



Course syllabus for

Disruptive Behavior Disorders in Children and Adolescents, 7.5 credits

Utagerande beteendeproblem hos barn och ungdomar, 7.5 hp

This course syllabus is valid from spring 2016.

Please note that the course syllabus is available in the following versions:

Spring2012 , Spring2014 , Spring2016 , Spring2017 , Spring2019

Course code	2PS025
Course name	Disruptive Behavior Disorders in Children and Adolescents
Credits	7.5 credits
Form of Education	Higher Education, study regulation 2007
Main field of study	Psychology
Level	G2 - First cycle 2
Grading scale	Pass with distinction, Pass, Fail
Department	Department of Clinical Neuroscience
Decided by	Programnämnd 8
Decision date	2011-05-13
Revised by	Programme Committee 8
Last revision	2015-11-04
Course syllabus valid from	Spring 2016

Specific entry requirements

Passed results from semester 1-3 of the Psychology programme consisting 90 credits and at least 15 credits from semester 4.

Objectives

After completing the course, the student should be able to:

- account for and discuss current issues regarding the more commonly occurring externalizing behavior problems in children and adolescents
- account for different methods that are used to study externalizing behavior problems in children and adolescents.
- read, understand, and critically review scientific articles
- identify methodological limitations in scientific studies and discuss how these limitations can be addressed

Content

The course includes a general introductory lecture. After that, the course contains a number of seminars (about 4-5) that focus on current issues in the area of externalizing behavior problems in children and adolescents (i.e. mainly hyperactivity, impulsivity, inattention, aggression, defiance, and antisocial behavior). Current themes can be for example development, interventions, gender differences, methodological problems, new diagnostic instruments, biology and genetics.

Please note that each seminar is an examination and active participation at all seminars (or a supplementary assignment) is therefore required in order to pass the course. After the seminars, each student is required to complete a written assignment on a theme that the student chooses him/herself. For this assignment, the student is responsible for finding relevant scientific articles. In addition to presenting the assignment in writing, the student also has to make an oral presentation at a seminar in the presence of the course examiner and the other students taking the course.

Teaching methods

The course includes a lecture and a number of seminars (about 4-5). The initial lecture is optional, but all seminars are compulsory examinations.

Examination

The student is examined orally and in writing through the following:

- 1) Active participation in all seminars or passed supplementary assignment in case of absence from seminars (Pass/Fail).
- 2) Written assignment (Pass with distinction/Pass/Fail).
- 3) Oral presentation (Pass/Fail).

On the oral parts of the course (i.e. active participation in the seminars and individual oral presentation) be given only grade Fail (U) or Pass (G). On the written assignment at the end of the course be given the grades Fail (U), Pass (G) or Pass with distinction (VG). For the grade Pass on the whole course, the grade Pass is required for all three examinations. For the grade Pass with distinction in the whole course, the grade Pass is required on the two oral parts (examination part 1 and 3), and Pass with distinction is required on the written assignment (examination part 2).

Students who do not pass a regular examination are entitled to re-sit the examination on five more occasions. If the student has carried out six failed tests, no additional tests will be offered. Each occasion the student participates in the same test counts as an examination. Submission of a blank exam paper is regarded as an examination occasion. Examination occasion for which the student has registered but not participated in, does not count as a examination occasion.

Transitional provisions

The transition rules follow KI's local guidelines for examination.

Other directives

Course evaluation takes place in accordance with KI's local guidelines. Results and possible actions are communicated to the students on the course web page.

Literature and other teaching aids

Barkley, R.A.

Behavioral inhibition, sustained attention, and executive functions : Constructing a unifying theory of ADHD

1997 Ingår i:

Psychological bulletin

Washington : American Psychological Association, 1985-

LIBRIS-ID:2915502

121 (1997) s. 65-94

Characterizing cognition in ADHD : beyond executive dysfunction

Castellanos, F.X.; Sonuga-Barke, E.J.S.; Milham, M.P.; Tannok, R.

2006 Ingår i:

Trends in cognitive sciences.

Cambridge : Elsevier, 1997-

LIBRIS-ID:9033775

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10 (2006) s. 117-123

Sonuga-Barke, E.J.S.

Psychological heterogeneity in AD/HD : a dual pathway model of behavior and cognition

2002 Ingår i:

Behavioural brain research.

Amsterdam : Elsevier/North-Holland, 1980-

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URL: [Table of Contents / Abstracts](#)

130 (2002) s. 29-36

Sonuga-Barke, E.J.S.

The dual pathway model of AD/HD : an elaboration of neuro-developmental characteristics

2003 Ingår i:

Neuroscience and biobehavioral reviews.

Fayetteville, N.Y. : ANKHO International, 1978-

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27 (2003) s. 593-604

Thorell, L.B.

Do delay aversion and executive function deficits make distinct contributions to the functional impact of ADHD symptoms : A study of early academic skill deficits

2007 Ingår i:

The journal of child psychology and psychiatry

LIBRIS-ID:11443527

48 (2007) s. 1061-1070

Validity of the executive function theory of ADHD : A meta-analytic review

Willcutt, E.G.; Doyle, A.E.; Nigg, J.T.; Farone, S.V.; Pennington, B.F.

2005 Ingår i:

Biological Psychiatry

Elsevier,

LIBRIS-ID:11948196

(2005) s. 1-11