

## **63327 - Psychological Problems in Adolescence: Evaluation and Intervention**

### **Syllabus Information**

**Academic year:** 2023/24

**Subject:** 63327 - Psychological Problems in Adolescence: Evaluation and Intervention

**Faculty / School:** 107 - Facultad de Educación

**Degree:** 584 - Master's Degree in Teaching Compulsory Secondary Education  
604 -

**ECTS:** 6.0

**Year:** 1

**Semester:** First semester

**Subject type:** Optional

**Module:**

### **1. General information**

As part of this specialty, the subject deals with the theoretical and practical aspects that the counsellor has to handle in order to play their role in the context of students with psychological problems in Secondary Education centre

The adolescent condition of students sometimes leads to psychological problems, both of an internal and external nature, associated to learning difficulties and personal development in different contexts. This means that, in their work, the Guidance Counsellor requires knowledge of the subject in order to be able to face this educational reality.

It is also important to identify elements of the educational, family and community context that can contribute to learning, development and / or treatment of these students, so the role of the Guidance becomes a key resource for the improvement of the mental health of the population in the educational context, being one more element of the community at the service of these students.

More specifically, this subject aims to provide the necessary resources for the guidance counsellor to develop one of the general competencies of their role, which is especially key for this specialty: to identify and provide support to students who have behavioural, emotional or social difficulties, knowing the resources of the educational system and the community resources.

This subject is recommended for all students who want to acquire competencies to deal with adolescents in secondary schools, who present psychological problems, which are interrelated with their socio-affective development and learning . It is a basic training to address the psychological and educational particularities of this type of students.

### **2. Learning results**

In order to pass this subject, the students shall demonstrate they has acquired the following results:

1. Knows the psychological characteristics of the adolescent and the psychosocial problems that may appear at this stage
2. Uses and understands basic concepts of juvenile psychopathology (classifications, diagnoses, assessment and intervention)
3. Knows the most frequent psychopathological diagnostic categories in secondary school and can propose explanations for specific behaviours.
4. Identifies objectives and resources involved and plans the processes of prevention, evaluation and intervention for specific psychosocial and psychopathological problems from the role of the counsellor.
5. Collaborates in the development of prevention, assessment or treatment interventions in classroom and non-classroom contexts, incorporating the family and/or other clinical and educational professionals

### **3. Syllabus**

#### **1. The body in adolescence**

- Sexual relations, sexual identity, choice of sexual object.
- Eating Disorders.
- Sleep disorders.

#### **2. The problem of acting and the passage to act**

- Leakage and wandering. Criminal conduct.
- Violence in adolescence. Harassment or bullying.

#### **3. Psychopathological disorders in adolescence**

- Anxiety disorders.
- Depression, self-harm and suicide attempts.
- Psychotic states. Autism. ADHD.

- Conduct disorders and borderline personality disorders.
- Dependencies: social networks, gambling, drug addiction and alcohol consumption.

#### 4. Adolescents and their environment: relational aspects

- The adolescent and their family.
- The adolescent and the peer group.
- Urban tribes and gangs.
- Social insertion: the immigrant adolescent.
- Marginality.

#### 4. Academic activities

The working methodology of the subject combines the exposition of the general theoretical and practical contents of the subject by the teaching staff, with practical sessions where work related to the practical classes is carried out

It is based on active learning based on working with cases in small groups, which dimension in reality the theoretical aspects that will be presented by the teacher and documented with the corresponding bibliography. Based on them, they will produce written papers and reports that will be presented orally and discussed in the class group.

If possible, this work will be complemented with the analysis of a real case that the members of the groups created may be familiar with.

Throughout the term there will be a tutoring time to advise and guide the students in a schedule established with the student

The learning activities incorporated in the teaching-learning process are: (1) expository sessions, (2) active learning methodologies, (3) elaboration of assignments, (4) oral presentation and discussion of assignments, (5) tutorials and, (6) use of group techniques (cognitive, conative and emotional) to dynamize the group-class.

Materials available in Moodle are used to work and relate theoretical content with case studies, group techniques linked to teaching practice and classroom interaction contexts. The calendar of face-to-face sessions and presentation of papers will be communicated through the Digital Teaching Ring (ADD) at the beginning of the teaching period.

The dates of final exams can be consulted on the web page of the different faculties that offer the degree program.

#### 5. Assessment system

The student's evaluation will be summative with evaluable activities during the teaching period and a final test:

##### **1. Evaluable activities during the teaching period (50% of the final grade)**

- Group case resolution reports and other materials in different media (cases, videos or records). Two to five case reports of students with psychopathological problems will be made, which in turn can be complemented with group exposition. Class participation and attendance will be required for its preparation and elaboration.
- Sharing in the context of discussion or public exhibition of some of the activities carried out.

##### **2. Final evaluation activities (50% of the final grade)**

**Written examination.** Written test based on a theoretical part with test type questions or short questions. For the students who have not passed the evaluable activities during the term, of practical assumptions, or those who present themselves in third or successive calls, the final exam will be composed of a theoretical and a practical part.

##### **Grading criteria and requirements for passing the subject**

It is necessary that both parts (written exam and, work related to the practical classes and directed work) are passed to pass the subject. The passing of one of the parts is saved until the second call.

The evaluation of the subject is carried out at the end of the academic period in accordance with the examination calendar established by the centre where the Master is taught.

The specific characteristics of these evaluable activities (including their corresponding indications to guide their elaboration, the specific evaluation and grading criteria, and delivery dates) are communicated through specific documents that will be available in the Digital Teaching Ring (ADD) at the beginning of the teaching period, and are communicated on the first day of class to facilitate strategic planning of the students' follow-up of the subject.

##### **Global test and second call**

Students who have not completed or passed the evaluable activities carried out throughout the term, which have an important weight in the grade, and wish to take a single test to pass the subject or wish to raise the grade of the internship grade, will be graded according to the evaluation rules established by the University of Zaragoza, in a single test (100% of the final evaluation) to be held on the dates established by the centre. This single, written test incorporates both theoretical elements (written exam in the same conditions as in the summative evaluation) and applied elements (practical cases to be solved on the day of the exam) both in the area of Sociology and Social Psychology, in such a way that as a whole it allows to verify the achievement of competencies similar to those of the students who have followed the previous format.

The second call has the format of the final global evaluation if both parts are failed. If the written test or the evaluable activities are passed, the grade is kept until the second call; if the students do not want to opt to improve the final grade. If, after passing a part of the test, they opt for the global test to raise grade, in any case, the best of the grades obtained will prevail.

##### **Fifth and sixth calls**

The students of the 5th and 6th call are evaluated with the same evaluation system as the rest of the students. In any case, to

develop the teaching of this subject and accredit the achievement of the competencies of this, the student may choose either of these two options:

1. To continue teaching in the group-class in which they are enrolled if they request it in the secretary's office in due time.
2. Specify with the board the type of evaluation to be carried out (global or evaluable activities throughout the term and final test) and the specific development of each condition

**Important.** Finally, it should be noted that the Rules of Coexistence Regulations of the University of Zaragoza will apply to irregularities committed in the evaluation tests through academic fraud, as well as the application of Article 30 of the Rules of Learning Evaluation Regulations in relation to irregular practices other than academic fraud.