

COURSE SPECIFICATION DOCUMENT

Academic School / Department:	Humanities & Social Sciences
Programme:	Psychology
FHEQ Level:	6
Course Title:	Developmental Psychopathology
Course Code:	PSYC 6102
Total Hours:	160 (Lev 3-5) (4 US Credits)
Timetabled Hours:	45
Guided Learning Hours:	15
Independent Learning Hours:	100
Credit	16 UK CATS credits 8 ECTS credits 4 US Credits

Course Description:

The course examines the psychological forces that divert development from its typical channels and either sustain the deviation or foster a return to typical development. Using a comparative developmental framework, the psychopathologies to be covered will be arranged in chronological order from infancy to childhood and adolescence. Thus autism, insecure attachment and oppositional-defiant disorder will be examined in relation to typical development in infancy and early childhood, while ADHD and learning disabilities will be studied in the context of the preschool years. Other topics include anxiety disorders in middle childhood, child, and adolescent suicide, conduct and eating disorders, as well as the risks incurred by brain damage, child maltreatment and social victimisation. The course will also cover alternative models of child psychopathology, assessment procedures and approaches to intervention and prevention. Students will have the opportunity to do in-depth research on a topic of their choice and to think critically about case material.

Prerequisites:

70 credits and PSYC 5101 Developmental Psychology

Aims and Objectives:

- To provide students with an up-to-date survey of child and adolescent psychopathology that covers key theoretical ideas and how they relate to psychotherapeutic practice (including psychological assessment, interventions, and prevention).
- To enable students to examine case material from a developmental perspective (to “think developmentally” about psychopathology) and apply developmental findings to other areas of research (i.e. the process of identity development across cultures, family structures, cultural diversity, and the risks of ethnic minority children).
- To provide a background for eventual careers in fields (including work in government, international organisations, business and the media) which require articulate, clear-thinking individuals with a grasp of developmental psychopathology.
- To provide a framework to assist concerned citizens to think critically about issues that are of increasing importance in the 21st century.
- To promote critical engagement with a wide range of literature, and the development of both a succinct writing style, and the ability to present complex arguments orally.

Programme Outcomes:

6AI; 6BIII; 6CII

A detailed list of the programme outcomes are found in the Programme Specification.

This is located at the archive maintained by Registry and found at:

<https://www.richmond.ac.uk/programme-and-course-specifications/>

Learning Outcomes:

By the end of this course, successful students should be able to:

- Demonstrates a systematic understanding of a range of clinical developmental theories and critical reflections on these.
- Demonstrates a systematic understanding of the strengths and limitations of the different developmental approaches to clinical practice
- Demonstrates the systematic ability to gather, organise and deploy highly complex ideas, evidence and information

Indicative Content:

- Childhood Depression
- Insecure Attachment Oppositional-Defiant Disorder
- Narcissistic Disorders
- Psychotic Thought Processes
- Obsessive-Compulsive Disorder
- Shame and Shame Anxiety
- Psychopathy
- Autism Spectrum Disorders

Assessment:

This course conforms to the University Assessment Norms approved at Academic Board and located at: <https://www.richmond.ac.uk/university-policies/>

Teaching Methodology:

This course will be delivered face to face through a combination of lectures and interactive sessions. In addition to classroom activities, there are guided learning elements that are tutor led and arranged through Blackboard. These activities can be asynchronous online sessions, flipped classrooms, set readings with discussion boards or set guest lectures for example. Set activities are monitored by the instructor to ascertain student engagement. Students are encouraged to prepare for class and to play an active part, to raise questions, following-up ideas and interact with a wide range of provided material.

Indicative Text(s):

Kitwood, T. (author) and Brooker, D. (ed.) (2019) *Dementia Reconsidered, Revisited: the Person Still Comes First*. 2nd edn. Open University.

Lewis, M. (2003) *Shame: The Exposed Self*. New York: The Free Press.

Siegel, A. M. (1996) *Heinz Kohut and the Psychology of the Self*. Routledge.

Viding, E. (2019) *Psychopathy: a Very Short Introduction*. Oxford University Press.

Volkmar, F.R., Lebowitz, E.R., and Sukhodolsky, D.G. (2021) *Developmental Psychopathology*. Wolters Kluwer Health.

See syllabus for complete reading list.

Change Log for this CSD:

Nature of Change	Date Approved & Approval Body (School or AB)	Change Actioned by Registry Services
First edition	November 2024	