



COURSE DATA

Data Subject

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| Code | 42878 |
| Name | Child psychopathology and somatic diseases I |
| Cycle | Master's degree |
| ECTS Credits | 8.0 |
| Academic year | 2024 - 2025 |

Study (s)

| Degree | Center | Acad. year | Period |
|--|--|------------|------------|
| 2105 - Master's Degree in Perinatal and Child Psychology and Psychopathology | Faculty of Psychology and Speech Therapy | 1 | First term |

Subject-matter

| Degree | Subject-matter | Character |
|--|------------------------------------|------------|
| 2105 - Master's Degree in Perinatal and Child Psychology and Psychopathology | 1 - First year compulsory subjects | Obligatory |

Coordination

| Name | Department |
|---------------------|------------------------|
| SIMO TEUFEL, SANDRA | 300 - Basic Psychology |

SUMMARY

Module 2: *Child psychopathology and psychosomatic illnesses*. This is compulsory and given during the 1st Year; 1st semester. It comprises of a total of 8 credits.

The overall aim of the module is firstly to foster the development of strategies of prevention, detection and multidisciplinary intervention as regards the psychopathological consequences of cerebral and somatic dysfunction. Secondly, we look into the field of semiology and nosology of child psychopathology, international classifications, psychosomatic disorders and clinical research. The first seminar on clinical analysis of cases also begins.

We analyze the lessons learned from repeated hospitalizations linked to chronic or prolonged illness and its effects on the child and family and we also study the necessary psychological and social resources in order to provide continuity of care from hospital to home.



Psychosomatic disorders are addressed for the baby and child. In this first level, students are provided with an overview of the field from the point of view of the different illnesses that can be detected and of the progress in the studies and models on the matter.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

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

2105 - Master's Degree in Perinatal and Child Psychology and Psychopathology

- Know the psychopathological and psychosocial consequences that may result from physical illness, and the effects that psychosocial factors may have on the evolution of somatic diseases. Know the strategies to address these issues in a coordinated way.
- Know the ethical principles and duties of professionals as regards the perinatal period, infancy/childhood and the family, and the rights of infants, children and their families.
- Conocer el efecto de las experiencias derivadas de las hospitalizaciones de procesos de enfermedades prolongadas o crónicas sobre el niño y su familia. Saber programar los recursos interdisciplinarios necesarios, tanto en el ámbito físico, psicológico como social, para ofrecer una continuidad entre los cuidados entre el hospital y la casa.
- Know how to notify parents of a disability, illness or risk and be able to forestall the consequences on subsequent pregnancies and postpartum. Know and apply the principles of equal opportunity that protect children with illnesses and disabilities.
- Conocer los principios fundamentales de la psiquiatría del lactante y del niño y saber reconocer la patología que se puede derivar de las interacciones tempranas disfuncionales.
- Be able to recognize the psychopathology's semiology and classifications for the baby and child.
- Conocer los diferentes modelos teóricos de los trastornos neuróticos y de los trastornos límites de la personalidad, y saber valorar, desde una perspectiva plurifactorial e interdisciplinar, las diferentes variables que dan origen y mantienen estos trastornos, así como las diferentes estrategias de actuación coordinada.
- Conocer y saber discriminar entre los diferentes tipos de Trastornos Generalizados del Desarrollo (TGD), y las psicosis infantiles. Conocer las diferentes estrategias preventivas relacionadas con los TGD.



- Know the different theoretical contributions related to the pathology of depression and mood disorders in the baby and child, as well as the different strategies for early detection and prevention.
- Conocer los modelos teóricoprácticos que abordan los trastornos psicósomáticos del bebé y del niño. Conocer las diferentes patologías psicósomáticas del bebé y del niño, así como los factores biopsicosociales ligados a su aparición o a su agravamiento.
- Know the scientific research models and procedures applied to clinical research in the field of child psychology and psychopathology.

Learning outcomes 1: To establish an interdisciplinary plan of action to assess and intervene in the psychopathological consequences of psychosocial and physical illnesses.

Learning outcomes 2: To define and respect the ethical principles of the professionals involved in the perinatal period, infancy and the family, and the rights of infants, children and their families.

Learning outcomes 3: To learn how to plan physical, psychological and social care resources to provide continuity of care between hospital and home, using the scope of each profession. To make a forecast and monitor the psychological consequences of chronic illness and hospitalization for the child and family.

Learning outcomes 4: To learn how to fully cater to parents and children at risk of developing or suffering from chronic illness or disability, in family and social life. To apply the principles of equal opportunity that protect children with illnesses and disabilities.

Learning outcomes 5: To establish indicators applicable through the professional field so as to detect and recognize dysfunctional interaction processes of the infant and child with their environment.

Learning outcomes 6: To recognize the psychopathology's semiology and classifications in the infant and child. To have the theoretical knowledge about infant and child psychiatry and the pathology of early interactions.

Learning outcomes 7: To establish, through the interdisciplinary context, the basic criteria to identify neurotic disorders and borderline personality disorders in the perspective of their many factors and to know how to approach them in terms of each profession's scope of responsibilities and skills.

Learning outcomes 8: To establish interdisciplinary intervention criteria to detect different types of Pervasive Developmental Disorders and childhood psychoses. To know the preventive strategies and therapeutic approaches specific to each profession's area of responsibility and skills.

Learning outcomes 9: To recognize depressive and mood disorders in the baby and child, early detection and to learn specific strategies for action that fall within each profession's scope of responsibility.

Learning outcomes 10: To establish criteria for recognizing different psychosomatic illnesses in the baby and child and the bio-psycho-social factors that may lead them to appear or aggravate them.



Learning outcomes 11: To apply scientific research models and procedures in the field of psychology and perinatal and child psychopathology, within each profession’s remit.

DESCRIPTION OF CONTENTS

1. Child psychopathology and psychosomatic illnesses

Diseases and their psychosocial and psychopathological consequences
 Psychological and medical ethics and the rights of infants and children in professional practice.
 The child between the hospital and the home. Hospital and home care.
 Childhood disability: family, emotional and social life. Intervention strategies. Principles of equal opportunity.
 Infant and child psychiatry and pathology in early interactions.
 Semiology and classifying psychopathology in the infant and child.
 Neurotic disorders and borderline personality disorders.
 Pervasive developmental disorders. Childhood psychoses.
 Depression and mood disorders in the baby and child
 General psychosomatic disorders in the baby and child I.
 Research into perinatal and infant psychology and psychopathology.

WORKLOAD

| ACTIVITY | Hours | % To be attended |
|------------------|-------------|------------------|
| Without teaching | 0,00 | 100 |
| TOTAL | 0,00 | |

TEACHING METHODOLOGY

The teaching methodology for the Master’s in “Perinatal and Child Psychology and Psychopathology” follows the approaches and teaching focus promoted by the process of European Convergence in Higher Education. In order for students to learn more responsibly and actively, different techniques and teaching methods will be used.

The teaching method will be as follows:

Tutoring is a teaching method that involves meetings between the teacher and one or more students in order to exchange information, analyse, guide and assess a problem or project, to discuss a topic and debate different issues.

Complementary activities: These consist of the students participating in a series of seminars, workshops and other training activities related to the content taught in the Master’s course that will help the students to acquire the skills proposed in the Master’s. The complementary activities are different for each academic year and are carried out by experts on the subject. In each case, the time and place they will be held will be shown, and whether or not they are mandatory, as well as their effect on the evaluation. For more information, see the virtual classroom.



Individual study: The activity may involve searching for specialized documentary information for a contrasted and reasoned reflection on a particular topic, applying knowledge in class etc.

The virtual classroom shall also be used (<http://pizarra.uv.es>). In this virtual space, the students can find documents, information and news relevant to the module. The lecturers will put all the information here they consider relevant to the subject.

EVALUATION

The Master's course is in-person, so it is compulsory to attend a minimum of 80% of the classes in order to be evaluated.

The minimum requirements to pass the module are:

- 1) The exam is in the form of a test with three alternative answers. The standard formula for correction shall be applied for the three alternative tests: A-(E/2). The Exam section accounts for 70% of the final mark for the module, provided it is passed.
- 2) Attendance at seminars on case discussion and active participation in the presentation of cases (at least 80% and with reasoning). Attendance at the seminar will count for 10% of the module's total mark.
- 3) Attendance and completion of reports corresponding to the complementary activities. The report on the complementary activity is worth 20% of the total mark in the module.

REFERENCES

Basic

- La bibliografía básica y complementaria de cada uno de los temas puede consultarse en el apartado correspondiente al módulo en el aula virtual.