



## COURSE DATA

### Data Subject

Code	33329
Name	Clinical child and young person's psychology
Cycle	Grade
ECTS Credits	4.5
Academic year	2021 - 2022

### Study (s)

Degree	Center	Acad. year	Period
1319 - Degree in Psychology	Faculty of Psychology and Speech Therapy	4	Second term

### Subject-matter

Degree	Subject-matter	Character
1319 - Degree in Psychology	28 - Clinical child psychology	Optional

### Coordination

Name	Department
MARTINEZ BESTEIRO, ELVIRA	295 - Personality, Evaluation and Psychological Treatment

## SUMMARY

The course **Clinical child and adolescent psychology** will have an introductory nature. The basic contents of each topic will be considered.

**The theoretical program** is divided into two parts. **The first part aims** mainly to introduce the subject and to set out the issues related to the concepts, methods and history of **Clinical child and adolescent psychology**. General contents are also introduced with the cognitive processes involved, the diagnosis and the classification of mental disorders. **The second part** has a **second objective**: the study of major psychopathological disorders that occur in different mental processes and also in child and adolescent activity. In both theoretical parts there will be practical sessions, which constitute **the third objective**. The purpose is to consolidate the knowledge acquired in the theoretical part. This will involve analysis of actual problems and situations related to child and adolescent mental health, in order to promote a critical reflection on the processes of human health and disease. **The fourth goal** focuses on the presentation and analysis of cases or problems, by keeping and respecting the fundamental rules of professional ethics, as embodied in the Code of Ethics for the Psychologist. This course is essential for any professional to develop as a psychologist.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

It is advisable that the student has passed:

First year subject: Physiology and Life span Psychology I and II.

Second year subject: Psychological Assessment, Development disorders and learning disabilities.

Third year subject: Psychopathology, Intervention and psychological treatments.

### 1319 - Degree in Psychology

- Know and comply with professional ethics of Psychology.
- Know the different approaches that have contributed to the historical development of Child Clinical Psychology and their influence on the production of knowledge and on professional practice in psychology in the field of mental health.
- Know the characteristic symptomatology of the different mental and behavioural disorders, their causes, factors that influence their prevalence, and the international systems of classification, assessment and diagnosis.
- Know how to access and use the different documentary sources of Child Psychopathology, show a mastery of the strategies necessary to access the information and assess the need for documentary update.
- Know the different fields of application of Child Clinical Psychology, its possibilities and limits, and the need for interdisciplinary collaboration with other areas and professionals in mental health.

1. To identify and assess the elements and variables involved in mental disorders.
2. To have an understanding of the basic concepts of Clinical child and adolescent psychology.
3. To have a basic knowledge of nosological systems and the official international classifications of mental and behavioral disorders.
4. To know how to apply basic skills to practical example cases.



## DESCRIPTION OF CONTENTS

### 1. Topic Unit I: Introduction to clinical child and adolescent psychology

Theme 1: History and concept of Clinical child and adolescent psychology.

Theme 2: Psychological assessment in childhood and adolescents

Theme 3: Introduction of psychological Therapy in childhood and adolescents

Theme 4: Child drawing as a diagnostic and therapeutic tool

### 2. Topic Unit II: Evaluation, diagnosis and therapeutic approach of the major childhood disorders.

Theme 5: Disorders of eating behavior.

Theme 6: Sphincter control disorder.

Theme 7: Hyperactivity disorders.

Theme 8: Anxiety disorders

Theme 9: Traumas and stressors: psychopathological effects in children and adolescents

Theme 10: Mood disorders

Theme 11: Schizophrenia in childhood.

Theme 12: Autism.

## WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	45,00	100
Attendance at events and external activities	2,00	0
Development of group work	5,00	0
Development of individual work	5,00	0
Study and independent work	25,00	0
Readings supplementary material	5,00	0
Preparation of evaluation activities	5,00	0
Preparing lectures	5,00	0
Preparation of practical classes and problem	2,50	0
Resolution of case studies	12,00	0
Resolution of online questionnaires	1,00	0
<b>TOTAL</b>	<b>112,50</b>	



## TEACHING METHODOLOGY

The methodology will be active and participatory, so the classes will be theoretical and practical, to foster meaningful learning of the knowledge involved. Thus, each of the topics will be a conceptual presentation, discussion of proposed content, and application to practical proposals made content and learning, in order students to acquire the competences of the subject.

Among the basic instructional techniques are for included: (1) Exhibitions and presentations of the contents of the subject, (2) Performance of practical activities (case studies, debate and analysis of texts), (3) scheduled group tutoring, (4 ) Independent preparation of work, processing and reporting of the practical sessions in the classroom (individual and group), (5) Evaluation of background knowledge of topic.

## EVALUATION

### ASSESSMENT SYSTEMS AND WEIGHTING

The assessment of the students will be based on the following sections, both in the first and second exam:

1. Assessment of theoretical and practical content through objective written tests of short questions, performance or skills tests (70%).
2. Assessment work involving the student has developed skills of knowledge, understanding and application of the contents of the subject will constitute 15% of the final grade. This percentage may include work delivered in class at the end of the classroom session , papers delivered throughout the course within the period specified in each case, and public , individual or group presentations made class. score (to pass on second exam by taking an exam on a practical case).
3. Active participation in classroom or external activities, and motivationfor the quality of learning outcomes (15%) (to pass on second exam by handing in the activities).

### MINIMUM REQUIREMENTS

- To pass the course students must achieve a minimum score of 50% in each of the elements of assessment.

### WARNING

Evidence of copying or plagiarism in any of the assessable tasks will result in failure to pass the subject and in appropriate disciplinary action being taken.

Please note that, in accordance with article 13. d) of the Statute of the University Student (RD 1791/2010, of 30 December), it is the duty of students to refrain from using or participating in dishonest means in assessment tests, assignments or university official documents.

During tutorials, lecturers may require individual or group interviews in order to verify the degree of participation and achievement of goals for any given task. Failure to accept the verification will result in such task or activity being failed.

### GRADING SCHEME

The guidelines of the "Regulations for the evaluation and qualification of the Universitat de València per a títols de Grau i Master" shall be taken into account. Aprobat in Consell de Govern of May 20, 2017 ".

So, grades shall be subject to the provisions of the University of Valencia Regulations on Marks (ACGUV 108/2017)

Students will be graded according to RD 1125/2003. Based on this, the results corresponding to the different evaluation activities, as well as the final result obtained by the student in the subject, will be





graded on a numerical scale from 0 to 10, with an expression of a decimal, to which their Qualitative qualification, as follows:

- From 0 to 4.9: fail.
- From 5 to 6.9: pass.
- From 7 to 8.9: good.
- From 9 to 10: excellent or excellent with distinction.

The different elements of assessment will only count towards the final aggregate mark if the minimum requirements established for each element are met.

Assessment with honours will be awarded to students with the highest grade who pass an exam on a practical case

**Summary: The final score is composed of:**

1. The exam score represents 70% of the final score
2. The obligatory reports represent 15% of the final score (to pass on second exam by handing in the activities)
3. The practical tasks represent 15% of the final score (to pass on second exam by taking an exam on a practical case)

To pass the subject in either the first or second exam, the student must score in the exam/exams a minimum of 3.5 out of 7, do and pass all the obligatory reports with a minimum score of 0,75 out of 1.5, perform and pass at least 50% of the activities with a minimum score of 0.75 out of 1.5.

Reports will be presented, at the latest 15 days after being done in class.

## REFERENCES

### Basic

- A.P.A.(2014). DSM-5. Manual diagnóstico y estadístico de los trastornos mentales. Madrid: Editorial Médica Panamericana
- Barrio del, M.V.(2002). Emociones infantiles. Evolución, evaluación y prevención.Madrid:Pirámide.
- Barrio,del M.V.(2002). Evaluación psicológica en la infancia y la adolescencia. Madrid:UNED.
- Caballo, V.E. y Simón,M.A.(2001). Manual de Psicología Clínica Infantil y del adolescente. Trastornos específicos. Madrid:Pirámide.
- Comeche Moreno,M.I., Vallejo Pareja,M.A.(2012). Manual de terapia de conducta en la infancia. Madrid:UNED
- González,M.T.(2011). Psicología clínica de la infancia y de la adolescencia. Aspectos clínicos, evaluación e intervención.Madrid:Pirámide
- González,R.(2000). Psicopatología del niño y del adolescente.Madrid:Pirámide.
- González,R., Montoya-Castilla,I.(2015). Psicología Clínica Infanto-juvenil.Madrid:Pirámide
- Maganto.C., Amador,J.A. y González,R.(2001). Evaluación psicológica en la infancia y la adolescencia. Casos prácticos. Madrid:TEA
- Martorell,M.C. y González,R.(1997). La entrevista psicológica. Madrid:Síntesis.
- Mendez,F.J.(2000). Miedos y temores en la infancia.Madrid:Pirámide
- Pérez.M., Fernández,J.R., Fernández,C., y Amigo,I.(2006). De tratamientos psicológicos eficacesIII. Infancia y adolescencia.Madrid:Pirámide
- Rice,Ph.F.(1999). Adolescencia. Desarrollo, relaciones y cultura.Madrid:Prentice Hall.



- Toro,J.(1992). Enuresis: causas y tratamiento.Barcelona:Martínez-Roca.
- Triades,M.V.(2002).Estrés en la infancia.Madrid:Narcea

### **Additional**

- -A.P.A. (2016): DSM-5: Libro de casos. Barcelona: Editorial Medica Panamericana
- Amador, J.A., Forns, M. y González, M. (2010). Trastorno por déficit de atención con hiperactividad (TDAH). Madrid. Síntesis.
- Faber, A., y Mazlish, E. (2002). Cómo hablar para que sus hijos le escuchen y cómo escuchar para que sus hijos le hablen. Barcelona. Medici.
- Fonseca-Pedrero, E. (2021). Manual de tratamientos psicológicos: infancia y adolescencia. Madrid: Pirámide.
- Huebner, D. (2008). Qué puedo hacer cuando me preocupo demasiado. Un libro para niños con ansiedad. Madrid: Tea Ediciones.
- Méndez, F.J. (2006). Terapia psicológica con niños y adolescentes: estudio de casos. Madrid. Pirámide.

### **ADDENDUM COVID-19**

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

#### **1. CONTENTS**

[The contents are kept as they appear in the teaching guide.](#)

#### **2. WORKLOAD AND TIMING**

[Theworkloadofthe](#) hours [ofdedicationin](#) ECTS [creditsmarkedinthe](#) original [teachingguideis](#) maintained.

The classes will be adapted to the ONLINE format and will be extended by the time determined by the Academic Degree Commission in accordance with the guidelines received from the Rector's Office.



The volume of work is always adapted to the current model.

### 3. TEACHING METHODOLOGY

As a result of the health measures derived from COVID-19, an ONLINE teaching model will be followed. Classes will be carried out through synchronous videoconferences in which certain activities carried out by students will be included.

These classes perform tasks that involve applying content, analyzing cases, resolving and correcting doubts, to clarify concepts, group work etc.

So teaching tools used for synchronous teaching include: videoconference, videos, chat sessions and forums, group work, etc.

Attention to students will be conducted in a non-face-to-face way (online).

### 4. EVALUATION

The final score of the subject is obtained from:

1) 70%/80% continuous evaluation, 2) a 20%/30% final test.

The final percentage will depend on the teaching circumstances as specified below.

The final tests shall be held in accordance with the regime determining the Consell de Govern agreements in force at the time.

First and second official examinations are expected to be face-to-face.

If health circumstances prevent this, they will be done as the academic authorities determine.

If it is possible to take the face-to face examination on the first official date (May/June), the different elements are as follows:

*Section 1:* Activities, reports, case studies 70% (delivery through the tools of the virtual classroom; recoverable in second call delivering the activities)

*Section 2:* Exam of final test on the day of the exam 30%

To pass the subject in first official date (May/June) it is essential to approve both sections.



If face-to face examination is NOT possible in the first official date (May/June), the different elements are as follows:

*Section 1:* Activities, reports, case studies 80% (delivery through the tools of the virtual classroom; recoverable in second call delivering the activities)

*Section 2:* Exam of final test on the day of the exam 20% (via virtual classroom).

In the second official date, to pass, the subject it is also essential to approve the two sections.

Teachers may require individual or small group interviews by videoconference, to verify the degree of participation and the achievement of the objectives pursued in any task carried out. Declining this verification by the student will mean not exceeding the task/activity in question.

Teachers will use the plagiarism detection systems contracted by the UV in evidence of evaluation. The “copy” manifests of any evidence, task, activity, or report, whether individual or group, that serves for evaluation purposes in the subject, will make it impossible to pass the subject.

## **5. REFERENCES**

The bibliography is maintained as it appears in the teaching guide.