

The Hebrew University of Jerusalem

Syllabus

Attention deficit/hyperactivity disorder: An Introduction - 34421

Last update 14-03-2023

HU Credits: 2

Degree/Cycle: 1st degree (Bachelor)

Responsible Department: Education

Academic year: 0

Semester: 2nd Semester

Teaching Languages: Hebrew

Campus: E. Safra

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 explores the clinical definition of attention-deficit hyperactivity disorder (ADHD), its functional and cognitive ramifications, its effect on the quality of life, and interventions.

Course/Module aims:

To recognize the definition of ADHD, clinical characteristics, associated mechanisms, effects on the quality of life, and evidence-based interventions.

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

To recognize the characteristics of ADHD
To critically discuss the theories that explain the phenomenon
To identify the negative outcomes associated with ADHD in different domains
To discuss means for prevention and interventions for reducing the negative outcomes

Attendance requirements(%):

100

Teaching arrangement and method of instruction: Frontal instruction
Quizzes

Course/Module Content:

See above

Required Reading:

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.

Additional Reading Material:

Wolraich, M. L., Chan, E., Froehlich, T., Lynch, R. L., Bax, A., Redwine, S. T., . . .

Hagan, J. F., Jr. (2019). ADHD Diagnosis and Treatment Guidelines: A Historical Perspective. *Pediatrics*, 144(4). <https://doi.org/10.1542/peds.2019-1682>

Fabiano, G. A., & Pyle, K. (2019). Best practices in school mental health for attention-deficit/hyperactivity disorder: A framework for intervention. *School Mental Health*, 11, 72-91. <https://doi.org/10.1007/s12310-018-9267-2>

Hoveret_Hafrat_Keshev2022.pdf (education.gov.il)

Sedgwick-Müller, J. A., Müller-Sedgwick, U., Adamou, M., Catani, M., Champ, R., Gudjónsson, G., ... & Asherson, P. (2022). University students with attention deficit hyperactivity disorder (ADHD): a consensus statement from the UK Adult ADHD Network (UKAAN). *BMC psychiatry*, 22(1), 292. <https://doi.org/10.1186/s12888-022-03898-z>

The World Federation of ADHD (russellbarkley.org)

Course/Module evaluation:

End of year written/oral examination 100 %

Presentation 0 %

Participation in Tutorials 0 %

Project work 0 %

Assignments 0 %

Reports 0 %

Research project 0 %

Quizzes 0 %

Other 0 %

Additional information:

The lessons will be recorded, and the recordings will be uploaded to Moodle. The lessons will not be broadcast live.