

**Child Psychiatry**

Code: 106723  
ECTS Credits: 3

Degree	Type	Year	Semester
2502442 Medicine	OT	5	0

**Contact**

Name: Montserrat Pamias Massana

Email: montserrat.pamias@uab.cat

**Teaching groups languages**

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

**Teachers**

Maria Giralt Lopez

Maria Jesus Portella Moll

Jose Antonio Ramos Quiroga

Marc Ferrer Vinardell

Jose Salavert Jimenez

Jose Antonio Soriano Pacheco

Laura Gisbert Gustemps

**External teachers**

Rebeca Gracia Liso

**Prerequisites**

Having passed the subject of Medical Psychology in the second year.

The student will acquire the commitment to preserve the confidentiality and professional secrecy of the data that he may have access to because of the learning in the assistance services. Also in maintaining an attitude of professional ethics in all their actions

**Objectives and Contextualisation**

The Child Psychiatry subject taught to 5th year Pre-degree students has the context of training in the basic aspects of

- Know the biological, psychological and social foundations of neurodevelopment
- Know the semiology and the technique of the psychopathological examination
- Know how to perform a psychiatric anamnesis in a psychiatric child population
- Know the basics of the relationship between mental health and the environment
- Recognize, diagnose and guide the management of mental disorders in children
- Know and identify the child's environment and the influence of the family
- Know the main groups of drugs, doses, routes of administration and pharmacokinetics
- Know the basics of psychological treatment in children.

## Competences

- Accept one's role in actions to prevent or protect against diseases, injuries or accidents and to maintain and promote health, on both personal and community-wide levels.
- Communicate clearly and effectively, orally and in writing, with patients, family-members and accompanying persons, to facilitate decision-making, informed consent and compliance with instructions.
- Communicate clearly, orally and in writing, with other professionals and the media.
- Critically assess and use clinical and biomedical information sources to obtain, organise, interpret and present information on science and health.
- Demonstrate an understanding of the fundamentals of action, indications, efficacy and benefit-risk ratio of therapeutic interventions based on the available scientific evidence.
- Demonstrate understanding of the causal agents and the risk factors that determine states of health and the progression of illnesses.
- Demonstrate understanding of the importance and the limitations of scientific thought to the study, prevention and management of diseases.
- Demonstrate understanding of the manifestations of the illness in the structure and function of the human body.
- Demonstrate understanding of the principles of normal human behaviour and its alterations in different contexts.
- Demonstrate, in professional activity, a perspective that is critical, creative and research-oriented.
- Engage in professional practice with respect for patients' autonomy, beliefs and culture, and for other healthcare professionals, showing an aptitude for teamwork.
- Establish a diagnostic approach and a well thought-out strategy for action, taking account of the results of the anamnesis and the physical examination, and the results of the appropriate complementary tests carried out subsequently.
- Establish the diagnosis, prognosis and treatment, basing decisions on the best possible evidence and a multidisciplinary approach focusing on the patient's needs and involving all members of the healthcare team, as well as the family and social environment.
- Formulate hypotheses and compile and critically assess information for problem-solving, using the scientific method.
- Identify and measure the affective and emotional components of human behaviour and their disorders.
- Indicate the most suitable treatment for the most prevalent acute and chronic processes, and for the terminally ill.
- Listen carefully, obtain and synthesise relevant information on patients' problems, and understand this information.
- Maintain and sharpen one's professional competence, in particular by independently learning new material and techniques and by focusing on quality.
- Obtain and prepare a patient record that contains all important information and is structured and patient-centred, taking into account all age and gender groups and cultural, social and ethnic factors.
- Obtain and use epidemiological data and assess trends and risks for decision-making on health.
- Perform a general and a system-by-system physical examination appropriate to the patient's age and sex, in complete and systematic way, and a mental evaluation.
- Put forward suitable preventive measures for each clinical situation.

- Recognise and take action in life-threatening situations and others that require an immediate response.
- Recognise the role of complexity, uncertainty and probability in decision-making in medical practice.
- Recognize one's role in multi-professional teams, assuming leadership where appropriate, both for healthcare provision and for promoting health.
- Recognize the determinants of population health, both genetic and dependent on gender, lifestyle, and demographic, environmental, social, economic, psychological and cultural factors.
- Use information and communication technologies in professional practice.

## Learning Outcomes

1. Account for the relationship between psychology and the immune system.
2. Argue for and detail specific preventive measures in the area of physical and mental health at different stages in life.
3. Assess the participation of several professionals in professional practice, in any context.
4. Attend to research in various areas of mental health: Social psychology, addictions, ageing, child and adolescent psychiatry, neuropsychology, neuro-imaging techniques and alternative therapies.
5. Cite the major neural mechanisms of anxiety, depression, brain ageing and dementia, schizophrenia, aggressive behaviour and addictive behaviour.
6. Communicate clearly, orally and in writing, with other professionals and the media.
7. Define the basic features of nursing intervention in paedopsychiatry and psychogeriatrics.
8. Define the concept of drug interaction and know the main mechanisms of interactions between drugs and between drugs and other substances (food, toxic habits, medicinal plants) and diagnostic tests.
9. Demonstrate, in professional activity, a perspective that is critical, creative and research-oriented.
10. Describe harmful stress: concept, causes, mechanisms and short- and long-term effects.
11. Describe psychotherapeutic strategies for doctors.
12. Describe social and family intervention in paedopsychiatry and psychogeriatrics.
13. Describe stress: concept, causes, mechanisms and short- and long-term effects.
14. Describe the concept of risk-benefit in medical therapy.
15. Describe the emotional and affective disorders of childhood, adolescence and old age.
16. Describe the epidemiology in paedopsychiatry and psychogeriatrics.
17. Describe the influence of the group and circumstances on an individual's behaviour.
18. Describe the main genetic, sexual, age, lifestyle, environmental, social, economic, psychological and cultural factors that may modify the therapeutic and toxic response of a drug.
19. Describe the main mechanisms of toxicity involved in adverse reactions to drugs.
20. Detail the alternative therapies indicated in the main acute and chronic processes in mental health.
21. Develop reasoned and critical science-based argument in the field of mental health.
22. Distinguish between sound diagnostic and therapeutic procedures and those that are speculative or misleading.
23. Distinguish resource use in paedopsychiatry and psychogeriatrics.
24. Explain multidisciplinary intervention in the field of mental health.
25. Explain the emotional disorders of childhood, adolescence and old age.
26. Explain the process for conducting a diagnostic assessment in the field of children's mental health and mental health in old age.
27. Explain the process for conducting an assessment in the field of mental health.
28. Formulate hypotheses and compile and critically assess information for problem-solving, using the scientific method.
29. Gather and communicate the data on the pharmacological anamnesis.
30. Identify adaptive and non-adaptive lifestyles for physical and mental health.
31. Identify the biological, psychological and social mechanisms of mental disorders in childhood/adolescence, adulthood and old age, and aggressive behaviour, addictive habits and anomalies in sexual behaviour.
32. Identify the role of drugs in current and future therapy.
33. Inform patients of their treatment plan.
34. Integrate information obtained through various methods and techniques to develop a diagnosis and a strategy for action in the field of child and adolescent mental health and ageing.
35. Know the methods of dose adjustment and calculate the dosage of drugs in different physiological and pathological conditions.

36. Maintain and sharpen one's professional competence, in particular by independently learning new material and techniques and by focusing on quality.
37. Make a diagnosis, formulate a prognosis and design a therapeutic alternative in the areas of paedopsychiatry and psychogeriatrics based on scientific knowledge, considering different sources of information and integrating the various related disciplines.
38. Map out the information to be compiled in a process of medical, psychological and psychiatric assessment.
39. Perform a cursory physical examination suited to the patient's age, gender and ethnocultural origin.
40. Prepare action plans for psychiatric emergencies in paedopsychiatry and psychogeriatrics.
41. Recognise situations of aggressive behaviour risk in a medical context.
42. Recognise the clinical manifestation of affective disorders and anxiety disorders.
43. Recognise the main neural and endocrine stress mechanisms.
44. Set up a medical record that integrates the information needed in psychological and psychiatric assessment.
45. Understand the role of active listening in the clinical interview.
46. Use information and communication technologies in professional practice.
47. Use manual methods and new information search technologies.
48. Use scientifically sound clinical and biomedical information sources.

## Content

Clinical history. Psychiatric interview. Psychiatric examination in childhood. Psychopathology of consciousness, a

Theme 1. Introduction to child psychiatry.

The clinical interview in child psychiatry. Assessment and diagnosis

Theme 2. Neurodevelopmental disorders I: Autism spectrum disorders.

Concept and description. Epidemiology, exploration and diagnostic bases. Differential diagnosis and treatment.

Theme 3. Neurodevelopmental disorders II: Attention deficit hyperactivity disorder (ADHD)

Concept and description. Epidemiology, exploration and diagnostic bases. Differential diagnosis and treatment.

Theme 4. Disruptive disorders of impulse control and conduct: defiant negativist disorder and conduct disorder.

Concept and description. Epidemiology, exploration and diagnostic bases. Differential diagnosis and treatment.

Theme 5. Tic disorders, Tourette's disorder. Obsessive Compulsive Disorder (OCD)

Concept and description. Epidemiology, exploration and diagnostic bases. Differential diagnosis and treatment.

Theme 6. Anxiety disorders: separation anxiety disorder, school phobia. Generalized anxiety disorder

Concept and description. Epidemiology, exploration and diagnostic bases. Differential diagnosis and treatment.

Theme 7. Eating disorders. Anorexia nervosa, bulimia nervosa and other eating disorders

Concept and description. Epidemiology, exploration and diagnostic bases. Differential diagnosis and treatment.

Theme 8. Depressive disorders, autolytic attempts and suicide

Concept and description. Epidemiology, exploration and diagnostic bases. Differential diagnosis and treatment. A

Theme 9. Mental states of high risk. Schizophrenia and Bipolar Disorder

Concept and description. Epidemiology, exploration and diagnostic bases. Differential diagnosis and treatment.

Theme 10. Addictions in teenagers and self-harm

Basic knowledge of disorders related to the consumption of different substances of abuse and behavioral addictions

Theme 11. Perinatal and early childhood psychiatry

Main pathologies related to pregnancy and postpartum. Normal development and the impact of mental illness during

Theme 12. The family: family therapy in child and youth psychiatry

Systemic model in addressing mental disorders during childhood. Role of the family in the management of mental

Seminars

There will be a total of 3 seminars (SEM typology) of 1 hour duration each:

Seminar 1: Emergencies in child psychiatry.

Seminar 2: Liaison psychiatry and interconsultation.

Seminar 3: Research in child psychiatry and the role of users.

## Methodology

The content is developed in: 15 hours

A: 12 theoretical classes of one hour each.

B: 3 seminars (SEM typology) of one hour each.

The activity will be developed in a hybrid format, face-to-face in a teaching unit and online for others.

This attendance will have a rotating aspect.

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			
SEMINARS (SEM)	3	0.12	
THEORY (TE)	12	0.48	
Type: Autonomous			
PREPARATION OF ASSIGNMENTS / PERSONAL STUDY / READING OF ARTICLES / REPORTS OF INTEREST	58	2.32	

## Assessment

All the content presented in theoretical classes and seminars may be subject to evaluation. At the end of the subject

Students who, after the evaluation process, have not passed the subject's theoretical evaluation exam, will have to

This subject does not provide for the single assessment system.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Seminars. Written evaluation through objective tests: Essay tests: Restricted questions	50%	1	0.04	2, 1, 4, 5, 45, 33, 6, 35, 8, 7, 9, 14, 18, 19, 11, 10, 13, 16, 17, 12, 15, 20, 22, 23, 21, 40, 37, 44, 38, 26, 27, 24, 25, 28, 32, 30, 31, 34, 36, 39, 29, 43, 42, 41, 47, 48, 46, 3
Theory. Written assessments using objective tests: Selection items: Multiple choice items	50%	1	0.04	2, 1, 4, 5, 45, 33, 6, 35, 8, 7, 9, 14, 18, 19, 11, 10, 13, 16, 17, 12, 15, 20, 22, 23, 21, 40, 37, 44, 38, 26, 27, 24, 25, 28, 32, 30, 31, 34, 36, 39, 29, 43, 42, 41, 47, 48, 46, 3

## Bibliography

- Vallejo Ruiloba J. Introducción a la Psicopatología y la Psiquiatría (8ª edición) Masson. Barcelona. 2015.
- Mardomingo Sanz MJ. Tratado de psiquiatría del niño y del adolescente. Editorial Díaz de Santos. 2015.
- Rubio Morell B, Moreno Pardillo D, Lázaro García L. Manual de psiquiatría de la infancia y la adolescencia. Elsevier. 2021.

## Software

Specific software is not required.