

## COURSE SPECIFICATION DOCUMENT

<b>Academic School/Department:</b>	Psychology
<b>Programme:</b>	Psychology
<b>FHEQ Level:</b>	6
<b>Course Title:</b>	Developmental Psychopathology
<b>Course Code:</b>	PSY 6102
<b>Student Engagement Hours:</b>	160
Lectures:	22.5
Seminar / Tutorials:	22.5
Supervision:	15
Independent / Guided Learning:	100
<b>Semester:</b>	Spring
<b>Credits:</b>	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 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 5215 Personality, Individual Differences and Intelligence  
PSY 5100 Human Development

### **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:**

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

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:

- 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 and located at: <https://www.richmond.ac.uk/university-policies/>

**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. Supervision meetings
- IV. Films/videos on key topics

**Indicative Texts:**

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

Stoller, R. J. (2003). Perversion: The Erotic Form of Hatred. London: Karnac.

Symington, J. & Symington, N. (1996). The Clinical Thinking of Wilfred Bion. London: Routledge.

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

Wenar, C. & Kerig, P. (2012). Developmental Psychopathology: From Infancy through Adolescence. New York: McGraw-Hill Higher Education.

**Journals:**

SRCD Monographs

See syllabus for complete reading list

*Please Note: The core and the reference texts will be reviewed at the time of designing the semester syllabus*

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Change Log for this CSD:

Major or Minor Change?	Nature of Change	Date Approved & Approval Body	Change Actioned by Registry Services
Major	Number of credits and pre-requisites	09.11.2021, Psychology Department	
	Various updates as part of the UG programme review	AB Jan 2022	

