



## COURSE UNIT INFORMATION SHEET (*SYLLABUS*)

2023/2024

Master in Child and Adolescent Developmental Psychopathology - Prevention and Intervention

<b>Name</b>  <b>Developmental Psychopathology</b>
<b>Teaching staff</b> (Also indicate the Professor in charge)  Ana Isabel Pereira (Professor in charge)  Luísa Barros
<b>ECTS</b>  6
<b>Functioning</b>  One theoretical-practical class (three hours) per week
<b>Learning goals</b> <ul style="list-style-type: none"><li>- To understand the perspectives of Developmental Psychopathology and Child and Adolescent and to be able to apply its main concepts to understand (in)adaptive development</li><li>- To be able to identify the main influences on normative and atypical development, integrating biological, experiential and social determinants</li><li>- To understand the complexity in the operation of different developmental factors through the concepts of epigenetics; correlations and interactions between genes and environment; developmental cascades</li><li>- To know the main taxonomic models of child and adolescent psychopathology and acquire knowledge about the specificity of the assessment of psychopathology in these periods</li><li>- To know and understand the key clinical conditions, taking into account the descriptive and developmental perspectives.</li><li>- To know the main risk and maintenance factors for different clinical conditions</li><li>- To know the main models to understand the development of child and adolescent psychopathology, with a special emphasis in models informed by evidence, including cognitive-behavioral model</li></ul>



### Skills to be developed

- To develop the capacity to observe and describe child and adolescent (in)adaptive behavior
- To be able to identify assessment strategies to evaluate psychopathology and adaptive functioning considering the main limitations and assets of the different strategies.
- To develop the capacity to analyze case studies that are illustrative of different mental health conditions in childhood and adolescence.
- To apply the knowledge of different theoretical models and empirical evidence to the analysis of case studies, identifying risk/maintaining and protections factors

### Prerequisites (precedences) \*

Not applicable

### Contents

1. Introduction. Historical approach. The importance of the study of the normal and the pathological: contributions from psychology and from other scientific disciplines..
2. Introduction to the concepts of risk, vulnerability, resilience, developmental paths, continuity and change.
3. The BioEcological Model (Bronfenbrenner) and the Transactional Model (Sameroff). Risk and the ontogenetic development: risk associated with individual, family, other micro, meso, macro and exosystems.
4. Assessment and classification of child and adolescent psychopathology, specific challenges, and deviance parameters. Main taxonomic models of classification and new approaches. Clinical evaluation methodologies and sources of information.
5. Disorders of Childhood and Adolescence
  - 5.1. Feeding, sleep and elimination disorders.
  - 5.2. Pervasive developmental disorders.
  - 5.3. Anxiety disorders.
  - 5.4 Tics and obsessive-compulsive disorder
  - 5.6. Mood disorders.
  - 5.7. Disruptive behavior disorders and attention deficit hyperactivity disorder.
  - 5.8. Eating disorders.
  - 5.9. Trauma related disorders.



## Bibliography

Beauchaine, T. P., & Hinshaw, S. P. (Eds.) (2017). *Child and Adolescent Psychopathology (3<sup>rd</sup>)*. NY: John Wiley & Sons Inc.

Lewis, M., & Rudolph, K. D. (Eds.). (2014). *Handbook of developmental psychopathology (3rd ed.)*. Springer Science + Business Media. <https://doi.org/10.1007/978-1-4614-9608-3>

Marsh, E.J., & Barkley, R.A. (Eds.). (2014). *Child Psychopathology*. (3rd Edition). The Guilford Press. New York.

Pereira, A. I. F. (2010). *Crescer em relação: Estilos parentais educativos, apoio social e ajustamento. Estudo longitudinal com crianças em idade escolar*. Lisboa: Fundação Calouste Gulbenkian.

Rutter, M. (Ed.). (2012). *Child and adolescent psychiatry*. Massachusetts: Blackwell Science.

Soares, I. (Ed.). (2010). *Psicopatologia do Desenvolvimento: Trajetórias (in)adaptativas ao longo da vida*. Coimbra: Quarteto.

Other references should be offered during the classes.

## Teaching methods

Lectures in dialogue with the group.

Active methodologies: clinical case analysis, video viewing and analysis, role-play, group discussion, formative evaluation exercises.

Student autonomous reading and analysis.

## Evaluation Regimes (General and/or Alternative)

The evaluation includes: a) group exercises of case analysis done during the class, b) individual assignments done between classes, c) group assignment with oral presentation and written report; and c) exam. There is no alternative evaluation regime.

## Evaluation Elements

(Dates due, weights, minimum required grades)

- Two group class assignments of case analysis (10%);
- Individual assignments between classes (10%)
- Group assignment about a child/adolescent mental health condition with oral presentation (during the last class) and written report delivered one week later (30%)
- Exam (50%).

All the evaluation elements are mandatory. For approval in the course unit, a minimum grade of 9.00 / 20 is required in the exam.



### **Rules for grade improvement**

Only the exam can be improved once, within the legal time limits and conditions.

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

Not applicable

### **Requirements on attendance and punctuality**

The maximum number of allowed absences is 1/3 of the classes.

### **Rules for special students**

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

### **Language of instruction**

Students in a special regime should participate in all activities. Some adjustments may be done in case of necessity, but the CU is of mandatory attendance

### **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