

**COURSE DATA****Data Subject**

<b>Code</b>	33319
<b>Name</b>	Psychopathology
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	9.0
<b>Academic year</b>	2019 - 2020

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1319 - Degree in Psychology	Faculty of Psychology and Speech Therapy	3	Annual

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1319 - Degree in Psychology	18 - Psychopathology	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
GARCÍA SORIANO, GEMMA	295 - Personality, Evaluation and Psychological Treatment

**SUMMARY**

Psychopathology is a basic subject for any professional activity developed by psychologists, and consequently their knowledge is essential in any professional field. The course organization responds to this purpose. The main objective is to explain and analyse, from a psychological perspective, the basic elements that characterize the mental, emotional, and behavioural disorders and / or problems of individuals. The course program is divided in two parts. The first one has the following specific objectives: 1) to present the history and concept of psychopathology, 2) to analyse the main disturbances and anomalies that occur at several stages, different stages and knowledge processes, 3) to examine the disorders and problems related to emotions, mental experiences, and those related to the behaviour and human activities, and 4) to present and critically analyse the principles of the current diagnosis and classification systems of mental and behavioural disorders. The second part aims to study and analyse the more prevalent mental and behavioural disorders, focusing on current scientifically supported psychological explanatory models and theories. Each of these parts will be accompanied by practical activities, with the following goals: 1) to settle the theoretical knowledge acquired, 2) linking such knowledge with the reality of human psychopathology, 3) to promote the critical thinking of the student about the inherent complexity of health and disease processes, and 4) to educate students on the



obligation of knowing and respecting mental and behavioural disordered people human rights', including those specific to the psychologist as they are referred to in the Code of Ethics training. In order to achieve these objectives real life problems and situations will be analysed. Finally, due to the course extension (ECTS) and its location in the Psychology studies, the topics will be analysed from an introductory and general perspective.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

It is recommended that the student has passed:

First year courses: Psychobiology, Perception and attention, Learning psychology, Life span Psychology I and II, Physiological psychology I, and Social psychology.

Second year courses: Psychological Assessment, Personality and Individual differences, Memory psychology, Motivation and emotional psychology, Physiological psychology II, Development disorders and learning disabilities.

## OUTCOMES

### 1319 - Degree in Psychology

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Be able to make a diagnosis according to professional criteria
- Know how to analyse and interpret the results of assessment.
- Be able to prepare oral and written reports.



- Know and comply with professional ethics of Psychology.
- Value the contributions made by scientific research to knowledge and professional practice.
- Promote and contribute to the health, quality of life and well-being of individuals, groups, communities and organisations.
- Know the different approaches that have contributed to the historical development of psychopathology and their influence on the production of knowledge and on the professional practice in psychology in the field of mental health.
- Know the factors (psychological, biological and social) that interrelate and affect human behaviour and experience, both in normal and pathological contexts.
- Know the characteristic symptomatology of the different mental and behavioural disorders, their causes, factors that influence their prevalence, and the international systems of classification and diagnosis.
- Know how to access and use the different documentary sources of psychopathology, show a mastery of the strategies necessary to access the information and assess the need for documentary update.
- Know the different fields of application of psychopathology, its possibilities and limits, and the need for interdisciplinary collaboration with other areas and professionals in mental health.

## LEARNING OUTCOMES

Upon successful completion of this course, students will be able to identify and understand relevant aspects of psychopathology such as differences between normal and abnormal or pathological behaviors and experiences, the continuity between normality and pathology, the multiple causation of psychopathology, the change in the conceptualization of psychopathology throughout history, the issue of the stigma attached to mental illness, the role of psychopathology in the field of clinical psychology, health psychology and psychology in general.

**Upon successful completion of this course, students will be able to identify/describe and understand the disturbances in the basic psychological processes (i.e., attention, perception, imagination, memory, thinking, language, identity, consciousness, feelings and emotions, psychomotor activity and intentional behavior).**

**Upon successful completion of this course, students will be able to identify/describe the main features of mental and behavioral disorders (i.e., emotional disorders, anxiety disorders, obsessive-compulsive spectrum disorders, trauma- and stressor-related disorders, impulse-control disorders, dissociative**



**and somatoform disorders, schizophrenia, eating, sexual, sleep and personality disorders).**

**Upon successful completion of this course, students will be able to differentiate between the main mental and behavioral disorders.**

**Upon successful completion of this course, students will be able to associate the disturbances in the basic psychological processes with major mental and behavioral disorders.**

**Upon successful completion of this course, students will be able to identify the characteristics of the main diagnostic manuals and their historical evolution, as well as the diagnostic criteria proposed by psychiatric manuals.**

**Upon successful completion of this course, students will be able to apply their knowledge to real cases (clinical descriptions of patients), which implies:**

- To organize the information so that it can be collected in a clinical history.**
- To analyze the main psychopathological disturbances and organize them into a chart.**
- To formulate diagnostic hypotheses.**
- To assess the main diagnosis and explain the differential diagnoses.**
- To use the international classification of mental and behavioral disorders.**

**Upon successful completion of this course, students will be able to identify and understand the main psychological explanations of the alterations in the basic psychological processes and mental disorders.**



## DESCRIPTION OF CONTENTS

### **1. Historical foundations and concepts of psychopathology. Study of the disturbances in psychological processes and functions. Fundamentals of the diagnosis and classification of human behavioral and mental disorders.**

Unit 1. History, concept and diagnostic systems of psychopathologies

Origins and roots of psychopathology

Conceptual developments: models in psychopathology

Definition and criteria of psychopathology

Diagnosis and classification of mental behavioral disorders.

The psychopathological exploration

Unit 2. Disturbances in psychological processes and functions I

Disturbances of attention

Disturbances of consciousness

Identity disturbances

Unit 3. Disturbances in psychological processes and functions II

Disturbances of perception and imagination

Memory disturbances

Unit 4. Disturbances in psychological processes and functions III

Disturbances in the thinking process: form

Disturbances in the thinking process: content

Language disorders

Unit 5. Disturbances in psychological processes and functions IV

Disturbances of feelings and emotions

Disturbances of psychomotor activity and of intentional behavior

### **2. An introduction to mental and behavioural Disorders**

Unit 6. Depressive and bipolar disorders

Categorization and clinical characterization of depressive disorders

Categorization and clinical characterization of bipolar disorders

Epidemiology, comorbidity, course and prognosis

Psychological explanations of depression

Unit 7. Anxiety disorders

Categorization and clinical characterization

Epidemiology, comorbidity, course and prognosis

Psychological explanations of psychopathological anxiety

Unit 8. Stressor- and trauma-related disorders





Categorization and clinical characterization  
Epidemiology, comorbidity, course and prognosis  
Psychological explanations of trauma and stressors

Unit 9. Obsessive-compulsive spectrum disorders  
Categorization and clinical characterization  
Epidemiology, comorbidity, course and prognosis  
Psychological explanations of the obsessive-compulsive spectrum

Unit 10. Somatoform disorders  
Categorization and clinical characterization  
Epidemiology, comorbidity, course and prognosis  
Psychological explanations of somatization

Unit 11. Dissociative disorders  
Categorization and clinical characterization  
Epidemiology, comorbidity, course and prognosis  
Psychological explanations of dissociation

Unit 12. Psychotic spectrum disorders  
Categorization and clinical characterization  
Epidemiology, comorbidity, course and prognosis  
Psychological explanations of psychosis

Unit 13. Eating disorders  
Categorization and clinical characterization  
Epidemiology, comorbidity, course and prognosis  
Psychological explanations of eating disorders

Unit 14. Personality disorders  
Categorization and clinical characterization  
Epidemiology, comorbidity, course and prognosis  
Psychological explanations of dysfunctional personality

Unit 15. Other mental and behavioral disorders  
Impulse-control disorders  
Substance-related and other addictive disorders  
Neurocognitive disorders  
Sleep disorders  
Sexual disorders

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	90,00	100
Attendance at events and external activities	5,00	0
Development of group work	10,00	0
Development of individual work	10,00	0
Study and independent work	50,00	0
Readings supplementary material	10,00	0
Preparation of evaluation activities	10,00	0
Preparing lectures	10,00	0
Preparation of practical classes and problem	5,00	0
Resolution of case studies	20,00	0
Resolution of online questionnaires	5,00	0
<b>TOTAL</b>	<b>225,00</b>	

**TEACHING METHODOLOGY**

Methodology will be active and participatory, so lectures will be theoretical and practical, to foster meaningful learning of the involved knowledge. Thus, each of the topics will consist of a conceptual presentation, discussion of proposed content, and application to proposals and practice activities, for students to acquire the competences of the subject.

Among the basic instructional techniques, these will be highlighted: (1) Presentation of the subject contents, (2) Practical activities (case studies, texts discussion and analysis), (3) scheduled group tutoring, (4) Individual work, elaboration and reports of classroom practical activities (individual and group), (5) Formative and summative evaluation.

**EVALUATION**

SE1. Assessment of theoretical and practical content through written tests, which can be essay or multiple choice ("objective") (65%).

SE2. Written presentation of reports on study and analysis of clinical cases (20%).

SE.3 Active participation in class activities, seminars and workshops, participation in research tasks, and motivation for the quality of learning outcomes (15%).

**WEIGHING**



Assessment of theoretical and practical contents through written tests (65%). The exam score is 65% of the final grade. Since the time load of the subject during the first four months is twice that assigned to the second one: the examination of the subject taught in the first semester accounts for 43% of the final grade; And that of the subject of the 2nd quarter 22% of the final grade

Written presentation of two mandatory reports on study and analysis of clinical cases, accounting for 20% of the final grade. Each report accounts for 10% of the final grade.

Active participation in practical activities (class activities, seminars, workshops, participation in research tasks, etc.), represent 15% of the final grade

Teachers who specify so in class, may give the option to increase the final grade with some type of test (objective or essay) or participation in activities related to the subject or research, as the teacher will specify in class

### MINIMUM REQUIREMENTS

(1) Pass each of the tests with a minimum mark of 50% (first-term test: minimum of 2.1 out of 4.3 points; second-term test: minimum of 1.1 out of 2.2 points). Failed exams can be re-taken in the 2nd attempt. It is mandatory to answer at least 75% of the questions of each test.

As long as the 75% of the test is answered, the correction formula that will apply in the case that the test was of multiple choice (or objective) will be the usual for this type of tests: Correct answers - (errors/number of alternatives-1) / number of questions

(2) Make and exceed the two mandatory reports (minimum score of 0.5 out of 1 in each of the reports). The qualification of each of the reports can be retrieved in the 2nd attempt.

**WARNING** Evidence of copying or plagiarism in any of the assessable tasks will result in failure to pass the subject and in appropriate disciplinary action being taken. Please note that, in accordance with article 13. d) of the Statute of the University Student (RD 1791/2010, of 30 December), it is the duty of students to refrain from using or participating in dishonest means in assessment tests, assignments or university official documents. During tutorials, lecturers may require individual or group interviews in order to verify the degree of participation and achievement of goals for any given task. Failure to accept the verification will result in such task or activity being failed.

### GRADING SCHEME

The qualification of the subject will be abide to what is stipulated in the Reglament d'Avaluació i Qualificació de la Universitat de València per a títols de Grau i Màster (ACGUV 108/2017 of May 30, 20107). ([http://www.uv.es/graus/normatives/2017\\_108\\_reglament\\_avaluacio\\_qualificacio.pdf](http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf))

## REFERENCES





### Basic

- Perpiñá, C. y Baños, R.M. (2019). Manual básico de exploración psicopatológica. Madrid: Síntesis
- Beidel, D. C., Bulik, C. M., y Stanley, M. A. (2016). Abnormal psychology: A scientist-practitioner Approach. Hoboken, NJ: Pearson.
- Belloch, A., Sandín, B. y Ramos F. (Eds.) (2009). Manual de Psicopatología (2ª edición). Vols I y II. Madrid: McGraw Hill Interamericana.
- Caballo, V., Salazar, I.C., y Carrobbles, J.A. (Dir.) (2014) Manual de Psicopatología y trastornos psicológicos. (2ª edición) Madrid: Pirámide
- Oyeboode, F. (2015). Sims' Symptoms in the Mind: Textbook of Descriptive Psychopathology, 5th Edition. Edinburgh: Elsevier

### Additional

- American Psychiatric Association [APA] (2014). DSM-5. Manual Diagnóstico y Estadístico de los Trastornos Mentales. Madrid: Editorial Médica Panamericana.
- Barlow, D.H. y Durand, V.M. (2003) Psicopatología. Madrid: Thomson
- Belloch, A., Baños, R.M., Barreto, P., Galdón, M.J., García-Soriano, G., González, R., Montoya, I., Pérez, M.A., Perpiñá, C. (2011). Materiales de la asignatura Psicopatología. Repositorio Open Course Ware de la Universitat de València. Disponible en: [http://ocw.uv.es/ciencias-de-la-salud/psicopatologia/Course\\_listing](http://ocw.uv.es/ciencias-de-la-salud/psicopatologia/Course_listing)
- Jarne, A. y Talarn, A. (2011). Manual de psicopatología clínica. Madrid: Herder
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- Sandín, B., Chorot, P., Santed, M.A. y Valiente, R.M. (2004). Estudios de caso en Psicopatología. Madrid: Klinik.
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- Valdés, M., Rodríguez, J.F., García, M., y Blanco, J.L. (2008). Material audiovisual para enseñanza práctica en psicopatología clínica. Madrid: Instituto de Orientación Psicológica Asociados, S.L.
- Vallejo, J. (2011). Introducción a la psicopatología y la psiquiatría. Barcelona: Elsevier Masson.

### ADDENDUM COVID-19

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**



## **CONTENIDOS**

Se mantienen los contenidos inicialmente recogidos en la guía docente.

### **VOLUMEN DE TRABAJO Y PLANIFICACIÓN TEMPORAL DE LA DOCENCIA**

Se mantiene el volumen de trabajo y planificación temporal de la docencia. Se mantienen las sesiones programadas en las mismas fechas y horas.

### **METODOLOGÍA DOCENTE**

Subida de materiales al Aula virtual

Propuesta de actividades por aula virtual

Videoconferencia síncrona BBC

Transparencias subidas al Aula virtual

Transparencias locutadas subidas al Aula virtual

Ejercicios/ Actividades resueltos subidas al Aula virtual

Tutorías mediante videoconferencia

Forum en Aula Virtual

### **EVALUACIÓN**

La evaluación se mantendrá adaptándose al formato de evaluación on-line via el Aula Virtual.

Respecto a SE1 y SE2, pero se mantiene el formato, la fecha/hora de evaluación, que se dispensará por el aula virtual: SE1 consistirá en un examen objetivo, y SE2, resolución de casos clínicos, formato similar al planteado desde principio de curso. Con posterioridad a la fecha de la evaluación oficial, se podrá entrevistar al alumnado a solitud del profesorado para pedir evidencias sobre la autoría de las pruebas de evaluación.

Si una persona no dispone de los medios para establecer esta conexión y acceder al aula virtual en la fecha y hora del examen, deberá contactar con el profesorado por correo electrónico en el momento de publicación de este anexo a la guía docente usando la cuenta de [alumni.uv.es](mailto:alumni.uv.es), identificándose y describiendo las dificultades. El profesorado indicará un día alternativo para proceder mediante examen oral, así como con qué herramienta se realizará la conexión, la cual se podrá establecer también mediante telefonía usando herramientas de videoconferencia.

En caso de que las dificultades sean sobrevenidas, durante la prueba, el alumnado deberá avisar de forma inmediata al profesorado por correo electrónico o por la vía que el profesorado indique (p.ej., Microsoft Teams) para establecer el momento para realizar la prueba oral.

Respecto a SE3, las actividades de aula que se realicen durante el periodo de confinamiento, se entregarán por el aula virtual en el plazo establecido por el profesorado.



## **BIBLIOGRAFÍA**

Se mantiene la bibliografía de referencia.

Además se incluyen como material de estudio los apuntes y otros materiales subidos al aula virtual por el profesorado. Se recuerda que la propiedad intelectual de este material es titularidad del profesorado que lo ha realizado.