

## 26640 - Child and Youth Psychopathology

### Información del Plan Docente

<b>Academic Year</b>	2017/18
<b>Faculty / School</b>	107 - Facultad de Educación 202 - Facultad de Ciencias Humanas y de la Educación 301 - Facultad de Ciencias Sociales y Humanas
<b>Degree</b>	300 - Degree in Primary School Education 298 - Degree in Primary School Education 299 - Degree in Primary School Education
<b>ECTS</b>	6.0
<b>Year</b>	4
<b>Semester</b>	Half-yearly
<b>Subject Type</b>	Optional
<b>Module</b>	---

### **1.General information**

#### **1.1.Introduction**

The Infant and Juvenile Psychopathology subject forms part of the Pedagogy Therapeutic Mention in the Teacher Training Degree for Primary Education. It has 6 credits and intends to provide students with the basic competences to know what the most frequent psychopathological disorders are in the education context, and to provide explanations about their origin and evolution. These competences are acquired from active methodologies that attempt to favour quality applied, reflexive, autonomous and group learning.

It is taught in the first semester of degree year 4 as part of a block of optional subjects.

#### **1.2.Recommendations to take this course**

#### **1.3.Context and importance of this course in the degree**

#### **1.4.Activities and key dates**

### **2.Learning goals**

#### **2.1.Learning goals**

**In order to pass this subject, students should obtain the following results.**

**1:** Use and understand basic concepts about child and juvenile psychopathology (classifications, diagnoses, evaluation and intervention) related with their work in the classroom.

**2:** Know the most frequent psychopathological diagnoses that appear in Primary Education and be able to explain specific behaviours.

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**3:** Identify the objectives and resources involved, plan evaluation and intervention processes for specific psychopathological problems according to the Pedagogic Therapeutic teacher's role.

**4:** Collaborate in developing evaluation or treatment interventions inside and outside the classroom by including the family and/or other professionals from the clinical and education context into this task.

### **2.2.Importance of learning goals**

### **3.Aims of the course and competences**

#### **3.1.Aims of the course**

#### **3.2.Competences**

### **4.Assessment (1st and 2nd call)**

#### **4.1.Assessment tasks (description of tasks, marking system and assessment criteria)**

### **5.Methodology, learning tasks, syllabus and resources**

#### **5.1.Methodological overview**

#### **5.2.Learning tasks**

#### **5.3.Syllabus**

1. Introducing psychopathology: concept, theoretical models, and evaluation and intervention principles.
2. Anxiety disorders in childhood: specific phobias, social phobia and obsessive-compulsive disorders. Generalised anxiety disorder and anxiety disorder caused by separation. Tics.
3. Mood disorders.
4. Disorders that affect sphincter control. Sleep disorders.
5. Eating disorders.
6. Behavioural disorders: ODT through opposition and dissocial disorder.
7. ADHD.
8. Other disorders: psychotic disorders, TEA.
9. Addiction conducts.
10. Psychopathological effects of abuse and mistreatment

#### **5.4.Course planning and calendar**

#### **5.5.Bibliography and recommended resources**