

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

Code	42880
Name	Perinatal psychology and psychopathology: birth and child development
Cycle	Master's degree
ECTS Credits	10.0
Academic year	2022 - 2023

Study (s)

Degree	Center	Acad. year	Period
2105 - M.U. en Psicolog. y psicopatol. perinatal e infantil 11-V.1	Faculty of Psychology and Speech Therapy	1	First term

Subject-matter

Degree	Subject-matter	Character
2105 - M.U. en Psicolog. y psicopatol. perinatal e infantil 11-V.1	1 - First year compulsory subjects	Obligatory

Coordination

Name	Department
SIMO TEUFEL, SANDRA	300 - Basic Psychology

SUMMARY

Module 4: PERINATAL PSYCHOLOGY AND PSYCHOPATHOLOGY: BIRTH AND INFANT DEVELOPMENT is compulsory and is taught during the 1st Year; 2nd semester. It comprises of a total of 10 credits.

The overall aim of the module is to provide students with knowledge and skills to analyze the various biopsychosocial factors involved in social development associated with fostering or the deterioration of mental health of the baby and that of their parents. The aim is to provide the knowledge necessary for prevention, detection and psychological intervention in this stage of life.

After laying some of the neurobiological bases linked to mental and emotional activity (Module 3), Module 4 examines the processes of development and the structuring of the early psyche, linked to interactivity. The baby's awakening from the point of view of sensorial perception and the early development of mental and emotional life is addressed, as well as a detailed look at the diversity and nature of parent/infant affective interactions and particularly at the maternal and paternal roles.



From an etological perspective, child development is analysed and the process of emergence and development of mental representations is addressed. We review the main concepts provided by the cognitive model to explain child development, and the most important authors in the field of child psychoanalysis. We also explore the resulting knowledge from the most relevant authors of attachment theory and intersubjectivity. Finally, we address the difference between psychological defence mechanisms suitable for normal development and those associated with pathological mental development, both for babies and small children.

In Module 4 we study some psychosomatic processes and disorders that can be found in obstetric care within an interdisciplinary care context and we reflect on humanization practices that should take precedence in neonatology for good assistance for the development of babies in need of care on being born. We take an initial look into the psychological evaluation and care of the newborn using the resources provided by the Brazelton Scale.

The classes are accompanied by a seminar, which aims to provide the students with knowledge and practical skills on programmes for intervention in babies' self-regulation disorders.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

1) The Masters is open to students from different disciplines related to the field of health care and education and adheres to equal opportunities between men and women and accessibility for disabled people. Applicants must hold a Spanish or other university degree issued by a higher education institution within the European Higher Education Area, which certifies within the country issuing the degree that they can provide access to masters studies. In general, prior theoretical or practical knowledge is

OUTCOMES

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- Know the evolution of the baby's processes of perception and care as of foetal life in the area of interaction and organization of his/her psyche.



- Know the processes linked to father-mother-baby emotional interaction that begin in the womb, and be able to assess the significant maternal and paternal role in these processes.
- Know the psychosomatic disorders in the period of pregnancy, childbirth and postpartum, as well as the resources and strategies of interdisciplinary intervention.
- Know the variables and cognitive, emotional, behavioural and psychobiological processes in the newborn baby, using the Brazelton Neonatal Behavioural Assessment Scale.
- Know the varied needs of babies born at term and prematurely and those of their family, in order to foster humane practices in neonatology services.
- Know the processes of human development and learning, in both normal and pathological cases, from the first few months of life to childhood.
- Know the basic psychological processes underlying the construction of the psyche, such as mental representations, the processes of language and abstraction, and emotions and memory.
- Know the normal and pathological mechanisms of mental organization in the baby and child, in the context of interaction.
- Recognize the major contributions provided by the field of cognitive psychology, through child psychoanalysis and attachment theory, in order to understand child development and know the main intervention strategies.
- Know the research conducted in the field of perinatal psychology by the interactionists: Daniel Stern, Bowlby, Trevarthen, Melzoff, Beebe etc.
- Know interdisciplinary intervention programmes in the field of self-regulation disorders in babies.

LEARNING OUTCOMES

Learning outcomes 1: To know how to assess the evolution of the baby's processes of perception and care as of foetal life in the area of interaction and organization of his/her psyche.**Learning outcomes 2:** To be able to assess the processes linked to father-mother-baby emotional interaction that begin in the womb, and to be able to assess the important maternal and paternal role in this process.**Learning outcomes 3:** To be able to detect, prevent and act upon psychosomatic disorders in the period of gestation, birth and postpartum, from the combined perspectives of various disciplines.**Learning outcomes 4:** To be able to describe and measure variables and cognitive, emotional, behavioural and psychobiological processes in the newborn infant, using the Brazelton Neonatal Behavioural Assessment Scale.**Learning outcomes 5:** To know how to identify and assist the needs of babies born at term and prematurely and those of the family, in order to foster humane practices in neonatology services.**Learning outcomes 6:** To know how to identify and be able to evaluate the processes of human development and learning, in both normal and pathological cases, from the first few months of life to childhood.**Learning outcomes 7:** To know how to recognize and appreciate the basic psychological processes underlying the construction of the psyche, of mental representations, of the processes of language and abstraction, and of emotion and memory.**Learning outcomes 8:** To know how to distinguish between normal and pathological mechanisms of psychic organization in the baby and child, in the context of interaction.**Learning outcomes 9:** To be able to recognize the major contributions provided by the field of cognitive psychology, infant psychoanalysis and attachment theory, in order to understand child development.**Learning outcomes 10:** To know how to apply the knowledge deriving from research conducted in the field of perinatal psychology by the interactionists: Daniel Stern, Bowlby,



Trevarthen, Meltzof, Beebe etc. **Learning outcomes 11:** To be able to draw up an interdisciplinary action plan in the field of baby self-regulation disorders.

DESCRIPTION OF CONTENTS

1. MODULE 4: PERINATAL PSYCHOPATHOLOGY AND PSYCHOLOGY: BIRTH II AND CHILD DEVELOPMENT

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The baby's awakening to sensorial and mental life.
Parent-child emotional interactions. Maternal function and paternal function.
Neonatology, obstetrics and psychosomatics across disciplines.
Care and psychological assessment of neonatal behaviour: Brazelton scale.
Humanization practices in neonatology: Vulnerable populations. Care during development.
Review of studies on normal and pathological development.
The appearance of mental representations.
Defence mechanisms in normal and pathological infants and children.
Cognitive behavioural model and child and infant development.
Child and infant development seen through psychoanalysis.
Theoretical and practical contributions from attachment theory.
Interactionists: D. Stern, Bowlby, Trevarthen, Meltzof, B. Beebe.
Intervention programmes in self-regulation disorders in babies.

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) Passing the exam, with at least 5 out of 10. 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.