**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** |  |  |  |