

**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>	2021 - 2022

**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.

## COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

### 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 describe and measure variables (personality, intelligence, attitudes, aptitudes, etc.) and cognitive, emotional, psychobiological and behavioural processes.
- 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 (RD 1393/2007) // NO CONTENT (RD 822/2021)**

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**

The methodology will be active and participatory, so the classes will be both theoretical and practical, to enhance a meaningful learning. Thus, for each of the topics, there will be a presentation of concepts, a discussion of the outlined contents, and an application to practical proposals of the contents and learning achieved to help students get the competences of the subject.

The basic educational techniques include: (1) Theoretical lessons taught by the teaching staff in which the different contents of the subject will be developed, promoting at the same time the participative intervention of the students by answering the questions that arise during the exposition; (2) Practical classroom activities, which complement the subjects of the course (analysis of clinical cases, psychopathograms, clinical histories, etc.); (3) Scheduled individual or group tutorials for the supervision of practical tasks, guidance and resolution of doubts.

**EVALUATION**

SE1.- Assessment of theoretical and practical contents by oral, written or skill performance examinations (90%).

SE2.- Oral or written presentation of reports (individual or in group), clinical cases, problem solving and management of diagnostic tests (10%).



SE1 Assessment of theoretical and practical contents by written examination (90%).

Marks in this section represent 90% of the final grade. There will be objective tests of theoretical and practical contents (60%), as well as development tests consisting of the analysis of clinical cases (psychopathograms, clinical histories) (30%).

Since the time load of the subject during the first semester doubles the second one, the tests about the contents learnt during the first semester account for 60% of the final grade (objective part 36%, development part 24%, total 60%); and those learnt during the second semester account for 30% of the final grade (objective part 18%, development part 12%, total 30%).

SE2 Oral or written presentations of activities, reports, clinical cases, etc., represent 10% of the final grade.

Distinction grades will follow the provisions set in the Article 17 of the UV Evaluation and Grading Regulations. The procedure to be followed in case of a tie will be established by the teaching staff at all times, notifying the involved students in the case of a written or oral test in which the contents of the subject will be evaluated.

### **MINIMUM REQUIREMENTS**

SE1 Pass each of the tests carried out by getting a minimum of 50% in each of their parts (objective test and case analysis development test):

- Assessment of the first semester contents: a minimum of 3 out of 6 of the final grade. Specifically, a minimum of 1.8 must be achieved in the objective test and a minimum of 1.2 in the case analysis development test (i.e., psychopathogram).
- Assessment of the second semester contents: a minimum of 1.5 out of 3 of the final grade. A minimum of 0.9 must be reached in the objective test, and a minimum of 0.6 in the case analysis development test (i.e., clinical history).

SE1 Each of the four parts can be retaken in second call following the same minimum requirements.

SE1 In the objective test part of the exams, it is mandatory to answer at least 60% of the questions. Provided that 60% of the questions of the objective part of the exams are answered, the correction formula to be applied in the case of multiple choice (or objective) tests will be the usual for this type of tests:  $(\text{Correct answers} - (\text{Errors}/\text{number of alternatives}-1)) / \text{number of questions}$ .

SE2 This section will be considered as passed for students that:

- (a) hand in a minimum of 50% of the activities, reports, clinical cases, etc. proposed by the teaching staff for this section, and
- (b) achieve a minimum mark of 0.5 out of 1.

SE2 Students that do not reach the minimum score throughout the course, may retake this section globally in a second call exam to assess these contents. The minimum requirements will be the same: getting at least 0.5 out of 1.





## **WARNING**

Copy or plagiarism of any of the evaluation assignments will result in the inability to pass the subject and in the opening of the appropriate disciplinary proceeding.

Please note that, according to the Article 13. d) of the University Student Statute (RD1791/2010, 30 December), it is the duty of a student to refrain from using or cooperating in fraudulent procedures in the evaluation tests, in the tasks performed or in official university documents.

During tutoring hours, the teaching staff may request individual or group interviews in order to verify the degree of participation and achievement of the objectives set for any of the assignments. Failure to accept such verification will result in failing the assignment or activity requested.

## **GRADING SYSTEM**

The grading of the course will be subject to the provisions of the Grading Regulations of the University of Valencia (ACGUV 12/2004).

(<http://www.uv.es/graus/normatives/Reglamentqualificacions.pdf>)

## **REFERENCES**

### **Basic**

- Perpiñá, C. y Baños, R.M. (2019). Manual básico de exploración psicopatológica. Madrid: Síntesis
- Belloch, A., Sandin, B Ramos, F. (2020). Manual de psicopatología volumen I y II. Madrid: McGraw Hill
- Beidel, D. C., Bulik, C. M., y Stanley, M. A. (2016). Abnormal psychology: A scientist-practitioner Approach. Hoboken, NJ: Pearson.
- Oyeboode, F. (2015). Sims' Symptoms in the Mind: Textbook of Descriptive Psychopathology, 5th Edition. Edinburgh: Elsevier

### **Additional**

- Caballo, V., Salazar, I.C., y Carroble, J.A. (Dir) (2014) Manual de Psicopatología y trastornos psicológicos. (2ª edición) Madrid: Pirámide
- American Psychiatric Association [APA] (2014). DSM-5. Manual Diagnóstico y Estadístico de los Trastornos Mentales. Madrid: Editorial Médica Panamericana.
- Obiols, J. (Ed.) (2008). Manual de Psicopatología General. Madrid: Biblioteca Nueva.
- Rodríguez Testal, J.F. y Mesa Cid, P.J. (Coords.). (2011). Manual de Psicopatología Clínica. Madrid: Pirámide.
- Organización Mundial de la Salud (2011). Clasificación Internacional de Enfermedades- CIE-10. <http://www.who.int/publications/es/>



## **ADDENDUM COVID-19**

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

### **1. CONTENTS**

Unit 15 has been removed from the course guide. The rest of the theoretical and practical contents included in the course guide will be taught in a summarised version that places special emphasis on the fundamental aspects of the subject.

### **2. WORKLOAD AND TIME PLANNING OF TEACHING**

The classes will be adapted to the hybrid or online will be extended for the time determined by the Academic Committee of the Degree, in accordance with the guidelines received from the Rectorate. The volume of work will be adapted to the model in force at any given moment.

### **3. TEACHING METHODOLOGY**

As a consequence of the health measures derived from COVID-19, if a hybrid teaching model is employed, it will combine traditional classroom teaching, synchronous online teaching (in real time) and lecturer-led independent work. The students in each group (approximately 50) will be divided into two subgroups (25 students each). Students will be allocated to each subgroup by administrative staff and no changes will be allowed. During the week of classroom teaching, the first subgroup will attend the first day of class that week, and the second subgroup will attend the second day of class that week.

Face-to-face lessons will have an eminently active and participatory nature. They will be designed to carry out tasks that involve the application of content, case analysis, resolution and correction of doubts, clarification and application of concepts and content of the subject, etc.

The teaching tools used for synchronous teaching include videoconferencing, voice-over slides, videos, chat sessions and forums, etc.

Students' work and activities will be presented in class or through the Virtual Classroom.

Tutorials will preferably be carried out online, given that the hybrid teaching model envisaged may make it difficult to organise compatible tutorial schedules and also with the aim of complying more safely with the health restrictions imposed.

### **4. EVALUATION**

What is included in the Teaching Guide will be kept with the following modifications:

1) If it is not possible to take the exam in the extraordinary call of January, the evaluation -section SE1- will be transferred to the first official call (May/June).



2) If it is not possible to take the exam in person in the first and/or second official call, the evaluation of section SE1 may be oral. In case it is written, students may be interviewed at the request of the teacher to ask for evidence of the authorship of the evaluation tests after the date of the official evaluation. In oral evaluations, if difficulties arise during the evaluation, the student must immediately notify the teacher by email or by the means indicated by the teacher (e.g., Microsoft Teams) to establish the time for the oral test.

## **5. BIBLIOGRAPHY**

It is maintained as it appears in the course's Teaching Guide.