



## COURSE DATA

### DATA SUBJECT

**Code:** 33329

**Name:** Clinical child and young person's psychology

**Cycle:** Undergraduate Studies

**ECTS Credits:** 4.5

**Academic year:** 2026-27

### STUDY (S)

Degree	Center	Acad. year	Period
1319 - Degree in Psychology	Facultat de Psicologia i Logopèdia	4	Second quarter

### SUBJECT-MATTER

Degree	Subject-matter	Character
1319 - Degree in Psychology	Clinical child psychology	ELECTIVES

### COORDINATION

MARTINEZ BESTEIRO ELVIRA

VALERO MORENO SELENE

## SUMMARY

**Child and Adolescent Clinical Psychology** is an introductory course; therefore, the development of the topics will be approached in a general manner. The fundamental content of each disorder, as well as its assessment and treatment, will be covered. The theoretical syllabus is structured in two parts. The **first part** aims to provide an introduction to the subject, addressing topics related to its concept, methodology, and historical background. General content will also be introduced concerning the cognitive processes involved, the diagnosis and classification of mental disorders, as well as their evaluation and treatment. The **second part** focuses on the study of the most significant psychopathologies that affect various mental processes and activities during childhood and adolescence.

Practical sessions will be integrated into both theoretical sections, constituting the **third objective** of the course. These sessions aim to consolidate the knowledge acquired during the theoretical component through the analysis of real-life problems and situations related to mental health. The intention is to foster critical reflection on the processes of health and illness in childhood and adolescence. The **fourth objective** focuses on the presentation and analysis of clinical cases or problems, always adhering to and respecting the fundamental principles of professional ethics as set out in the Psychologist's Code of Ethics. This subject is essential for any professional activity in the field.

## PREVIOUS KNOWLEDGE



## RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

## OTHER REQUIREMENTS

It is recommended that students have successfully completed the following subjects:

First-year subjects: Life Cycle Psychology I and II.

Second-year subjects: Psychological Assessment, Developmental Disorders and Learning Difficulties.

Third-year subjects: Psychopathology, Psychological Intervention and Treatment.

## COMPETENCES / LEARNING OUTCOMES

### 1319 - Degree in Psychology

Know and comply with professional ethics of Psychology.

Know how to access and use the different documentary sources of Child Psychopathology, show a mastery of the strategies necessary to access the information and assess the need for documentary update.

Know the characteristic symptomatology of the different mental and behavioural disorders, their causes, factors that influence their prevalence, and the international systems of classification, assessment and diagnosis.

Know the different approaches that have contributed to the historical development of Child Clinical Psychology and their influence on the production of knowledge and on professional practice in psychology in the field of mental health.

Know the different fields of application of Child Clinical Psychology, its possibilities and limits, and the need for interdisciplinary collaboration with other areas and professionals in mental health.

## DESCRIPTION OF CONTENTS

### 1. Thematic Unit 1: Introduction to Child and Adolescent Clinical Psychology

Topic 1: History and Concept of Child and Adolescent Clinical Psychology.

Topic 2: Psychological Assessment in Childhood and Adolescence.

Topic 3: Introduction to Intervention in Childhood and Adolescence.

Topic 4: Children's Drawings as a Diagnostic and Therapeutic Tool.



## 2. Thematic Unit II: Assessment, Diagnosis, and Therapeutic Approaches to the Main Childhood Disorders.

Topic 5: Eating Disorders

Topic 6: Elimination Disorders

Topic 7: Hyperactivity Disorders

Topic 8: Anxiety Disorders

Topic 9: Trauma and Stressors: Psychopathological Impact on Children and Adolescents

Topic 10: Depressive Disorders

Topic 11: Childhood Schizophrenia

Topic 12: Autism

### WORKLOAD

#### PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	45,00
<b>Total hours</b>	<b>45,00</b>

#### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	2,00
Individual or group project	10,00
Independent study and work	30,00
Preparation of lessons	7,50
Preparation for assessment activities	5,00
Resolution of case studies	13,00
<b>Total hours</b>	<b>67,50</b>

### TEACHING METHODOLOGY

The methodology will be active and participatory; therefore, classes will combine theoretical and practical



components to promote meaningful learning of the relevant knowledge. For each topic, a conceptual presentation will be delivered, followed by discussion of the proposed content and the practical application of the knowledge and learning outcomes. The aim is for students to acquire the specific competencies related to the subject.

Key instructional techniques include:

- (1) Lectures and presentations of course content.
- (2) Practical activities (such as case studies, debates, and text analysis);
- (3) Scheduled group tutorials.
- (4) Independent preparation of assignments, including the drafting and presentation of reports based on classroom practical activities (individually and in groups);
- (5) Formative and summative assessment.

The use of mobile devices, tablets, and laptops will be subject to the teaching methodology adopted by each lecturer.

## EVALUATION

### ASSESSMENT SYSTEMS AND WEIGHTING

Student evaluation will be based on the following components, applicable in both the first and second assessment opportunities:

1. Assessment of theoretical and practical content through objective written tests, short-answer questions, or skill demonstrations (70%). (Recoverable in the second assessment opportunity in the same manner as in the first).
2. Assessment of coursework demonstrates that the student has developed competencies in knowledge, understanding, and application of the subject matter, accounting for 15% of the final grade. This may include assignments submitted at the end of face-to-face sessions, coursework submitted throughout the academic term within the established deadlines, and individual or group presentations delivered in class (Recoverable in the second assessment opportunity by taking an exam based on a case study).
3. Active participation in activities conducted both inside and outside the classroom, and motivation regarding the quality of learning outcomes (15%) (Recoverable in the second assessment opportunity by submitting the activities).

### MINIMUM REQUIREMENTS

To pass the subject, it is necessary to achieve a minimum score of 50% in each of the assessment components.

### WARNING

The blatant copying or plagiarism of any assessed work will result in failure to pass the subject and will subsequently



be subject to the appropriate disciplinary procedures.

Please note that, in accordance with Article 13(d) of the University Student Statute (Royal Decree 1791/2010, of 30 December), it is the student's duty to refrain from using or cooperating in fraudulent practices during assessments, coursework, or in official university documents.

During tutorial hours, teaching staff may request individual or group interviews to verify the degree of participation and achievement of the objectives set for any given task. Refusal to comply with such verification will result in failure of the corresponding task or activity.

In cases of fraudulent practices, procedures will be followed as determined by the Protocol for Action Against Fraudulent Practices at the Universitat de València (ACGUV 123/2020): <https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

## GRADING SYSTEM

The 'Reglamento de evaluación y calificación de la Universitat de València para títulos de Grado y Master' (Approved by the Consell de Govern on 20 May 2017) will be followed.

The results obtained in the different assessment activities, as well as the result in the subject, will be graded on a numerical scale from 0 to 10, with one decimal point. A corresponding qualitative grade may also be assigned, as indicated below:

- De 0 a 4.9: Fail
- De 5 a 6.9: Pass
- De 7 a 8.9: Good
- De 9 a 10: Excellent or Excellent with Honors

An Honours Distinction (Matrícula de Honor) may be awarded to students who achieve the highest marks, if they have obtained at least a nine (9) in the overall subject grade. In the event of a tie in the final grade, students may be required to complete an additional assessment to determine the award.

### *SUMMARY: FINAL GRADE COMPOSITION*

1. The exam grade accounts for 70% of the final grade (Recoverable in the second assessment opportunity in the same manner as in the first).
2. The compulsory reports account for 15% of the final grade (recoverable in the second assessment opportunity by completing a case-based exam).
3. The practical activities account for 15% of the final grade (recoverable in the second assessment opportunity by submitting the required activities).

To pass the subject in either the first or second assessment opportunity, students must:

- Pass the exam(s): minimum score of 3.5 out of 7.



- Complete and pass all compulsory reports: minimum score of 0.75 out of 1.5.
- Complete and pass at least 50% of the practical activities: minimum score of 0.75 out of 1.5.

## REFERENCES

### **Basic References:**

Fonseca-Pedrero, E. (2021). *Manual de tratamientos psicológicos: infancia y adolescencia*. Pirámide.

González, R. y Montoya-Castilla, I. (2015). *Psicología Clínica Infanto-juvenil*. Pirámide

### **Supplementary References:**

American Psychological Association (2016): DSM-5: Libro de casos. Editorial Medica Panamericana.

Caballo, V.E. y Simón, M.A. (2001). *Manual de Psicología Clínica Infantil y del adolescente. Trastornos específicos*. Pirámide.

Comeche Moreno, M.I., Vallejo Pareja, M.A. (2012). *Manual de terapia de conducta en la infancia*. UNED.

Faber, A., y Mazlish, E. (2013). *Cómo hablar para que sus hijos le escuchen y cómo escuchar para que sus hijos le hablen*. Medici.

González, M.T. (2011). *Psicología clínica de la infancia y de la adolescencia. Aspectos clínicos, evaluación e intervención*. Pirámide.

Izquierdo, A., Cuéllar, I., y Padilla, D. (2021). *Manual de Psicología Clínica de la Infancia y la Adolescencia bases para una nueva especialidad*. McGraw Hill.

Huebner, D. (2008). *Qué puedo hacer cuando me preocupo demasiado. Un libro para niños con ansiedad*. Tea Ediciones.

Maganto, C., Amador, J.A. y González, R. (2001). *Evaluación psicológica en la infancia y la adolescencia. Casos prácticos*. TEA.

Orgilés, M., Méndez, F. J., Espada, J. P. (2022). *Tratamiento paso a paso de los problemas psicológicos en la infancia y adolescencia*. Pirámide.