

**DESCRIPTION OF COURSE UNIT FOR DOCTORAL STUDIES
AT VILNIUS UNIVERSITY**

Scientific Area/eas, Field/ds of Science	Medical and Health Sciences (M 000): Medicine (M 001)			
Faculty, Institute, Department/Clinic	Faculty of Medicine Institute of Clinical Medicine Clinic of Psychiatry			
Course unit title (ECTS credits, hours)	Child and Adolescent Psychiatry 8 credits (216 hours)			
Study method	Lectures	Seminars	Consultations	Self-study
Number of ECTS credits	-	-	2	6
Method of the assessment (in 10 point system)	<p>Prepare and present a presentation. Presentation will be prepared on a topic agreed with the coordinating lecturer (the doctoral student must examine the literature, review and present the latest scientific publications on the chosen relevant topic). <u>Evaluation criteria for the presentation</u> (minimum creditable score – 5):</p> <ul style="list-style-type: none"> a) relevance, novelty and concordance of the presented material to the chosen topic (2 points); b) general structure and scope of the report, clear presentation of knowledge, appropriate discussion and argumentation (2 points); c) summary, presentation and justification of conclusions (2 points); d) raising problematic questions, discussing the application of the reviewed knowledge in one's dissertation (2 points); e) presenting visual aids, fluency of the message, starting a discussion, reasoning questions and answers, teaching an opinion, oratorical skills (2 points). 			
PURPOSE OF THE COURSE UNIT				
To provide theoretical and practical knowledge in child and adolescent psychiatry, mental health and various disorders in certain age groups, based on the latest research data. To familiarize with the principles of the formulation of diagnosis, treatment and complex care based on the biopsychosocial paradigm.				
THE MAIN TOPICS OF COURSE UNIT				
<p><u>History, current situation and future of child and adolescent psychiatry perspectives.</u> Biopsychosocial paradigm in child and adolescent psychiatry. Fundamentals of comprehensive assessment of children's mental state and development. Basic principles of examining clinical cases according to development trajectories. Methods of description and investigation of the child's mental state. Diagnosis of disorders according to the ICD-10 diagnostic system, familiarity with ICD-11 changes, epidemiological research data.</p> <p><u>Stages of children's emotional and psychosocial development.</u> Development concepts of S. Freud, E. Erickson, J. Piaget. Early mother-child relationship features, formation of attachment and its significance in the child's and adult's future of psychosocial development. Psychosocial features of adolescence. Psychiatric risk factors and protective factors for children's psychiatric disorders.</p> <p>The modern concept of the autism spectrum. Psychological developmental disorders: mental retardation, specific developmental disorders, specific speech and language disorders, specific developmental disorders of scholastic skills, learning disabilities,</p>				

specific movement disorders, mixed specific developmental disorders. Autism and other pervasive developmental disorders in children. Attention deficit and hyperactivity disorders, clinical features in children and adults, peculiarities of psychosocial adaptation. Hyperkinetic conduct disorder. Obsessive-compulsive disorder, it's characteristics in children and adolescents.

Child neglect, violence and abuse. Children's post-traumatic stress disorders.

Childhood-onset emotional disorders: separation anxiety disorder of childhood, phobic anxiety disorder of childhood, social anxiety disorder of childhood, sibling rivalry disorder, other emotional disorders in childhood. Mixed disorder of conduct and emotions: depressive conduct disorder, other mixed disorders of conduct and emotions. Parental divorce and its impact on the child's emotional and psychosocial development.

Social communication disorders that begin in childhood and adolescence:

elective mutism, reactive attachment disorder of childhood, disinhibited attachment disorder of childhood, other social communication disorders of childhood.

Eating and sleeping disorders. Anorexia nervosa, bulimia nervosa in children and adolescents. Feeding and eating disorders in young children, principles of parental counseling. Eating disorders in infancy and childhood. Pica in infancy and childhood. Nonorganic sleep disorders and their characteristics in children and adolescents.

Tic disorders, stuttering, enuresis, encopresis. Transient and chronic motor or vocal tics, de la Tourette syndrome. Stuttering. Cluttering. Nonorganic enuresis. Nonorganic encopresis.

Psychotic and affective disorders in childhood. Features of schizophrenia in children and adolescents, prodromal syndrome. Characteristics of affective disorders - mania, depression, bipolar affective disorder in children and adolescents. Suicidal and self-harm behavior in children and adolescents. Psychosocial aspects of suicides and suicide attempts and comorbidity with psychiatric disorders. Self-harm and the principles of organizing interdisciplinary complex care.

Conduct disorders in children and adolescents: oppositional defiant disorder, conduct disorder confined to the family context, socialized conduct disorder, unsocialized conduct disorder, other conduct disorders. Impulse control disorders. Problems of alcoholism and drug addiction in children and adolescents.

Application and combination of biological and psychological treatment methods in child and adolescent psychiatry. Peculiarities of prescribing psychotropic drugs to children and adolescents. Individual and family counseling, psychotherapy, art therapy application possibilities.

RECOMMENDED LITERATURE SOURCES

1. Rey JM. IACAPAP, International Association for Child and Adolescent Psychiatry and Allied Professions, (2015); (<https://iacapap.org/iacapap-textbook-of-child-and-adolescent-mental-health/>)
2. National Institute of Mental Health. (2020). Suicide prevention. https://www.nimh.nih.gov/health/topics/suicide-prevention/index.shtml#part_153181
3. Developmental psychopathology. (2021). Wiley Blackwell; (Vilnius University Library).
4. Kerig, Patricia, Ludlow, Amanda, & Wenar, Charles. (2012). Developmental psychopathology: from infancy through adolescence (6th ed.). McGraw-Hill. (Vilnius University Library)
5. Brain, mind, and developmental psychopathology in childhood / edited by M. Elena Garralda and Jean-Philippe Raynaud. (2012). Jason Aronson. (Vilnius University Library)
6. Handbook of attachment: theory, research, and clinical applications (3rd ed.). (2016). The Guilford Press. (Vilnius University Library)
7. Van der Kolk. (2015). The body keeps the score: mind, brain and body in the transformation of trauma, Penguin Books (Vilnius University Library)
8. ICD-10; Version:2019; <https://icd.who.int/browse10/2019/en#/>

9. ICD-11; International Classification of Diseases 11th Revision, <https://icd.who.int/en>

CONSULTING LECTURERS

1. Coordinating lecturer: Sigita Lesinskienė (Prof. Dr.).

2. Asta Dervinytė-Bongarzoni (Assist. Prof. Dr.).

APPROVED:

By Council of Doctoral School of Medicine and Health Sciences at Vilnius University:
29th of September 2022

Chairperson of the Board: Prof. Janina Tutkuvienė