



The Hebrew University of Jerusalem

Syllabus

Attention deficit/hyperactivity disorder in the school context - 34385

Last update 25-12-2023

HU Credits: 2

Degree/Cycle: 1st degree (Bachelor)

Responsible Department: Education

Academic year: 0

Semester: 1st Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Yehuda Pollak

Coordinator Email: yehuda.pollak@mail.huji.ac.il

Coordinator Office Hours: Tuesday 11-12

Teaching Staff:

Prof Yehuda Pollak

Course/Module description:

The course examines the characteristics and ramifications of ADHD in the school context

Course/Module aims:

To characterize the ADHD-related challenges on the student and the school system

Learning outcomes - On successful completion of this module, students should be able to:

To define the diagnostic criteria of ADHD
To recognize the academic and social consequences of ADHD in school
To analyze its ramifications using psychological and educational theories
To identify strategies for coping with the challenges imposed by the disorder

Attendance requirements(%):

Teaching arrangement and method of instruction: Lecture

Course/Module Content:

ADHD: definition and characteristics
Academic impact of ADHD
Social impact in school
Managing ADHD-related impact in school

Required Reading:

DuPaul, G. J., Gormley, M. J., & Daffner-Deming, M. (2022). School-based interventions for elementary school students with attention-deficit/hyperactivity disorder. *Child and Adolescent Psychiatric Clinics*, 31(1), 149-166.

Additional Reading Material:

Bölte, S., Lawson, W. B., Marschik, P. B., & Girdler, S. (2021). Reconciling the seemingly irreconcilable: The WHO's ICF system integrates biological and psychosocial environmental determinants of autism and ADHD: The International Classification of Functioning (ICF) allows to model opposed biomedical and neurodiverse views of autism and ADHD within one framework. *BioEssays*, 43(9), 2000254.

Faraone, S. V., Banaschewski, T., Coghill, D., Zheng, Y., Biederman, J., Bellgrove, M. A., ... & Wang, Y. (2021). The world federation of ADHD international consensus statement: 208 evidence-based conclusions about the disorder. *Neuroscience & Biobehavioral Reviews*, 128, 789-818.

Grading Scheme:

Written / Oral / Practical Exam 90 %

Submission assignments during the semester: Exercises / Essays / Audits / Reports / Forum / Simulation / others 10 %

Additional information:

N/A