


In view of the health context linked to the spread of the coronavirus, the methods of organisation and evaluation of the learning units could be adapted in different situations; these possible new methods have been - or will be - communicated by the teachers to the students.

4 credits	30.0 h	Q1
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Teacher(s)	Loop Laurie ;Mazzone Stéphanie ;Wintgens Anne ;
Language :	French
Place of the course	Louvain-la-Neuve
Prerequisites	<i>The prerequisite(s) for this Teaching Unit (Unité d'enseignement – UE) for the programmes/courses that offer this Teaching Unit are specified at the end of this sheet.</i>
Main themes	<p>(a) Basic principles of developmental psychopathology such as:</p> <ul style="list-style-type: none"> • continuum from normal to psychopathology ; • concepts of « risk » and « vulnerability », risk assessment ; • developmental trajectory, longitudinal approach of risk and protective factors; • systemic and multi-level consideration of risk and protective factors ; • inter and intra individual change over time ; <p>(b) Developmental processes that can lead to psychopathology demonstrated by empirical studies.</p> <p>(c) Reference to classifications in developmental psychopathology.</p> <p>(d) Multi method and multi informant assessment of mental health problems (anxiety, depression, ADHD, related to neglect and maltreatment, communication disease,').</p> <p>(e) Evidence-based prevention and intervention programs.</p>
Aims	<p>The student will be able to :</p> <ul style="list-style-type: none"> • Understand and master the important concepts and processes emerging from empirical research in the field of developmental psychopathology. • Differentiate developmental pathologies from behaviors reflecting specific difficulties, "typical" stages of development (according to a continuum). • Apply these concepts and processes to the understanding of developmental and mental disorders in children and adolescents. • Understanding the impact of developmental psychopathology on screening for developmental disorders, their prevention, improving well-being, adapting children and adolescents and supporting their optimal development. • Refer to recognized classifications of developmental psychopathologies. • Analyze developmental trajectories of children and adolescents with psychopathologies. • Select screening tools, appropriate diagnostics for different situations. • Understand and analyze the impact of individual, family, and environmental risk and protective factors in developmental psychopathologies. • Identify educational and clinical relationships that support developmental trajectories. • Propose avenues of prevention and intervention related to the modeling of developmental and mental disorders in children and adolescents, with reference to effective programs. <p>-----</p> <p><i>The contribution of this Teaching Unit to the development and command of the skills and learning outcomes of the programme(s) can be accessed at the end of this sheet, in the section entitled "Programmes/courses offering this Teaching Unit".</i></p>

Faculty or entity in charge	EPSY
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Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Aims
Bachelor in Psychology and Education: General	PSP1BA	4	LPSP1202 AND LPSP1213	
Bachelor in Psychology and Education : Speech and Language Therapy	LOGO1BA	4	LPSP1213	