

Subject card

Subject name and code	Child and youth clinical psychology, PG_00147460						
Field of study	Psychology						
Date of commencement of studies	October 2026	Academic year of realisation of subject			2027/2028		
Education level	uniform Master's studies	Subject group			Obligatory subject group in the field of study Subject group related to scientific research in the field of study		
Mode of study	full-time studies	Mode of delivery			at the university		
Year of study	2	Language of instruction			Polish		
Semester of study	3	ECTS credits			3.0		
Learning profile	academic	Assessment form			exam		
Conducting unit	Division of Developmental Psychology and Psychopathology -> Institute of Psychology -> Faculty of Social Sciences -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		prof. dr hab. Małgorzata Lipowska				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	30.0	0.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	30		10.0		40.0	80
Subject objectives	The aim of the course is to provide students with general information about clinical child psychology, the history of its development, knowledge about the child's psychomotor development in the norm and pathology, its models and disorders, causes and pathomechanism of disorders and knowledge about selected disorders of psychomotor development of children at preschool and school age: symptoms, causes, mechanisms, methods of recognition, help and prevention.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[PSYCHJ5_W05] Has a structured and in-depth knowledge of the specialization of psychology, including terminology, theory, and methodology.	<p>The student knows the professional development path of a clinical psychologist</p> <p>The student differentiates the tasks of a clinical psychologist and psychotherapist</p>	[SW4] test/exam - oral or written
	[PSYCHJ5_K03] He/she appreciates the importance of psychological sciences for the development of an individual and proper social ties, he/she has a positive attitude to acquiring knowledge in the field of the studied scientific discipline and building a psychologist's workshop.	<p>Is able to use and integrate theoretical knowledge in the field of psychology and related disciplines in order to analyze complex psychological, educational, assistance and therapeutic problems, as well as to diagnose and design practical activities.</p> <p>The student has the ability to analyze a child's behavior from the perspective of developmental and behavioral disorders from a clinical perspective.</p> <p>Is able to efficiently use selected theoretical approaches to analyze undertaken practical activities.</p> <p>The student compares therapeutic approaches used in clinical child psychology, criticizes these theories and assesses the chances of effectiveness of taking specific therapeutic steps in relation to specific child development and behavioral disorders.</p>	[SK1] oral statement/conversation/discussion
	[PSYCHJ5_U08] He/she is able to efficiently use selected theoretical approaches to analyse the undertaken practical activities.	<p>The student has deepened and extended knowledge of the biological, pedagogical, social and philosophical foundations of human mental functioning; understands the essence of functionality and dysfunction, harmony and disharmony, norm and pathology.</p> <p>The student characterizes and interprets the role of pathogenic factors in child development.</p>	[SU4] test/exam - oral or written
	[PSYCHJ5_U02] He/she is able to use and integrate theoretical knowledge in the field of psychology and related disciplines in order to analyse complex psychological, educational, aid or therapeutic problems, as well as diagnose and design practical activities.	<p>The student knows the principles of providing psychological assistance to children and adolescents</p> <p>The student is aware of the need for supervision of the work of a clinical psychologist</p>	[SU1] oral statement/conversation/discussion
	[PSYCHJ5_K01] He/she has deeper awareness of the level of his/her knowledge and skills, he/she understands the need for continuous personal and professional development.	<p>The student appreciates the importance of psychological sciences for the development of the individual and proper bonds in society, has a positive attitude towards acquiring knowledge in the field of the studied scientific discipline and building the psychologist's work skills.</p> <p>The student is careful when expressing opinions regarding the diagnosis of children's developmental and behavioral disorders</p>	[SK1] oral statement/conversation/discussion
	[PSYCHJ5_W02] He/she has an in-depth and expanded knowledge of the sources and the place of psychology in the system of sciences and its subject and methodological connections with other disciplines.	The student identifies the branches of clinical psychology and understands the specificity of child clinical psychology compared to other branches of applied psychology, such as health psychology or psychopathology.	[SW4] test/exam - oral or written

	Course outcome	Subject outcome	Method of verification
	[PSYCHJ5_W10] Has an in-depth and expanded knowledge of the biological, pedagogical, social and philosophical bases of human mental functioning; understands the nature of functionality and dysfunctionality, harmony and disharmony, norm and pathology.	<p>The student understands and knows models for outlining the child's development path</p> <p>The student is sensitive to the presence of protective and risk factors in the child's environment, including his or her family</p>	[SW4] test/exam - oral or written
Subject contents	<p>1. Clinical child psychology general issues</p> <ul style="list-style-type: none"> • Clinical child psychology (sources of clinical psychology, history) • Clinical child psychology among other branches of psychology • The subject of clinical child psychology (definition, issue of norms and mental health), • Research problems in child clinical psychology (diagnosis, therapy, prevention), • Branches of clinical child psychology <p>1. Psychomotor development and its disorders</p> <ul style="list-style-type: none"> • Basic concepts: psychomotor development (the relationship between the development of the psyche and motor skills), pace, rhythm, dynamics, • Models of development in the area of norm and pathology (due to pace, rhythm and dynamics) • Harmonious and disharmonious development (global, partial, fragmentary disorders), • Differentiation: norm and pathology, disorders and individual differences, developmental disorders and behavioral disorders • Factors determining psychomotor development and causes of developmental disorders and behavioral disorders, • Biological causes (factors damaging the structure of the central nervous system and disturbing the functioning of the central nervous system) • Social causes (extreme social isolation and factors disturbing the functioning of the central nervous system) • Pathomechanism of psychomotor development disorders, • Analysis of pathogenic factors and their impact on the type, depth and dynamics of disorders • Relationships between pathogenic factors and their effects (background law; paving law; vicious circle mechanism; spiral mechanism) • Interpretation of pathomechanism psychological theories (psychoanalysis, cognitive, behavioral) <p>1. Classification of developmental and behavioral disorders</p> <ul style="list-style-type: none"> • effects of pathogenic factors - developmental and behavioral disorders /categories of disorders depending on the type of disorder, area, depth, dynamics and relationships between disorders / • international classifications of mental disorders • pedagogical approach (SEN, LD) • medical approach (medical classifications: ICD-11, DSM-5, RDC-PA, DC:0-5) • psychological and clinical approach (theoretical models of childhood disorders) <p>1. Neurodevelopmental disorders</p> <ul style="list-style-type: none"> • intellectual disability • communication disorders • autism spectrum disorders • ADHD • specific learning disorders • motor disorders <p>1. Destructive behavior and impairment of emotional control</p> <ul style="list-style-type: none"> • oppositional defiant disorder ODD • intermittent explosive disorder - IED • conduct disorders CD • antisocial personality disorder • pyromania • kleptomania <p>1. Comorbidity of developmental disorders:</p> <ul style="list-style-type: none"> • the essence of comorbidity of disorders • epidemiology of comorbidit disorders among children • models of disorders comorbidity 		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	exam	51.0%	100.0%

Recommended reading	Basic literature	<ul style="list-style-type: none"> • Lipowska (2020). Psychologia kliniczna dziecka. Skrypt do zajęć. skrypt przygotowany w ramach programu ProUG • Grzegorzewska, L. Cierpiałkowska, A. R. Borkowska (2020) (red.), Psychologia kliniczna dzieci i młodzieży. Od teorii do praktyki Warszawa: Wydawnictwo Naukowe PWN • Czabała, J. Cz., Zasepa, E. (2006) (red.). Psychologia kliniczna okresu dzieciństwa i adolescencji. Warszawa: Wydawnictwo APS. • Kendall, P.C. (2004). Zaburzenia okresu dzieciństwa i adolescencji . Gdańsk: Gdańskie Wydawnictwo Psychologiczne. • Cierpiałkowska, L., Sęk, H. (2016) (red). Psychologia kliniczna. Warszawa: Wydawnictwo Naukowe PWN
	Supplementary literature	<p>American Psychiatric Association (2013). <i>Diagnostic and Statistical Manual of Mental Disorders</i> (5th ed.). Washington, DC: Authors.</p> <p>Bogdanowicz, M. (2011). <i>Ryzyko dysleksji, dysortografii i dysgrafii</i>. Gdańsk: Wyd. Harmonia.</p> <p>Borkowska, A.R., Domańska, Ł. (2006) (red.). <i>Neuropsychologia kliniczna dziecka</i>. Warszawa: Wydawnictwo Naukowe PWN.</p> <p>Gałęcki, P., Pilecki, M., Rymaszewska, J., Szulc, A., Sidorowicz, S., Wciórka, J. (2018) (red). <i>Kryteria diagnostyczne zaburzeń psychicznych DSM-5</i>. Wrocław: Elsevier Urban & Partner.</p> <p>Gałęcki, P. (2022). <i>Badanie stanu psychicznego. Rozpoznanie według ICD-11</i> Wrocław: Elsevier Urban & Partner.</p> <p><i>ICD-10. Międzynarodowa Statystyczna Klasyfikacja Chorób i Problemów Zdrowotnych. Rewizja dziesiąta. Klasyfikacja zaburzeń psychicznych i zaburzeń zachowania w ICD-10. Opisy kliniczne i wskazówki diagnostyczne</i> (2000) Kraków Warszawa: Vesalius.</p> <p><i>Klasyfikacja zaburzeń psychicznych i zaburzeń zachowania w ICD-10. Opisy kliniczne i wskazówki diagnostyczne</i> (2000). Kraków-Warszawa: Vesalius.</p> <p>Kmita, G. (2023) (red). Klasyfikacja diagnostyczna DC: 0-5. Klasyfikacja diagnostyczna zaburzeń psychicznych i rozwojowych w okresie niemowlęctwa i wczesnego dzieciństwa. Wydanie poprawione. Warszawa: Oficyna Wydawnicza Fundament.</p> <p>Kościelska, M. (2000). <i>Oblicza upośledzenia</i>. Warszawa: Wydawnictwo Naukowe PWN.</p> <p>Lipowska, M. (2011). <i>Dysleksja i ADHD współwystępujące zaburzenia rozwoju. Neuropsychologiczna analiza deficytów pamięci</i>. Warszawa: Wydawnictwo Scholar.</p> <p>Pisula, E. (2005). <i>Małe dziecko z autyzmem</i>. Gdańsk: Gdańskie Wydawnictwo Psychologiczne.</p> <p>Święcicki, Ł., Gałęcki, P., (2013) (red). <i>Kryteria diagnostyczne z DSM 5 Desk Reference</i>. Wrocław: Elsevier Urban & Partner</p>
	eResources addresses	

Example issues/ example questions/ tasks being completed	
Work placement	Not applicable

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