



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Developmental psychopathology	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinator: Senior lect. Marija Giedraitytė-Guzikauskienė Other(s):	Faculty of Philosophy, Institute of Psychology

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	
Prerequisites: Introduction to Psychology	Additional requirements (if any):

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, reading research articles	Active participation (discussions) in seminars, presenting research articles
Will have understanding about internalizing, externalizing problems and developmental disorders in childhood and adolescence	Lectures, seminars, case studies, reading research articles	Active participation in seminars, reading and presenting research articles
Will have knowledge about prevention and intervention in youth	Lectures, seminars, case studies, reading research articles	Active participation in seminars, reading and presenting research articles
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	Reading research articles	Reading and presenting research data (article review)

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, articles
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. Neurodevelopmental 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
Total	16		16				32	103	

Assessment strategy	Weight, %	Deadline	Assessment criteria
Active participation in seminars, article review and presentation	30	During semester	Student gets 2 points if he/she actively participates in discussions based on course reading materials and other activities during seminars. Each student is also required to find one article on the topic and make a short (10 min) presentation of this article during the class.
Topic presentation in class	30	During semester	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. Assessment criteria (maximum grade - 10): • Content of presentation (use of developmental psychopathology concepts, quality of content) – 60 %. • Quality of presentation (fluency, clarity, use of visual aids like Power point, inclusion of audience in the presentation) – 40 %.
Exam	40	Exam session	The final exam consists of 5 open ended and 5 multiple choice questions.

Author	Year	Title	Issue of a	Publishing place and house
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	of public ation		periodical or volume of a publication	or web link
Compulsary reading				
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. http://iacapap.org/wp-content/uploads/A.14-PREVENTION-2017.pdf
Kim-Cohen J.	2007	Resilience and developmental psychopathology	16(2): 271-83	Child and Adolescent Psychiatric Clinics in North America
Eme R.	2017	Developmental psychopathology: A primer for clinical pediatrics.	7(3): 159-162	World Journal of Psychiatry
Optional reading				
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 & Adolescent Psychology</i>	45(3)	doi.org/10.1080/15374416.2015.1110823