



## COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
<b>Developmental psychopathology</b>	

Lecturer(s)	Department(s) where the course unit (module) is delivered
<b>Coordinator:</b> Lect. Lina Gervinskaitė-Paulaitienė <b>Other(s):</b>	<b>Faculty of Philosophy, Department of Clinical and Organizational Psychology</b>

Study cycle	Type of the course unit (module)
First or second	

Mode of delivery	Period when the course unit (module) is delivered	Language(s) of instruction
Lectures and seminars in class	Spring semester	English

Requirements for students	
<b>Prerequisites:</b> Introduction to Psychology	<b>Additional requirements (if any):</b>

Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5	135	32	103

Purpose of the course unit (module): programme competences to be developed
--

The purpose of the course is to provide students with knowledge about various forms of psychopathology in childhood and adolescence, examine risk and protective factors that help to explain why some individuals develop psychological difficulties and others do not. Students are expected to gain an increased understanding of the developmental nature of child and adolescent psychopathology. Students are expected to become familiar with the framework of developmental psychopathology.

Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
Students will have knowledge about developmental psychopathology framework, its concepts and methods.	Lectures, seminars, case studies	Active participation in seminars, Essay
Will have understanding about internalizing, externalizing problems and developmental disorders in childhood and adolescence	Lectures, seminars, case studies	Active participation in seminars, Essay
Will have knowledge about prevention and intervention in youth	Lectures, seminars, case studies	Active participation in seminars, Essay
Will know about multicultural approach in developmental psychopathology field	Seminars, topic presentation in class	Active participation in seminars, topic presentation in class
Will be able to analyze literature on the topic of interest	Essay writing	Essay

Content: breakdown of the topics	Contact hours							Self-study work: time and assignments	
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work placement	Contact hours	Self-study hours	Assignments
1. Developmental psychopathology perspective, main concepts: risk and protective factors, resilience, developmental trajectories. Research in developmental psychopathology framework. Understanding normal and abnormal behavior in children and adolescents.	4		4				8	23	Mash & Wolfe (2005) Chapters 1, 2, 3, 14, case studies
2. Externalizing spectrum problems. Attention-deficit/hyperactivity disorder. Conduct problems in childhood and adolescence.	4		2				6	15	Mash & Wolfe (2005) Chapters 5, 6; case studies, analysis of educational movies
3. Internalizing spectrum problems. Anxiety disorders. Depression disorders.	4		2				6	15	Mash & Wolfe (2005) Chapters 7, 8, case studies
4. Developmental disorders. Autism spectrum disorders.	2		2				4	12	Mash & Wolfe (2005) Chapter 10, case studies, analysis of educational movies
5. Prevention and intervention	2		2				4	14	O'Loughlin, Althoff, & Hudziak (2017)
6. Multicultural approach to developmental psychopathology			4				4	24	Students' presentations
<b>Total</b>	<b>16</b>		<b>16</b>				<b>32</b>	<b>103</b>	

Assessment strategy	Weight, %	Deadline	Assessment criteria
Active participation in seminars	20	During semester	Student gets 2 points if he/she actively participates in discussions based on course reading materials and other activities during seminars.
Topic presentation in class	30	During semester	<p>Presentation is delivered during seminar. Wide topic is multicultural approach to developmental psychopathology; narrower topic for presentation is chosen by a student and has to be approved by lecturer.</p> <p>Assessment criteria (maximum grade - 10):</p> <ul style="list-style-type: none"> <li>• Content of presentation (use of developmental psychopathology concepts, quality of content) – 60 %.</li> <li>• Quality of presentation (fluency, clarity, use of visual aids like Power point, inclusion of audience in the presentation) – 40 %.</li> </ul>
Essay on a topic of student's choice as it relates to child / adolescent developmental psychopathology	50	Exam session	<p>Paper is prepared individually after choosing the topic in developmental psychopathology framework. Topic has to be discussed and approved by lecturer.</p> <p>Assessment criteria (maximum grade - 10): use of developmental psychopathology theory as the organizing framework for the essay; use of literature; depth of coverage; organization and clarity of writing.</p>

Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or web link
<b>Compulsary reading</b>				
Mash E. J., & Wolf D. A.	2005	Abnormal Child Psychology		Wadsworth.
O'Loughlin K, Althoff R.R., Hudziak J.J.	2017	Health promotion and prevention in child and adolescent mental health. In Rey J.M. (ed), IACAPAP e-Textbook of Child and Adolescent Mental Health.		International Association for Child and Adolescent Psychiatry and Allied Professions.  <a href="http://iacapap.org/wp-content/uploads/A.14-PREVENTION-2017.pdf">http://iacapap.org/wp-content/uploads/A.14-PREVENTION-2017.pdf</a>
<b>Optional reading</b>				
Kerig, P., Ludlow, A., & Wenar, C.	2012	Developmental psychopathology: From infancy through adolescence (6th ed.).		Maidenhead: McGraw-Hill.
Sroufe, L. A.	2009	The Concept of Development in Developmental Psychopathology. <i>Child Development Perspectives</i>	3(3)	doi.org/10.1111/j.1750-8606.2009.00103.x
Drabick, D. A. G., & Kendall, P. C.	2010	Developmental Psychopathology and the Diagnosis of Mental Health Problems Among Youth. <i>Clinical Psychology: Science and Practice</i>	17(4)	doi.org/10.1111/j.1468-2850.2010.01219.x
McLaughlin, K. A.	2016	Future Directions in Childhood Adversity and Youth Psychopathology. <i>Journal of Clinical Child &amp; Adolescent Psychology</i>	45(3)	doi.org/10.1080/15374416.2015.1110823