

The Hebrew University of Jerusalem

Syllabus

ADHD: Presentations Mechanisms and quality of life - 37957

Last update 18-08-2023

HU Credits: 3

Degree/Cycle: 2nd degree (Master)

Responsible Department: Education

Academic year: 0

Semester: 2nd Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Yehuda Pollak

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

Coordinator Office Hours: Tuesady 11-12

Teaching Staff:

Prof Yehuda Pollak

Course/Module description:

The course examines clinical and theoretical aspects of attention deficit/hyperactivity disorder (ADHD) and discusses functional impairment and compromised quality of life that are associated with ADHD and learning disabilities.

Course/Module aims:

To recognize the definition, clinical characteristics, and underlying mechanisms of ADHD, as well as the impact on quality of life of the child and her/his family

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

To identify ADHD characteristics

Critically evaluate different theories of ADHD

To recognize diagnostic and therapeutic tools for ADHD

To identify negative consequences of LDs and ADHD on the quality of life of the child and her/his family

To recognize factors moderating and mediating this link

To examine various conceptualizations regarding the relation between symptoms and functional impairment

To examine means for preventing and treating these consequences

Attendance requirements(%):

100

Teaching arrangement and method of instruction: Lecture

Course/Module Content:

Phenomenology of ADHD: symptoms, co-morbidities, epidemiology and impact
Underlying genetic, neuroanatomical and neurochemical mechanisms of the disorder

Neuropsychological explanations of the disorder: "from single core deficits to multiple pathways"

Theoretical and practical issues in the diagnosis and therapy of ADHD

Defining quality of life and related concepts

Consequences of LDs and ADHD

Moderators and mediators
Coping with the negative consequences

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. *Neurosci Biobehav Rev*. <https://doi.org/10.1016/j.neubiorev.2021.01.022>

Additional Reading Material:

Barkley, R. A. (1997). Behavioral inhibition, sustained attention, and executive functions: constructing a unifying theory of ADHD. *Psychol Bull*, 121(1), 65-94. <https://doi.org/10.1037/0033-2909.121.1.65>

Cortese, S., Adamo, N., Mohr-Jensen, C., Hayes, A. J., Bhatti, S., Carucci, S., . . . (EAGG), E. A. G. G. (2017). Comparative efficacy and tolerability of pharmacological interventions for attention-deficit/hyperactivity disorder in children, adolescents and adults: protocol for a systematic review and network meta-analysis. *BMJ Open*, 7(1), e013967. <https://doi.org/10.1136/bmjopen-2016-013967>

Gnanavel, S., Sharma, P., Kaushal, P., & Hussain, S. (2019). Attention deficit hyperactivity disorder and comorbidity: A review of literature. *World J Clin Cases*, 7(17), 2420-2426. <https://doi.org/10.12998/wjcc.v7.i17.2420>

Hoogman, M., Muetzel, R., Guimaraes, J. P., Shumskaya, E., Mennes, M., Zwiers, M. P., . . . Franke, B. (2019). Brain Imaging of the Cortex in ADHD: A Coordinated Analysis of Large-Scale Clinical and Population-Based Samples. *Am J Psychiatry*, appiajp201918091033. <https://doi.org/10.1176/appi.ajp.2019.18091033>

Lawrence, D., Houghton, S., Dawson, V., Sawyer, M., & Carroll, A. (2020). Trajectories of academic achievement for students with attention-deficit/hyperactivity disorder. *Br J Educ Psychol*, e12392. <https://doi.org/10.1111/bjep.12392>

Pievsky, M. A., & McGrath, R. E. (2018). The Neurocognitive Profile of Attention-Deficit/Hyperactivity Disorder: A Review of Meta-Analyses. *Arch Clin Neuropsychol*, 33(2), 143-157. <https://doi.org/10.1093/arclin/acx055>

Retz, W., Ginsberg, Y., Turner, D., Barra, S., Retz-Junginger, P., Larsson, H., & Asherson, P. (2020). Attention-Deficit/Hyperactivity Disorder (ADHD), antisociality and delinquent behavior over the lifespan. *Neurosci Biobehav Rev*. <https://doi.org/10.1016/j.neubiorev.2020.11.025>

Sonuga-Barke, E. J., Sergeant, J. A., Nigg, J., & Willcutt, E. (2008). Executive dysfunction and delay aversion in attention deficit hyperactivity disorder: nosologic and diagnostic implications. *Child Adolesc Psychiatr Clin N Am*, 17(2), 367-384, ix. <https://doi.org/10.1016/j.chc.2007.11.008>

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>

Grading Scheme:

Written / Oral / Practical Exam 90 %

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

Additional information:

N/A