. Given that this course involves theoretical and empirical analyses of developmental psychopathology, it is unlikely to be open for PLAR except as a credit transfer from another institution.

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Course Designer(s)

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Education Council/Curriculum Committee Representative

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Dean/Director

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Registrar