

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

<b>Code</b>	33329
<b>Name</b>	Clinical child and young person's psychology
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	4.5
<b>Academic year</b>	2023 - 2024

**Study (s)**

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

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1319 - Degree in Psychology	28 - Clinical child psychology	Optional

**Coordination**

<b>Name</b>	<b>Department</b>
MARTINEZ BESTEIRO, ELVIRA	295 - Personality, Evaluation and Psychological Treatment
VALERO MORENO, SELENE	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 recommended that students have passed:

- First year subjects: Psychology of the Vital Cycle I and II.
- Second year subjects: Psychological assessment, Developmental disorders, and learning difficulties.
- Third year subjects: 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
<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 enhance meaningful learning of the knowledge involved. Thus, for each of the topics there will be a conceptual presentation, discussion of the proposed contents, and application to practical proposals of the contents and learning. With the purpose that the students acquire the competences of the subject.

Among the basic instructional techniques, the following stand out:

(1) Expositions and presentations of the contents of the subject; (2) Performance of practical activities (case studies, debate and text analysis); (3) Scheduled group tutorials; (4) Autonomous preparation of work, preparation and presentation of reports of the practices carried out in the classroom (individual and group); (5) Formative and summative evaluation.

The use of mobile devices, tablets and laptops will be available to the teaching methodology proposed by each teacher.

## EVALUATION

### EVALUATION AND WEIGHTING SYSTEMS

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

1.- Evaluation of theoretical and practical contents by means of objective written tests, short questions, or of the accomplishment of skills (70%).

Assessment of work that implies that the student has developed competencies of knowledge, understanding and application of the contents of the course, which will constitute 15% of the final grade. This percentage may include work delivered in class at the end of the classroom session, work delivered throughout the course within the time limit established for each case, and public, individual or group presentations made in class (recoverable in the second call by taking an exam on a case).

3.- Active participation in the activities done inside or outside the classroom and motivation for the quality of the learning results (15%) (recoverable in the second call by delivering the activities).

### MINIMUM REQUIREMENTS

- In order to pass the course, it is necessary to achieve a minimum mastery of 50% in each of the evaluation sections.



## **WARNING**

The copying or plagiarism of any part of the evaluation will make it impossible to pass the course, subject to the appropriate disciplinary procedures.

Please note that, according to article 13. d) of the Statute of the University Student (RD 1791/2010, December 30), it is the student's duty to refrain from using or cooperating in fraudulent procedures in the evaluation tests, in the work that is carried out or in official documents of the university.

During tutoring hours, the professor may request individual or group interviews with the condition of verifying the degree of participation and compliance with the objectives set for any task performed. Failure to accept this verification will result in the failure of the task or activity in question.

In case of fraudulent practices, the procedure will be as determined by the Protocol of action against fraudulent practices at the University of Valencia (ACGUV 123/2020):  
<https://www.uv.es/sgeneral/protocols/c83sp.pdf>

The "Reglament d'avaluació i qualificació de la Universitat de València per a títols de Grau i Màster" will be followed. Approved by the Governing Council on May 20, 2017".

The qualification of students will be carried out according to RD 1125/2003. Based on this, the results corresponding to the different assessment activities, as well as the final result obtained by the student in the course, will be graded on a numerical scale from 0 to 10, with one decimal place, to which the corresponding qualitative grade may be added, as indicated below:

$0 \leq \text{Suspens} < 5$

$5 < \text{Pass} < 7$

$7 \leq \text{Merit} < 9$

$9 \leq \text{Excellent} \leq 10$

The student with the highest grade will be awarded an honorable mention as long as he/she has obtained at least a nine (9) in the total of the course and in the case that there is a tie in the grade of the course, a complementary evaluation test may be required in that case.

## **SUMMARY: THE FINAL GRADE IS FORMED BY**

- 1.- The grade of the exam is 70% of the final grade.
- 2.- The obligatory reports, they suppose 15% of the final grade (recoverable in the second exam on a case)





3.- The practical activities, they suppose 15% of the final grade (recoverable in the second call by handing in the activities)

*To pass the course in 1st or 2nd call, the student must:*

- Pass the exam(s): minimum of 3.5 out of 7.
- Complete and pass all mandatory reports: minimum of 0.75 out of 1.5. Complete and pass at least 50% of the activities: minimum 0.75 out of 1.5.

## REFERENCES

### Basic

- American Psychological Association (2014). DSM-5. Manual diagnóstico y estadístico de los trastornos mentales. Madrid: Editorial Médica Panamericana
- Fonseca-Pedrero, E. (2021). Manual de tratamientos psicológicos: infancia y adolescencia. Madrid: Pirámide.
- González,R.,Montoya-Castilla,I.(2015). Psicología Clínica Infanto-juvenil. Madrid:Pirámide

### Additional

- American Psychological Association (2016): DSM-5: Libro de casos. Editorial Medica Panamericana
- Caballo, V.E. y Simón,M.A.(2001). Manual de Psicología Clínica Infantil y del adolescente. Trastornos específicos. Pirámide.
- Comeche Moreno, M.I., Vallejo Pareja, M.A.(2012). Manual de terapia de conducta en la infancia. UNED
- Faber, A., y Mazlish, E. (2013). Cómo hablar para que sus hijos le escuchen y cómo escuchar para que sus hijos le hablen. Medici.
- González,M.T.(2011).Psicología clínica de la infancia y de la adolescencia. Aspectos clínicos, evaluación e intervención. Pirámide
- Huebner, D. (2008). Qué puedo hacer cuando me preocupo demasiado. Un libro para niños con ansiedad. Tea Ediciones.
- Maganto.C., Amador,J.A. y González,R.(2001). Evaluación psicológica en la infancia y la adolescencia. Casos prácticos. TEA
- Orgilés, M., Méndez, F.J., Espada, J.P. (2022). Tratamiento paso a paso de los problemas psicológicos en la infancia y adolescencia. Pirámide
- Padilla, D (2021). Manual de psicología clínica de la infancia y la adolescencia: bases para una nueva especialidad. McGraw-Hill