

SEMESTER 3

COURSE OUTLINE

"Child and Adolescent Psychopathology" (EDU680)

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL & HUMANITIES (LIMASSOL UNIVERSITY) & SCHOOL OF HEALTH AND WELFARE SCIENCES (WEST ATTICA UNIVERSITY)		
SECTION	DEPARTMENT OF EDUCATIONAL SCIENCES & DEPARTMENT OF BIOMEDICAL SCIENCES		
LEVEL OF STUDIES	MA		
COURSE CODE	EDU 680	SEMESTER OF STUDY	Γ'
COURSE TITLE	Child and Adolescent Psychopathology		
INDEPENDENT TEACHING ACTIVITIES <i>where credit is awarded for discrete parts of the course e.g. lectures, laboratory exercises, etc. If credit is awarded for the whole course, indicate the weekly teaching hours and the total number of credits</i>		WEEKLY TEACHING HOURS	CREDIT UNITS
LECTURES AND LABORATORY EXERCISES		3	10
Add rows if necessary. The teaching organisation and the teaching methods used are described in detail in (d).			
TYPE OF <i>general background, special background, specialization general knowledge, skills development</i>	General		
PREREQUISITE COURSES:	-		
LANGUAGE OF TEACHING AND EXAMINATION:	GREEK		
THE COURSE IS OFFERED TO STUDENTS	NO		
ELECTRONIC COURSE PAGE (URL)	https://moodle.uol.ac.cy/login/index.php		

(2) LEARNING OUTCOMES

Learning Outcomes

The learning outcomes of the course are described as the specific knowledge, skills and competences of an appropriate level that students will acquire after successful completion of the course.

Consult Annex A

- Description of the Level of Learning Outcomes for each cycle of study according to the Qualifications Framework of the European Higher Education Area
- Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B
- Learning Outcomes Writing Comprehensive Guide

This course provides an in-depth exploration of the genetic, neurodevelopmental, and biological foundations of psychopathology and deviant behavior in children and adolescents as defined by the American Psychiatric Association (APA, 2022) and the Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR). Students will develop basic skills for conducting discussions with parents/guardians and pediatric populations and for understanding psychodiagnostic and assessment tools. The course emphasizes an understanding of treatment plans and systemic psychotherapeutic interventions tailored to children and adolescents.

Specifically, students after successful completion of the course will have acquired basic and sufficient knowledge about

- the biological, genetic and environmental factors that contribute to the development of psychopathology in children and adolescents, with an emphasis on neurodevelopmental disorders and mental health conditions as defined by the DSM-5-TR
- the assessment and understanding of mental illness in paediatric populations, including an understanding of how psychodiagnostic tools work and how to conduct comprehensive observations.
- developing interventions, such as psychoeducation, day plans and parent education, to manage common childhood and adolescent mental health disorders such as ADHD, anxiety, depression and mood disorders.
- integrating non-clinical interventions, including school-based strategies, family therapy, psychoeducation and community supports, to create integrated treatment plans that address both academic and social functioning of young patients.
- critically assess the impact of risk factors such as trauma, chronic stress and adverse childhood experiences on the onset and development of mental health disorders and develop prevention strategies based on building resilience and protective factors.
- the application of ethical principles and cultural sensitivity, ensuring that all interventions are developmentally appropriate, culturally aware and aligned with contemporary mental health standards.

General skills

Taking into account the general competences that the graduate should have acquired (as listed in the Diploma Supplement and listed below), which one(s) does the course aim at?

Search, analysis and synthesis of data and information, using the necessary technologies

Adapting to new situations

Decision-making

Autonomous work

Teamwork

Working in an international environment

Working in an interdisciplinary environment

Generating new research ideas

Project planning and management

Respect for diversity and

Respect for the natural environment

Demonstrate social, professional and ethical responsibility and sensitivity to gender issues

Exercise of criticism and self-criticism

Promoting free, creative and inductive thinking

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Other...

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The course aims to:

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Autonomous work
- Teamwork
- Working in an interdisciplinary environment

(3) COURSE CONTENT

LECTURES - UNITS:

1. Introduction to Developmental Psychopathology.

This week, the fundamental principles of developmental psychopathology are presented, focusing on the interplay between biological, psychological and environmental factors that contribute to mental health outcomes in children and adolescents. Evolutionary perspectives on psychopathology will be explored and how contemporary challenges, such as increased stress and trauma, affect the development of mental health disorders will be examined. This week provides a solid foundation for understanding how developmental trajectories and contextual factors shape outcomes.

2. Principles of classification, assessment and intervention.

This week, the focus is on the principles of classification, assessment and intervention for mental health disorders in children and adolescents. This week introduces the Clinical Scientist's Framework, which emphasizes evidence-based approaches to psychological assessment. The week will cover the basics of the DSM-5 diagnostic system, psychological assessment techniques, and mental status testing, while exploring ethical issues and challenges in diagnosis. Students will learn how to conduct observations and assessments and use mental tests as a basis for treatment planning.

3. Emotion regulation and attachment disorders.

This week, it is important to explore attachment theory and its role in emotional regulation, focusing on the developmental pathways of attachment from infancy to adolescence. The session will examine how different attachment styles - secure, avoidant, ambivalent and disorganised - affect mental health and contribute to attachment disorders such as Reactive Attachment Disorder (RAD). The relationship between childhood temperament, early attachment experiences and the development of behavioural disorders, oppositional defiant disorder (ODD) and antisocial behaviour will also be discussed.

4. Anxiety and compulsive disorders in children and adolescents.

The fourth week focuses on anxiety and obsessive-compulsive disorders in children and adolescents, exploring the key symptoms and how these disorders manifest in younger populations. This week covers the fundamentals of psychopharmacological interventions, including treatment options for anxiety, obsessive-compulsive disorder (OCD), and stressor-related disorders. In addition, the impact of trauma and abuse on the developing brain will be discussed, examining how early exposure to stress and trauma can alter neurobiological development and increase vulnerability to stress-related disorders.

5. Autism Spectrum Disorder (ASD).

This week, we will examine Autism Spectrum Disorder (ASD), focusing on its key features, historical perspectives and trends in diagnosis. ASD is a neurodevelopmental disorder characterized by deficits in social communication and restricted, repetitive behaviors. The changing nature of ASD diagnoses will be explored, including the transition from separate conditions (such as Asperger syndrome) to a spectrum within the DSM-5 framework. In addition, this week will provide information on the early signs of ASD, current approaches to treatment, and the role of early intervention in improving outcomes.

6. Attention Deficit Hyperactivity Disorder (ADHD).

This week, Attention Deficit Hyperactivity Disorder (ADHD) will be explored, focusing on its manifestation in children and adolescents. ADHD is characterized by persistent patterns of inattention, hyperactivity, and impulsivity that interfere with functioning or development. This week will cover the diagnostic criteria for ADHD, the common comorbidities (such as learning disabilities or oppositional defiant disorder), and the role of psychopharmacological treatments, including stimulant and non-stimulant. Non-drug, such as behavioural therapies and strategies to support children with ADHD in educational settings will also be considered.

7. Mood disorders in children and adolescents.

In the seventh week, teaching will expand to mood disorders in children and adolescents, focusing on the diagnostic criteria, aetiology and treatment of depressive disorders and bipolar disorders. This session will explore the unique presentation of mood dysfunction in young populations, including conditions such as disordered mood dysfunction (DMDD), pediatric depression, and pediatric bipolar disorder. We will also address risk factors such as genetic predispositions, environmental stressors, and childhood trauma, and examine the role of both psychopharmacological and psychotherapeutic interventions in the management of these disorders. In addition, we will discuss risk factors for suicide and non-suicidal self-injury (NSSI) in adolescents, and ways to assess and effectively intervene.

8. Substance-related disorders in children and adolescents.

In the eighth week, educational teaching penetrates addiction and substance-related disorders in children and adolescents. This week will focus on the unique developmental aspects of substance use disorders in youth, including the effects of early exposure to drugs, alcohol and other substances on the developing brain. Diagnostic criteria for substance-related disorders will be reviewed, including how to distinguish between primary mental health disorders and those caused by substance use. In addition, risk factors, including genetic and environmental influences, and the most effective approaches to prevention and treatment, including psychopharmacological and behavioural interventions will be discussed.

9. Psychotic Disorders and Schizophrenia in Children and Adolescents.

This week, the focus is on psychotic disorders in children and adolescents, with a particular emphasis on schizophrenia. Although psychotic disorders are rare in this age group, they are highly disruptive to a child or adolescent's development, education and social functioning. This week covers the neurocognitive dysfunctions associated with psychosis, the role of early identification, and the use of pharmacological and therapeutic interventions. In addition, it will explore how school professionals can support students with psychotic disorders through appropriate accommodations, family engagement, and collaboration with mental health professionals

10. Eating Disorders in Adolescents.

The tenth week focuses on eating disorders in adolescents, including anorexia nervosa, bulimia nervosa and binge eating disorder. These conditions are serious mental health disorders that affect physical health, emotional well-being and social functioning. This week will cover diagnostic criteria, risk factors and treatment approaches for eating disorders, with a particular focus on body image disorder and body dysmorphic disorder in adolescents. The role of psychopharmacology, psychotherapy and family-based interventions in the treatment of these disorders will also be explored, as well as the long-term implications for recovery and relapse prevention.

11. Sexual orientation and gender identity disorders in children and adolescents.

This week, the focus is on gender identity disorders, such as gender dysphoria, as well as psychopathology related to sexual behaviour and sexual orientation in children and adolescents. This week we will explore diagnostic criteria for gender dysphoria and gender identity disorders, including psychological distress caused by a mismatch between a person's experienced gender and the gender assigned at birth. Sexual dysfunctions and atypical behaviours will also be explored, discussing clinical interventions and therapeutic approaches that can support young people facing these complex issues.

12. Clinical and non-clinical interventions in child and adolescent psychopathology.

This week, both clinical and non-clinical interventions used to treat psychopathology in children and adolescents will be explored. This week will cover a range of treatment approaches including psychopharmacology, psychoeducation, school-based interventions and family therapy. We will discuss how these interventions can be used in combination to create comprehensive treatment plans that address the diverse needs of young patients. In addition, the role of parent education, professional development for teachers and how these strategies can improve school and community outcomes will be explored.

(4) TEACHING and LEARNING METHODS - EVALUATION

METHOD OF DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Distance	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in Teaching, Laboratory Training, Communication with students</i>	ICT and their use in education are the subject of the course and are therefore used extensively in Teaching, Laboratory Training, Communication with students.	
ORGANISATION OF TEACHING <i>The way and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Study & Analysis of Literature, Tutoring, Practical (Placement), Clinical Exercise, Artistic Workshop, Interactive teaching, Educational visits, Study visits, Project work, Writing work / assignments, Artistic creation, etc.</i> <i>The student's hours of study for each learning activity and the hours of unguided study according to ECTS principles are indicated.</i>	Activity	Semester workload
	<i>Lectures</i>	39
	<i>Laboratory exercises</i>	13
	<i>Interactive Teaching</i>	13
	<i>Study & Literature Analysis</i>	26
	<i>Study preparation</i>	26
	<i>Job Writing</i>	36
	<i>Independent Study</i>	47
	Total	200
STUDENT ASSESSMENT <i>Description of the evaluation process</i> <i>Language of Evaluation, Evaluation Methods, Formative or Inferential, Multiple Choice Test, Multiple Choice Test, Short Answer Questions, Test Development Questions, Problem Solving, Written Work, Report, Oral Examination, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other</i> <i>Explicitly identified assessment criteria are stated and if and where they are accessible to students.</i>	<p><i>Weekly interactive activities (20% in total): On a weekly basis, students will have the opportunity to interact with the teacher, other students and/or other relevant stakeholders to complete certain activities. These activities are an integral part of the course and help the student understand and assimilate each week's material. The instructor will select 10 interactive activities prior to the start of the course that will count towards the final course grade, each worth 2% of the grade. The remaining interactive activities will be available for students to complete (but will not contribute to their final grade) to facilitate self-assessment and to aid in-depth learning.</i></p> <p><i>Individual and/or collaborative work (30%): the instructor will assign the students an individual and/or collaborative project and will be evaluated according to the rubric of the project.</i></p> <p><i>Final examination (50%): the final examination will assess the students' understanding of the learning objectives set for the course and their ability to apply their knowledge to real-life scenarios in the field of Special Education and New Technologies.</i></p>	

(5) RECOMMENDED-BIBLIOGRAPHY

- Suggested Bibliography:

- Buss, D. M. (2015). *evolutionary psychology: the new science of the mind* (5th ed.). pearson
- Datta, N., Matheson, B.E., Citron, K., Van Wye, E.M. and Lock, J.D. (2023). evidence based update on psychosocial treatments for eating disorders in children and adolescents. *Journal of Clinical Child & Psychology*, 52(2), pp.159-170.
- Diamond, L.M. (2020). gender fluidity and nonbinary gender identities among children and adolescents. *Child Development Perspectives*, 14(2), pp.110-115
- Kjeldbjerg, M.L. and Clausen, L. (2023). prevalence of binge-eating disorder among children and adolescents: a systematic review and meta-analysis. *European Child & Adolescent*.
- Youngstrom, E. A., Choukas-Bradley, S., Calhoun, C. D., & Jensen-Doss, A. (2015). *clinical guide to the evidence-based assessment approach to diagnosis and treatment* cognitive and Behavioral Practice, 22(1), 20-35.

- Related scientific journals:

Journal of the American Academy of Child and Adolescent Psychiatry
Swiss Journal of Psychology
The Journal of Neuroscience
Psychological Science in the Public Interest
Journal of Cognitive Psychology
Journal of Affective Disorders