

COURSE UNIT INFORMATION SHEET (SYLLABUS)

2019/2020

<p>Name</p> <p>Child and Adolescent Dynamic Psychopathology</p>
<p>Teaching staff (Also indicate the Professor in charge)</p> <p>Bruno Gonçalves (Professor in charge), Ana Sofia Medina</p>
<p>ECTS</p> <p>6 ECTS</p>
<p>Functioning</p> <p>1st Semester; Theoretical classes and theoretical-practical classes</p>
<p>Learning goals</p> <ul style="list-style-type: none"> - To gain knowledge about mental life's emergence based on the intersubjectivity of relational development since early childhood until adolescence; - To gain knowledge on the impact of different relational distortions in the progressive organization of the psychological pathology regarding sensitive developmental periods; - To integrate theoretical psychodynamic models' concepts in the understanding of different psychopathological functioning and organization in childhood and adolescence; - To understand the specificity of a psychodynamic approach in the diagnosis, therapeutic intervention and in the prevention of children and adolescents' psychopathology.
<p>Skills to be developed</p> <ul style="list-style-type: none"> - The ability to observe the relational dynamics of babies, children and adolescents in an emphatic and self-reflexive attitude; - The ability to identify and differentiate psychological disorders' symptoms in different developmental stages; - The ability to create justified hypotheses about normal and pathological functioning in childhood and adolescence. - The ability to, accurately and with appropriateness, use a conceptual psychodynamic framework in the understanding the etiopathogeny and development of the major psychopathological disorders in childhood and adolescence.

Prerequisites (precedences) *

There are no precedences. Attendance of Development's Dynamic Psychopathology and Psychopathology of Children and Adolescent CUs is recommended.

Contents

- Relational dimensions of mental life and its importance in the child and adolescent's psychic organization.
- Intrapsychic developmental stages and different suffering expressions established in each one of them:
 - a) Early mother-baby relationship; separation – individuation process and oedipal organization,
 - b) Latency, education and socialization;
 - c) Adolescence, identity and autonomy construction;
- Major psychopathological organizations in childhood and adolescence: autism, psychosis, pre-psychosis, psychosomatic disorder, depression, neurosis and acting-out pathologies.
- Understanding the intrapsychic and relational processes of patients and therapists based on the observation of clinical cases.

Bibliography

- Fonagy, P., & Target, M. (2003). *Psychoanalytic Theories: Perspectives from Developmental Psychopathology*. London and Philadelphia: Whurr Publishers.
- Greenberg, J. R., & Mitchell, S. A. (2003). *Relações de Objecto na Teoria Psicanalítica*. Lisboa: Climepsi.
- Marcelli, D. (2005). *Infância e psicopatologia*. Lisboa: Climepsi.
- Marcelli, D., & Braconnier, A. (2005). *Adolescência e psicopatologia*. Lisboa: Climepsi.
- Palombo, J., Bendicson, H. K., & Koch, B. (2009). *Guide to Psychoanalytic Developmental Theories*. New York: Springer.

Teaching methods

Theoretical classes (presentation of the main programmatic contents and observation of clinical cases) – 2 hours per week;

Theoretical- practical classes (discussion of clinical observations and presentation of conceptual contents) – 2 hours per week.

Evaluation Regimes (General and/or Alternative)

Follows the General Regime Assessment

Evaluation Elements

Continuous assessment (40%) + Final Exam (60%)

- Full attendance and a positive grade on the continuous assessment as well as the final exam are required to successfully pass the CU.
- Only students who have completed all of the elements on the continuous assessment can attend the exam.

Continuous assessment (40%):

- Individual presentation in class of an observation/interview and a respective written report on it.
- Individual presentation (or in small groups) of a theoretical subject (in accordance with the list given in class) and a written report on it.

Final Exam (60%):

- Three theoretical questions based on the UC's contents;
- Analysis of a clinical case in etiopathogenic, diagnostic and prognostic terms.

Rules for grade improvement

In the same academic year, the student can improve the grade in a final exam. In subsequent years, the student should carry through new essays/presentations of continuous assessment.

Rules for students having previously failed the course unit *

Repeating students must redo all of the evaluation elements (continuous assessment and final exam).

Requirements on attendance and punctuality

The CU has a classroom based lecture attendance. Students must have, at least, 2/3 attendance in theoretical classes and 2/3 in theoretical-practical classes.

Rules for special students

(workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) *

The requirement of attendance in 2/3 of the total of theoretical classes as well as completing all of the evaluation elements remains.

Language of instruction

Portuguese

Disciplinary violations and penalties

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviors are considered as disciplinary offenses subject to disciplinary action:

- a) To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;
- b) To help or try to help a colleague in committing a disciplinary offense;
- c) To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes;
- d) To present someone else's work as one's own;
- e) To forge, or change without permission from the author, any information or citation in an academic work;
- f) To interfere, change or attempt to change grades;
- g) To try to prevent or interfere with the proper functioning of classes, research or other academic activities;
- h) To make false accusations regarding instructors, governance bodies, other students or non-teaching staff of the FPUL;
- i) To falsify signatures in attendance sheets, documents relating to evaluation elements or in any official document relating to an academic process or status.

Disciplinary offenses committed in any assessment element can lead to its annulment, and must be reported to the Pedagogical Council or, considering their gravity and repetition, may lead to other penalties, to be determined by the Rector of the University of Lisbon.

* If applicable