1 Course content

This course examines the field of developmental psychopathology with a focus on research methodology and clinical implications. An important feature of the course is to develop a good knowledge of the field and therefore there is a focus on research practices and issues in this field. Students will explore the meaning of terminology used and the methodology employed in research to have a basis for evaluating research articles and understanding current conceptions of normative, non-normative and clinically problematic behavior. Critical thinking in examining theoretical models as well as in interpreting the results reported in scientific papers will be promoted. The first module concerns basic theories and approaches to developmental psychopathology. Here terminology and approaches as well as trajectories distinguishing psychological adjustment from maladjustment highlighted. The focus is the role of development from infancy through adulthood. A second module addresses clinical implications. Students will explore various psychological problems and current theories of how e.g. anxiety, depression, somatoform, and the typical co-morbidity develop by examining the individual and learning processes involved. Modern clinical applications such as emotion regulation processes and the transdiagnostic approach are in the forefront. A third module will focus on the development of conduct disorders and how this development may relate to criminal behavior. An in-depth look at how individual and environmental factors influence the development of antisocial and conduct disorders will be in focus. Finally, the course will culminate in presentations by students on specific areas in the field.

2 Outcomes

2.1 The course in relation to the doctoral programme
The course shall primarily refer to the following intended learning outcomes for third-cycle courses and study programmes as described in the Higher Education Ordinance, i.e. the doctoral student shall demonstrate:

**Knowledge and understanding**
- advanced and up-to-date specialised knowledge in a limited area of this field (part of outcome 1)
- familiarity with the methods of the specific field of research in particular (part of outcome 2)

**Competence and skills**
- the capacity for scholarly analysis and synthesis (part of outcome 3)
- the capacity to review and assess new and complex phenomena, issues and situations autonomously and critically (part of outcome 3)
- the ability to identify and formulate issues with scholarly precision critically, autonomously and creatively (part of outcome 4)
- the ability to review and evaluate research and other qualified tasks (part of outcome 4)
- the ability to identify the need for further knowledge (outcome 7)
- the capacity to support the learning of others (part of outcome 8)

**Judgement and approach**
- specialised insight into the possibilities and limitations of research, its role in society and the responsibility of the individual for how it is used (outcome 10)

The intended learning outcomes are listed in the same order as in the general syllabus for the programme.

### 2.2 Intended course learning outcomes

To obtain a passing grade, the doctoral student shall demonstrate:

On completion of the course, the PhD student should be able to understand, describe and reason about:
- The main concepts concerning a developmental approach to psychopathology and good mental health
- The main implications of a developmental approach for clinical application
- Research methodology and issues
- The link between individual, environmental, and psychological factors and the development of psychological health and psychopathology
- Implications for promoting good psychological health and preventing psychopathology

### 3 Reading list and other teaching material

The following course readings and teaching material will be used on the course:


**Journal articles**


Additional literature (about 500 pages) may be added at the time of the course.

4 Teaching formats

Teaching on the course takes the following format:

The course will be conducted in a series of seminars on the PhD level where attendance is required. The student is expected to read the assigned literature, prepare for discussions and participate actively in the seminars. Students will also be asked to lead at least one seminar. In addition, there will be a “mini conference” where students will present their term project.

5 Examination

The course is assessed through an examination consisting of the components listed below. The individual components are not graded separately but together they provide the basis for assessment and grading.

The examination will consist of:
1. active participation in the seminars.
2. lead a seminar with a presentation and discussion.
3. to write a paper - either a review of a particular developmental outcome or a research proposal with mock results.
4. present a verbal presentation or poster e.g. of your course paper (3).

For examinations consisting of several examination components, the following applies: If during the course it is concluded that a doctoral student is unable to complete a certain examination component, the examiner may set a substitute assignment provided that circumstances do not reasonably allow for the course component to be completed at a later date during the run of the course.

6 Grades

Examinations on third-cycle courses and study programmes are to be assessed according to a two-grade scale with either of the grades ‘fail’ or ‘pass’ (local regulations).

The grade shall be determined by a teacher specifically nominated by the higher education institution (the examiner) (Higher Education Ordinance).

To obtain a passing grade on examinations included in the course, the doctoral student is required to demonstrate that he/she attains the intended course learning outcomes as described in section 2.2. Alternatively, if the course consists of multiple examinations generating credit, the doctoral student is required to demonstrate that he/she attains the outcomes that the examination in question refers to in accordance with section 5.

A student who has failed an examination is entitled to a retake.

If an examination consists of several examination components, and a student fails an examination component, the examiner may, as an alternative to a retake, set a make-up assignment with regard to the examination component in question.
A doctoral student who has failed an examination twice for a specific course or course element is entitled, upon his/her request, to have another examiner appointed to determine the grade.

7 Admission to the course

7.1 Admission requirements

To gain access to the course and complete the examinations included in the course, the applicant must be admitted to a doctoral programme at Örebro University.

The student must have completed basic coursework in psychology or its equivalent as a prerequisite.

7.2 Selection

Selection between applicants who have been admitted to doctoral programmes at Örebro University and who otherwise meet the admission requirements as listed above is made according to the following order of precedence:

Any remaining course places will be offered to research students from other higher education institutions.

If no other selection criteria are specified in this section, priority shall be given to applicants with a lower number of course credits left before the award of their degree over applicants with a higher number of remaining course credits. Should two or more students have equal number of credits, selection will be done through the drawing of lots. This also applies within any selection groups listed unless otherwise stated.

7.3 Other applicants than doctoral students admitted at Örebro University

Other applicants than doctoral students admitted at Örebro University may be given access to the course on the grounds of provisions for and/or agreements regarding contracted courses, joint degrees, national graduate schools or cooperation in other respects with other universities.

Any decisions on what such other applicants may be given access to the course are made separately and on the basis of the provisions and/or agreements that occasion the student to apply for the course.

For participation in the course in other respects, the same provisions shall apply as for doctoral students admitted to Örebro University.

8 Transfer of credits for courses, study programmes and other experience

Provisions on the transfer of credits can be found in the Higher Education Ordinance and on the university’s webpage.

9 Other information

Transitional provisions