

1. BASIC INFORMATION

Course	Psychopathology
Degree program	Bachelor's Degree in Psychology
School	Faculty of Health Sciences
Year	2
ECTS	6
Credit type	Mandatory
Language(s)	Spanish / English
Delivery mode	Face-to-face/ Virtual
Semester	1
Academic year	2025-2026
Coordinating professor	M ^a Dolores Vara Villodre

2. PRESENTATION

Psychopathology is a compulsory subject in the Psychology degree program. Through this course, students acquire essential knowledge for their future professional practice. It covers various mental disorders, their etiology, and provides an introduction to psychopathological diagnosis. The course content is closely related to other subjects within the Psychology curriculum, such as Personality and Intelligence Psychology, Psychological Assessment, Psychodiagnosis, and Psychological Intervention Techniques.

The study of psychopathology is a fundamental component of psychology, involving the examination of different theoretical and practical models. It is crucial for professional practice in both applied and academic settings. The course aims to provide students with the basic conceptual and methodological tools necessary to understand and assess psychopathology, with a focus on the clinical aspects of maladaptive behavior.

To achieve this aim, the course offers a comprehensive overview of the historical, conceptual, and methodological foundations of psychopathology. It integrates classical theoretical approaches with current research developments, emphasizing the relevance of this knowledge to various fields of application. Additionally, the course introduces students to the fundamental concepts of altered or abnormal psychological functioning, based on specialized knowledge within the field. It also reinforces students' understanding of psychopathological terminology and the main lines of clinical research related to each altered psychological function.

From a practical perspective, the course aims to help students identify and recognize the basic clinical symptoms of various disorders. This is achieved through the reading of research articles and the analysis of clinical profiles and case studies.

To ensure effective learning, lectures will be supplemented with clinical case presentations, discussions, exercises, and assigned readings provided by the professor.

3. LEARNING OUTCOMES

Knowledge

- KN01. Know the functions, characteristics and limitations of the different Psychology theoretical models.
- KN02. Know the basic laws of the different psychological processes.
- KN07. Know different methods of psychological assessment, diagnosis and treatment.
- KN011. Be able to identify differences, problems and needs, as well as a professional approach to them.

Skills

- SK02. Be able to make a diagnosis following the criteria of the profession.

Competences

- CP02. Be able to plan and hold an interview.
- CP03. Be capable of describing and measuring variables (personality, intelligence and other aptitudes, attitudes, etc.) and cognitive, emotional, psychobiological and behavioural processes.
- CDC06. Integrate analysis with critical thinking in a process of evaluating different ideas or professional possibilities and their potential for error, based on evidence and objective data leading to effective and valid decision-making.
- CDC07. Adapt to adverse, unexpected situations that cause stress, whether personal or professional, overcoming them and even turning them into opportunities for positive change.

LEARNING OUTCOMES FOR THE SUBJECT

This subject offers an introduction to the basic knowledge of altered or abnormal psychological functions, based on:

- Basic knowledge of terminology specific to the field of Psychopathology.
- Knowledge of the specific Psychopathology terminology, as well as the main lines of clinical research of each of the altered psychological functions.
- Identification and recognition of basic clinical symptomatology for each disorder, through the reading of individual and group research articles and the analysis of clinical profiles and cases.

4. CONTENT

- Introduction to the study of psychopathology: history of psychopathology.
- Diagnosis of abnormal behaviour: models and classification systems.
- Psychopathology of perception, attention: alterations, dimensions and stages.
- Psychopathology of memory: disturbances.
- Psychopathology of emotions: affective disorders, DSM-IV-R classification. Depressive and bipolar disorders.
- Psychopathology of thought, communication and language.
- Consciousness: states of wakefulness - sleep and its alterations.
- Psychopathology of spatio-temporal orientation. Alterations in orientation.
- Psychopathology of impulses: nutrition, ingestion and eating behaviour disorders, psychosexual disorders, addictions.
- Psychopathology of executive functions.
- Neuroanatomy.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Masterclass.
- Cooperative learning.
- Simulation environments.
- Case methods.
- Student's oral presentations.

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning activity	Number of hours
Debates	5
Practical exercises	20
Formative evaluation (feedback of evaluation tests)	5
Group participation activities (Seminars, participation in forums, etc.)	25
Masterclass	40
Face-to-face tutorial	5
Independent work	50
TOTAL	150

Virtual mode:

Learning activity	Number of hours
Webinar	40
Autonomous work	50
Formative evaluation (feedback of evaluation tests) via webconference	10
Group participation activities (Seminars, participation in forums, etc.) via webconference	25
Virtual tutoring	5
Discussions and debates via webinars	10

Online forums	10
Virtual tutoring	150

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

Assessment system	Weight
Face-to-face Knowledge test	60%
Participation in debates and forums	10%
Portafolio (document compiling student work, providing information on the results of the teaching-learning process)	10%
Case studies and problem-solving	20%

Virtual mode:

Assessment system	Weight
Virtual Knowledge test	60%
Participation in debates and forums online	10%
Portfolio (document compiling student work, providing information on the results of the teaching-learning process)	10%
Case studies and problem-solving	20%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. Ordinary call period

Campus-based mode:

To pass the course in the Ordinary call period you must obtain a grade greater than or equal to 5.0 out of 10.0 in each of the assessment systems of the course.

If cases of plagiarism are detected in any of the activities delivered, the grade will be **0** and this activity will be suspended during the Ordinary call period. **Late delivery of activities is not allowed either (it will be evaluated with a "0"), except in duly justified cases.** These activities must be recovered in Extraordinary call period, applying rules of the assessment period.

Finally, to pass the course in the Ordinary Exam period, a **minimum of 50% of class attendance is required. Absence excuses do not imply the elimination of such absences in any case.**

The European University of Valencia establishes the continuous assessment as a system of evaluation of knowledge, Skills and basic, general, cross-disciplinary and specific Competencies of the qualification of "Bachelor's Degree in Psychology", in accordance with the provisions of the Regulations for the evaluation of Bachelor's Degrees. In this regard and for the purposes of the consumption of calls the student must be aware that, if he/she presents any assessment system provided in the Learning Guide, in the Ordinary Exam period the student will have a global grade of the course, thus consuming call for entries.

Virtual mode:

To pass the Subject in Ordinary call period you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the course.

In any case, it will be necessary to obtain a grade greater than or equal to 5.0 in the final test, so that it can be averaged with the rest of the activities.

If cases of plagiarism are detected in any of the activities submitted, the grade will be **0** and this activity will be suspended during the Ordinary call period. **Late delivery of activities is not allowed either (it will be evaluated with a "0"), except in duly justified cases.** These activities must be recovered in Extraordinary call period, applying the same rules in that call for entries.

The European University of Valencia establishes the continuous assessment as a system of evaluation of knowledge, Skills and basic, general, cross-disciplinary and specific Competencies of the qualification of "Bachelor's Degree in Psychology", in accordance with the provisions of the Regulations for the evaluation of Bachelor's Degrees. In this regard, and for the purposes of the consumption of entries, the student must be aware that, if he/she presents any assessment system provided in the Learning Guide, in the Ordinary call period the student will have an overall grade for the course, thus consuming a call for entries.

7.2. Extraordinary call period

Campus-based mode:

To pass the course during the Extraordinary call period you must obtain a grade higher than or equal to 5.0 out of 10.0 in each of the Assessment systems of the course.

Activities not passed in the Ordinary call period must be handed in, after having received the corresponding corrections from the teacher, or those that were not handed in.

The European University of Valencia establishes the continuous assessment as a system of evaluation of knowledge, Skills and basic, general, cross-disciplinary and specific Competencies of the qualification of "Bachelor's Degree in Psychology", in accordance with the provisions of the Regulations for the evaluation of Bachelor's Degrees. In this regard and for the purposes of the consumption of calls the student must be aware that in the Extraordinary callperiod will be the Objective Test of Knowledge (POC) which determines whether or not consumes call for entries and in the exceptional case that only has pending to overcome assessment system/s other than the POC, it will be considered NP if it does not present it/s and will obtain numerical grade if it presents at least one of them.

Virtual mode:

To pass the Subject in Extraordinary call period you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the course.

In any case, it will be necessary to obtain a grade greater than or equal to 5.0 in the final test, so that it can be averaged with the rest of the activities.

Activities not passed in the Ordinary call period must be handed in, after having received the corresponding corrections from the teacher, or those that were not handed in.

The European University of Valencia establishes the continuous assessment as a system of evaluation of knowledge, Skills and basic, general, cross-disciplinary and specific Competencies of the qualification of "Bachelor's Degree in Psychology", in accordance with the provisions of the Regulation of evaluation of the Bachelor's Degrees. In this regard and for the purposes of the consumption of entries the student must be aware that in the Extraordinary exam period will be the Objective Test of Knowledge (POC) which determines whether or not consumes call for entries and in the exceptional case that only has pending to overcome assessment system/s other than the POC, will be considered NP if not presented and will obtain a numerical grade if you present at least one of them.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Campus-based mode:

Assessable activities	Deadline
Face-to-face Knowledge test	Weeks of January 7-23, 2026
Participation in debates and forums	Week of September 29 – October 3, 2025
Portafolio (document compiling student work, providing information on the results of the teaching-learning process)	Week of December 1-5, 2025
Case studies and problem-solving	Week of December 8-12, 2025

Virtual mode:

Assessable activities	Deadline
Virtual Knowledge test	Week of February 6-8, 2026

Participation in debates and forums online	Week of November 17-21, 2025
Portfolio (document compiling student work, providing information on the results of the teaching-learning process)	Week of December 15-19, 2025
Case studies and problem-solving	Week of January 12-16, 2026

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any changes as and when appropriate.

9. BIBLIOGRAPHY

The main reference work for this subject are:

Spanish:

- American Psychiatric Association. (2022). *Manual diagnóstico y estadístico de los trastornos mentales: DSM-5-TR* (5ª ed., texto rev.).
- Belloch, A., Sandin, B., & Ramos, F. (2024). *Manual de psicopatología* (Vols. I y II, 4ª ed.). McGraw Hill.
- Perpiñá, C., & Baños, R. M. (2019). *Manual básico de exploración psicopatológica*. Síntesis.

English:

- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.).
- Beidel, D. C., Bulik, C. M., & Stanley, M. A. (2016). *Abnormal psychology: A scientist-practitioner approach*. Pearson.
- Oyeboode, F. (2023). *Sims' symptoms in the mind: Textbook of descriptive psychopathology* (7th ed.). Elsevier.

The recommended Bibliography are:

- American Psychiatric Association. (2016). *DSM-5: Casos clínicos*. Editorial Médica Panamericana.
- Belloch, A., & Fernández-Álvarez, H. (2010). *Tratado de trastornos de la personalidad*. Síntesis.
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- Botella, C., Baños, R. M., & Perpiñá, C. (2003). *Fobia social*. Paidós.
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- Reed, G. (1998). *La psicología de la experiencia anómala*. Promolibro.
- Sandín, B., Chorot, P., Santed, M. A., & Valiente, R. M. (2004). *Estudios de caso en psicopatología*. Klinik.
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- Valdés, M., Rodríguez, J. F., García, M., & Blanco, J. L. (2008). *Material audiovisual para enseñanza práctica en psicopatología clínica*. Instituto de Orientación Psicológica Asociados, S.L.
- Valiente, C. (2002). *Alucinaciones y delirios*. Síntesis.

10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance, Diversity and Inclusion Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa.uev@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.