

**University of Management and Technology**

**Course Outline**

Course code...CP620

Course title...Developmental Psychopathology

Program	MS Clinical Psychology
Credit Hours	3
Duration	15 Weeks
Prerequisites	<ul style="list-style-type: none"><li>• Basic clinical skills</li><li>• Foundational Knowledge for carrying out assessment and Management</li></ul>
Resource Person	Rabia Khadim & Ayesha Jabeen
Counseling Timing  (Library Building, level 5, Hall F )	Wednesday (2-4pm) Thursday (2-4pm)
Contact	<a href="mailto:Ayesha.jabeen@umt.edu.pk">Ayesha.jabeen@umt.edu.pk</a> <a href="mailto:Rabia.khadim@umt.edu.pk">Rabia.khadim@umt.edu.pk</a>

**Chairman/Director signature**.....

**Dean's signature**.....

**Date**.....

## **Learning Objective:**

- Understand the nature, manifestation and causation of different childhood developmental disorders
- Able to assess children using different developmental, neurological and manage children with different disabilities using different modalities.
- Able to device and implement ITPs

## **Learning Methodology:**

- The course is mainly discussion and practice oriented.
- The trainees will be required to actively participate in the class.
- It will include lectures on the theoretical understanding of different disorders and assessment procedures.
- The course will focus on the practical demonstrations of assessment procedures.
- Students will be required to give presentations and demonstration of different developmental disorders and tests.
- Trainees will be required to submit the written assessment reports of each psychological test on regular basis.
- Teachers will provide handouts and relevant reading material.

## **Grade Evaluation Criteria**

Following is the criteria for the distribution of marks to evaluate final grade in a semester.

### **Marks Evaluation**

### **Marks in percentage**

#### **Evaluation: Mid Term (1-8 Weeks) Total Marks 60%**

1. Quiz ( Three quiz)	20 %
2. Assignment (Two)	10%
3. Presentations (Two)	20%
4. Class Participation	10%

#### **Evaluation: End Term (9 -16 Weeks) Total Marks 40% Written Exam**

1. Subjective Questions	40%
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### **Recommended Text Books:**

- Bluma, S., Shearer, M., Froman, A., & Hilliard, J. (1976). *The portage guide to early education manual* (Rev. ed.). Portage, WI: cooperative Educational Services agency.
- Brafman, A. H. (2009). *Developmental Psychology : 5 to 10 Year-Old Child*. London: Karnac Books.
- Diagnostic and Statistical Manual of Psychiatric Disorder. 5<sup>th</sup> Edition. (2014). American Psychological Association \
- Frost, L., & Bondy, A. (1994). *The picture exchange communication system: Training manual*. Pyramid Educational Consultants, Cherry Hill, N.J.

### **Reference Books:**

- James, N. (2012). The formal supportThe formal support experiences of family carers of people with an intellectual disability who also display challenging behaviour and/or mental health issues: What do carers say? *Journal of Intellectual Disabilities* .

- Kronenberger, W. G. & Meyer, R. G (1996). *The child clinician's handbook*. USA: Allyn and Bacon.
- Miltenberger, R. G. (1997). *Behavior modification: principles and procedures*. USA: Brooks/Cole Publishing company.
- Linda Mechling., K. M. (2012). Evaluation of the performance of fine and gross motor skills within multi-step tasks by adults with moderate. *J Dev Phys Disabil* , 24:469-486.
- Pascal, G R., & Suttell, B. B. (1951). *The bender gestalt test: qualification and validity for adults*. New York: Grune & Stratton.
- Richmond, B., & Kicklighter, R.H. (1983 ). *Children's adaptive behavior scale cards: Administrator's stimulus manual*. Humanitics Limited: Atlanta
- Weiner, I. B. (2012 ). *Handbook of Psychology, Developmental Psychology* . Newyork: John Wiley & Sons.
- Wilmshurst, L. (2005). *Essentials of Child Psychopathology*. Canada: John Wiley & Sons, Inc.

## Calendar of Course contents to be covered during semester

Course code...CP620

Course title...Developmental Psychopathology

Week	Course Contents	Reference Chapter(s)
1	<b>Introduction</b> <ul style="list-style-type: none"><li>• Brain and Behavior</li><li>• Developmental Psychopathology</li><li>• Developmental Delays</li></ul>	
2	<ul style="list-style-type: none"><li>• <b>Developmental disorders</b></li></ul>	
3	<ul style="list-style-type: none"><li>• Intellectual Disability (Presentations)</li><li>• PGEE</li></ul>	
4	<ul style="list-style-type: none"><li>• Down's Syndrom,</li><li>• Micro , Macro Hydrocephally<ul style="list-style-type: none"><li>➤ CABS</li></ul></li></ul>	
5	<ul style="list-style-type: none"><li>• Cerebral Palsy</li></ul>	

6	<ul style="list-style-type: none"> <li>Epilepsy in children</li> </ul>	
7	<ul style="list-style-type: none"> <li>Autism Spectrum Disorder</li> </ul>	
8	<ul style="list-style-type: none"> <li>ADHD (an overview)</li> <li>Indigenous Tool For ADHD</li> </ul>	
9	<ul style="list-style-type: none"> <li>Communication Disorders</li> </ul>	

10	<ul style="list-style-type: none"> <li>Psychosocial Developmental Theories</li> </ul>	
11	<p><b>Assessment modalities</b></p> <ul style="list-style-type: none"> <li>History Taking</li> <li>Interview</li> <li>MSE</li> </ul>	

12	<p><b>Report writing of All Assessment Tools</b></p> <ul style="list-style-type: none"> <li>• Developmental PGEE &amp; CABS</li> <li>• Neurological Assessment BGT and MFD</li> </ul>	
13	<p><b>Report writing of All Assessment Tools</b></p> <ul style="list-style-type: none"> <li>• Childhood Autism Rating Scale</li> <li>• Projective assessment Drawings and ACIT</li> <li>• Social/ Emotional SCPS, SES</li> </ul>	
14	<ul style="list-style-type: none"> <li>• Academic Cognitive assessment Battery</li> </ul>	
15	<ul style="list-style-type: none"> <li>• Management of Developmental Disorders</li> </ul>	
	<ul style="list-style-type: none"> <li>• Psycho education to parents and teachers of Special children + main stream children (through Assignment during vacations)</li> </ul>	
	<ul style="list-style-type: none"> <li>• Speech Therapy (Basic)</li> </ul>	
	<ul style="list-style-type: none"> <li>• Course Overview, Feedback &amp; Summary</li> </ul>	