



## Information about the subject

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

**Faculty:** Faculty of Psychology

**Code:** 1172022 **Name:** Psychopathology in children and adolescents

**Credits:** 6,00 **ECTS Year:** 0, 2 **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:

1172P      Maria Dolores Grau Sevilla (**Profesor responsable**)      lola.grau@ucv.es

1172PO      Gabriela Acosta Escareño (**Responsible Lecturer**)      gabriela.acosta@ucv.es



## 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 Working in teams and collaborating efficiently with other people.
- R2 Elaborating scholarly studies and presenting their content.
- R3 Describing mental disorders of the infantile-juvenile population
- R4 Describing the predisposition or vulnerability factors to the different mental disorders in the infantile-juvenile population.
- R5 Explaining the main models of infantile-juvenile psychopathology.
- R6 Describing the prevalence, incidence, course, comorbidity of the different disorders in the infantile-juvenile population.
- R7 Explaining how to use the main manuals on Mental Disorders.



## 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	
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
CE2	Understand and integrate the psychological foundations of Speech: language development, psychological development, Neuropsychology of language, basic processes and Psycholinguistics				X
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
CT1 Use the techniques of verbal and nonverbal communication in order to optimize relevant communicative situations				X	
CT2 Critically evaluate own job performance and that of other professionals to improve results				X	
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	
CT7 Having an open and flexible attitude to lifelong learning				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
R3, R4, R5, R6, R7	50,00%	Written exam
R1, R2, R3, R4, 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 test, practical evaluation and attendance and participation in classroom activities.



## 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 M1	R3, R4, R5, R6, R7	25,00	1,00
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 M2	R1, R2, R3, R4, R6, R7	12,50	0,50
GROUP WORK EXHIBITION. Application of multidisciplinary knowledge M6	R1, R2, R3, R4, R6	6,23	0,25
SEMINAR. Supervised monographic sessions with shared participation M3, M4	R1, R2, R3, R4, R5, R6	10,02	0,40
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. M5	R1, R2, R3, R4, R5, R6, R7	3,75	0,15
ASSESSMENT. Set of oral and/or written tests used in initial, formative or additive assessment of the student M1	R3, R4, R5, R6	2,50	0,10
<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 M6	R1, R2, R3, R4, R5, R6	40,00	1,60
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 M5	R2, R3, R4, R5, R6, R7	50,00	2,00
<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
Conceptual, diagnostic and taxonomic of child psychopathology.	Historical evolution of infantile-juvenile psychopathology. Integral approach to psychopathology. One-dimensional vs. multidimensional models in psychopathology. Diathesis-stress models. Diagnosis and classification of mental disorders Basic concepts... Categorical and dimensional methods. Diagnostic manuals: ICD and DSM. Ethical aspects
Attention-Deficit and Disruptive	Disruptive behavior in children. Clinical Description. Evaluation. Diagnosis. Differential diagnosis. Epidemiology. Explanatory theories Attention Deficit Hyperactivity Disorder . Oppositional Defiant Disorder. Conduct Disorder
Anxiety Disorders	Children's fears. Epidemiology. Specific Phobias. Obsessive-Compulsive Disorder. Separation Anxiety Disorder. Generalized Anxiety Disorder
Mood disorders	Clinical description. Evaluation Diagnosis. Differential diagnosis. Epidemiology. Explanatory theories: Childhood depression.
Disorders of excretion	Clinical description. Evaluation Diagnosis. Differential diagnosis. Epidemiology. Explanatory theories: Enuresis and Encopresis.
Ingestion disorders	Clinical description. Evaluation Diagnosis. Differential diagnosis. Epidemiology. Explanatory theories: ingestion disorders: Pica. Rumination disorder. Childhood Food Ingest Disorder.



## Sleep disorders

Evolution of normal sleep. Clinical description. Evaluation. Diagnosis. Differential diagnosis. Epidemiology. Explanatory theories: Insomnia, Nightmares, Night Terrors, Sleepwalking.

## Neurodevelopmental disorders

Autism Spectrum disorders. Clinical description. Evaluation. Diagnosis. Differential diagnosis. Epidemiology. Intellectual Disability. Clinical description. Evaluation. Diagnosis. Differential diagnosis. Epidemiology. Neurodevelopmental motor disorders: Stereotyped Movement Disorder, Tourette Disorder, Tics Disorder (Chronic Motors or Vowels and Transient Tics Disorder) Clinical Description. Evaluation Diagnosis. Differential diagnosis. Epidemiology. Explanatory theories: Tics disorder.

## Trauma-related disorders and stress factors

Reactive attachment disorder  
Uninhibited social relationship disorder



## Temporary organization of learning:

Block of content	Number of sessions	Hours
Conceptual, diagnostic and taxonomic of child psychopathology.	4,00	8,00
Attention-Deficit and Disruptive	5,00	10,00
Anxiety Disorders	3,00	6,00
Mood disorders	4,00	8,00
Disorders of excretion	2,00	4,00
Ingestion disorders	2,00	4,00
Sleep disorders	2,00	4,00
Neurodevelopmental disorders	5,00	10,00
Trauma-related disorders and stress factors	3,00	6,00



## References

### Basic bibliography

- American Psychiatric Association (2014). Trastornos disruptivos, del control de los impulsos y de la conducta. En APA (Ed.) Manual Diagnóstico y Estadístico de los Trastornos Mentales, DSM-5,). Editorial Médica Panamericana.
- Barlow, D. H. y Durand, V. M. (2003). Psicopatología. 3ª Edición. Madrid: Thomson.
- Caballo, V. y Simón, M. A. (2001). Manual de psicología clínica infantil y del adolescente (Vol. I y II). Madrid: Pirámide.
- González Barrón, R. y Montoya-Castilla, I. (2015). Psicología clínica infanto-juvenil. Madrid: Pirámide.
- Rodríguez Sacristán, J. (2000). Psicopatología infantil básica. Teoría y casos clínicos. Madrid: Pirámide.

### Complementary bibliography:

- Buela-Casal, G. y Sierra, J.C. (1994). Los Trastornos del Sueño. Evaluación, Tratamiento y Prevención en la Infancia y adolescencia. Madrid, Pirámide.
- Buendía, J. (1996). Psicopatología en Niños y Adolescentes. Madrid, Pirámide.
- Caballo, V. E. y Simón, M. A. (2001). Manual de psicología clínica infantil y del adolescente. Trastornos generales. Madrid, Pirámide.
- Caballo, V. E. y Simón, M. A. (2002). Manual de psicología clínica infantil y del adolescente. Trastornos específicos. Madrid, Pirámide.
- Erickson, M.Y. (1978). Child Psychopathology. N.J.: Prentice Hall.
- Ezpeleta, L. (2005). Factores de riesgo en psicopatología del desarrollo. Barcelona, Masson.
- Gelfand, D.M. y Hartman, D.P. (1989). Análisis y Terapia de la Conducta Infantil. Madrid, Pirámide.
- González Barrón, R. (2000). Psicopatología del niño y el adolescente. Madrid, Pirámide.
- Heward, W. (1998). Niños Excepcionales. Madrid, Prentice Hall.
- Marcelli, D. y Braconnier, A. (2005). Psicopatología del adolescente. Barcelona, Masson.
- Martin, G. y Pear, J. (1999). Modificación de Conducta. Madrid, Prentice Hall.
- Miranda, A. y Santamaría, M. (eds.) (1986). Hiperactividad y Dificultades de Aprendizaje. Análisis y Técnicas de Recuperación. Valencia, Promolibro.
- Moreno, I. (1995). Hiperactividad. Evaluación, Tratamiento y Prevención en la Infancia y Adolescencia. Madrid, Pirámide.
- Morrison J., Flegel, K. (2018). La entrevista en niños y adolescentes. Habilidades y estrategias para el diagnóstico eficaz del DSM-5. Méjico. Manual moderno.
- Olivares Rodríguez, J., Méndez, F.X. y Maciá Antón, D. (1997). Tratamientos conductuales en la infancia y la adolescencia. Bases históricas, conceptuales y metodológicas. Madrid, Pirámide.
- Ollendick, T.H. y Hersen, M. (eds.) (1993). Psicopatología Infantil. Barcelona, Martínez Roca.
- Rodríguez Sacristán, J. (ed.) (1995). Psicopatología del Niño y del Adolescente. Universidad de Sevilla, Manuales Universitarios.
- Sameroff, A. J., Lewis, M. & Miller, S. M. (2000). Handbook of developmental



psychopathology. New York, Kluwer Academic/Plenum.

Serrano Pintado, I. (1996). Agresividad Infantil. Madrid, Pirámide.

Wicks-Nelson, R. e Israel, A. (2000). Psicopatología del Niño y del Adolescente (2nd ed.).  
Madrid, 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: