

## SYLLABUS

<b>COURSE TITLE</b>	Clinical problems of childhood and adolescence																			
<b>CREDITS</b>	4																			
<b>LANGUAGE OF INSTRUCTION</b>	English																			
<b>DEPARTMENT/FACULTY</b>	Faculty of Pedagogy and Psychology																			
<b>LECTURER(S)</b>	dr Ewa Zawadzka, dr Łucja Domańska																			
<b>COURSE OBJECTIVES</b>																				
Students who successfully complete this course will have a basic knowledge of and insight into:																				
<ul style="list-style-type: none"> <li>• Student is acquainted with etiology, pathogenesis, diagnostic criteria, and symptomatology of selected disorders in childhood and adolescence.</li> <li>• Student is able to apply the knowledge to identify evolution and anticipate consequences of the disorders.</li> <li>• Student is able to differentiate the main directions of psychological therapeutic interventions in the cases of discussed disorders.</li> <li>• Student gains awareness of the role of early psychological assessment and treatment for the further child development.</li> </ul>																				
<b>PREREQUISITES</b>	None																			
<b>COURSE ORGANISATION –LEARNING FORMAT AND NUMBER OF HOURS</b>																				
15 hours of lecture are provided by dr Ewa Zawadzka, and 15 hours by dr Łucja Domańska																				
<b>COURSE DESCRIPTION</b>																				
The course covers selected clinical problems of childhood and adolescence: specific learning disabilities, Attention Deficit Hyperactivity Disorder, disruptive and conduct disorders, autism and schizophrenia spectrum disorders, intellectual disabilities, anxiety disorders, depressive disorders, suicidal thoughts and behaviours, nonsuicidal self-injury, child maltreatment. The specific features of the problems for different stages of development are highlighted from theoretical and practical perspectives.																				
<b>METHODS OF INSTRUCTION</b>	lecture, class discussion, demonstrations, case studies																			
<b>REQUIREMENTS AND ASSESSMENTS</b>	The final test and two oral presentations of selected issues. The test will constitute two-thirds of the student's grade.																			
<b>GRADING SYSTEM</b>	Success in this course depends on: attending class regularly, gaining more than 50% of the total number of points in the final test and the oral presentations.																			
<b>TOTAL STUDENT WORKLOAD NEEDED TO ACHIEVE EXPECTED LEARNING OUTCOMES EXPRESSED IN TIME AND ECTS CREDIT POINTS</b>	<table border="1"> <thead> <tr> <th>Activity</th> <th>Hours:</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>30</td> </tr> <tr> <td>Workshops</td> <td></td> </tr> <tr> <td>Preparation for classes (Reading, homework etc.)</td> <td>20</td> </tr> <tr> <td>Preparing presentations</td> <td>25</td> </tr> <tr> <td>Revising for the exam</td> <td>23</td> </tr> <tr> <td>Exam</td> <td>2</td> </tr> <tr> <td>Total</td> <td>100</td> </tr> <tr> <td>ECTS</td> <td>4</td> </tr> </tbody> </table>		Activity	Hours:	Lecture	30	Workshops		Preparation for classes (Reading, homework etc.)	20	Preparing presentations	25	Revising for the exam	23	Exam	2	Total	100	ECTS	4
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<b>STUDYMATERIALS</b>	<b>PRIMARY OR REQUIRED BOOKS/READINGS:</b>																			

Ollendick T.H., White S.W., White B.A. (ed.) (2019). The Oxford handbook of clinical child and adolescent psychology. Oxford University Press.

Klyklyo W.M., Kay J. (2005). Clinical child psychiatry. John Wiley & Sons, Chichester.

**SUPPLEMENTAL OR OPTIONAL BOOKS/READINGS:**

Fisak B. (2014). The prevention of anxiety in preschool-aged children: Development of a new program and preliminary findings. *Mental Health & Prevention, 2*, 18-25.

Johnson A.J., Hawes D.J., Eisenberg N., Kohlhoff J., Dudeney J. (2017). Emotion socialization and child conduct problems: A comprehensive review and meta-analysis. *Clinical Psychology Review, 54*, 65-80.

Masi G., Milone A., Brovedani P., Pisano S., Muratori P. (2018). Psychiatric evaluation of youths with Disruptive Behaviour Disorders and psychopathic traits: A critical review of assessment measures. *Neuroscience and Biobehavioral Reviews, 91*, 21-33.