

26567 - Child Psychopathology

Syllabus Information

Academic year: 2024/25

Subject: 26567 - Child Psychopathology

Faculty / School: 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

Degree: 301 - Degree in Nursery School Education

302 - Degree in Nursery School Education

303 - Degree in Nursery School Education

ECTS: 6.0

Year: 4

Semester: First semester

Subject type: Optional

Module:

1. General information

The subject and its expected results respond to the following approaches and goals:

This subject deals with Child Psychopathology, introducing the student to the conceptual bases of this scientific discipline . Thus, the student will be able to know different ways of conceptualizing and approaching psychopathological disorders , the resources for their evaluation and intervention and the theoretical bases that lead to the classification and understanding of these problems. With this, the student of the degree in Early Childhood Education, mention in Attention to Diversity will be acquiring the basic knowledge that will allow him/her to exercise his/her professional role in the attention to students with learning and personal development difficulties related to psychopathological problems that have not been addressed in the previous curriculum .

2. Learning results

In order to pass this subject, students must demonstrate the following results....

1. Uses and understands basic concepts of child psychopathology (classifications, diagnoses, assessment and intervention) related to their work in the classroom.
2. Knows the most frequent psychopathological diagnostic categories in the Infant Education stage and knows how to generate explanations about the conditions involved in psychopathological vulnerability profiles.
3. Identify objectives and resources involved and plan evaluation and intervention processes for specific psychopathological problems from the role of the Early Childhood.
4. Collaborates in the development of assessment or treatment interventions in classroom and non-classroom settings involving the family and/or other professionals from the clinical and educational context in this task.
5. Learn about prevention programs and strategies to deal with this type of problem.

3. Syllabus

1. Introduction to Psychopathology: Concept, theoretical models and principles of assessment and intervention.
2. Depressive and anxiety disorders in childhood.
3. Behavioral problems in childhood.
4. Attention Deficit and Hyperactivity
5. Sphincter control disorders.
6. Eating Disorders in the 0-6 years stage (pica, rumination, refusal and refusal to eat, time taken to eat, vomiting).
7. Sleep disorders.
8. Tics and other motor disorders.
9. Psychopathological risk prevention programs. Interventions in the family context.
10. Other disorders related to the early childhood education stage.

4. Academic activities

Work will be done in class and group work will be promoted to solve the tasks, through the teaching materials and/or the cases presented. Peer work and discussion are proposed as learning tools. Also the observation/detection and analysis of known cases can be included in classroom practice.

They would be organized in the activities:

- In-class lecture (Master Class)
- Reflective work on guided case analysis and other documents.
- Class group exposition, discussion, self-assessment of learning.
- Talks and colloquiums with specialists in topics related to the subject.
- Tutoring.

5. Assessment system

The student must demonstrate that they have achieved the intended learning outcomes by means of the following assessment activities

The evaluation of the student will be mixed, with evaluable activities during the teaching period and a final test. In each one of the sections, a minimum score of 5 must be obtained to pass the subject.

1. **Assessable activities during the class period:** The students of the subject will perform throughout the semester:

- 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 from , which in turn may be complemented with parallel assignments of peer correction and/or group exposition.
- Sharing in the context of discussion or public exhibition of some of the activities carried out.
- Activities based on Problem Based Learning (PBL) to be solved by students individually or in groups.

2. Final individual test:

Written test based on a theoretical part with test type questions or development questions and/or practical questions with resolution of cases or brief assumptions.

Fifth and sixth calls

The students in 5th and 6th call will be evaluated with the same evaluation system as the rest of the students, but their evaluation will be carried out by a board of examiners.

Finally, it must be taken into account that the Regulations of the Rules of Coexistence 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 Regulations of the Rules of Evaluation of Learning in relation to irregular practices other than academic fraud.

6. Sustainable Development Goals

- 3 - Good Health & Well-Being
- 4 - Quality Education
- 5 - Gender Equality