

Degree	Type	Year
2502443 Psychology	OT	4

Contact

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Teachers

Debora Perez Garcia

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Teaching groups languages

You can view this information at the [end](#) of this document.

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. To explore some of the mental disorders that usually occur in childhood and adolescence.
2. Apply the knowledge acquired to resolving practical cases.

Specific Objectives

1. Knowing the neuro-developmental disorders.
2. Knowing the internalizing disorders.
3. Knowing externalizing disorders.
4. Understanding some 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. Neurodevelopmental Disorders.
 - a. Specific Learning Disorder.
 - b. Autism Spectrum Disorder (ASD).
 - c. Attention-Deficit/Hyperactivity Disorder (ADHD).
2. Disruptive, Impulse-Control, and Conduct Disorders.
 - a. Oppositional Defiant Disorder.
 - b. Conduct Disorder.
 - c. Intermittent Explosive Disorder.
3. Depressive disorders.
4. Suicidal behavior in Childhood and Adolescence.
5. Anxiety Disorders.
 - a. Specific Phobia.
 - b. Social Anxiety Disorder.
 - c. Separation Anxiety Disorder.
 - d. Generalized Anxiety Disorder.
6. Obsessive-Compulsive Disorder.
7. Posttraumatic Stress Disorder.
8. Eating Disorders.
 - a. Anorexia Nervosa.
 - b. Bulimia Nervosa.

Activities and Methodology

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

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 and group work.

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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Ev1 and Ev2 Exam 1 and 2	70%	3	0.12	2, 9, 12, 11, 16, 15, 13, 23, 18, 19, 22, 24, 26, 6
Ev3 Practical Case	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

Continued evaluation activities:

1) 2 partial exams. Each one will contribute 35% of the final grade (total 70%). Evidence 1: first evaluation period. Evidence 2: Second evaluation period.

2) In the practical classes, several cases will be presented to address and work on the diagnostic process (differential diagnosis, formulation of diagnostic hypotheses, risk and protection factors, comorbidity), and to assess symptomatology, severity and dysfunctionality. The "Practical Case", evidence 3, will consist of the delivery and public presentation of a case drawn from videos, documentaries, films, series, etc., in which symptomatology, risk and protection factors, diagnostic approaches, comorbidity and differential diagnosis will be analysed. This activity will be done in groups of 2-3 people and will represent 30% of the final qualification. Evidence 3: weeks 12-14 and 13-15. Attendance to oral exposure sessions is mandatory for all students.

The subject will be considered PASSED when students that have presented all the learning evidences and the grade obtained in the assessment activities equal to or greater than 4,9 (scale 0-10).

Students who have submitted evaluation activities with a weight equal to or greater than 4 points (40%) will not be able to be recorded in acts as 'non-assessable'.

No unique final synthesis test for students who enrol for the second time or more is anticipated.

This subject does not consider single assessment.

Final Reassessment exam: Students who have not achieved the criteria established by pass the subject and have been previously assessed for a set of activities whose weight it is equivalent to a minimum of two thirds of the total grade of the subject. In addition, the final grade obtained from these activities must be at least 3,5.

Evidence	Denomination	Weight	Format	Autorship	Via
Ev1	Exam 1	35%	Written	Single	Attended
Ev2	Exam 2	35%	Written	Single	Attended
Ev3	Practical Case	30%	Written & Oral	Group	Attended

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

THE DELIVERY OF THE TRANSLATION OF THE EVALUATION ACTIVITIES FACE-TO-FACE WILL BE CARRIED OUT IF THE FULFILLMENT OF THE REQUIREMENTS ESTABLISHED IN ARTICLE 263 AND THE APPLICATION IS MADE YOUR REQUEST IN WEEK 4 TELEMATICALLY (E-FORMULARI) (more information on the Faculty website).

Bibliography

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

Bibliografia fonamental:

American Psychiatric Association (2022). *DSM-5-TR. Diagnostic and statistical manual of mental disorders. Text revision*. American Psychiatric Association.

Belloch, A., Sandín, B. i Ramos, F. (2024). *Manual de Psicopatología* (Vol. 1 i 2). McGraw Hill.

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

World Health Organization. ICD-11 for Mortality and Morbidity Statistics.
<https://icd.who.int/browse/2024-01/mms/en#334423054>

Bibliografia complementària:

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*. Guilford Press

Martin, A., Bloch, M. & Volkmar, F.R. (2018). *Lewis's Child and Adolescent Psychiatry: A comprehensive Textbook (fifth Edition)*. 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)*. Blackwell Publisher.

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

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

www.APA.org/

Software

Not applicable.

Language list

Name	Group	Language	Semester	Turn
(SEM) Seminars	111	Catalan	first semester	morning-mixed
(SEM) Seminars	112	Catalan	first semester	morning-mixed
(SEM) Seminars	113	Catalan	first semester	morning-mixed
(SEM) Seminars	114	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	115	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	511	Catalan/Spanish	first semester	afternoon
(TE) Theory	1	Catalan/Spanish	first semester	morning-mixed
(TE) Theory	5	Catalan/Spanish	first semester	afternoon