



COURSE UNIT INFORMATION SHEET (SYLLABUS)

2020/2021

Name Child and Adolescent Dynamic Psychopathology
Teaching staff (Also indicate the Professor in charge) Ana Sofia Medina (Professor in charge)
ECTS 6
Functioning 1st Semester; theoretical classes (2 hours) and practical classes (2 hours)
Learning goals Knowledge about mental life's emergence based on the development's intersubjectivity, since childhood until adolescence Knowledge on the impact of different relational distortions in the progressive organization of the psychological pathology, regarding sensitive developmental periods Integration of psychodynamic concepts in understanding different psychopathologies Use of a conceptual psychodynamic framework in understanding the etiopathogeny and development of the major psychopathological disorders in childhood and adolescence Understanding of the specificity of a psychodynamic approach in diagnosis, therapeutic intervention and in prevention of psychopathology



Skills to be developed

Ability to observe the relational dynamics of babies, children and adolescents in an empathic and self-reflexive attitude

Ability to identify and differentiate psychological disorders' symptoms in different developmental stages

Ability to create hypotheses about normal and pathological functioning

Prerequisites (precedences) *

Not applicable

Contents

Relational dimensions of mental life and its importance in the child and adolescent's psychic organization

Self and Object representational development and Anguish – Defence System balance

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, school and socialization, c) Adolescence, identity and autonomy construction

Major psychopathological organizations in childhood and adolescence: autism and psychosis, pre-psychosis, psychosomatic, depression, neurotic functioning and acting-out disorders

Language of symptoms as relational expression of the child: risk situations, reactive situations and established psychopathological functioning (by trauma, deficit or conflict)

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 development 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

The pedagogical proposal follows two articulated lines: the acquisition of a psychodynamic conceptual framework, and the development of skills of observation and clinical analysis.

Theoretical classes include approach of authors and concepts according to the programmatic contents, and assisted consultations, followed by discussion. The active participation of the student and the theoretical-clinical integration in the understanding of the mental functioning of the child and the adolescent is promoted.

Practical classes include presentations of conceptual contents in convergence with the programmatic topics, and presentation and discussion of observations/interviews conducted by the students, allowing the training of relational skills and case conceptualization.

Evaluation Regimes (General and/or Alternative)

The evaluation consists of three elements: final exam (60% of final grade); individual theoretical report, (20% of the final grade); observation/interview and individual analysis report (20% of final grade).

Alternative Evaluation Regime (COVID19)

Final exam (60% of final grade) via Moodle with consultation; individual theoretical report (20% of the final grade); written report of the analysis of an observation or child clinical interview given by the teacher (20% of the final grade)

Evaluation Elements

(Dates due, weights, minimum required grades)

1. Final exam (60% of final grade);



2. Individual theoretical report, (20% of the final grade);
3. Observation/interview and individual analysis report (20% of final grade).
- Minimum required in each element of evaluation is 9.5 (in 20)

Rules for grade improvement

The present semester the student can only improve grade by repeating the final exam. The following years, improvement requires to do again the 3 elements of evaluation .

Rules for students having previously failed the course unit *

Repeat the 3 elements of evaluation

Requirements on attendance and punctuality

2/3 attendance of total hours of theoretical and practical classes

Rules for special students

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

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