## COURSE UNIT INFORMATION SHEET (SYLLABUS)

### 2019/2020

**Name:**
Child and Adolescent Psychopathology

**Teaching staff**
- Profª. Ana Isabel Pereira (Responsible)
- Profª Luisa Barros

**6 ECTS**

**Functioning**
Optional Curricular Unit: - 4 hours weekly : theoretical-applied classes

**Learning goals**
- To introduce the perspective of Child and Adolescent Descriptive Psychopathology and Developmental Psychopathology, through the conceptualization of adapted and maladaptive developmental paths.
- To know and apply the concepts of development, risk, disruption, protection and resilience
- To be able to identify the main influences in normative and atypical development, integrating biological, experiential and social determinants, at various levels of micro, meso, exo and macro systems.
- To present the key clinical conditions, taking into account the descriptive and developmental perspectives.
- To introduce basic knowledge about the specific assessment of psychopathology in childhood and adolescence.
- To contact with illustrative case studies of different mental health disorders/conditions in childhood and adolescence.
- To know the main methodological designs used in studies of this field and relate the theoretical foundations with the methodological options and the studies designs.

**Skills to be developed**
- Child and adolescent behavioral observation
- Analysis of different pieces of information (observation, interviews, registration) to characterize the child and adolescent’s adapted and maladaptive behaviors.
- Ability to distinguish between normal and pathological and to identify and characterize the main psychopathological frameworks;
- Ability to understand the individualized diagnosis in descriptive and developmental perspectives.
Prerequisites (precedences) *

None.

Contents

1. Introduction. Historical approach. The importance of the study of the normal and the pathological: contributions from psychology and from other scientific disciplines. Different taxonomic models of psychopathology.

2. Introduction to the concepts of risk, vulnerability, resilience, developmental paths, continuity and change.

3. Risk associated with the macro system, exosystem, mesosystem, microsystem and the ontogenetic development: individual, family risk, other micro and macro and exosystems.

4. Disorders of Childhood and Adolescence
   4.1. Feeding, sleep and elimination disorders.
   4.2 Pervasive developmental disorders.
   4.3. Anxiety disorders.
   4.4 Tics and obsessive-compulsive disorder
   4.5 Mood disorders.
   4.6. Disruptive behavior disorders and attention deficit hyperactivity disorder.
   4.8. Eating disorders.
   4.9. Trauma related disorders.

Bibliography


Teaching methods

Lectures with oral presentation and discussion;

Applied classes with videos and case studies presentation for further diagnostic discussion; Applied exercises.

Evaluation Regimes (General and/or Alternative)
### General

#### Evaluation Elements

Applied Group Exercise: 30% + Examination: 70 %. A minimum of 8.00 values in the exam is required to pass the course unit.

#### Rules for grade improvement

The students can improve their grade by repeating the final test in the subsequent evaluation period.

#### Rules for students having previously failed the course unit *

N.A.

#### Requirements on attendance and punctuality

The student will have to be present at least at the minimum of 2/3 of lessons.

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

Presence in all classes is very important for the learning process. However the total number of absences can be flexible.

#### Language of instruction

The language of instruction is Portuguese, but it is essential the mastery of English for reading scientific texts.

#### 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