

**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>	2023 - 2024

**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
PEREZ MARIN, ANTONIA	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

There are no requirements for enrolment in this course.

It is recommended that students enrol in this course in their third year of the Bachelor's Degree in Psychology. Students should have acquired basic knowledge and skills in the first year (Psychobiology, Perception and attention, Learning psychology, Life span Psychology I and II, Physiological psychology I, and Social psychology) and the second year courses (Psychological Assessment, Personality and Individual differences, Memory psychology, Motivation and emotional psychology, Physiological psychology II, Development disorders and learning disabilities).

Students should have good English language skills.

## 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 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

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.

Topic 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

Topic 2. Disturbances in psychological processes and functions I:

Disturbances of attention

Disturbances of consciousness

Identity disturbances

Topic 3. Disturbances in psychological processes and functions II:

Disturbances of perception and imagination

Memory disturbances

Topic 4. Disturbances in psychological processes and functions III:

Disturbances in the thinking process: form

Disturbances in the thinking process: content

Language disorders

Topic 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

Topic 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

Topic 7. Anxiety disorders

Categorization and clinical characterization

Epidemiology, comorbidity, course and prognosis

Psychological explanations of psychopathological anxiety





Topic 8. Stressor- and trauma-related disorders

Categorization and clinical characterization

Epidemiology, comorbidity, course and prognosis

Psychological explanations of trauma and stressors

Topic 9. Obsessive-compulsive spectrum disorders

Categorization and clinical characterization

Epidemiology, comorbidity, course and prognosis

Psychological explanations of the obsessive-compulsive spectrum

Topic 10. Somatoform disorders

Categorization and clinical characterization

Epidemiology, comorbidity, course and prognosis

Psychological explanations of somatization

Topic 11. Dissociative disorders

Categorization and clinical characterization

Epidemiology, comorbidity, course and prognosis

Psychological explanations of dissociation

Topic 12. Psychotic spectrum disorders

Categorization and clinical characterization

Epidemiology, comorbidity, course and prognosis

Psychological explanations of psychosis

Topic 13. Eating disorders

Categorization and clinical characterization

Epidemiology, comorbidity, course and prognosis

Psychological explanations of eating disorders

Topic 14. Personality disorders

Categorization and clinical characterization

Epidemiology, comorbidity, course and prognosis

Psychological explanations of dysfunctional personality

Topic 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

This course **combines** lecture instructions with active learning strategies to engage students in the learning process through active participation. **Instructional strategies include:** (1) lectures on the course content, (2) Practical activities (analysis of clinical cases, psychopathograms, clinical histories, etc.), and (3) Tutoring.

## EVALUATION

### STUDENT ASSESMENT

The student assessment includes:

SE1.- Assessment of theoretical and practical contents by oral, written or skill 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 will be assessed through written examination (90%).

Marks in this section represent 90% of the final grade. It will consist of multiple-choice questions (60%), and short essay questions associated with the analysis of clinical cases (psychopathograms, clinical histories) (30%).



Since the time load of the subject during the first term doubles the second one, the tests about the contents learnt during the first term account for 60% of the final grade (multiple-choice questions part 36%, short essay questions 24%, total 60%); and those learnt during the second term account for 30% of the final grade (multiple-choice questions part 18%, short essay questions 12%, total 30%).

If students fail the exam, they can take a make-up exam in the second assessment period.

SE2 Oral or written presentations of activities, reports, clinical cases, etc., represent 10% of the final grade. Students are expected to attend and actively participate in class. A total of 1 point (10%) will be based on in-class assignments; that is, regular activities that are carried out, reviewed, and graded in class through self-assessment, peer assessment and/or group discussion.

### **MINIMUM REQUIREMENTS**

SE1 To pass this course, students must achieve at least 50% of each of the following assessments: (1) multiple-choice questions (60%), and short essay questions (case analysis; psychopathograms, clinical histories and clinical diagnosis).

- Assessment of the first term contents: a minimum of 3 out of 6 of the final grade. Specifically, a minimum of 1.8 must be achieved in the multiple-choice questions and a minimum of 1.2 in the short essay questions (case analysis, i.e., psychopathograms).

- Assessment of the second term contents: a minimum of 1.5 out of 3 of the final grade. A minimum of 0.9 must be reached in the multiple-choice questions, and a minimum of 0.6 in the short essay questions (case analysis, i.e., clinical history and clinical diagnosis).

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

SE1 In the multiple-choice tests, it is mandatory to answer at least 60% of the questions. As long as 60% of the questions of the multiple-choice exam is 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:  $(\text{Correct answers} - (\text{Errors}/\text{number of alternatives}-1)) / \text{number of questions}$ .

SE1 On the dates of the two official exams, those who have passed any of the SE1 exams will do only the tests they did not pass. The final grade of SE1 will be the sum of the grades obtained in each test.

SE2 There is no minimum requirement for passing the course (10% of the final grade, not recoverable). Continuous evaluation activities involve handling of data elaborated during the classes, correction/discussion within the group, etc. It allows obtaining up to a maximum of 1 point, which will be added to the score obtained in the SE1 tests, provided that the minimum scores indicated above have been reached in SE1. The grades of those activities that are not recoverable will be kept in the second call.

### **ADVANCE OF CALL**

Regarding the possibility for the student to request an advance of the call (Article 10 of the UV Evaluation and Grading Regulations, ACGUV 1108/2017), as established in the current regulations, the evaluation will consist of the mandatory completion of a theoretical-practical knowledge exam that will account for 100% of the final qualification.





## 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. In the case of fraudulent practices, students will proceed as determined by the Protocol of action in the case of fraudulent practices at the University of Valencia (ACGUV 123/2020).

## GRADING

The grading of the course will be subject to the provisions of the Grading Regulations of the University of Valencia.

The grade **Outstanding With Honors** (MH) will be based on the regulations of the University of Valencia, which consider the number of MH per group. It will only be awarded when the grade is 9 points or higher and will be awarded in order of grade. 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.

## 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-practioner Approach. Hoboken, NJ: Pearson.
- Oyeboode, F. (2015). Sims' Symptoms in the Mind: Textbook of Descriptive Psychopathology, 5th Edition. Edinburgh: Elsevier

### Additional

- American Psychiatric Association (APA) (2022) Diagnostic and statistical manual of mental disorders (5ª ed., texto revisado) (DSM-5-TR) <https://doi.org/10.1176/appi.books.9780890425787f>
- American Psychiatric Association (APA) (2022) Guía de Consulta de los Criterios Diagnósticos del DSM-5- TR. Editorial Médica Panamericana.
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- Caballo, V., Salazar, I.C., y Carrobles, J.A. (Dirs) (2014) Manual de Psicopatología y trastornos



psicológicos. (2ª edición) Madrid: Pirámide

- Organización Mundial de la Salud (OMS) 2019/2021. Clasificación Internacional de Enfermedades, undécima revisión (CIE-11), <https://icd.who.int/browse11>
- 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.

