**Course code: CP202**

**Course title: Child and Adolescence Disorders**

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| 1. **Course Learning Outcomes: (CLOs)**
 |
| CLO-1 | **Describe** the developmental stages in children and adolescents, including physical, cognitive, and psychosocial development. (C1) |
| CLO-2 | **Explain** common psychological and emotional disorders that affect children and adolescents, such as anxiety disorders, mood disorders, and attention-deficit/hyperactivity disorder (ADHD). (C2) |
| CLO-3 | **Illustrate** various etiological factors contributing to child and adolescent disorders, including genetic, environmental, and cultural influences. (C3) |

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| **Mapping the PLOs with CLO’s** |
|  | **CLO 1** | **CLO 2** | **CLO 3** | **CLO 4** | **CLO 5** |
| **PLO-1****Cognitive** | **Psychology Knowledge:** Graduates will be able to comprehend the core concepts of Clinical Psychology—an ability to describe the manifestation of psychological issues |  |  |  |  |  |
| **PLO-2****Cognitive**  | **Conceptualization:** Graduates can formulate and conceptualize psychological problems according to the Bio-Psych-Social and Spiritual Model with respect to cultural practices |  |  |  |  |  |
| **PLO-3****Psychomotor** | **Basic Assessment Skill Development**: An ability to demonstrate and interpret various assessment modalities. |  |  |  |  |  |
| **PLO-4****Psychomotor** | **Therapeutic Techniques and Implementation**: Graduates will be able to utilize the therapeutic skills and construct the intervention plan |  |  |  |  |  |
| **PLO-5****Affective**  | **Communication:**  Graduates will be able to communicate and demonstrate practical verbal and written skills  |  |  |  |  |  |
| **PLO-6****Psychomotor** | **Case studies**: An ability to conceptualize individual clinical cases with diverse ethnic, religious, and cultural backgrounds along with integrated assessment and intervention skills  |  |  |  |  |  |
| **PLO-7****Affective** | **Ethical considerations**: Graduates will ensure professional ethical guidelines and principles in clinical and community settings. |  |  |  |  |  |
| **PLO-8****Psychomotor** | **Research:** An ability to identify the need for significant indicators of mental health in a collectivistic culture to execute scientific research |   |  |  |  |  |
| **PLO-9****Psychomotor** | **Community Work**: Graduates will able to engage with different organizations to provide community services including recognition and bridging different resources to fulfill the psychological needs of communities such as marginalized population  |  |  |  |  |  |
| **PLO-10****Psychomotor** | **Mental Health Awareness:** Graduates will be able to take initiative and design Programs for prevention and promotion of mental health wellness and quality of life in general population. |  |  |  |  |  |
| **PLO-11****Cognitive**  | **Lifelong Learning**: Able to develop significant professional goals for life and recognize the importance of psychological skills in their personal and professional lives.  |  |  |   |  |  |

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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/ Outcomes****PLO / CLO** |
| Assignment 1 | **PLO1/CLO1** |
| Assignment 2 | **PLO2/CLO3** |
| Quiz 1 | **PLO1/CLO1** |
| Quiz 2 | **PLO2/CLO3** |
| Quiz 3 | **PLO2/CLO3** |
| Presentation  | **PLO2,1, CLO1,2,3** |
| Mid Term Exam | **CLO1,2,3** |
| Final Exam | **CLO1,2,3** |

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|  Week | Course Contents  | CLO | Bloom taxonomy | Reference Chapter(s) |
| 1 | **Introduction to Developmental Psychology*** Growth
* Maturation
* What is Prenatal Development

3 stages of prenatal development | 1 | C1 |  |
| 2 | **Ages and stages*** Cognitive development
* Motor development
* Language development
* Social and Emotional development (Infant to toddler)
 | 1 | C1 |  |
| 3 | **Ages and stages*** Cognitive development
* Motor development
* Language development

Social and Emotional development (Preschooler to Adolescents)· New Born Reflexes. Environmental Influences on Prenatal Development. | 1 | C1 |  |
| 4 | · Maternal Characteristics· Birth Complications. | 1 | C1 |  |
| 4 | **Early Cognitive Foundations:**· Skinner’s Operant Learning Theory· Bandura’s Cognitive Social Learning Theory**Presentation 1 & 2:** Sensation and Learning. | 1 | C1 |  |
| 5 | **Cognitive Development**· Piaget Theory.**Presentation 3 & 4**· Vygotsky Cultural Perspective.Behaviorism. | 1 | C1 |  |
| 6 |  **Social development and learning**· Temper tantrums behaviors and how it is shaped by parent’s environment.* Remedies for managing temper tantrums etc.
* Temperament and development
* Attachment and development
* The Family: Parental Socialization during Childhood, Aggressive.

  | 1 | C1 |  |
| 7 | **Intellectual Disability**· Causes, Risk Factors, Major Features, Psychosocial Impact.* Middle childhood years
* Schooling issues
* Relation with parents
* Relation with peers
* Adolescent’s years (Issues and Challenges):
* Academic and emotional issues

Aggression | 2 | C2 |  |
| 8 | **Oppositional Defiant Disorder.**· Causes, Risk factors and Prevention.  | 2 | C2 |  |
|  9 | **Mid Term Exams** |  |  |  |
| 10 | **Attention Deficit Hyperactive Disorder.**Causes, Risk Factors, Symptoms, Co-Existing Conditions.  | 2 | C2 |  |
| 11 | **Autism Spectrum Disorder**· Manifestation of Symptoms.· Early signs of Autism.· Features.· Causes.Prevalence | 2 | C2 |  |
| 12 | **Epilepsy**· Causes.· Symptoms.· Types (Classification).· Risk Factors.Impact on the life of a child (Academics, learning, Psychological, Emotional and Social) | 2 | C2 |  |
| 13 | **Cerebral Palsy*** What is Cerebral Palsy.
* Early signs.

Risk Factors and Causes. | 2 | C2 |  |
| 14 | **Differential Features (Among Disorders)**· Common Features.Differentiating Features. | 3 | C3 |  |
| 15 | Revision of the topics of Post Mid Syllabus | 3 | C3 |  |
|   | **Final Term Exams** |  |  |  |