



## Information about the subject

**Degree:** Bachelor of Science Degree in Speech and Language Therapy

**Faculty:** Faculty of Psychology

**Code:** 1172020 **Name:** Clinical psychopathology and of health in children and adolescents

**Credits:** 6,00 **ECTS Year:** 4 **Semester:**

**Module:** Optatives

**Subject Matter:** Psychology **Type:** Elective

**Field of knowledge:** Psychology

**Department:** Personality, Assessment and Therapeutic Intervention

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

### Lecturer/-s:

|        |   |  |
|--------|---|--|
| 1174P  | Maria Dolores Grau Sevilla ( <b>Profesor responsable</b> )      | <a href="mailto:lola.grau@ucv.es">lola.grau@ucv.es</a>                 |
|        | Alejandro Sanchis Sanchis                                       | <a href="mailto:alejandro.sanchis@ucv.es">alejandro.sanchis@ucv.es</a> |
| 1174PO | <u>Gabriela Acosta Escareño</u> ( <b>Responsible Lecturer</b> ) | <a href="mailto:gabriela.acosta@ucv.es">gabriela.acosta@ucv.es</a>     |



## Module organization

### Optatives

| Subject Matter       | ECTS  | Subject                                      | ECTS | Year/semester   |
|----------------------|-------|--|------|---|
| Audiology            | 18,00 | Audiological assessment                      | 6,00 | This elective is not offered in the academic year 20/21 |
|                      |       | Introduction to Audiology                    | 6,00 | This elective is not offered in the academic year 20/21 |
|                      |       | Medical Audiology                            | 6,00 | This elective is not offered in the academic year 20/21 |
| Neuropsychology      | 18,00 | -Biology of human behavior                   | 6,00 | This elective is not offered in the academic year 20/21 |
|                      |       | Clinical Neuropsychology                     | 6,00 | This elective is not offered in the academic year 20/21 |
|                      |       | Psychogerontology                            | 6,00 | This elective is not offered in the academic year 20/21 |
| Clinical Linguistics | 18,00 | Acoustic Phonetics                           | 6,00 | This elective is not offered in the academic year 20/21 |
|                      |       | Bilingualism and speech and language therapy | 6,00 | This elective is not offered in the academic year 20/21 |



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|                                    |       |   |      |   |
|------------------------------------|-------|---|------|---|
| Clinical Linguistics               |       | Methods of language analysis applied to speech and language therapy | 6,00 |   |
| Work techniques                    | 18,00 | Documentation in health sciences                                    | 6,00 | This elective is not offered in the academic year 20/21 |
|                                    |       | Methodologies of professional skills for communication I            | 6,00 | This elective is not offered in the academic year 20/21 |
|                                    |       | Methodologies of professional skills for communication II           | 6,00 | This elective is not offered in the academic year 20/21 |
| Educational processes and contexts | 18,00 | Design and assessment of educational action plans                   | 6,00 | This elective is not offered in the academic year 20/21 |
|                                    |       | Didactics and educational innovation                                | 6,00 | This elective is not offered in the academic year 20/21 |
|                                    |       | Educational fundamentals and school organisation                    | 6,00 | This elective is not offered in the academic year 20/21 |
|                                    |       | Teaching-Learning Processes in the Classroom: Techniques and Tools  | 6,00 | This elective is not offered in the academic year 20/21 |
| Sign Language                      | 18,00 | Communication systems for the deafblind                             | 6,00 | This elective is not offered in the academic year 20/21 |



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|               |       |  |      |   |
|---------------|-------|--|------|---|
| Sign Language |       | Spanish Sign Language I  | 6,00 | This elective is not offered in the academic year 20/21 |
|               |       | Spanish Sign Language II   | 6,00 | This elective is not offered in the academic year 20/21 |
|               |       | Spanish Sign Language III  | 6,00 | This elective is not offered in the academic year 20/21 |
| Psychology    | 18,00 | Clinical psychopathology and of health in children and adolescents | 6,00 |   |
|               |       | Psychopathology in adults  | 6,00 |   |
|               |       | Psychopathology in children and adolescents                        | 6,00 |   |

### Recommended knowledge

Not required



## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Describing the main programs of intervention in Clinical Psychology in the infantile-juvenile population.
- R2 Describing the treatment programs of choice for disorders in infancy and adolescence
- R3 Searching bibliographic information for the elaboration of the different contents proposed in the module.
- R4 Designing and applying an intervention program in infantile-juvenile clinical psychology
- R5 Elaborating guidelines that allow fostering a person's development
- R6 Demonstrating following ethical principles, showing initiative and commitment, and updating in any of the areas that the internship focuses on.
- R7 Being able to work in groups and considering the interdisciplinary approach to psychological evaluation and treatment processes.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

| GENERAL |  | Weighting |   |   |   |
|---------|--|-----------|---|---|---|
|         |  | 1         | 2 | 3 | 4 |
| CG1     | Analysis and synthesis   |           |   | X |   |
| CG2     | Organize a work plan being able to carry it out within a specified period  |           |   | X |   |
| CG3     | Find, evaluate, organize and manage information systems  |           |   | X |   |
| CG4     | Speaking and writing fluently, appropriately and with the necessary consistency to meet the academic standards of correctness in the language of instruction |           |   | X |   |
| CG5     | Make decisions and being responsible for them  |           |   | X |   |

| SPECIFIC |   | Weighting |   |   |   |
|----------|---|-----------|---|---|---|
|          |   | 1         | 2 | 3 | 4 |
| CE7      | To know and apply evaluation models, techniques and instruments   |           |   |   | X |
| CE31     | Acquire or develop personal resources for intervention: social and communication skills, professional skills, and evaluation of their performance; observing techniques, dynamic techniques or those related to decision making |           |   |   | X |
| CE37     | Master the terminology that allows one to interact effectively with other professionals   |           |   |   | X |
| CE43     | Knowing the limits of competencies and knowing when interdisciplinary treatment is necessary  |           |   |   | X |

| TRANSVERSAL |  | Weighting |   |   |   |
|-------------|--|-----------|---|---|---|
|             |  | 1         | 2 | 3 | 4 |



|     |   |  |  |   |   |
|-----|---|--|--|---|---|
| CT3 | Have the flexibility to work within teams integrated by other professionals belonging to the same field |  |  |   | X |
| CT5 | Recognize, analyze and obtain solutions to ethical problems in professional practice situations         |  |  |   | X |
| CT6 | Adapt to new situations arising in their profession   |  |  | X |   |
| CT8 | Know and use of technical advances in the exercise of their profession                                  |  |  |   | X |

## Assessment system for the acquisition of competencies and grading system

| Assessed learning outcomes | Granted percentage | Assessment method  |
|----------------------------|--------------------|--|
| R1, R2, R3, R4, R5, R6, R7 | 50,00%             | Written exam   |
| R1, R2, R3, R5, R6, R7     | 35,00%             | Practical work assignments assessment                          |
| R1, R2, R3, R4, R5, R6, R7 | 15,00%             | Attendance and participation of in-person formative activities |

### Observations

To pass the course the student will have to pass each of the evaluation systems separately : written tests, presentation of practical activities and attendance and participation in class sessions.

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 On-Campus Class
- M2 Practical Class



- M3 Seminar
- M4 Laboratory
- M5 Individual Work
- M6 Group Work
- M7 Work Exhibition
- M8 Clinical Case Analysis
- M9 Prácticas en clínicas y centros





## IN-CLASS LEARNING ACTIVITIES

|  | LEARNING OUTCOMES          | HOURS        | ECTS        |
|--|----------------------------|--------------|-------------|
| ON-CAMPUS CLASS. Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge<br>M1  | R1, R2, R3, R4, R5, R6     | 18,00        | 0,72        |
| PRACTICAL CLASSES. Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity<br>M2 | R1, R2, R3, R4, R5, R6, R7 | 18,00        | 0,72        |
| GROUP WORK EXHIBITION. Application of multidisciplinary knowledge<br>M6  | R1, R2, R3, R4, R5, R6, R7 | 6,00         | 0,24        |
| SEMINAR. Supervised monographic sessions with shared participation<br>M3   | R1, R2, R4, R5, R6, R7     | 6,00         | 0,24        |
| OFFICE ASSISTANCE. Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, papers, etc.<br>M5   | R1, R2, R3, R4, R5, R6, R7 | 9,00         | 0,36        |
| ASSESSMENT. Set of oral and/or written tests used in initial, formative or additive assessment of the student<br>M5  | R1, R2, R4, R5, R6         | 3,00         | 0,12        |
| <b>TOTAL</b>   |                            | <b>60,00</b> | <b>2,40</b> |



## LEARNING ACTIVITIES OF AUTONOMOUS WORK

|   | LEARNING OUTCOMES          | HOURS        | ECTS        |
|---|----------------------------|--------------|-------------|
| GROUP WORK. Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform<br>M6                           | R1, R2, R3, R4, R5, R6, R7 | 36,00        | 1,44        |
| INDEPENDENT WORK. Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform<br>M5 | R1, R2, R3, R4, R5, R6     | 54,00        | 2,16        |
| <b>TOTAL</b>  |                            | <b>90,00</b> | <b>3,60</b> |



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

| Content block  | Contents   |
|--|--|
| DIDACTIC UNIT. Introduction to intervention techniques in clinical psychology and children's health. | Historical, theoretical and methodological foundations of cognitive-behavioral therapy.<br>Skills of the child therapist.<br>Ethical aspects of intervention in children and adolescents.  |
| DIDACTIC UNIT II. Psychological intervention in general and specific disorders in children's health. | Psychological intervention in general and specific disorders in children's health:<br>Conduct Disorders, Negative Defiant Disorder, Intermittent Explosive Disorder.<br>Attention Deficit Hyperactivity Disorder (ADHD)<br>Anxiety Disorders: Separation Anxiety Disorder, Specific Phobias, Generalized Anxiety Disorder,<br>Obsessive-Compulsive Disorder, Selective Mutism<br>Childhood depression<br>Elimination disorders: enuresis and encopresis.<br>Autism Spectrum Disorders<br>Intellectual disability |



## Temporary organization of learning:

| Block of content   | Number of sessions | Hours |
|--|--------------------|-------|
| DIDACTIC UNIT. Introduction to intervention techniques in clinical psychology and children's health. | 4,00               | 8,00  |
| DIDACTIC UNIT II. Psychological intervention in general and specific disorders in children's health. | 26,00              | 52,00 |



## References

### BASIC BIBLIOGRAPHY

- Caballo, V.E., y Simón, M.A. (Eds.) (2010) Manual de Psicología Clínica Infantil y del Adolescente. Trastornos generales. Madrid: Pirámide.
- Caballo, V.E., y Simón, M.A. (Eds.) (2010) Manual de Psicología Clínica Infantil y del Adolescente. Trastornos Específicos. Madrid: Pirámide.
- Labrador, FJ (coord.) (2008). Técnicas de modificación de conducta. Madrid: Pirámide.
- Moreno I. (2002). Terapia de Conducta en la infancia. Guía de Intervención. Madrid: Pirámide.
- Perez, M., Fernandez, J.R., Fernandez, C. y Amigo, I. (Eds) (2009). Guía de tratamientos psicológicos eficaces III. Infancia y adolescencia. Madrid: Pirámide.
- Mendez, F.X. (2011). El niño que no sonríe. Madrid: Pirámide.

### COMPLEMENTARY BIBLIOGRAPHY

- Amador, J.A., Forns, M. y González, M. (2010). Trastorno por déficit de atención con hiperactividad (TDAH). Madrid, Síntesis.
- Barrio del, M.V. (2002). Emociones infantiles. Evolución, evaluación y prevención. Madrid, Pirámide.
- Bragado, C. (2001). Encopresis. Madrid, Pirámide.
- Bragado, C. (2009). Enuresis nocturna. Madrid, Pirámide.
- Cerezo, F. (2004). Conductas agresivas en edad escolar. Aproximación teórica y metodológica. Propuestas de intervención. Madrid, Pirámide.
- Comeche Moreno, M. I., y Vallejo Pareja, M. A. (Eds.). (2012). Manual de terapia de conducta en la infancia, 2ª edición. Madrid, Dykinson.
- Ezpeleta, L. (2001). La entrevista diagnóstica con niños y adolescentes. Madrid, Síntesis.
- Ezpeleta, L. (2005). Factores de riesgo en psicopatología del desarrollo. Barcelona, Masson.
- Fernández-Zuñiga, A. (2014). Habilidades del terapeuta de niños y adolescentes. Madrid, Pirámide.
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- González, M. T. (2011). Psicología clínica de la infancia y de la adolescencia: Aspectos clínicos, evaluación e intervención. Madrid, Pirámide.
- Kazdin, A. y Buela Casal, G. (2002). Conducta antisocial. Evaluación, tratamiento y prevención en la infancia y adolescencia. Madrid, Pirámide.
- Llavona Uribelarrea, L. M., y Méndez Carrillo, F. X. (Eds.). (2012). Manual del psicólogo de familia. Un nuevo perfil profesional. Madrid, Pirámide.
- Mardomingo, C. (1994). Psiquiatría infantil del niño y del adolescente. Madrid, Díaz de Santos.
- Méndez Carrillo, F. X., Espada Sánchez, J. P., y Orgilés Amorós, M. (Eds.). (2011). Terapia psicológica con niños y adolescentes. Estudio de casos clínicos. Madrid, Pirámide.
- Méndez, F. X. (2003). El niño miedoso. Madrid, Pirámide.
- Méndez, F. X. (2008). Ansiedad por separación. Psicopatología, evaluación y tratamiento. Madrid, Pirámide.



- Moreno, I. (2002). Hiperactividad. Prevención, evaluación y tratamiento en la infancia. Madrid, Pirámide.
- Moreno, I. (2005). El niño hiperactivo. Madrid, Pirámide.
- Olivares, J. O., Rosa, A. I. y Olivares, P. J. (2007). Tratamiento psicológico del mutismo selectivo. Madrid, Pirámide.
- Orjales, I. (1999). Déficit de atención con hiperactividad. Manual para padres y educadores. Madrid, Ciencias de la Educación Preescolar y Especial.
- Ortigosa Quiles, J. M., Méndez Carrillo, F. X., y Riquelme Marín, A. (Eds.). (2014). Procedimientos terapéuticos en niños y adolescentes. Madrid, Pirámide.
- Paradella, M. (2009). TDAH. Trastorno por déficit de atención e hiperactividad. De la infancia a la edad adulta. Madrid, Alianza Editorial.
- Peine, C. y Howarth, R. (1992). Problemas cotidianos de conducta. Madrid, Siglo XXI.
- Pérez, M., Fernandez, J. R., Fernandez, C. y Amigo, I. (2003). Guía de tratamientos eficaces III: infancia y adolescencia. Madrid, Pirámide.
- Robertson, M. (2010). El síndrome de Tourette. Madrid, Alianza Editorial.
- Rodríguez Sacristán, J. (2005). Psicopatología infantil básica. Teoría y casos clínicos. Madrid, Pirámide.
- Sathler, J. (2003). Evaluación Infantil: Aplicaciones cognitivas (vol.I) y Aplicaciones conductuales y clínicas (vol. II). México, Ed. Manual Moderno.
- Serrano, I. (2006). El niño agresivo. Madrid: Pirámide.
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- Wekerle, C., Miller, A. L., Wolfe, D. A. y Spindel, C. B. (2007). Maltrato infantil. México, Manual Moderno.
- Wicks-Nelson, R. e Israel, A. C. (1997). Psicopatología del niño y del adolescente (tercera edición). Prentice Hall



## Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

### 1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

- Microsoft Teams
- Blackboard Collaborate Ultra
- Kaltura



### **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

#### **1. Educational Activities of Onsite Work:**

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

- Microsoft Teams
- Blackboard Collaborate Ultra
- Kaltura

Explanation about the practical sessions:





## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

The following changes will be made to adapt the subject's assessment to the online teaching.

| Course guide    |                      | Adaptation                           |                     |
|-----------------|----------------------|--------------------------------------|---------------------|
| Assessment tool | Allocated percentage | Description of the suggested changes | Platform to be used |

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System: