

## CHILD AND ADOLESCENT PSYCHOPATHOLOGY

### (1) GENERAL

<b>SCHOOL</b>	HEALTH SCIENCES	
<b>ACADEMIC UNIT</b>	SPEECH LANGUAGE THERAPY	
<b>LEVEL OF STUDIES</b>	Graduate Program (Level 6)	
<b>COURSE CODE</b>	slt - 73	<b>SEMESTER</b> 7
<b>COURSE TITLE</b>	Child and Adolescent Psychopathology	
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures	2	5
Applied/Laboratory Practice	1	
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Special Background	
<b>PREREQUISITE COURSES:</b>		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek	
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No	
<b>COURSE WEBSITE (URL)</b>	<a href="https://moodle.ioa.teiep.gr/course/view.php?id=136">https://moodle.ioa.teiep.gr/course/view.php?id=136</a>	

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul> <p>This course emphasizes on the discrimination between normal and pathological behavior in childhood and adolescence. Also, it presents the current classification systems and the clinical picture, the current etiological approaches (genetic, biological, psychodynamic, behavioral and cognitive), the comorbidity and the treatment of the mental disorders in children and adolescents such as attachment disorder, anxiety disorders, emotional disorders, disruptive behavior disorders, psychotic disorders, autism spectrum disorders and eating disorders. The course includes clinical studies presentation that facilitates the connection between theory and its application in clinical practice.</p> <p>Upon successful completion of the course the student will be able to:</p>
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- distinguish between normal and pathological behavior in children and adolescents (Levels 1 & 2: Knowledge & Understanding)
- recognize the symptoms of mental disorders in childhood and adolescence (Levels 1 & 2: Knowledge & Understanding)
- be aware of the therapeutic approaches of these disorders in order to refer a child or an adolescent to a mental health specialist (Levels 1, 2, 3 & : Knowledge, Understanding, Applying & Creating)
- provide the best support in children and adolescents with mental disorder and consultation to their parents (Levels 1, 2, 3 & : Knowledge, Understanding, Applying & Creating)
- collaborate with mental health professionals within an interdisciplinary team (Levels 1, 2, 3 & : Knowledge, Understanding, Applying & Creating)

**General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>

<ul style="list-style-type: none"> <li>• <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></li> <li>• <i>Adapting to new situations</i></li> <li>• <i>Decision-making</i></li> <li>• <i>Working independently</i></li> <li>• <i>Team work</i></li> <li>• <i>Working in an interdisciplinary environment</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Production of new research ideas</i></li> <li>• <i>Respect for difference and multiculturalism</i></li> <li>• <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></li> <li>• <i>Criticism and self-criticism</i></li> <li>• <i>Production of free, creative and inductive thinking</i></li> </ul>
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**(3) SYLLABUS**

1. Distinction between normal and pathological behavior in children and adolescents.  
Presentation of classification systems
2. Attachment disorder
3. Disruptive behavioral disorders: ADHD, Oppositional defiant disorder (ODD) and Conduct disorder (CD)
4. Anxiety Disorders (Part A')
5. Anxiety Disorders (Part B')
6. Emotional Disorders
7. Autistic Spectrum Disorders
8. Child schizophrenia
9. Gender disorders

10. Eating disorders
11. Sleep disorder
12. Tic disorders
13. Special issues in child and adolescent psychopathology (bullying, abuse, neglect etc.)

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face: In class														
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of audio-visual methods (e.g. PowerPoint presentations) Support the learning process through the e-class platform.														
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table border="1"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">26</td> </tr> <tr> <td>Applied/Laboratory Practice</td> <td style="text-align: center;">13</td> </tr> <tr> <td>Teamwork Research Project</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Essay Writing</td> <td style="text-align: center;">23</td> </tr> <tr> <td>Personal Study</td> <td style="text-align: center;">43</td> </tr> <tr> <td><b>Course total</b></td> <td style="text-align: center;"><b>125</b></td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	26	Applied/Laboratory Practice	13	Teamwork Research Project	20	Essay Writing	23	Personal Study	43	<b>Course total</b>	<b>125</b>
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<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p><b>I.</b> Written final exam (60%): - Multiple choice test - Short answer questions</p> <p><b>II.</b> Written Essay-Individual (20%) (with Pass, Merit and Distinction criterion accessible by students)</p> <p><b>III.</b> Mini Clinical Research-Teamwork (20%) (with Pass, Merit and Distinction criterion accessible by students)</p> <p>The final exams will be offered in Greek.</p>														

#### (5) ATTACHED BIBLIOGRAPHY

**- Suggested bibliography:**

- Κάκουρος Ε., Μανιαδάκη Α.: Ψυχοπαθολογία παιδιών και εφήβων. Αναπτυξιακή προσέγγιση.  
Εκδ. Τυπωθήτω, Αθήνα 2006
- Παπαγεωργίου Β.: Ψυχιατρική παιδιών κι εφήβων. University Studio Press, Θεσσαλονίκη, 2009

3. Wilmshurst L. (Επιμέλεια Μπεζεβέργης Η.): Εξελικτική Ψυχοπαθολογία: Μια αναπτυξιακή προσέγγιση, Gutenberg, 2011.
4. Wenar C. Kerig P. (Επιμέλεια Γεωργακά Ε., Μαρκουλής Δ.): Εξελικτική Ψυχοπαθολογία. Εκδ. Gutenberg, 2008
5. Τσιάντης Γ., Ξυπολυτά – Ζαχαριάδη Α.: Ψυχοσωματικά προβλήματα των παιδιών. Εκδ. Καστανιώτη, 2001
6. Τσιάντης Γ., Μανωλόπουλος Σ.: Σύγχρονα θέματα Παιδοψυχιατρικής. Εκδ. Καστανιώτη
7. Wilmshurst L. (Επιμέλεια Μπεζεβέργης Η.): Εξελικτική Ψυχοπαθολογία: Μια αναπτυξιακή προσέγγιση, Gutenberg, 2011.
8. Mash EJ., and Barkley R.A.: Child Psychopathology, Guilford Press, 2019
9. Matson J.: Handbook of Childhood Psychopathology and Developmental Disabilities Treatment, Springer, 2018.
10. Schneider B.: Child Psychopathology, Cambridge University Press, 2018

***Related academic journals:***

**1. Journal of Child Psychology and Psychiatry**

<https://onlinelibrary.wiley.com/journal/14697610>

**2. Journal of Abnormal Child Psychology**

<https://link.springer.com/journal/10802>

**3. Journal of the American Academy of Child and Adolescent Psychiatry**

<https://www.jaacap.org>