



LUND
UNIVERSITY

Faculty of Social Sciences

**PSYT10, Psychology: Adverse Childhood Experiences -
Developmental Psychological Perspectives, 7.5 credits**
*Psykologi: Svåra barndomsupplevelser - utvecklingspsykologiska
perspektiv, 7,5 högskolepoäng*
Second Cycle / Avancerad nivå

Details of approval

The syllabus was approved by the board of the Department of Psychology on 2022-12-06 and was last revised on 2022-12-06 by Committee for Single Subject Courses at the Department of Psychology. The revised syllabus applies from 2023-03-15, autumn semester 2023.

General Information

The course is offered as a first cycle freestanding course and may be included in a Bachelor's degree in psychology or in a degree programme in accordance with the programme syllabus.

Language of instruction: Swedish

Main field of studies

Psychology

Depth of study relative to the degree requirements

A1N, Second cycle, has only first-cycle course/s as entry requirements

Learning outcomes

On completion of the course, the students shall be able to

Knowledge and understanding

- Show advanced knowledge of various forms and grades of trauma;
- Show advanced knowledge of theory and current models regarding effects of trauma on children on short and longer view;
- Show advanced knowledge of current interventions directed towards children that have experienced trauma, and/or their caregivers, and the evidence base for these interventions

Competence and skills

- Demonstrate advanced ability to summarize current literature in trauma psychology with special focus on children and child development
- Demonstrate advanced ability to identify knowledge gaps and disagreements in the trauma psychology literature with special focus on children and child development
- Demonstrate advanced ability to formulate evaluation studies or/and action plans in trauma psychology with special focus on children and child development.
- Demonstrate practical skills of importance when working with children and youth exposed to trauma and/or trauma related stress.

Judgement and approach

- Demonstrate the ability to critically and independently evaluate models, assumptions and associated scientific debate, and updated research designs concerning trauma psychology with a focus on children and child development, particularly regarding consequences for children's socio-emotional development and mental health;
- Demonstrate the ability to communicate about the potential consequences of trauma for children's socio-emotional development and mental health with a broader (non-scientific) audience, with respectful understanding of how such communication can influence people's thoughts, actions and well-being.

Course content

The course highlights and reviews current theoretical developments and models regarding trauma and acute crisis, with special focus on children and child development. Both neuropsychological and emotional, psychosocial and cognitive consequences are highlighted and described throughout child development (infant to adolescence). Furthermore, current models and protocols for intervention are focused on, from first line crisis support to family and individual psychotherapeutic efforts. Particularly focus is on individual differences in trauma related needs and behaviors, and questions of how to match needs to efforts. Finally, the course focuses on the skills required when working with children with potentially traumatic experiences and/or traumatic stress reactions.

Course design

The course is based on a mixture of digital and on-campus lectures, group work and thematic seminars. Prepared, active attendance during seminars and the group work is compulsory.

Assessment

The examination consists of a written home assignment, active participation and cooperation in group assignments and completed and approved compulsory course assignments. For the submission of the written examination, three examination opportunities are offered; the scheduled examination and two additional occasions within a year. Two further examination opportunities on the same course content are offered within a year after a major change of the course (e.g. change of the required reading). After this, further examination opportunities are offered in accordance with the current course syllabus.

The examiner, in consultation with Disability Support Services, may deviate from the regular form of examination in order to provide a permanently disabled student with a form of examination equivalent to that of a student without a disability.

Subcourses that are part of this course can be found in an appendix at the end of this document.

Grades

Marking scale: Fail, Pass.

The grades awarded are Pass or Fail. For the grade of Pass, the student must fulfil the learning outcomes specified for the course. At the start of the course, students are informed about the learning outcomes stated in the syllabus and about the grading scale and how it is applied in the course.

Entry requirements

For eligibility to the course, the applicant must have some of following higher education qualifications: Degree of Bachelor of Science in Social Work, Degree of Bachelor of Science in Nursing, Degree of Master of Science in Psychology, Degree of Master of Science in Medicine or other equivalent clinical health care vocational qualification, police degree, teaching qualification, deacon degree, pre-school teaching qualification or relevant behavioural science Bachelor's degree.

Subcourses in PSYT10, Psychology: Adverse Childhood Experiences - Developmental Psychological Perspectives

Applies from H23

2301 Adverse Childhood Experiences, Developmental Perspectives, 7,5 hp
Grading scale: Fail, Pass