



Information about the subject

Degree: Bachelor of Science Degree in Psychology

Faculty: Faculty of Psychology

Code: 290308 **Name:** Child and Adolescent Psychopathology

Credits: 6,00 **ECTS Year:** 3 **Semester:** 1

Module: CLINICAL AND HEALTH PSYCHOLOGY

Subject Matter: PERSONALITY AND PSYCHOPATHOLOGY **Type:** Compulsory

Field of knowledge: Health Sciences

Department: -

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

1123P	<u>Gabriela Acosta Escareño</u> (Responsible Lecturer)	gabriela.acosta@ucv.es
293A	<u>María Dolores Grau Sevilla</u> (Responsible Lecturer)	lola.grau@ucv.es
293B	<u>María Dolores Grau Sevilla</u> (Responsible Lecturer)	lola.grau@ucv.es
293C	<u>Gabriela Acosta Escareño</u> (Responsible Lecturer)	gabriela.acosta@ucv.es



Module organization

CLINICAL AND HEALTH PSYCHOLOGY

Subject Matter	ECTS	Subject	ECTS	Year/semester
PERSONALITY AND PSYCHOPATHOL OGY	18,00	Adult Psychopathology	6,00	3/1
		Child and Adolescent Psychopathology	6,00	3/1
		Psychology of the Personality	6,00	2/2
INTERVENTION AND TREATMENT	12,00	Clinical Psychology and of Child-Adolescent Health	6,00	3/2
		Clinical Psychology of Adult Health	6,00	3/2

Recommended knowledge

They are 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):

SPECIFIC		Weighting			
		1	2	3	4
CE4	Analyzing and measuring variables (personality, intelligence and other aptitudes) and cognitive, emotional, psychobiological and behavioral processes .				X
CE6	Diagnosing following professional principles.				X
CE11	Analyzing the context in which personal behaviors, group and organizational processes take place.				X
CE25	To be able to measure and to collect relevant data for the evaluation of the interventions				X
CE26	Writing oral and written reports.			X	
CE27	Knowing and adapting to the psychology code of ethics.				X
CE30	To know the processes and main stages of psychological development throughout the vital cycle in its aspects of normality and abnormality.				X
TRANSVERSAL		Weighting			
		1	2	3	4
CT2	Capacity to organize and plan.			X	
CT7	Problem solving.			X	
CT8	Decision making.			X	
CT9	Capacity to work in team.			X	
CT13	Understanding multicultural and diverse environment.			X	



CT16 Capacity to develop and update competences, skills and knowledge following professional standards.

x

CT36 Being able to collect information using different kinds of sources.

x

Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R3, R4, R5, R6, R7	50,00%	Oral and/or written tests employed in initial, training and/or summative student assessment.
R1, R2, R3, R4, R5, R6, R7	35,00%	Presentation of practical activities.
R1, R2, R3, R4, R5, R6, R7	15,00%	Attendance and active participation: lessons, group assignments and tutoring sessions. It will be monitored and registered by the teacher.

Observations

To pass the subject, 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.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R3, R4, R5, R6, R7	70,00%	Final evaluation consisting of essay questions and hypothetical scenarios.
R1, R2, R3, R4, R5, R6	5,00%	Submitted tasks
R1, R2, R3, R4, R5, R6	25,00%	Attendance and participation in synchronic communication activities.

Observations

To pass the subject, 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 Teacher presentation of contents, competency analysis, explanation and demonstration of capacities, abilities and knowledge in the classroom (presential modality).
- M2 Teacher-supervised groupwork sessions: case studies, diagnostic tests, problems, fieldwork, IT room, visits, data searches, libraries, web, Internet, etc. Building knowledge significantly through interaction and student activities (presential modality).
- M3 Supervised monographic sessions with shared participation.
- M4 Application of interdisciplinary knowledge.
- M6 Personalized attention in small groups. Training and/or orientation period by a teacher aimed at revising and discussing the materials and topics presented in the lessons, seminars, lectures, assignments, etc.
- M7 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M8 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and/or tutoring sessions in small groups. Tasks done on the platform or other virtual spaces.
- M9 Students' independent study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and /or small-group tutoring sessions. Tasks on the platform or other virtual spaces.
- M11 Teacher presentation of contents, competencies analysis, explanation and demonstration of capacities, abilities and knowledge on the virtual classroom.
- M12 Group work sessions via chat moderated by the teacher. Case studies –both real and fictional– aimed at building knowledge through interaction and students' activities. Critical analysis of values and social commitment.
- M13 Monographic sessions throughout the course, focused on current aspects and applications of the subject.



- M14 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M15 Student's individual study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or turned in in electronic format.
- M16 Individualized attention for the monitoring and orientation in the learning process, performed by a tutor in order to revise and discuss the materials and topics, seminars, readings and assignments, etc.
- M17 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or handed in.
- M18 Participation and contributions to discussion forums related to the subject and moderated by the module's teacher.
- M19 Problem resolution, comments, reports to be handed in according to the deadlines throughout the course.



IN-CLASS LEARNING

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
SEMINAR Supervised monographic sessions with shared participation. M17	R1, R2, R3, R4, R5, R6	6,26	0,25
GROUP WORK EXHIBITION Application of multidisciplinary knowledge. M4	R1, R2, R3, R4, R6	6,24	0,25
LABORATORY Activities carried out in spaces with specialized equipment. M12	R3, R4, R5, R6	3,76	0,15
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. M6	R1, R2, R3, R4, R5, R6, R7	3,74	0,15
ASSESSMENT Set of oral and/or written tests used in initial, formative or additive assessment of the student. M7	R3, R4, R5, R6	2,50	0,10
TOTAL		60,00	2,40



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 M8	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. M8	R2, R3, R4, R5, R6, R7	50,00	2,00
TOTAL		90,00	3,60



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Virtual session (distance learning) M1	R2, R3, R4, R5, R6, R7	25,00	1,00
Virtual practical session (distance learning) M2	R1, R2, R3, R4, R5, R6, R7	12,50	0,50
Seminar and virtual videoconference (distance learning) M13	R1, R2, R3, R4, R5, R6, R7	6,28	0,25
In-person or virtual assessment (distance learning) M7	R1, R2, R3, R4, R5, R6	2,50	0,10
Individual tutoring sessions (distance learning) M16	R1, R2, R3, R4, R5, R6, R7	3,72	0,15
Discussion forums (distance learning) M18	R1, R2, R3, R4, R5, R6, R7	5,00	0,20
Continuous assessment activities (distance learning) M19	R3, R4, R5, R6, R7	5,00	0,20
TOTAL		60,00	2,40

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work activities (distance learning) M9	R2, R3, R4, R5, R6, R7	50,00	2,00
Teamwork (distance learning) M8	R1, R2, R3, R4, R5, R6, R7	40,00	1,60
TOTAL		90,00	3,60



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	History of child and adolescent psychopathology. Unidimensional and multidimensional models in psychopathology. Diathesis-stress models. Diagnostic and Classification of Mental Disorders. Categorical and Dimensional methods. Diagnostic manuals: ICD and DSM. Ethical Issues
Attention-Deficit and Disruptive Disorders	Disruptive behavior in children. Clinical Description. Evaluation. Diagnosis. Differential diagnosis. Epidemiology. Explanatory theoriesAttention Deficit Hyperactivity Disorder . Oppositional Defiant Disorder. Conduct Disorder.
Anxiety and Mood Disorders	Childhood fears. Epidemiology. Specific phobias. obsessive-compulsive disorder. Separation anxiety disorder. Generalized anxiety disorder.Clinical Description. Evaluation
Mood disorders	Clinical Description. Evaluation. Diagnosis. Differential diagnosis. Epidemiology. Explanatory theoriesDepressive Disorders
Excretory disorders	Clinical Description. Evaluation. Diagnosis. Differential diagnosis. Epidemiology. Explanatory theories: Enuresis. Encopresis
Intake disorders and eating disorders	Clinical description. Evaluation Diagnosis. Differential diagnosis. Epidemiology. Explanatory theories: Intake disorders: Pica. Rumination disorder. Childhood Food Intake 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. 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 Disorders	5,00	10,00
Anxiety and Mood Disorders	3,00	6,00
Mood disorders	4,00	8,00
Excretory disorders	2,00	4,00
Intake disorders and eating 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 References:

- 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.

Supplementary References:

- 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.
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- 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.
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- 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

☒ 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

☒

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:



ONLINE 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: