



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: -

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:



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
ON-CAMPUS CLASS 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
PRACTICAL CLASSES 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
SEMINAR Supervised monographic sessions with shared participation. M6, M8	R1, R2, R3, R4, R5, R6	6,26	0,25
GROUP WORK EXHIBITION Application of multidisciplinary knowledge. M2, M4, M8	R1, R2, R3, R4, R6	6,24	0,25
LABORATORY Activities carried out in spaces with specialized equipment. M2	R3, R4, R5, R6	3,76	0,15
OFFICE ASSISTANCE 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
ASSESSMENT 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
TOTAL		60,00	2,40



LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK 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
INDEPENDENT WORK 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
TOTAL		90,00	3,60



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
TOTAL		60,00	2,40

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
TOTAL		90,00	3,60



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:

American Psychiatric Association (2014). Manual Diagnóstico y Estadístico de los Trastornos Mentales, DSM-5. Editorial Médica Panamericana.

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Complementary Bibliography:

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Martin, G. y Pear, J. (1999): Modificación de Conducta. Madrid: Prentice Hall.

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Ollendick, T.H. y Hersen, M. (eds.) (1993): Psicopatología Infantil. Barcelona: Martínez Roca.

Orgilés, M., Méndez, F. y Espada, J. P. (Eds.). (2022). Tratamiento paso a paso de los problemas psicológicos en la infancia y adolescencia. Madrid: Pirámide.

Rodríguez Sacristán, J. (ed.) (1995): Psicopatología del Niño y del Adolescente. Universidad de Sevilla: Manuales Universitarios.

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Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

Microsoft Teams

Kaltura



Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

Microsoft Teams

Kaltura

Explanation about the practical sessions:



2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

- The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.
- The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System:



ONLINE WORK

Regarding the Assessment Tools:

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

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Comments to the Assessment System: