

COURSE SPECIFICATION DOCUMENT

Academic School/Department:	Communications, Arts and Social Sciences
Programme:	Psychology
FHEQ Level:	6
Course Title:	Developmental Psychopathology
Course Code:	PSY 6205
Course Leader:	George Berguno
Student Engagement Hours:	120
Lectures:	45
Seminar / Tutorials:	10
Independent / Guided Learning:	65
Semester:	Fall
Credits:	12 UK CATS credits 6 ECTS credits 3 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 victimization. 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: PSY 5200 and PSY 5100

Aims and Objectives:

The course aims 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. Students will have the opportunity to examine case material from a developmental perspective (to “think developmentally” about psychopathology). Moreover, they will become familiar with the major advances in psychopathological research, as well as developments in approaches to psychological assessment, interventions and prevention. Finally, students will be encouraged to apply developmental findings to other areas of research such as: the process of identity development across cultures, family structures, cultural diversity and the risks of ethnic minority children.

Programme Outcomes:

6A (iii), 6B (i), 6C (i), 6C (iv), 6D (i)

A detailed list of the programme outcomes is found in the Programme Specification. This is maintained by Registry and located at:

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

Learning Outcomes:

- Develop an understanding of a range of clinical developmental theories and their impact on clinical practice.
- Develop an understanding of the wide range of clinical paradigms to understanding developmental pathologies.
- Appreciate the connections between theories and to be able to critically evaluate these.
- Evaluate the strengths and limitations of the different developmental approaches to clinical practice.

Indicative Content:

Childhood Depression
Insecure Attachment
Oppositional-Defiant
Disorder Narcissistic
Disorders Psychotic Thought
Processes Sexual Aberrations
Borderline Positions
Autism Spectrum
Disorders

Assessment:

This course conforms to the University Assessment Norms approved at Academic Board.

Teaching Methodology:

The course material will be covered in the following ways:

- I. Lectures on key topics
- II. Group discussions on the reading material
- III. Films/videos on key topics

