

DOCTORAL STUDIES COURSE UNIT DESCRIPTION

Name of subject	Field of science, code	Faculty / Center	Institute / Department
Contemporary Developmental Psychopathology: Clinical and Developmental Dimensions	S 006	Faculty of Philosophy	Institute of Psychology

Student's workload	Credits	Student's workload	Credits
Lectures		Consultations	1
Independent study	6	Seminars	

Course annotation

Course objectives.

The course focuses on the analysis of contemporary research in developmental psychopathology and seeks to gain a deep understanding of the theoretical issues in the field, an advanced understanding of the developmental complexity of psychopathology, and a critical, empirically based knowledge of the latest approaches to childhood and adolescence disorders, their classification, developmental determinants, the issues of differentiation, and assessment in the developmental course. The aim of the course is to enhance knowledge of methodological models of contemporary research in the field of developmental psychopathology, so that doctoral students can critically evaluate, make informed choices and apply appropriate methodological approaches, theoretical interpretive models and specific methods in the construction of their own research. The subject develops the ability to scientifically analyze and summarize, reflect on and evaluate new and complex phenomena, to identify and formulate questions and the need for further knowledge.

Course content.

Dialectical integration of development for research of psychopathology The model of dynamic developmental systems and formation of psychopathology. Multilevel analysis of the developmental processes. Dynamic understanding of child development in construction of research in developmental psychopathology.

Understanding of the process of development in applying current paradigms of psychodynamic theory. Functions of working models and mental representations in attachment theory and self-psychology and their research. Mentalization theory by P. Fonagy: comparison of reflective and executive function, process of mentalization development. Operationalization of internal mental processes and their study/research.

Neurobiology of development. Process of neurodevelopment in the organization of self. Neurodevelopmental and contextual approach in the study of adolescent psychopathology. Early neurocognitive markers of developmental psychopathology. Neurobiology of stress and developmental psychopathology.

Development and ecology of antisocial behavior. Models of aggression and violence. Developmental psychopathology of anxiety: levels of analysis and dynamic models. Depressiveness and mood disorders: multilevel perspective of developmental psychopathology. Developmental trajectories of disordered eating behavior and modern dynamic models.

Pathology of personality development: concepts of levels of personality functioning (ICD-11 and DSM-5) and diagnostic models. Operationalized psychodynamic diagnostics as a way to describe the complexity of personality structure and its dynamics. Models of early personality development.

Current clinical applications of developmental psychopathology for prevention and early intervention. Research of developmental psychopathology and trans-diagnostic approach.

Reading list

Bateman A.W., Fonagy P. (2013). Handbook of Mentalizing in Mental Health Practice. American Psychiatric Publishing, 593 p.

Beauchaine, T. P., & Hinshaw, S. P. (Eds.). (2016). The Oxford Handbook of Externalizing Spectrum

Disorders. Oxford University Press. 521 p.
Fonagy P. (2006). Affect Regulation, Mentalization and the Development of the Self. Karnac, 577 p.
Lejuez C., & Gratz, K. (Eds.). (2020). The Cambridge Handbook of Personality Disorders. Cambridge University Press. 543 p.
Lewis M., Rudolph K. (Eds.). (2015). Handbook of Developmental Psychopathology. Springer, 852 p.
Sharp C., Tackett J. (Eds) (2015). Handbook of Borderline Personality Disorders in Children and Adolescents. Springer, 480 p.

The names of consulting teachers	Science degree	Main scientific works published in a scientific field in last 5 year period
Rasa Barkauskienė	Prof., dr.	Barkauskienė R. , Gaudiešiūtė E., Adler A., Gervinskaitė-Paulaitienė L., Laurinavičius A., & Skabeikytė-Norkienė G. (2022) Criteria A and B of the Alternative DSM-5 Model for Personality Disorders (AMPD) Capture Borderline Personality Features Among Adolescents. <i>Frontiers in Psychiatry</i> 13:828301. https://doi.org/10.3389/fpsy.2022.828301
		Sharp C., Kerr S., & Barkauskiene R. (2022). The incremental utility of maladaptive self and identity functioning over general functioning for borderline personality disorder features in adolescents. <i>Personality Disorders: Theory, Research, and Treatment</i> . Advance online publication. https://doi.org/10.1037/per0000547
		Mestre J., Pinheiro Mota C., Rangel Henriques M., Ramos S., Taubner S., Heinonen E., Moreno-Peral P., Volkert J., Adler A., Barkauskiene R. , Conejo-Cerón S., Di Giacomo D., Ioannou Y., Mucha-Vieira F., Røssberg J.I., Sales C., Saliba A., Schmidt J.S., Stepisnik-Perdih T., Ulberg R., & Protic S. (2022). Theories of change and mediators of psychotherapy in adolescents with externalising behaviours: a systematic review. <i>Frontiers in Psychiatry</i> 12:730921. https://doi.org/10.3389/fpsy.2021.730921
		Barkauskiene, R. , Skabeikyte, G., & Gervinskaite-Paulaitiene, L. (2021). Personality pathology in adolescents as a new line of scientific inquiry in Lithuania: mapping a research program development. <i>Current Opinion in Psychology</i> , 37, 72-76. https://doi.org/10.1016/j.copsyc.2020.08.011
		Barkauskienė R. , Gervinskaitė-Paulaitienė L., Čekuolienė D. ir Adler A. (2018). Minimalios priežiūros priemonės gaunantys paaugliai: mentalizacija, psichosocialinis funkcionavimas ir trauminė patirtis. Mokslo studija. Vilnius: Vilniaus universiteto leidykla. ISBN 978-609-07-0091-4

Certified during Doctoral Committee session on 2022-04-25. Protocol No. 15600-KT-150
Committee Chairman prof. Evaldas Kazlauskas