

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

Code	42883
Name	Mental health in the development from baby to teenager
Cycle	Master's degree
ECTS Credits	5.0
Academic year	2022 - 2023

Study (s)

Degree	Center	Acad. Period
2105 - M.U. en Psicolog. y psicopatol. perinatal e infantil 11-V.1	Faculty of Psychology and Speech Therapy	2 First term

Subject-matter

Degree	Subject-matter	Character
2105 - M.U. en Psicolog. y psicopatol. perinatal e infantil 11-V.1	2 - Second year compulsory subjects	Obligatory

Coordination

Name	Department
SIMO TEUFEL, SANDRA	300 - Basic Psychology

SUMMARY

Module 7: *mental health from infancy to adolescence* is compulsory and given during the 2nd Year; 1st semester. It is comprised of a total of 5 credits.

The overall aim of the module is for the students to discover the most significant processes of development from infancy to adolescence and their effects on psychic organization and bodily experience.

The module focuses on the evolution from a prospective and retrospective outlook, investigating the links between early experience and its effects on adolescent development. It encourages an analysis of the pathogenesis of mental disorders and of trauma from a cross-cultural and psycho-biographical point of view.



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

2105 - M.U. en Psicolog. y psicopatol. perinatal e infantil 11-V.1

- Know the most significant moments of change in growth and its effects on mental organization and bodily experience, from child to adolescent. Know the evolution from a prospective and retrospective point of view, investigating the links between early experience and its effects on adolescent development.
- Know the importance of childrens psychobiography in the pathogenesis of mental disorders.
- Know the nature of early traumatic experiences and their effects on the development of mental, emotional, cognitive and social organization, as well as the possibilities for structuring and restructuring in subsequent periods. In this context of study, ranging from baby to adolescent, learn to value the concept of "après-coup" (a posteriori).
- Know the studies made based on a longitudinal and catamnesic perspective that contribute significant knowledge to prognostic or predictive formulations regarding a particular development in the context of the progress from baby to adolescent.
- Know the child/adolescent psychopathology through a trans-cultural analysis, and the different ways in which psychopathology appears in different cultures.
- Know the procedures and strategies for monitoring cases receiving psychotherapeutic intervention, through each professions sphere of skills.

LEARNING OUTCOMES

Learning outcomes 1: To know how to identify the most significant times of change in growth and its effects on psychic organization and bodily experience, from childhood to adolescence, and to know how to analyze the progress from a prospective and retrospective point of view, looking into the common points between early experience and its effects on adolescent development.



Learning outcomes 2: To know how to carry out a psycho-biographical study to detect risk factors in infancy and childhood that have a psychopathological progression.

Learning outcomes 3: To know how to analyze and evaluate the nature of early traumatic experiences and their effects, such as the “après-coup” or afterwardsness, on the development of mental, emotional, cognitive and social organization, as well as the possibilities of constructing and reconstructing in times after the traumatic experience.

Learning outcomes 4: To be able to investigate and compare the studies made based on a longitudinal and catamnestic perspective that contribute significant knowledge to prognostic or predictive formulations regarding a particular development in the context of the progress from baby to adolescent.

Learning outcomes 5: To be able to address child and adolescent psychopathology using a trans-cultural analysis, and to differentiate the ways in which psychopathology appears in different cultures.

Learning outcomes 6: To be able to participate in the monitoring, from within the professional scope, of the cases receiving psychotherapeutic intervention.

DESCRIPTION OF CONTENTS

1. MENTAL HEALTH IN EVOLUTION FROM INFANCY TO ADOLESCENCE

Changes in the body and changes in the mind. From childrens mental health to adolescent mental health.

The importance of childrens psychobiography in the pathogenesis of mental disorders.

Traumatic experience and the après-coup: from baby to adolescent.

Longitudinal and catamnestic studies: Prognostic and predictive approaches.

Child and adolescent psychopathology through a trans-cultural analysis.

Assessment of psychotherapeutic intervention in children.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Seminars	5,00	100
TOTAL	35,00	

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:

The teaching will be given via a system of theoretical and practical in-person classes and case study seminars. There will also be distance learning with complementary tasks and tutorials.

Theoretical/practical class: This involves exposure to the theoretical and practical subject concerned. Through the lecture, the teacher orally explains the content of the subject under consideration in a structured and organized way, sometimes with the use of audiovisual media: theoretical perspectives, methodologies and strategies for intervention. In the in-person sessions, the students will put into practice the knowledge and skills acquired by solving exercises and problems, work on clinical cases, do cooperative work, group work, group discussion and reflection, etc. The students' participation will be taken into account.

Seminar: case study: The purpose of the case study seminars is to foster teamwork among students and guide them in practically applying the knowledge acquired during the theoretical and practical sessions in the module. This involves guiding specific tasks to be carried out individually or in groups. It is also useful for achieving the following objectives: developing communication skills, developing intellectual and professional skills, and personal growth. Students' participation will be taken into account. Information on timetables for the case study seminars are in the calendar section of the virtual classroom.

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.

The following are the general evaluation criteria for the different activities:

- Class attendance and punctuality.
- Implication, active participation, commitment and interest.
- Correctly solving the cases and activities put to them.
- Quality and relevance of the reports on complementary activities handed in. Suitability to the theoretical concepts explained, meticulous preparation, originality, clarity, accuracy, quality and scientific stringency.
- Meeting the delivery deadlines and times for carrying out the activities in class.

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.