



## Syllabus

# ADHD: Presentations Mechanisms and quality of life - 37957

*Last update 18-08-2023*

*HU Credits: 3*

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

*Coordinator Office Hours: Tuesady 11-12*

*Teaching Staff:  
Prof Yehuda Pollak*

*Course/Module description:*

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*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:*

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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*, [appi.ajp.2019.18091033](https://doi.org/10.1176/appi.ajp.2019.18091033). <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

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*/ Forum / Simulation / others 10 %*

*Additional information:*

*N/A*