

Child and Adolescent Psychopathology

Code: 102538
ECTS Credits: 6

Degree	Type	Year	Semester
2502443 Psychology	OT	4	1

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Prerequisites

It is recommended to take the subject of Clinical Evaluation of Childhood and Adolescence taught in the same semester.

Objectives and Contextualisation

General Objectives

1. Taking into account that students have already taken general symptomatology to the core subject , we want to go into depth on the main diagnostic categories of psychopathology in childhood and adolescence.
2. Apply the knowledge acquired to resolving practical cases.

Specific Objectives

1. Knowing the neuro-developmental disorders.
2. Knowing the internal disorders.
3. Knowing externalized disorders.
4. Gaining further understanding of the severe and chronic diseases of childhood and adolescence.

Competences

- Formulate hypotheses about the demands and needs of the recipients.
- Propose and negotiate priorities, goals and objectives of the intervention recipients.
- Recognise the determinants and risk factors for health and also the interaction between people and their physical and social environment.
- Recognise the diversity of human behaviour and the nature of differences in it in terms of normality abnormality and pathology.

Learning Outcomes

1. Analyse the risk factors affecting practical clinical cases.
2. Establish criteria for selecting target behaviours.
3. Formulate hypotheses and identify factors that determine the current problematic behaviour.
4. Formulate treatment goals in operational terms.
5. Identify functional variables of acquisition and maintenance of problems in examples of clinical cases.
6. Prioritize objectives for treatment.
7. Recognise the main influences in clinical problems and disorders of childhood and adolescence.
8. Recognise the stages of clinical assessment.
9. Summarise the principle factors and variables of functional behavioural analysis.

Content

1. Disorders of Neurodevelopment.
 - a. Learning Disorders: Dyslexia, Dyscalculia , and Non-Verbal learning Disorders.
 - b. Autistic Spectrum Disorders (TEA)
 - c. Disorder for Attention Deficit and Hyperactivity. (ADHD).
2. Destructive Disorders of the Control of Impulse and Behavior.
 - a. Defiant Negativist Disorder .
 - b. Behavioral Disorder and Emotional Coldnes.
 - c. Intermittent Explosive Disorder.
3. Depressive disorders.
 - a. Major Depression .
 - b. Persistent Depressive Disorder (Distimia).
 - c. Disorder of the Destructive Deregulation of the state of mind.
4. Pediatric Bipolar Disorder.
5. Suicidal behavior in Childhood and Adolescence.
6. Anxiety Disorders.
 - a. Fear and Specific Phobia.
 - b. Social Anxiety Disorder (Social phobia).
 - c. Selective Mutism.
 - d. Separation Anxiety Disorder.
 - e. Generalized Anxiety Disorder.
7. Obsessive-Compulsive Disorder.
8. Trauma related disorders and stress factors.
 - a. Posttraumatic Stress Disorder.
 - b. Acute Stress Disorder.

c. Reactive Attachment Disorder.

Methodology

Directed

Theoretical classes: Master class with multimedia support. Group size: 1/1

Practical classes: Analysis and resolution of cases. Seminars, small groups

Supervised

Tutorials programmed by the teaching staff for the review of directed activities.

Autonomous

Reading and synthesis of the contents of the subject. Extension of knowledge with the Research and the updated analysis.

Analysis of the cases presented to the practical (group work).

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Directed activities: theoretical (24h) and practical seminars (12h)	36	1.44	1, 5, 7
Type: Supervised			
Scheduled Activities	7.5	0.3	7
Type: Autonomous			
Autonomous Activities	103.5	4.14	1, 2, 4, 3, 6, 8, 9

Assessment

The continuous evaluation of the learning evidences will be based on the following procedures:

1) Completion of 2 partial exams. Each one will contribute 35% of the final grade. Total 70%

2) In the practical classes, three/four cases, extracted from documentaries, films, series, etc., will be presented to carry out the diagnostic process: differential diagnosis, formulating diagnostic hypotheses, analysing risk and protection factors, and assessing severity and dysfunction. The work will be done in groups or 2/3 students. One of these cases will be used for evaluation purposes and the final mark will contribute 30% of the grade.

It is defined as a course passed, students that have presented all the learning evidences and have obtained a score of 5 or higher. In case of not achieving the established requirements the maximum grade to consign in the academic transcript will be of 4.9 points.

It is defined as non-evaluable students, those who have performed less than 40% of the 3 learning evidences.

The Recovery procedure will be based on the content of the 3 learning evidences. The students must have been evaluated in a set of activities that are equivalent to a minimum of 2/3 parts of the total grade of the subject.

Evidence Code	Denomination	Weight	Format	Authorship	Via
Eve1	Themes 1,2,3,4	35%	Written	Single	Attended
Eve2	Themes 5,6,7,8	35%	Written	Single	Attended
Eve3	Presentation of cases	30%	Written & oral	Group	Attended

Link assessment guidelines of the Faculty:

<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Evidence of learning 1 and 2	70%	3	0.12	1, 7, 9
Practical Case (Ev3)	30%	0	0	2, 4, 3, 5, 6, 8

Bibliography

DC:0-5 (2016). Diagnostic classification of Mental Health and Developmental Disorders of Infancy and Early Childhood. Washington DC: Authors.

Ezpeleta, L., & Toro, J., (2014). Psicopatología del Desarrollo. Madrid: Editorial Pirámide.

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Luby, J.L. (2006). Handbook of preschool mental health: development, disorders, and treatment. New York: Guilford Press

Martin, A., Bloch, M. & Volkmar, F.R. (2018). Lewis's Child and Adolescent Psychiatry: A comprehensive Textbook (fifth Edition). Philadelphia: Wolters Kluder Helathbb

Matson, J.L. (Ed.) (2017). Handbook of Childhood Psychopathology and Developmental Disabilities Treatment. Springer International Publishing

Rutter, M., Bishop, D., Pine, D., Scott, S., Stevenson, J., Taylor, E. & Thapar, A. (2008). Rutter's Child and Adolescent Psychiatry (fifth edition). Maldon (USA): Blackwell Publisher.

Toro, J., (2010). El adolescente en su mundo. Madrid: Pirámide

