



Information about the subject

Degree: Bachelor of Science Degree in Psychology

Faculty: Faculty of Psychology

Code: 290307 **Name:** Adult Psychopathology

Credits: 6,00 **ECTS Year:** 3 **Semester:** 1

Module: CLINICAL AND HEALTH PSYCHOLOGY

Subject Matter: PERSONALITY AND PSYCHOPATHOLOGY **Type:** Compulsory

Field of knowledge: Health Sciences

Department: -

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:



Module organization

CLINICAL AND HEALTH PSYCHOLOGY

Subject Matter	ECTS	Subject	ECTS	Year/semester
PERSONALITY AND PSYCHOPATHOL OGY	18,00	Adult Psychopathology	6,00	3/1
		Child and Adolescent Psychopathology	6,00	3/1
		Psychology of the Personality	6,00	2/2
INTERVENTION AND TREATMENT	12,00	Clinical Psychology and of Child-Adolescent Health	6,00	3/2
		Clinical Psychology of Adult Health	6,00	3/2

Recommended knowledge

No previous knowle required. It is recommended to have consolidated concept of Personality



Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Describing the mental disorders of the adult population.
- R2 Describing the predisposition or vulnerability factors to the different mental disorders in the adult population.
- R3 Explaining the main models of psychopathology of the adult.
- R4 Describing the prevalence, incidence, course, comorbidity of the different disorders in the adult population.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

SPECIFIC	Weighting			
	1	2	3	4
CE2 Establishing psychological action goals in different contexts, proposing and negotiating the goals with addressees.		X		
CE3 Planning and carrying out interviews.			X	
CE4 Analyzing and measuring variables (personality, intelligence and other aptitudes) and cognitive, emotional, psychobiological and behavioral processes .				X
CE5 Identifying differences, problems and needs.				X
CE6 Diagnosing following professional principles.				X
CE7 Analyzing and assessing interaction processes, group dynamics and group and inter-group structures.	X			
CE9 Analyzing and assessing interaction processes, organizational and inter-organizational dynamics and structure.	X			
CE11 Analyzing the context in which personal behaviors, group and organizational processes take place.		X		
CE12 Selecting and correctly using tools, products and services and identifying those people and group concerned.	X			
CE15 Defining objectives and devising action plans according to action goals. (prevention, treatment, rehabilitation, insertion, support).	X			
CE16 Choosing adequate psychological intervention techniques.		X		
CE17 Mastering strategies and techniques to get adressees involved.		X		
CE18 Putting into practice direct intervention strategies and methods: psychological advice, therapy, negotiation mediation...		X		
CE21 Planning programmes and intervention assessment.		X		



CE23	Analyzing and collecting important data for intervention assessments.				X
CE25	To be able to measure and to collect relevant data for the evaluation of the interventions			X	
CE26	Writing oral and written reports.				X
CE27	Knowing and adapting to the psychology code of ethics.	X			
CE30	To know the processes and main stages of psychological development throughout the vital cycle in its aspects of normality and abnormality.				X
CE34	To know different evaluation methods, psychological diagnoses and treatments in different applied domains of Psychology.				X
CE37	To know the different specialities of application of Psychology and to have the knowledge necessary to promote quality of life in individuals, groups, communities and organisations in different contexts.	X			

TRANSVERSAL		Weighting			
		1	2	3	4
CT2	Capacity to organize and plan.		X		
CT7	Problem solving.		X		
CT8	Decision making.			X	
CT9	Capacity to work in team.		X		
CT10	Capacity to work in interdisciplinary teams.			X	
CT13	Understanding multicultural and diverse environment.		X		
CT16	Capacity to develop and update competences, skills and knowledge following professional standards.				X
CT25	Self-criticism ability: being able to critically assess one's performance.	X			



CT36 Being able to collect information using different kinds of sources.

X



Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
	50,00%	Oral and/or written tests employed in initial, training and/or summative student assessment.
	35,00%	Presentation of practical activities.
	15,00%	Attendance and active participation: lessons, group assignments and tutoring sessions. It will be monitored and registered by the teacher.

Observations

The final exam will consist of a multiple-choice test and the resolution of a clinical case. For the global overcoming of the subject the 3 referents of the evaluation must be approved. The grade obtained in the approved part (theory or practice) will only be saved for the second call. Criteria for the award of the honors degree: demonstrate levels of excellence in all competencies and learning outcomes, a mark higher than 9.5.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
	75,00%	Final evaluation consisting of essay questions and hypothetical scenarios.
	5,00%	Submitted tasks
	0,00%	Periodical assessment through questionnaires
	20,00%	Attendance and participation in synchronic communication activities.

Observations

Final exam: multiple-choice exam and two development questions with a case. In order to pass the course as a whole, the student must pass the 3 evaluation referents. The grade obtained in the approved part (theory or practice) will be kept only for the second call. Criteria for the awarding of the honorary degree: evidence of levels of excellence in all competencies and learning outcomes, grade higher than 9.5.



In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded.

Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Teacher presentation of contents, competency analysis, explanation and demonstration of capacities, abilities and knowledge in the classroom (presential modality).
- M2 Teacher-supervised groupwork sessions: case studies, diagnostic tests, problems, fieldwork, IT room, visits, data searches, libraries, web, Internet, etc. Building knowledge significantly through interaction and student activities (presential modality).
- M3 Supervised monographic sessions with shared participation.
- M4 Application of interdisciplinary knowledge.
- M6 Personalized attention in small groups. Training and/or orientation period by a teacher aimed at revising and discussing the materials and topics presented in the lessons, seminars, lectures, assignments, etc.
- M7 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M8 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and/or tutoring sessions in small groups. Tasks done on the platform or other virtual spaces.



- M9 Students' independent study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and /or small-group tutoring sessions. Tasks on the platform or other virtual spaces.
- M11 Teacher presentation of contents, competencies analysis, explanation and demonstration of capacities, abilities and knowledge on the virtual classroom.
- M12 Group work sessions via chat moderated by the teacher. Case studies –both real and fictional– aimed at building knowledge through interaction and students' activities. Critical analysis of values and social commitment.
- M13 Monographic sessions throughout the course, focused on current aspects and applications of the subject.
- M14 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M15 Student's individual study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or turned in in electronic format.
- M16 Individualized attention for the monitoring and orientation in the learning process, performed by a tutor in order to revise and discuss the materials and topics, seminars, readings and assignments, etc.
- M17 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or handed in.
- M18 Participation and contributions to discussion forums related to the subject and moderated by the module's teacher.
- M19 Problem resolution, comments, reports to be handed in according to the deadlines throughout the course.



IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
ON-CAMPUS CLASS Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1	R1, R2, R3, R4	34,00	1,36
PRACTICAL CLASSES Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity. M1, M2	R1, R2, R3, R4	10,00	0,40
GROUP WORK EXHIBITION Application of multidisciplinary knowledge. M6	R1, R2, R3, R4	8,00	0,32
OFFICE ASSISTANCE Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, papers, etc. M6	R1, R2, R3, R4	4,00	0,16
ASSESSMENT Set of oral and/or written tests used in initial, formative or additive assessment of the student. M6	R1, R2, R3, R4	4,00	0,16
TOTAL		60,00	2,40



LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M4	R1, R2, R3, R4	30,00	1,20
INDEPENDENT WORK Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform. M4	R1, R2, R3, R4	60,00	2,40
TOTAL		90,00	3,60



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Virtual session (distance learning) M11	R1, R2, R3, R4	25,00	1,00
Virtual practical session (distance learning) M11, M12	R1, R2, R3, R4	12,50	0,50
Seminar and virtual videoconference (distance learning) M11, M12, M13	R1, R2, R3, R4	6,25	0,25
In-person or virtual assessment (distance learning) M14, M19	R1, R2, R3, R4	2,50	0,10
Individual tutoring sessions (distance learning) M16	R1, R2, R3, R4	3,00	0,12
Discussion forums (distance learning) M13	R1, R2, R3, R4	10,00	0,40
Continuous assessment activities (distance learning) M11, M12, M13, M15	R1, R2, R3, R4	0,75	0,03
TOTAL		60,00	2,40

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work activities (distance learning) M14, M16	R1, R2, R3, R4	50,00	2,00
Teamwork (distance learning) M16, M17	R1, R2, R3, R4	40,00	1,60
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
UNIT 1	Psychopathology and psychological processes
UNIT 2	Anxiety Disorders. Disorder Obsessive-Compulsive and related. Disorders related to trauma and stress factors
UNIT 3	Depressive Disorders. Bipolar Disorders and Related disorders.
UNIT 4	Schizophrenia and related disorders
UNIT 5	Personality Disorders
UNIT 6	Somatic symptoms and conversion disorders



Temporary organization of learning:

Block of content	Number of sessions	Hours
UNIT 1	5,00	10,00
UNIT 2	5,00	10,00
UNIT 3	5,00	10,00
UNIT 4	5,00	10,00
UNIT 5	5,00	10,00
UNIT 6	5,00	10,00



References

Basic References

- American Psychiatric Association (2023). Manual Diagnóstico y Estadístico de los Trastornos Mentales DSM-V-TR Editorial Médica Panamericana
- American Psychiatric Association (2013). Diagnostic and Statistical Manual of Mental Disorders (fifth ed.). Arlington, VA: American Psychiatric Publishing
- Barlow, D.H. y Durand, V. M. (2003). Psicopatología. 3ª Edición. Madrid. Thomson
- Belloch, A. Sandin, B. y Ramos, F. (1995): Manual de Psicopatología. Volumen 1. Madrid: McGraw-Hill

Supplementary references

- Eguiluz, I. y Segarra, R. (2005). Introducción a la Psicopatología. Barcelona. Ars Médica
- Esparcia, A.J., Talam, A., Armayones, M., Horta, E., y Requena, E. (2006). Psicopatología Barcelona: Editorial UOC
- OMS (1994). Trastornos mentales y del comportamiento. CIE-10 Madrid: Meditor
- Hales, R. E., Yudofsky, S.C., Talbott, J.A. DSM-IV. Tratado de Psiquiatría. Barcelona Masson, 2000
- Kaplan, H. y Sadocck, B. (1995). Tratado de Psiquiatría Buenos Aires: Inter-médica
- Libro de casos DSM-IV-TR (2002). Barcelona: Masson
- Sarason, I.g. y Sarason, B.R. (1996). Psicología Anormal: El problema de la conducta inadaptada (7ª Edición). México: Prentice Hall, Hispano-americana
- Vallejo, J. (Ed) (1998) Introducción a la Psicopatología y a la Psiquiatría. Barcelona: Masson
- Vallejo, J.; Leal, C. (Ed) (2005). Tratado de Psiquiatría. Volumen I. Ars Médica
- Vallejo, J.; Leal, C. (Ed)(2005). Tratado de Psiquiatría. Volumen II. Ars Médica



Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

Microsoft Teams

Kaltura



Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

Microsoft Teams

Kaltura

Explanation about the practical sessions:



2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System:



ONLINE WORK

Regarding the Assessment Tools:

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: