

Child and Adolescent Psychopathology

Code: 102538
ECTS Credits: 6

Degree	Type	Year	Semester
2502443 Psychology	OT	4	1

Contact

Name: Maria Claustro Jane Ballabriga
Email: mariaclaustre.jane@uab.cat

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

Other comments on languages

In the presentations there is material in all 3 languages on all topics

Teachers

Maria Esther Trepal Ancos

External teachers

Maria Jesus Tarragona

Prerequisites

It is recommended to take the subject of Child and Adolescent Clinical Psychological Assessment 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

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Formulate hypotheses about the demands and needs of the recipients.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- 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.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse the risk factors affecting practical clinical cases.
3. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
4. Analyse the sustainability indicators of the academic and professional activities in this field, integrating the social, economic and/or environmental dimensions.
5. Assess how stereotypes and gender roles impact professional practice.
6. Assess the impact of the difficulties, prejudices and discriminations that actions or projects may involve, in the short or long term, in relation to certain persons or groups.
7. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
8. Critically analyse the principles, values and procedures that govern the exercise of the profession.
9. Establish criteria for selecting target behaviours.
10. Explain the explicit or implicit deontological code in your area of knowledge.
11. Formulate hypotheses and identify factors that determine the current problematic behaviour.
12. Formulate treatment goals in operational terms.
13. Identify functional variables of acquisition and maintenance of problems in examples of clinical cases.
14. Identify situations in which a change or improvement is needed.
15. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
16. Identify the social, economic and/or environmental implications of academic and professional activities in the area of your knowledge.
17. Prioritize objectives for treatment.
18. Propose new experience-based methods or alternative solutions.
19. Propose new ways of measuring the viability, success or failure of the implementation of innovative proposals or ideas.
20. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
21. Propose projects and actions that incorporate the gender perspective.
22. Propose viable projects and actions to boost social, economic and/or environmental benefits.
23. Propose ways to evaluate projects and actions for improving sustainability.
24. Recognise the main influences in clinical problems and disorders of childhood and adolescence.
25. Recognise the stages of clinical assessment.
26. Summarise the principle factors and variables of functional behavioural analysis.
27. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

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. Intermitent 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).

N.B. The proposed teaching and assessment methodologies may experience some modifications as a result of the restrictions on face-to-face learning imposed by the health authorities. The teaching staff will use the Moodle classroom or the usual communication channel to specify whether the different directed and assessment activities are to be carried out on site or online, as instructed by the Faculty.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Directed activities: theoretical (24h) and practical seminars (12h)	36	1.44	2, 13, 24
Type: Supervised			
Scheduled Activities	7.5	0.3	24
Type: Autonomous			
Autonomous Activities	103.5	4.14	2, 9, 12, 11, 17, 25, 26

Assessment

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

1) Completion of 2 partial exams (1st and 2on assessment period). 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. The exact date will be specified at least 15 days in advance

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 4.5 points.

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

The Recovery procedure will be based on the content of the 3 evidences of learning, it is a test of synthesis of the general content of all the subject. Students who have previously been assessed in a minimum of 2/3 of the total grade of the subject and whose grade is in the range between 3.5 and below 5 may be presented to resit.

Evidence Code	Denomination	Weight	Format	Authorship	Via
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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	2, 9, 12, 11, 16, 15, 13, 23, 18, 19, 22, 24, 26, 6
Practical Case (Ev3)	30%	0	0	8, 2, 4, 3, 1, 7, 9, 10, 12, 11, 16, 15, 14, 13, 27, 17, 20, 21, 22, 25, 24, 5

Bibliography

Note: In each topic there is a specific and fully updated reading that is easily accessible to students.

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.

Goldstein, S. & DeVries, M. (Eds.) (2017). Handbook of DSM-5 Disorders in Children and Adolescents. Springer International Publishing

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 Kluwer Health

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

www.APA.org/

Software

There is not.

