



## *The Hebrew University of Jerusalem*

### *Syllabus*

## *Attention deficit/hyperactivity disorder: An Introduction - 34421*

*Last update 08-05-2024*

*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](mailto:yehuda.pollak@mail.huji.ac.il)*

*Coordinator Office Hours: Tuesday 11-12*

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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

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*

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*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)*

Grading Scheme:

*Written / Oral / Practical Exam 100 %*

Additional information:

*N/A*