



COURSE DATA

Data Subject

Code	42881
Name	Child psychopathology and somatic diseases II
Cycle	Master's degree
ECTS Credits	12.0
Academic year	2022 - 2023

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
CAPAFONS BONET, ANTONIO	295 - Personality, Evaluation and Psychological Treatment
SIMO TEUFEL, SANDRA	300 - Basic Psychology

SUMMARY

Module 5: *Child psychopathology and psychosomatic illnesses* is compulsory and given during the 1st Year; 2nd semester. It is comprised of a total of 12 credits.

The overall aim of this module is to provide students with the knowledge and skills to recognize and analyze the problems of self-regulation in childhood, which can lead to various psychopathologies. As in previous modules, the focus is on the parent/child relationship, and prevention, detection and intervention at this stage of life through the health care sector.

The module will address specific aspects of comprehensive care for parents and children in cases of disability, neurological diseases, oncological diseases, autism, childhood anorexia, sleep and eating disorders, psychosomatic disorders, reactive disorders, attention deficit and behavioural disorders. Students will get to know the effects on emotional health and mental illnesses that different somatic illnesses produce, from the standpoint of the individual, family and society.



In addition, evaluation and research procedures in child psychopathology shall be seen in detail, as well as an analysis of epidemiological studies in children and specialized documentation and literature searches.

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

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

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

- Know the circumstances of perinatal cerebral suffering, its mental and somatic consequences, and the most appropriate measures in terms of preventive and therapeutic care. Know the consequences on the development of the next pregnancy and postpartum, and know how to deal with notifying parents of disability.
- Conocer las diferentes discapacidades motrices y sensoriales que pueden padecer los niños desde las vertientes somática, psíquica y social, como por ejemplo, las sordera, la ceguera, parálisis cerebral infantil, las enfermedades neurodegenerativas, síndromes malformativos, la espina bífida, enfermedades raras y otras, abordadas desde los principios de igualdad y accesibilidad universal.
- Conocer los efectos sobre el estado de salud emocional y psíquica que producen diferentes patologías neurológicas, así como desde las vertientes social y familiar.
- Know the resources and strategies for outpatient and hospital care for the mental health and illness of children with cancer and their families.
- Conocer las diferentes perspectivas etiológica y teóricas: neurobiológica, cognitiva, emocional, interactiva y ambiental, y los diferentes factores que pueden estar presentes en la patología del autismo. Conocer el conjunto de indicadores para su detección precoz. Conocer las diferentes estrategias para el diagnóstico y las intervenciones terapéuticas, psicoeducativas y sociales de los niños pertenecientes al espectro autista.



- Know the importance of starting multidisciplinary interventions early in order to address infant and child psychopathology and the psychosomatic pathology of babies and children identified in the paediatric hospital environment, in order to promote health.
- Conocer los recursos y las estrategias de prevención y actuación coordinada ante las anorexias infantiles en un Hospital de día.
- Conocer los trastornos reactivos y los trastornos de la adaptación de la infancia así como los métodos de su detección, el diseño de estrategias de prevención y los diferentes abordajes terapéuticos.
- Conocer las diferentes patologías psicósomáticas del bebé y del niño, los diferentes factores biopsicosociales ligados a su aparición ó a su agravamiento así como los procedimientos para su detección y prevención.
- Conocer la naturaleza del trastorno de déficit de atención con ó sin hiperactividad y de los trastornos de comportamiento, tanto desde una perspectiva plurifactorial de su etiología como desde su valoración y sus diferentes abordajes terapéuticos, psicoeducativos y sociales.
- Conocer, de manera monográfica, la etiología de los trastornos del sueño, de la alimentación del bebé y del niño, tanto desde la perspectiva de lo fisiológico como de lo psicósomático ó emocional, relacional y psicoeducativo.
- Conocer las principales formas de evaluación y procesos de investigación de la psicología y psicopatología perinatal e infantil.
- Conocer, desde un punto de vista interdisciplinar, los recursos y las estrategias de intervención psicoterapéutica y psicofarmacológica en el tratamiento de la psicopatología perinatal e infantil, y conocer sus implicaciones para la adaptación familiar, escolar y social.
- Conocer los procedimientos de documentación y realización de búsquedas bibliográficas en el ámbito de la psicología y psicopatología perinatal e infantil.
- Conocer la metodología y el análisis estadístico aplicado al ámbito de la infancia y conocer la metodología para la realización de estudios epidemiológicos en salud mental perinatal e infantil.
- Conocer los procesos instrumentales y metodológicos de detección del bebé en apuros en los primeros meses de vida.
- Saber reconocer la plurifactorialidad de las variables implicadas en los procesos psicósomáticos, tanto si son de origen psíquico como si son secundarios a una patología de etiología fisiológica, y conocer las estrategias específicas de derivación y actuación para su intervención terapéutica.

**LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)**

Learning outcomes 1: To develop interdisciplinary care strategies that minimize the negative effects of informing parents of the disability and to support or strengthen the role of parenting. To propose preventive strategies as regards the possible negative consequences for the progress of the next pregnancy and postpartum.

Learning outcomes 2: To be able to design prevention and intervention programmes to improve the quality of individual, interactive, social and family life for infants and children with motor and sensory disabilities, defending the principles of equality and universal accessibility.

Learning outcomes 3: To be able to create comprehensive prevention and intervention programmes, accounting for psychological, social and family matters, that minimize the effects on emotions and relationships associated with different neurological diseases.

Learning outcomes 4: To be able to create resources and intervention strategies for hospital and outpatient mental health care for children with cancer and their families.

Learning outcomes 5: To create instruments that have these indicators: neurobiological, cognitive, emotional, environmental and interactive, in order to detect and identify autism early. To know how to apply coordinated intervention strategies for diagnosis and therapeutic, psycho-educational and social intervention.

Learning outcomes 6: To plan early intervention strategies to address infant and perinatal psychopathology, and psychosomatic illness in babies and children identified during the hospitalization period, and to prepare strategies that favour their adaptation to life outside the hospital.

Learning outcomes 7: To be able to foster resources and prevention strategies and coordinated action among professional areas as regards child anorexia in a day hospital.

Learning outcomes 8: To be able to detect and assess reactive disorders and adjustment disorders in infancy, know how to apply methods to detect them, create prevention strategies and apply different therapeutic approaches.

Learning outcomes 9: To be able to recognize different psychosomatic illnesses in the baby and child, and to analyze the bio-psycho-social factors that may lead them to appear or aggravate them.

Learning outcomes 10: To be able to create strategies to prevent and intervene in attention deficit disorder and behavioural disorders, from a multifactorial perspective of their etiology and by evaluating them and approaching them in different ways.



Learning outcomes 11: To be able to detect, prevent and intervene in sleep disorders and infant and child feeding, distinguishing the physiological factors from those of a psychosomatic or emotional nature.

Learning outcomes 12: To be able to choose appropriate procedures for detecting, evaluating and doing research into infant and child psychology and psychopathology.

Learning outcomes 13: To be able to differentiate, evaluate and analyze the impact and help adaptation as regards family, school and society in cases that require coordinated psychopharmacological and psychotherapeutic intervention.

Learning outcomes 14: To be able to apply documentation procedures and conduct searches in the reference literature.

Learning outcomes 15: To be able to apply the methodology and statistical analysis to the field of infancy and the method for conducting epidemiological studies on perinatal and infant mental health.

Learning outcomes 16: To be able to apply the tools and methodology for detecting babies with problems in the first months of life.

17 Learning outcomes: To know how to identify and assess the types of psychosomatic processes in infants and children and to guide the family towards psychotherapeutic intervention within the network of inter-disciplinary activity.

DESCRIPTION OF CONTENTS

1. CHILD AND INFANT PSYCHOPATHOLOGY AND SOMATIC DISEASES II

MODULE 5: CHILD AND INFANT PSYCHOPATHOLOGY AND SOMATIC DISEASES II

Comprehensive care for babies with perinatal diseases and for their families.

Motor and sensory disabilities in the baby and child. Universal accessibility.

Mental suffering and neurological disorders in childhood/infancy.

Paediatric cancer and psychological care for the child and his/her family.

Autism: biological, environmental, cognitive, emotional and interactive aspects. Diagnosis, scales, methods for observation, psycho-educational assessment and intervention as regards therapy, family, school and society.

Psychotherapeutic interventions for babies and parents in paediatric hospitals.

Day hospital: treatment of child anorexia.

Reactive disorders. Adjustment disorders.

General psychosomatic illness in the baby and child II.

Attention deficit and behavioural disorders in children.

Sleep disorders and eating habits in the baby and child

Assessment and research procedures in perinatal psychopathology.

Psychotherapy and psychopharmacology in perinatal and child psychopathology.

Documentation and bibliographical search.

Method and analysis applied to childhood and epidemiological studies.

Detection and psychological assessment of babies in distress.



Consultations and psychotherapies for babies and children affected by psychosomatic diseases.

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.