

**COURSE DATA****Data Subject**

Code	33329
Name	Clinical child and young person's psychology
Cycle	Grade
ECTS Credits	4.5
Academic year	2019 - 2020

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.

OUTCOMES

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.

LEARNING OUTCOMES

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
TOTAL	112,50	



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

It consists of three sections:

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.
3. Active participation in classroom or external activities, and motivation towards the quality of learning outcomes (15%).

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. Aprobats 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). http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf

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.

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
3. The practical tasks represent 15% of the final score
4. Optionally, and once the subject has been passed, the final score can be increased by doing home activities, as will be specified by the teacher in class.

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.

Subject records will include the mark obtained at the first attempt according to the following rules:

- If the element of assessment with the highest weighting has not been assessed, the subject will be graded as ABSENT, irrespective of the rest.
- If the element of assessment with the highest weighting has been assessed but it does not meet minimum requirements, the subject will be given a mark of FAIL and the numerical mark on the 0-10 scale for that element.



- If the element of assessment with the highest weighting has been assessed and it does meet minimum requirements but any of the remaining elements does not, the subject will be given a mark of FAIL and the numerical mark on the 0-10 scale for the element failed.

For the second attempt, the following rules shall apply:

- The mark of ABSENT can only be awarded when more than one element of assessment including that with the highest weighting has not been assessed.
- If all the elements of assessment have been assessed but one of them does not meet minimum requirements, the subject will be given a mark of FAIL and the numerical mark on the 0-10 scale for the element failed. If more than one element of assessment has been failed, the element with the highest mark on the 10 point scale will be used.
- If one or more of the minimum requirements is not met and one element of assessment has not been assessed, the subject will be given a mark of FAIL and the numerical mark on the 0-10 scale for the element failed.
- If two elements of assessment meet the minimum requirements and a third element has not been assessed, the subject will be given a mark of FAIL and the average numerical mark resulting from the two elements passed and the non-assessed element (which awards 0 points). The highest mark possible is 4.9.
- If the element of assessment with the highest weighting meets the minimum requirements but any of the remaining elements has not been assessed, the subject will be graded as FAIL. The elements will be added and:
 - a) if the result is less than 5, the subject will be given that mark;
 - b) if the result is more than 5, the subject will be given a mark of 4.9.



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.
- 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. CONTENIDOS

Se mantienen los contenidos inicialmente recogidos en la guía docente.

2. VOLUMEN DE TRABAJO Y PLANIFICACIÓN TEMPORAL DE LA DOCENCIA

Mantenimiento de actividades propuestas, con mayor peso que inicialmente en la guía docente, pasando a considerarse actividades de evaluación continua

Sesiones programadas en las mismas fechas y horas con menor duración, dicha diferencia se dedicará a estudio y trabajo autónomo del estudiante, solventándose también dudas que pudieran surgir a través de fórum y/o email al profesor.

3. METODOLOGÍA DOCENTE

- Subida de materiales al Aula virtual
- Propuesta de actividades por aula virtual para sustituir entrega escrita de actividades
- Transparencias locutadas para sustituir clase magistral
- Forum en Aula Virtual para solventar dudas
- Se mantienen tutorías virtuales y por email para solventar dudas/preguntas.

4. EVALUACIÓN

1.- Valoración de contenidos teóricos y prácticos: Se realizará una prueba escrita (tipo test) en aula virtual con menor peso que el examen propuesto inicialmente (se reduce del 70% al 40%). La prueba final se realizará en el día y hora previsto en el calendario de exámenes de la titulación y podrá incluir una pregunta adicional para optar a matrícula.



“Si el día/hora del examen algún estudiante tuviera dificultades (limitaciones en disposición de equipamiento, fallos de conexión, ...) deberá escribir a su profesor/a un correo usando la cuenta @alumni.uv.es, identificándose y describiendo las dificultades, a fin de que se le comunique un día alternativo para proceder mediante examen oral. Asimismo, el profesorado indicará con qué herramienta se realizará la conexión, la cual se podrá establecer usando herramientas de videoconferencia”

2.- Valoración de trabajos que implican que el alumno ha desarrollado competencias de conocimiento, comprensión y aplicación de contenidos de la asignatura.

3.- Participación activa en las actividades dentro o fuera del aula y motivación para la calidad de los resultados de aprendizaje.

Apartados 2 y 3 se engloban en: Se mantienen las actividades propuestas inicialmente (ahora de evaluación continua) pero con mayor peso (60%).

El profesorado podrá requerir entrevistas individuales o en pequeño grupo mediante videoconferencia para verificar el grado de participación y la consecución de los objetivos que se persigan en cualquier tarea desarrollada. Declinar esta verificación por parte del estudiante supondrá no superar la tarea/actividad en cuestión.

El profesorado usará los sistemas de detección de plagios contratados por la UV en las evidencias de evaluación. La “copia” manifiesta de cualquier prueba, tarea, actividad o informe, ya sea individual o grupal, que sirva a efectos de evaluación en la asignatura, imposibilitará superar la asignatura.

5. BIBLIOGRAFÍA

De toda la bibliografía básica recomendada para superar la asignatura, se prioriza el manual siguiente que está disponible en línea:

Barrón, R. G., & Castilla, I. M. (2015). Psicología clínica infanto-juvenil. Ediciones Pirámide.