

Developmental Psychopathology: from Childhood to Adulthood

Code: 43879
ECTS Credits: 6

Degree	Type	Year	Semester
4316222 Research in Clinical Psychology and Health	OT	0	1

Contact

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Teachers

María Soledad Mora Giral

Sergi Ballespi Sola

Carme Brun Gasca

Use of languages

Principal working language: catalan (cat)

Prerequisites

There is no one

Objectives and Contextualisation

The objective of this module is to review the research of major scientific interest on the origins, course and prognosis of the psychopathological, normative evolutionary processes and the interaction between both. Different clinical syndromes are addressed: classification, diagnosis and evaluation, risk factors, prevention and intervention of psychological disorders that affect from childhood to adulthood. A key concept is that development is a dynamic process. Evolutionary trajectories of psychopathology and normality, their risk factors and their effects throughout development are studied. The most current topics in the field of developmental psychopathology will be discussed.

Skills

- Analyze critically the most current theories, models and methods of psychological research in the field of clinical and health psychology.
- Continue the learning process, to a large extent autonomously.
- Design, plan and to implement projects psychological research project in the area of clinical and health psychology.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Search for information in scientific literature using appropriate channels and integrate such information to propose and contextualize a research topic.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
- Use scientific terminology to argue the results of research in the context of scientific production, to understand and interact effectively with other professionals.

Learning outcomes

1. Analyse critically the current concepts of classification, instruments and methods for assessment and diagnosis and intervention programmes and techniques through the life cycle.
2. Analyse the practical and theoretical implications of research results in syndromes, risk, protection, developments in psychopathology and prevention.
3. Continue the learning process, to a large extent autonomously.
4. Identify relevant questions in clinical psychology in childhood and adult life which require scientific clarification.
5. Identify the new research aspects in psychopathology of development.
6. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
7. Search for information in scientific literature using appropriate channels and integrate such information to propose and contextualize a research topic.
8. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
9. Use scientific terminology to argue the results of research in the context of scientific production, to understand and interact effectively with other professionals.

Content

Intellectual disability and genetic basis.

Psychopathology of early childhood: specific aspects.

Mentalization and psychopathology

Executive Function, parental educational styles and emotional regulation in different psychopathological states.

Prevention of eating behavior disorders

Maternal mental health and impact on offspring

Methodology

The module addresses broad and diverse aspects of psychopathology in which each teacher is an expert. Face-to-face seminars are given in which students are introduced to the different topics and updated bibliography is provided in order to establish an interactive and participatory seminar. Scientific reading is considered essential in order to make the classroom a key space to share opinions and debate. The student will be asked to summarize the main points of each seminar, the debate topics raised, their contributions and their personal point of view.

The student will prepare a written work, based on current literature, on some of the topics taught in the module and that is of interest. The face-to-face sessions and the debate in the classroom allow the student to configure his final work within the scientific framework.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Discussion of articles	6	0.24	2, 4, 6, 8
Personal study	30	1.2	7, 4, 8, 9
Reading scientific articles	30	1.2	1, 2, 5, 4
Seminars	37.5	1.5	2, 4
Tutoring	1.5	0.06	6, 3

Evaluation

The evaluation of the subject will be made from the attendance to the face-to-face seminars and the student's contributions in them and from a written work that must be presented at the end of the module. It is required to have attended 80% of the face-to-face sessions to be evaluated.

The final evaluation corresponds to: 45% to the evaluation of a current written work, 25% to the delivery of the critical summary of each of the Seminars, 20% to the participation in the classroom (interventions and quality of the same) and 10% attendance at the face-to-face seminars.

The student who has presented evidence of learning with a weight equal to or greater than 40% will be presented as presented.

Recovery: In order for students to opt for recovery, it is necessary that:

- You have not achieved the criteria established to pass the module.
- It has been previously evaluated in all the evidences and has obtained a rating of continuous evaluation (weighted average qualification) between 3.5 and 4.9. The test will have a maximum value of 2 points that will be added to the previous note. The recovery test must be approved, that is, obtain a minimum of 1 point, to add the score to the previous note. Recovery will be focused on all learning evidences.

A student who has given evidence of learning with a weight equal to or greater than 4 points (40%) will be able to record in acts as "not evaluable".

The document with the evaluation guidelines of the Faculty is located at http://www.uab.cat/doc/DOC_avaluaciotitulations1819

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
E1. Attendance at seminars and participation	10%	0	0	6, 3, 8
E2. Evaluation of the theory class	45%	0	0	2, 4, 3
E3. Delivery of Reports	25%	0	0	7, 5, 4, 3
E4. Delivery of works	20%	0	0	1, 7, 4, 9

Bibliography

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*Bateman, A., & Fonagy, P. (2008). 8-Year Follow-Up of Patients Treated for Borderline Personality Disorder: Mentalization-Based Treatment Versus Treatment As Usual. *The American Journal of Psychiatry*, 165(5), 631-8. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/18347003>

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*Choi-Kain, L. W., & Gunderson, J. G. (2008). Mentalization: ontogeny, assessment, and application in the treatment of borderline personality disorder. *Am J Psychiatry*, 165(9), 1127-1135. <http://doi.org/10.1176/appi.ajp.2008.07081360>

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*Debbané, M., Salaminios, G., Luyten, P., Badoud, D., Armando, M., Solida Tozzi, A., ... Brent, B. K. (2016). Attachment, Neurobiology, and Mentalizing along the Psychosis Continuum. *Frontiers in Human Neuroscience*, 10(August), 1-22. <http://doi.org/10.3389/fnhum.2016.00406>

*Fonagy, P., & Bateman, A. W. (2016). Adversity, attachment, and mentalizing. *Comprehensive Psychiatry*, 64, 59-66. <http://doi.org/10.1016/j.comppsy.2015.11.006>

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Teachers will provide additional bibliography in the classroom