



Information about the subject

Degree: Official Master's Degree in General Health Psychology

Faculty: Faculty of Psychology

Code: 1430024 **Name:** Assessment, Diagnosis and Intervention in Children and Adolescents

Credits: 9,00 **ECTS Year:** 1 **Semester:** 1

Module: Specific module: Evaluation, diagnosis and intervention in health psychology.

Subject Matter: IV. EVALUATION, DIAGNOSIS AND INTERVENTION FOR CHILDREN AND

ADOLESCENTS **Type:** Compulsory

Department:

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

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Module organization

Specific module: Evaluation, diagnosis and intervention in health

Subject Matter	ECTS	Subject	ECTS	Year/semester
VI. PSYCHOPATHOLOGY OF PHYSIOLOGICAL FUNCTIONS	6,00	Psychopathology of Physiological Functions	6,00	1/1
VIII. PSYCHOPATHOLOGY AND FAMILY THERAPY	3,00	Psychopathology and Family Therapy	3,00	1/2
VII. PERSONALITY AND HEALTH	3,00	Personality and Health	3,00	1/2
IV. EVALUATION, DIAGNOSIS AND INTERVENTION FOR CHILDREN AND ADOLESCENTS	9,00	Assessment, Diagnosis and Intervention in Children and Adolescents	9,00	1/1
V. EVALUATION OF AND INTERVENTION IN ANXIETY AND DEPRESSIVE DISORDERS	6,00	Assessment, Diagnosis, and Intervention in Anxiety and Depressive Disorders	6,00	1/1
IX. EVALUATION, DIAGNOSIS AND INTERVENTION IN SEVERE MENTAL DISORDERS	3,00	Assessment, Diagnosis and Intervention in Severe Mental Disorder	3,00	1/2
X. CLINICAL NEUROPSYCHOLOGY	3,00	Clinical Neuropsychology	3,00	1/2



XI. HEALTH PSYCHOLOGY PROMOTION AND INTERVENTION	6,00	Promotion and Intervention in Health Psychology	6,00	1/2
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Recommended knowledge

No 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 Knowledge of the main characteristics, predisposing factors and factors associated with the disorders of the child and adolescent population.
- R2 Knowledge and ability to make a differential diagnosis of the different mental disorders in the child and adolescent population.
- R3 The ability to carry out a prevention and intervention plan for the different mental disorders in the child and adolescent population.
- R4 Elaboration of clinical cases and oral presentation of their contents, individually and in groups.



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	Ability to display an attitude of competence and responsibility in both theoretical and practical activities and internal or external practicum.			X	
CG8	Ability to develop and remain updated on the competences, knowledge and skills according to the standards of the profession.				X

SPECIFIC		Weighting			
		1	2	3	4
CE3	To show interpersonal communication skills and appropriate emotional management for an effective interaction with patients, families and caregivers during the process of problem identification, evaluation, and when communicating the psychological diagnosis, intervention and follow up plans.				X
CE12	To know in depth the psychological nature of human behavior and the social and biological factors that can affect it.				X
CE13	Learn more about the psychological nature of human behavior disorders.				X
CE14	Learn more about the psychosocial factors associated with health problems and disease.				X
CE15	To know in-depth the biological and psychosocial factors associated with health problems and disease, especially those related to mental health.				X
CE17	Plan, implement and, when appropriate, monitor the process of psychological evaluation of human behavior and psychological factors associated with health problems to establish the evaluation of them.				X



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	60,00%	Evaluation through objective multiple-choice test(s) or essay tests.
R1, R2, R3, R4	30,00%	Delivery of practical activities (problem solving, case studies, diagnostic analyses, etc.) at the end of each session or by the time stipulated by the professor via the platform.
R1, R2, R3, R4	10,00%	Positive attendance and active participation in class and/or tutorials: Attendance and intervention in class or tutorials with a positive and active attitude.

Observations

Note: to pass the course, the student must separately pass each of the evaluation criteria that appear in the teaching guide (final test of theoretical content and classroom learning activities and delivery of classroom learning activities).

It is essential to attend at least 70% of the classroom sessions of the subject to pass it. In the event that the student does not reach the required minimum attendance, they will only be able to opt for the grade derived from the exam and not the one derived from the rest of the evaluation criteria, for which they must solve a written test corresponding to the competencies and contents worked in the practical part.

Learning activities

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

- M1 Presentation of contents by the professor, analysis of competencies, explanation and demonstration of abilities, skills and knowledge in the classroom.
- M2 Group work sessions supervised by the professor. Case studies, diagnostic analyses, problems, field study. Significant construction of knowledge through student interaction and activity.



M3	Supervised monographic sessions with shared participation.
M4	Written test, delivery of synthesis and research work on the contents learned in the sessions.
M5	Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or delivered in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces.
M6	Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or delivered in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces.

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
IN-PERSON CLASS M1, M2	R1, R2, R3	40,00	1,60
PRACTICAL CLASSES M5, M6	R2, R3, R4	38,00	1,52
SEMINAR M3	R2	4,00	0,16
EVALUATION M4	R1, R2, R3, R4	2,00	0,08
TUTORIALS M6	R4	6,00	0,24
TOTAL		90,00	3,60

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
INDIVIDUAL WORK M5, M6	R1, R2, R3, R4	135,00	5,40
TOTAL		135,00	5,40



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
1. Evaluation and intervention in child and adolescent psychopathology	- Introduction to child and adolescent evaluation and general guidelines
2. Neurodevelopmental disorders:	- Clinical description, evaluation and treatment of autism spectrum disorders - Clinical description, evaluation and treatment of Intellectual Disability - Clinical description, evaluation and treatment of Attention deficit hyperactivity disorder
3. Behavior and impulse control disorders:	-Clinical description, evaluation and treatment of Negative Defiant Disorder. -Clinical description, evaluation and treatment of Conduct Disorder -Clinical description, evaluation and treatment of intermittent explosive disorder
4. Family intervention / evaluation with school-age families and adolescents	- Use of the Genogram. The importance of the Life Cycle: - Pair of parents - Children of school age - The adolescent and his challenges - Generating explanatory hypotheses to understand families - The role of attachment between parents and children in different generations
5. Tools in Systemic Family Therapy for children and adolescents	- Verbal techniques: outsourcing, circular questions, etc. - Non-verbal techniques: sculptures, apparatus, etc.c



6. Anxiety and mood disorders

- Clinical description, evaluation and treatment of separation anxiety disorder.
 - Clinical description, evaluation and treatment of generalized anxiety disorder.
 - Clinical description, evaluation and treatment of social phobia.
 - Clinical description, evaluation and treatment of the main specific phobias in childhood.
 - Clinical description, evaluation and treatment of obsessive-compulsive disorder in the infant-adolescent stage.
 - Clinical description, evaluation and treatment of depressive disorders in the infant-adolescent stage.
- Psychopathology of affective bonding in childhood and other relational problems of interest: 1 concept and types 2 developmental stages of attachment 3 Attachment bond disorders 4. Attachment and bonding strategies 5. Protective factors in childhood 6. Divorce and separation 7. Adoption

7. Eating and elimination disorders.

Eating disorders Excretion disorders



Temporary organization of learning:

Block of content	Number of sessions	Hours
1. Evaluation and intervention in child and adolescent psychopathology	1,00	2,00
2. Neurodevelopmental disorders:	10,00	20,00
3. Behavior and impulse control disorders:	1,00	2,00
4. Family intervention / evaluation with school-age families and adolescents	10,00	20,00
5. Tools in Systemic Family Therapy for children and adolescents	10,00	20,00
6. Anxiety and mood disorders	10,00	20,00
7. Eating and elimination disorders.	3,00	6,00



References

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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: