

PS353-15 Developmental Psychopathology

22/23

Department

Psychology

Level

Undergraduate Level 3

Module leader

Dieter Wolke

Credit value

15

Assessment

33% coursework, 67% exam

Study location

University of Warwick main campus, Coventry

Description

Introductory description

This is an advanced module focusing on the development of problems or disorders that have their onset in infancy, childhood or adolescence.

[Module web page](#)

Module aims

Developmental Psychopathology combines thinking from Clinical and Developmental Psychology and is interested in understanding the origins, the development and processes that lead to psychopathology and to impairment in everyday functioning.

The module first provides a basic introduction into classification systems of psychopathology. Secondly, basic concepts and terms used in developmental Psychopathology (prevalence, incidence) or to describe mechanisms such as risk and protective factors, resources, vulnerability, resilience and co-morbidity are introduced and critically discussed. The major part of the module deals with problems to major disorders including those having their onset in infancy (regulatory problems: crying, feeding, sleeping); childhood (conduct and oppositional defiant disorder and bullying victimisation) and those most frequently having their onset in adolescence or adulthood (e.g. eating disorder and psychosis). For each of the different problems or disorders, the diagnostic features are described, the antecedents explored, an attempt to understand the

processes involved in their development is made, and evidence of their long term consequences is examined. The module will be rounded off by a more detailed look at genetically sensitive designs (quantitative and molecular genetics) and an overview of different methodologies for the study of developmental psychopathology ranging from epidemiological to longitudinal studies and experimental approaches (e.g. intervention or treatment studies).

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

Classification systems of major psychopathologies (DSM5 ICD-10/11, zero-to-three);
Basic terms and concepts in developmental psychopathology;
Common problems in infancy;
Conduct Disorder (CD) and Oppositional Defiant Disorder (ODD);
Peer bullying eating disorder;
Psychosis like symptoms and psychosis;
Genetics and Developmental Psychopathology Research approaches.
Revision session.

Learning outcomes

By the end of the module, students should be able to:

- Understand how psychiatric classification systems work and critically reflect on their advantages but also disadvantages.
- Have a good understanding of the major concepts and terms in Developmental Psychopathology.
- Be aware of the definitions, prevalence, development and prognosis of the disorders covered in the course.
- Identify the aspects of the environment, parenting and within child characteristics that have been identified to lead to different infant or childhood/adolescence onset disorders.
- Be aware of some treatment approaches of dealing with common infancy problems such as excessive crying, feeding or sleeping problems.
- Show a thorough understanding of the role of the environment and genetics in the development of disorders
- Demonstrate knowledge of different methodological approaches to the study of psychopathology.

Indicative reading list

Lewis, M., & Rudolph, K. D. (Eds.). (2015). *Handbook of Developmental Psychopathology* (3 ed.). London: Springer.

Cicchetti, D. & Cohen, D.J. (Eds.), *Developmental Psychopathology. Volume 1: Theory and Method*. Hoboken , J.J.: John Wiley & Sons

Gillberg, C., Harrington, R. & Steinhausen, H.-C. (Eds.), *A Clinician's Handbook of Child and Adolescent Psychiatry*. Cambridge : Cambridge University Press

[View reading list on Talis Aspire](#)

Subject specific skills

Understand how psychiatric classification systems work

Understand the major concepts and terms in Developmental Psychopathology

Identify the aspects of the environment, parenting and within child characteristics that can lead to different onset disorders.

Awareness of some treatment approaches of dealing with common infancy problems

Transferable skills

effective communication skills to develop a cogent argument supported by relevant evidence and being sensitive to the needs and expectations of an audience

critically evaluation primary and secondary sources

recognition of what is required for effective teamwork

effective personal planning skills

Study

Study time

Type	Required
Lectures	11 sessions of 2 hours (73%)
Seminars	8 sessions of 1 hour (27%)
Total	30 hours

Private study description

120 hours guided student study

Costs

No further costs have been identified for this module.

Assessment

You do not need to pass all assessment components to pass the module.

Students can register for this module without taking any assessment.

Assessment group D3

	Weighting	Study time
Presentation	3%	
A 10-minute (10-12 slide) Power point presentation for one of the seminars		
Essay	30%	
essay on the topic of the presentation		
Online Examination	67%	
<ul style="list-style-type: none"> • Online examination: No Answerbook required 		

Feedback on assessment

assessed via annotated copy and academic guidance form; exam performance via personal \r\ntutor or online.

[Past exam papers for PS353](#)

Availability

Courses

This module is Optional for:

- Year 1 of TPSS-C8P9 Postgraduate Taught Psychological Research
- Year 3 of UPSA-C804 Undergraduate Psychology with Education Studies

This module is Option list B for:

- Year 3 of UPHA-VL78 BA in Philosophy with Psychology
- Year 4 of UPHA-VL79 BA in Philosophy with Psychology (with Intercalated year)