**PSY-330 Mental Health and Psychopathology (Child)**

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| Resource Person: | Beenish Mubeen |
| Email:  | beenish.mubeen@umt.edu.pk  |
| Consultation Hours | Monday: 11:00 am to 12:30 pmFriday: 9:00 am to 11:00 am  |
| Degree Program: | BS-PSY |
| Section: | A |
| Semester: | F2023 |
| Course Pre-requisite(s): | * Basic Understanding of the Perspectives in Psychology
* Developmental Psychology
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| Credit Hours: | 3  |
| Course Type: (Theory/Lab) | Theory |
| Venue/Day/Time: | Tuesday, Wednesday: 8:00 am – 9:30 am (CB-703) |
| Course URL (if any): | \_\_ |

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| 1. **Faculty Profile / Introduction**
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| Academically, she is PhD Scholar at Institute of Applied Psychology, University of the Punjab, Lahore. She has Done her Masters in Clinical Psychology from Government College University, Lahore. She is a Dedicated Psychology Teacher who believes that every student must understand the importance of psychology in their everyday lives. As well as teaching undergraduate and postgraduate students, her research interests focus on Clinical Psychology, Social Psychology, Health Psychology & Forensic Psychology.  She is engaged in Teaching and Research for about more than seven years. She worked as Head of Psychology Department at Cantonment Board Post Graduate College for two years and overall five years of Teaching Experience and five years of Clinical Experience. She joined University of Management and Technology in 2020, she is extremely passionate to work with a dynamic organization. During this period, she has been working on quality teaching and research in the institution. Till now, she has supervised 13 BS and 4 MPhil theses. She has eight publications in International and National HEC-recognized journals. Talking about professional development, she has attended various training workshops. She is skilled to design customized course curriculums by introducing interactive courses.  |

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| 1. **Course Description:**
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| This course is an introduction to the study of psychopathology. The aim of this course is to acquaint students with the understanding and use of DSM 5 majorly with the psychological disorders manifested in children. The course will emphasize descriptive psychopathology (e.g., phenomenology, epidemiology, course of disorder) and etiology, rather than treatment, although some work on treatment will also be discussed. This course also focusses on the assessment pertinent to the children with psychological disorders and in special education setting. The major goals of the course are knowledge of the nature of various mental disorders and what is known about their causes and risk factors, an appreciation of important issues in psychopathology, and development of the ability to think clearly and critically about these issues. |

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| 1. **Course Teaching Methodology:**
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| The course is designed to be interactive and engaging, with a combination of:* Power Point Lectures
* Videos to Understand Symptom Manifestation
* Class Discussions
* Presentations
* Project: Models on Psychological Disorders
* Assignment: Assessment Report
* Guest Lectures
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| 1. **Program Educational Objectives (PEOs):**
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| PEO-1 | Graduate will be able to describe and apply concepts and theories relevant to the disciplines of psychology. |
| PEO-2 | Graduate will demonstrate effective written and oral skills in various formats. |
| PEO-3 | Graduate will be able to conduct and evaluate research addressing psychology related issues. |
| PEO-4 | Graduate will demonstrate ethical behavior in all aspects of psychology. |
| PEO-5 | Graduates will exhibit a life-long learning approach towards life with psychological science |

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| 1. **Program Learning Outcomes (PLOs):**

**After completing this degree program, students shall be able to:** |
|  | **Mapping the PLOs with PEOs** |
| PLO-1 | **Psychology Knowledge:** The students will have a good knowledge and understanding of the subject and its implication in different areas and to apply knowledge of Psychology to both theoretical and practical social problems. | PEO1 |
| PLO-2 | **Communication:** The students will demonstrate effective verbal and written skills. Able to communicate mindfully and respectfully to individuals and professionals of diverse ethnic, religious, and cultural backgrounds. An ability to communicate effectively, orally as well as in writing, on various social events held by the Psychologists’ community, including conferences, seminars, workshops etc. | PEO2 |
| PLO-3 | **Research:** An ability to identify, formulate, search literature, and analyze complex social and psychological problems reaching substantiated conclusions using ethical principles related to its sub-fields. | PEO3 |
| PLO-4 | **Ethics:** Apply ethical principles to practice psychology in the community. Understanding about ethical practice and best practices as psychologists. | PEO4 |
| PLO-5 | **Life-Long Learning:** Able to develop significant professional goal for life after being graduate. An ability to recognize the importance of psychology and its implacability in their personal and professional lives. | PEO5 |

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| 1. **Course Learning Objectives (CLOs)**
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| CLO-1 | Students will be acquainted with the use of the DSM 5, clinical manifestation of mental illness in children, etiology and differential diagnosis of all forms of psychological and behavioral dysfunction in children.  |
| CLO-2 | Students will be able to conduct and report appropriate assessment and management techniques of children manifesting psychological disorders |
| CLO-3 | Students will be able to search appropriate literature in order to understand interaction between complex risk and protective factors contributing to various psychopathologies, symptoms manifestation and assessment  |
| CLO-4 | Students will be able to understand and highlight various ethical issues associated with approaching, diagnosing, assessing and managing children with special needs  |
| CLO-5 | Students will be able to brainstorm creative ideas for enhancing awareness regarding psychological disorders in children  |

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| 1. **Course Learning Outcomes (CLOs):**

 **After completing this course, students shall be able to:** |
|  | **Mapping the CLOs with PLOs** |
| CLO-1 | Students will be acquainted with the use of the DSM 5, clinical manifestation of mental illness in children, etiology and differential diagnosis of all forms of psychological and behavioral dysfunction in children. | **PLO1** |
| CLO-2 | Students will be able to conduct and report appropriate assessment and management techniques of children manifesting psychological disorders | **PLO2** |
| CLO-3 | Students will be able to search appropriate literature in order to understand interaction between complex risk and protective factors contributing to various psychopathologies, symptoms manifestation, assessment and management techniques  | **PLO3** |
| CLO-4 | Students will be able to understand and highlight various ethical issues associated with approaching, diagnosing, assessing and managing children with special needs | **PLO4** |
| CLO-5 | Students will be able to brainstorm creative ideas for enhancing awareness regarding psychological disorders in children including assessment and management techniques  | **PLO5** |

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| 1. **Assurance of Learning and Assessment Items:**

*Specify Assessment Items that will assure student learning through application and achieve objectives of specific PLOs / CLOs* |
| **Assessment Item** | **Application/ Objectives****PLO / CLO** |
| Assignment1  | **CLO1/ PLO1** |
| Quiz 1 | **CLO2/PLO2** |
| Assignment 2 | **CLO3/PLO3** |
| Quiz 2 | **CLO4/ PLO4** |
| Assignment 3 | **CLO2/PLO2** |
| Quiz 3 | **CLO5/PLO5** |
| Project  | **CLO5/PLO5** |
| Presentation  | **CLO3/PLO3** |
| Mid Term Examination  | **CLO1, CLO2, CLO3, CLO4 / PLO1, PLO2, PLO3, PLO4** |
| Final Term Examination  | **CLO1, CLO2, CLO3, CLO4, CLO5/ PLO1, PLO2, PLO3, PLO4, PLO5** |

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| 1. **Assessment Structure and Grading Policy\*:**
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| **Assessment Item(s)** | **Weight (%)** | **When will be assessed** |
| Assignment  | 5 | Once every two weeks |
| Quiz | 10 | Once every two weeks |
| Mid-term exam | 25 | One-time assessment |
| Presentation  | 10 | Starts from 9th week  |
| Creative Project (Poster display on Psychological Disorders) | 10 | One-time assessment |
| Final exam | 40 | One-time assessment |
| **Total**  | **100** |  |
| **Notes – Norms and Important Class Policies:** *(such as submission guidelines, academic honesty, make-up policy, code of conduct)** Student who is not present in class will be marked as ABSENT despite of any justification.
* Attendance will be marked 10 minutes after the class time. Students entering class after 10 minutes will be marked as absent.
* Attendance below 80% will result in Short-Attendance grade. The participant will not be allowed to sit in the final examination.
* All assignment submission is subject to plagiarism check. Plagiarism score above 19% will render the submission void.
* Students will review LMS weekly for the announcements and updates
* All the students have right to participate in class discussions. Learning is a two-way process. There will be no leg pulling.
* If any class is missed due to any reason, a makeup class will be arranged in the following week.
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*\*Rubrics for all assessments (including mid and final exams) will be provided separately to the students.*

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| 1. **Weekly Sessions Plan:**
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| **Week** | **Topics / Contents** | **Activity** | **Application/Objectives****PLO / CLO** |
| 1 | **Introduction to Psychopathology*** What is psychopathology?
* Health and Illness Model
* Criteria of normality and abnormality
* Role of Religion and Culture in developing Psychopathology
 | LectureDiscussion  | **CLO1/PLO1**  |
| 2 | **History of Psychopathology*** Psychopathology, Past and Present
* Theoretical perspective on Psychopathology
 | Lecture DiscussionAssignment 1 | **CLO1/PLO1** |
| 3 | **Introduction to DSM-5*** Diagnostic classification system-DSM & ICD
* Introduction and Importance of DSM
* Description of DSM 5
* Diagnostic Categories
* Terminologies of DSM-5
 | LectureDiscussionQuiz 1 | **CLO5/PLO5** |
| 4 | **Psychological Assessment*** Difference between assessment and testing
* Importance of Assessment

Assessing and Approaching a child**Modalities of Assessment*** Behavioral observation
* Clinical interview
* Baseline Charts
* Cognitive and Adaptive Assessment (PGEE and CABS)
 | LectureDiscussion Assignment 2 | **CLO2/PLO2** |
| 5 | **Neurodevelopmental Disorders*** Intellectual Disability Disorder Diagnostic Criteria and Specifiers
* Global Developmental Delays
* Unspecified Intellectual Disability
* Etiology and Assessment
 | LectureDiscussion | **CLO3/PLO3**  |
| 6 | **Communication Disorders*** Language Disorder
* Speech Sound Disorder
* Childhood onset Fluency Disorder
* Social Communication Disorder
* Unspecified Communication Disorder
 | LectureDiscussion | **CLO1/PLO1** |
| 7 | **Autism Spectrum Disorder*** Autism Spectrum Disorder
 | LectureDiscussionAssignment 3 | **CLO4/PLO4**  |
| 8 | **Specific Learning Disorders*** Specific Learning Disorder with Impairment in Reading
* Specific Learning Disorder with Impairment in Written Expression
* Specific Learning Disorder with Impairment in Mathematics
 | LectureDiscussionQuiz 3 | **CLO1/PLO1** |
| 9 | **MID TERM EXAM** |
| 10 | **PRESENTATIONS** | Presentations  | **CLO3/PLO3**  |
| 11 | **Motor Disorders*** Developmental Coordination Disorder
* Stereotypic Movement Disorder
 | Lecture Discussion | **CLO1/PLO1**  |
| 11 | **Tic Disorders*** Tourette’s Disorder
* Persistent Motor or Vocal Tic Disorder
* Provisional Tic disorder
* Other specified/Unspecified Tic Disorder
 | Watch the video and highlight the assessment modalities used by the therapist.  | **CLO2/PLO2**  |
| 12 | **Attention Deficit/Hyperactivity Disorder*** Attention Deficit/Hyperactivity Disorder Combined Presentation
* Predominately Inattentive Presentation
* Predominately Hyperactive/Impulsive Presentation
 | LectureDiscussionAssignment  | **CLO3/PLO3**  |
| 13 | **Feeding and Eating Disorders** * Pics
* Rumination
* Avoidant/Restrictive Food Intake
 | LectureDiscussionBrainstorming Activity | **CLO5/PLO5**  |
| 14 | **Elimination Disorders*** Enuresis
* Encopresis
* Other Specified Elimination Disorder
* Unspecified Elimination Disorder
 | Creative Work: Assigned Topics on Creative Models  | **CLO4/PLO4**  |
| 15 | **Anxiety Disorders*** Separation Anxiety Disorder
* Etiology, Assessment and Treatment Method
 | Lecture Discussion | **CLO2/PLO2**  |
| 16 | **FINAL TERM EXAM** | **CLO1, CLO2, CLO3, CLO4, CLO5/ PLO1, PLO2, PLO3, PLO4, PLO5** |

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| 1. **Primary Text Book (s):**
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| American Psychaitric Association (2013). *Diagnostic and statistical manual for mental disorders  (5th ed.).* Washington, DC: Author |

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| 1. **Reference / Supplementary Reading (s):**
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| Comer, R.J. (2004) *Abnormal Psychology* (6th *ed*.) U.S.A: Free man & company. Cowen, P., Harrison, P., & Burns, T. (2006).  *Shorter Oxford textbook of Psychiatry* (5thed.).  United Kingdom, UK: Oxford University Press.Davison, G. C & Neale, J. M.(2012). *Abnormal psychology*,(12th ed.). UK: John Wiley and SonsGroth-Marnat, G. (2003). *Handbook of psychological assessment (4th ed.).* Canada: John Wiley  & Sons, Inc. Kronenberger, W, G., & Meyer, G. (2001). *Child Clinicians’ Handbook, (2nd ed.).* Allyn and  Bacon. Miltenberger, R. (2011). *Behavior modification: Principles and procedures*. Cengage Learning.Wenar, C., & Kerig, P. (2000). *Developmental Psychopathology: From Infancy through Adolescence (4th ed.).* New York: McGraw Hill.  |

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| 1. **Useful Online / Web Resources:**
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| * <https://www.sciencedirect.com/topics/medicine-and-dentistry/child-psychopathology>
* <https://opentext.wsu.edu/behavioral-disorders-childhood/chapter/chapter-1/>
* <https://www.coursehero.com/study-guides/abnormalpsychology/what-is-child-psychopathology/>
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