

A: Division: ACADEMIC DATE: NOVEMBER 3, 1993

Department: SOCIAL SCIENCES New Course: X

Revision of Course Information form: _____

DATED: _____

C: PSYCHOLOGY 342 D: DEVELOPMENTAL PSYCHOPATHOLOGY E: 3
 Subject & Course No. Descriptive Title Semester Credit

F: 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.

Summary of Revision:
 (Enter date & section)

G: Type of Instruction: Hours Per Week/

Lecture	<u>4</u>	Hrs.
Laboratory	_____	Hrs.
Seminar	_____	Hrs.
Clinical Experience	_____	Hrs.
Field Experience	_____	Hrs.
Practicum	_____	Hrs.
Shop	_____	Hrs.
Studio	_____	Hrs.
Student Directed Learning	_____	Hrs.
Other	_____	Hrs.
TOTAL	<u>4</u>	HOURS

H: Course Prerequisites:
 Psy 200

I: Course Corequisites

J: Course for which this course is a pre-requisite

K: Maximum Class Size:
 35

L: College Credit Transfer X
 College Credit Non-Transfer _____

M: Transfer Credit:
 Requested X
 Granted _____
 Specify Course Equivalents or Unassigned Credit as Appropriate

U.B.C. = PSY (3) 200 Level
 S.F.U. = PSY 356 (3)
 U. Vic. = PSY (1.5)200 Level
 OTHER:

COURSE DESIGNERS

DIRECTOR/CHAIRPERSON

DIVISIONAL DEAN

REGISTRAR

**N: Textbooks and materials to be purchased by students
(Use Bibliographic Form):**

Wicks-Nelson, R. & Israel, A. C. (1991). Behavior Disorders
of Childhood, 2nd edition. Englewood Cliffs, NJ: Prentice Hall.

Text to be updated periodically.

O. COURSE OBJECTIVE:

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.

P. 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

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

Q. METHOD 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

COURSE EVALUATION

Evaluation will be carried out in accordance with Douglas College policy and will include both formative and summative components. 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	20%