



## Information about the subject

**Degree:** Bachelor of Science Degree in Psychology

**Faculty:** Faculty of Psychology

**Code:** 290308 **Name:** Child and Adolescent Psychopathology

**Credits:** 6,00 **ECTS Year:** 3 **Semester:** 1

**Module:** CLINICAL AND HEALTH PSYCHOLOGY

**Subject Matter:** PERSONALITY AND PSYCHOPATHOLOGY **Type:** Compulsory

**Field of knowledge:** Health Sciences

**Department:** Personality Psychology, Treatments, and Methodology

**Type of learning:** Classroom-based learning / Online

**Languages in which it is taught:** Spanish

### Lecturer/-s:

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## Module organization

### CLINICAL AND HEALTH PSYCHOLOGY

Subject Matter	ECTS	Subject	ECTS	Year/semester
PERSONALITY AND PSYCHOPATHOL OGY	18,00	Adult Psychopathology	6,00	3/1
		Child and Adolescent Psychopathology	6,00	3/1
		Psychology of the Personality	6,00	2/2
INTERVENTION AND TREATMENT	12,00	Clinical Psychology and of Child-Adolescent Health	6,00	3/2
		Clinical Psychology of Adult Health	6,00	3/2

## Recommended knowledge

Not required



## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Working in teams and collaborating efficiently with other people.
- R2 Elaborating scholarly studies and presenting their content.
- R3 Describing mental disorders of the infantile-juvenile population.
- R4 Describing the predisposition or vulnerability factors to the different mental disorders in the infantile-juvenile population.
- R5 Explaining the main models of infantile-juvenile psychopathology.
- R6 Describing the prevalence, incidence, course, comorbidity of the different disorders in the infantile-juvenile population.
- R7 Explaining how to use the main manuals on Mental Disorders.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

SPECIFIC	Weighting			
	1	2	3	4
CE4 Analyzing and measuring variables (personality, intelligence and other aptitudes) and cognitive, emotional, psychobiological and behavioral processes .				X
CE6 Diagnosing following professional principles.				X
CE11 Analyzing the context in which personal behaviors, group and organizational processes take place.				X
CE25 To be able to measure and to collect relevant data for the evaluation of the interventions				X
CE26 Writing oral and written reports.			X	
CE27 Knowing and adapting to the psychology code of ethics.				X
CE30 To know the processes and main stages of psychological development throughout the vital cycle in its aspects of normality and abnormality.				X
TRANSVERSAL	Weighting			
	1	2	3	4
CT2 Capacity to organize and plan.			X	
CT7 Problem solving.			X	
CT8 Decision making.			X	
CT9 Capacity to work in team.			X	
CT13 Understanding multicultural and diverse environment.			X	



CT16	Capacity to develop and update competences, skills and knowledge following professional standards.				X
CT36	Being able to collect information using different kinds of sources.				X



## Assessment system for the acquisition of competencies and grading system

### In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R3, R4, R5, R6, R7	50,00%	Oral and/or written tests employed in initial, training and/or summative student assessment.
R1, R2, R3, R4, R5, R6, R7	35,00%	Presentation of practical activities.
R1, R2, R3, R4, R5, R6, R7	15,00%	Attendance and active participation: lessons, group assignments and tutoring sessions. It will be monitored and registered by the teacher.

### Observations

To pass the subject, the student will have to separately pass the different evaluation systems: attendance and active participation, practices and exam. The exam will consist of an evaluation based on development questions.

Criteria for granting Honor Certificates "Evidence levels of excellence in all competencies and learning outcomes"

### Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R3, R4, R5, R6, R7	70,00%	Final evaluation consisting of essay questions and hypothetical scenarios.
R1, R2, R3, R4, R5, R6	5,00%	Submitted tasks
	0,00%	Periodical assessment through questionnaires
R1, R2, R3, R4, R5, R6	25,00%	Attendance and participation in synchronic communication activities.

### Observations

To pass the subject, the student will have to separately pass the different evaluation systems: attendance and active participation, practices and exam. The exam will consist of an evaluation based on development questions.

Criteria for granting Honor Certificates "Evidence levels of excellence in all competencies and learning outcomes"



In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded.

Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Teacher presentation of contents, competency analysis, explanation and demonstration of capacities, abilities and knowledge in the classroom (presential modality).
- M2 Teacher-supervised groupwork sessions: case studies, diagnostic tests, problems, fieldwork, IT room, visits, data searches, libraries, web, Internet, etc. Building knowledge significantly through interaction and student activities (presential modality).
- M3 Supervised monographic sessions with shared participation.
- M4 Application of interdisciplinary knowledge.
- M6 Personalized attention in small groups. Training and/or orientation period by a teacher aimed at revising and discussing the materials and topics presented in the lessons, seminars, lectures, assignments, etc.
- M7 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M8 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and/or tutoring sessions in small groups. Tasks done on the platform or other virtual spaces.



- M9 Students' independent study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and /or small-group tutoring sessions. Tasks on the platform or other virtual spaces.
- M11 Teacher presentation of contents, competencies analysis, explanation and demonstration of capacities, abilities and knowledge on the virtual classroom.
- M12 Group work sessions via chat moderated by the teacher. Case studies –both real and fictional– aimed at building knowledge through interaction and students' activities. Critical analysis of values and social commitment.
- M13 Monographic sessions throughout the course, focused on current aspects and applications of the subject.
- M14 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M15 Student's individual study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or turned in in electronic format.
- M16 Individualized attention for the monitoring and orientation in the learning process, performed by a tutor in order to revise and discuss the materials and topics, seminars, readings and assignments, etc.
- M17 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or handed in.
- M18 Participation and contributions to discussion forums related to the subject and moderated by the module's teacher.
- M19 Problem resolution, comments, reports to be handed in according to the deadlines throughout the course.





## IN-CLASS LEARNING

### IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
<b>ON-CAMPUS CLASS</b> Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1	R3, R4, R5, R6, R7	25,00	1,00
<b>PRACTICAL CLASSES</b> Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity. M2	R1, R2, R3, R4, R6, R7	12,50	0,50
<b>SEMINAR</b> Supervised monographic sessions with shared participation. M6, M8	R1, R2, R3, R4, R5, R6	6,26	0,25
<b>GROUP WORK EXHIBITION</b> Application of multidisciplinary knowledge. M2, M4, M8	R1, R2, R3, R4, R6	6,24	0,25
<b>LABORATORY</b> Activities carried out in spaces with specialized equipment. M2	R3, R4, R5, R6	3,76	0,15
<b>OFFICE ASSISTANCE</b> Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, papers, etc. M6	R1, R2, R3, R4, R5, R6, R7	3,74	0,15
<b>ASSESSMENT</b> Set of oral and/or written tests used in initial, formative or additive assessment of the student. M7	R3, R4, R5, R6	2,50	0,10
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>



## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
<b>GROUP WORK</b> Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M8	R1, R2, R3, R4, R5, R6	40,00	1,60
<b>INDEPENDENT WORK</b> Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform. M9	R2, R3, R4, R5, R6, R7	50,00	2,00
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## ON-LINE LEARNING

### SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Virtual session (distance learning) M11	R2, R3, R4, R5, R6, R7	25,00	1,00
Virtual practical session (distance learning) M12	R1, R2, R3, R4, R5, R6, R7	12,50	0,50
Seminar and virtual videoconference (distance learning) M13	R1, R2, R3, R4, R5, R6, R7	6,28	0,25
In-person or virtual assessment (distance learning) M14	R1, R2, R3, R4, R5, R6	2,50	0,10
Individual tutoring sessions (distance learning) M16	R1, R2, R3, R4, R5, R6, R7	3,72	0,15
Discussion forums (distance learning) M18	R1, R2, R3, R4, R5, R6, R7	5,00	0,20
Continuous assessment activities (distance learning) M19	R3, R4, R5, R6, R7	5,00	0,20
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

### ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work activities (distance learning) M15	R2, R3, R4, R5, R6, R7	50,00	2,00
Teamwork (distance learning) M17	R1, R2, R3, R4, R5, R6, R7	40,00	1,60
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
Conceptual, diagnostic and taxonomic issues in child taxonomic issues of child psychopathology.	Historical evolution of child and adolescent psychopathology. Integral approach to psychopathology. Unidimensional vs. multidimensional models. Diathesis-stress models. Diagnosis and classification of mental disorders. Basic concepts. Categorical and dimensional methods. Diagnostic manuals: ICD and DSM. Ethical aspects
Attention Deficit/Hyperactivity Disorder and Disruptive Impulse Control and Behavioral Disorders. Disruptive behavior in childhood.	Clinical description. Evaluation, diagnosis. Differential diagnosis. Epidemiology. Explanatory theories: Attention Deficit Hyperactivity Disorder. Negative Defiant Disorder. Conduct Disorder. Intermittent Explosive Disorder
Anxiety disorders and obsessive-compulsive disorders.	Childhood fears. Epidemiology. Specific Phobias. Separation Anxiety Disorder. Generalized Anxiety Disorder. Obsessive-Compulsive Disorder.
Elimination disorders.	Clinical description. Evaluation. Diagnosis. Differential diagnosis. Epidemiology. Explanatory theories. Enuresis/Encopresis.
Mood disorders.	Clinical description. Evaluation. Diagnosis. Differential diagnosis. Epidemiology. Explanatory theories: Childhood depression. Disruptive mood dysregulation



Ingestion disorders and eating behavior disorders.

Clinical description. Evaluation. Diagnosis. Differential diagnosis. Epidemiology. Explanatory theories. Ingestion disorders: Pica. Rumination disorder. Eating disorder in childhood.

Neurodevelopmental disorders

Clinical description. Diagnosis. Differential diagnosis. Epidemiology: Autism Spectrum Disorders. Intellectual disability. Motor disorders of neurodevelopment:

- Stereotyped movement disorder,
- Tourette's disorder, - Tic disorder (Motor or Vocal Chronic).

Sleep disorders.

Clinical description. Diagnosis. Differential diagnosis. Epidemiology. Explanatory theories: Insomnia, Nightmares, Night terrors, Sleepwalking. Nocturnal terrors, somnambulism.

Trauma and stressor-related disorders

Reactive attachment disorder Disinhibited Social Relationship Disorder



## Temporary organization of learning:

Block of content	Number of sessions	Hours
Conceptual, diagnostic and taxonomic issues in child taxonomic issues of child psychopathology.	4,00	8,00
Attention Deficit/Hyperactivity Disorder and Disruptive Impulse Control and Behavioral Disorders. Disruptive behavior in childhood.	5,00	10,00
Anxiety disorders and obsessive-compulsive disorders.	3,00	6,00
Elimination disorders.	4,00	8,00
Mood disorders.	2,00	4,00
Ingestion disorders and eating behavior disorders.	2,00	4,00
Neurodevelopmental disorders	2,00	4,00
Sleep disorders.	5,00	10,00
Trauma and stressor-related disorders	3,00	6,00



## References

### Basic bibliography:

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González Barrón, R. y Montoya-Castilla, I. (2015). Psicología clínica infanto-juvenil. Madrid: Pirámide.

Rodríguez Sacristán, J. (2000). Psicopatología infantil básica. Teoría y casos clínicos. Madrid: Pirámide.

### Complementary Bibliography:

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