



## SYLLABUS

COURSE NAME	COURSE CODE	SEMESTER	COURSE LOAD	ECTS
<b>CHILD AND YOUTH PSYCHOPATHOLOGY</b>	<b>5040</b>	<b>8</b>	<b>180</b>	<b>6</b>

<b>Prerequisite(s)</b>	None
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<b>Course Language</b>	Turkish
<b>Course Type</b>	Elective
<b>Course Level</b>	First Cycle
<b>Course Lecturer</b>	
<b>Course Assistants</b>	
<b>Classroom</b>	
<b>Extra-Curricular Office Hours and Location</b>	<b>Meeting: Consultancy:</b>

<b>Course Objectives</b>	Examination of diagnostic criteria, differential diagnoses, epidemiological and etiological properties of, assessment and treatment approaches to the disorders first diagnosed in childhood or adolescence. Child and adolescent specific properties of anxiety and mood disorders; Overview of specific conditions such as suicide; Abuse and neglect; Dead; Adoption; Divorce in terms of children and adolescents. This course is designed to familiarize the students with the range of child and adolescent psychological disorders seen in clinical practice. Emphasis will be placed on developmental factors, diagnostic issues, theoretical formulations, etiology and treatments related to each of these psychological disorders. The clinical manifestations of each conditions will be illustrated through the use of case examples.
<b>Course Learning Outcomes</b>	<p>In the end of this course the students will be able:</p> <ul style="list-style-type: none"> <li>• To define characteristics of psychological disorders seen in children;</li> <li>• To recognize differential diagnosis for psychological disorders seen in children;</li> <li>• To describe epidemiological properties of psychological disorders seen in children;</li> <li>• To describe etiological properties of psychological disorders seen in children;</li> <li>• To describe treatment procedures for psychological disorders seen in children;</li> <li>• To gain knowledge about the epidemiology, etiology, diagnosis and prognosis of the child and adolescent mental disorders;</li> <li>• To learn about the impact of psychopathology on the normal development of children and adolescents;</li> <li>• To give a diagnose for the most common child and adolescent mental disorders based on presenting symptoms and historical features;</li> <li>• To demonstrate knowledge of current research findings relevant to these disorders.</li> </ul>

<b>Course Contents</b>	Diagnosis and classification of mental disorders; attention deficit and disruptive behavior disorders; mental retardation and cognitive functioning disorders; pervasive developmental disorders; motor skill, communication and tic disorders; elimination disorders, anxiety and mood disorders; eating disorders.
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**WEEKLY SUBJECTS AND RELATED PREPARATION STUDIES**

<b>Week</b>	<b>Subjects</b>	<b>Related Preparation</b>
1	The multiaxial system in the diagnosis and classification of mental disorders: DSM-IV	Related Chapters of Course Sources
2	Treatment approaches for Attention Deficit Hyperactivity Disorder	Related Chapters of Course Sources
3	Oppositional Defiant Disorder and Conduct Disorder	Related Chapters of Course Sources
4	Mental Retardation and Specific Learning Disorders: Disorders of reading, written expression and mathematics	Related Chapters of Course Sources
5	Elimination Disorders: Enuresis and Encopresis	Related Chapters of Course Sources
6	Conduct disorder and oppositional defiant disorder	Related Chapters of Course Sources
7	Mid-term Exam	Related Chapters of Course Sources
8	Developmental Coordination Disorders: Expressive Language Disorder, Phonological Disorder and Stuttering. Transient Tic, Chronic Motor or Vocal Tic and Tourette Disorders	Related Chapters of Course Sources
9	Pervasive Developmental Disorders: Autistic Disorder, Rett's Disorder, Asperger's Disorder and Childhood Disintegrative Disorder	Related Chapters of Course Sources
10	Treatment approaches for Pervasive Developmental Disorders with proved efficacy	Related Chapters of Course Sources
11	Separation anxiety, social phobia, generalized anxiety and selective mutism	Related Chapters of Course Sources
12	Effective treatment approaches for anxiety disorders	Related Chapters of Course Sources
13	Depression in childhood and adolescence	Related Chapters of Course Sources
14	Eating Disorders: Pica, rumination disorder, anorexia and bulimia	Related Chapters of Course Sources
15	Final Exam	Related Chapters of Course Sources

## ECTS / WORKLOAD TABLE

Presentation / Seminar			
Hours for off-the-classroom study (Pre-study, practice)	14	3	42
Midterm Exam	1	12	12
Final examination	1	14	14
<b>Total Work Load</b>			
<b>ECTS</b>		<b>6</b>	

## GENERAL PRINCIPLE RELATED WITH COURSE

Dear students,

In order to be included, learn and achieve full success that you deserve in the courses you need to come well prepared by reading the basic and secondary textbooks. We are expecting from you carefully to obey to the course hours, not to interrupt the lessons unless is very indispensable, to be an active participant on the courses, easily to communicate with the other professor and classmates, and to be interactive by participating to the class discussions. In case of unethical behavior both in courses or on exams, will be acting in framework of the relevant regulations. The attendance of the students will be checked in the beginning, in the middle or at the end of the lessons. Throughout the semester the students who attend to all lectures will be given 15 activity-attendance points in addition to their exam grades.

## SOURCES

COMPULSORY LITERATURE		
No	Name of the book	Author's Name, Publishing House, Publication Year
1	Çocuk ve Ergen Psikiyatrisi Temel Kitabı	Ercan, E.S. ve Aydın, C. Hekimler Yayın Ankara,1999
2	Study Guide to DSM-IV. America Psychiatric	Pres. Davison G. C.& Neale J. M., 2004
3		

ADDITIONAL LITERATURE		
No	Name of the book	Author's Name, Publishing House, Publication Year
1	Dikkat Eksikliği Hiperaktivite Bozukluğu	Gendaş. Fauman, M.A., İstanbul 1994
2	Child and Adolescent Psychopathology	Theodore P. Beauchaine, Stephen P. Hinshaw
3		

## EVALUATION SYSTEM

<b>Underlying the Assessment Studies</b>	<b>NUMBER</b>	<b>PERCENTAGE OF GRADE</b>
Attendance/Participation	15	% 10
Project / Event	1	%20
Mid-Term Exam	1	%35
Final Exam	1	%35
<b>TOTAL</b>	<b>17</b>	<b>%100</b>

## ETHICAL CODE OF THE UNIVERSITY

In case of the students are cheating or attempt to cheat on exams, and in the case of not to reference the sources used in seminar studies, assignments, projects and presentations, in accordance to the legislations of the Ministry of Education and Science of Republic of Macedonia and International Vision University, will be applied the relevant disciplinary rules. International Vision University students are expected never to attempt to this kind of behavior.