

1. BASIC INFORMATION

Course	Psychopathology II
Degree program	Bachelor's Degree in Psychology
School	Faculty of Health Science
Year	3
ECTS	6
Credit type	Optional
Language(s)	Spanish / English
Delivery mode	On campus / Virtual
Semester	5
Academic year	2025-2026
Coordinating professor	Isabel Fernández Felipe

2. PRESENTATION

Psychopathology II is an elective subject in the bachelor's degree in Psychology. Through this subject, students acquire the necessary knowledge for their future professional practice in relation to various mental disorders, their etiology, as well as an introduction to psychopathological diagnosis. The content of this course is closely related to other subjects within the Psychology degree, such as Psychological Assessment, Psychodiagnosis, Psychological Treatment in Children and Adolescents, Psychological Treatment in Adults, and, of course, Psychopathology.

The study of psychopathology is a core component of psychology, built upon the examination of different theoretical and practical models, and is essential for professional practice in both applied and academic settings. This course aims to provide students with a continuation of the training received in the Psychopathology course, offering them the basic conceptual and methodological tools needed to understand and assess psychopathology, with a deeper focus on the clinical aspects of maladaptive behaviors.

To this end, throughout the course, students are offered a general overview of historical, conceptual, and methodological aspects specific to Psychopathology, integrating classical theoretical approaches with current research developments, and reinforcing the connection between the possible fields of application of the acquired knowledge. Furthermore, students are introduced to basic knowledge about altered or abnormal psychological functions. Based on specific knowledge in the field of psychopathology, the course strengthens the understanding of psychopathological terminology, as well as the main lines of clinical research related to each altered psychological function.

From a more practical perspective, the course aims for students to work on the identification and recognition of basic clinical symptomatology for each disorder, through the reading of research articles and the analysis of clinical profiles and case studies. To ensure the effective delivery of course content,

lectures will be supplemented with clinical case presentations, discussions, exercises, and readings assigned by the instructor.

3. LEARNING OUTCOMES

Knowledge

KNO03. Know the main processes and stages of psychological development throughout the life cycle in its aspects of normality and abnormality.

KNO09. Know the different fields of application of Psychology and have the necessary knowledge to impact and improve the quality of life of individuals, groups, communities and organizations in different contexts: education, clinical and health, work and organizations.

KNO11. Be able to identify differences, problems and needs, as well as professional approach to them.

KNO12. Be able to identify group/intergroup problems and needs.

Skills

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

SK04. Know how to choose appropriate psychological intervention techniques to achieve the objectives.

Competences

CDC02. Transmit messages (ideas, concepts, feelings, arguments), both orally and in writing, strategically aligning the interests of the different stakeholders involved in the communication in the academic and professional environment.

CDC04. Influence others to guide and lead them towards specific objectives and goals, taking into consideration their points of view, especially in professional situations derived from volatile, uncertain, complex and ambiguous environments in today's world.

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.

LEARNING OUTCOMES

- This subject is designed to provide an in-depth understanding of mental disorders including diagnosis and etiological theories.
- Students will obtain the tools to delve deeper into the clinic of maladaptive behaviors.
- Lectures will occupy little space in comparison to the presentation of clinical cases, discussions and exercises, in addition to readings.
- We understand that students should also be able to develop deep reflections on ethical issues and limitations related to current psychopathology.
- Thus, learning will be operationalized through:
 - Increasing the student's familiarity with a wide range of pathologies.
 - The student's acquisition of knowledge of these pathologies in different frameworks and contexts.
 - Consideration of clinical, ethical and research issues identified in the cases.

4. CONTENT

- Mental disorders diagnosed in childhood or adolescence.
- Learning disorders.
- Behavioral disorders.
- Anxiety-related disorders (secondary neurotics).
- Mood disorders.
- Personality disorders.
- Sexual behavior and gender identity disorders.
- Somatoform and factitious disorders.

5. TEACHING-LEARNING METHODOLOGIES

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

- Lecture.
- Case method.
- Problem-based learning (PBL).
- Oral presentations by students.

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
Case analysis	25
Formative evaluation (feedback from evaluation tests)	5
Essays, text commentaries and critical analysis of texts	10
Master class	35
Problem solving	20
Face-to-face tutoring	5
Autonomous work	50
TOTAL	150

Virtual mode:

Learning activity	Number of hours
Virtual seminar	20

Discussions and colloquiums through virtual seminar	10
Case analysis	25
Problem solving	20
Autonomous work	50
Virtual tutoring	5
Essays, text commentaries and critical analysis of texts	15
Formative evaluation (feedback on evaluation tests) through webconference	5
TOTAL	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
Case analysis and problem solving	10%
Essays/text comments	10%
Oral presentations	10%
Participation in debates and forums	10%
Face-to-face knowledge tests	60%

Virtual mode:

Assessment system	Weight
Case analysis and problem solving	10%
Essays/text comments	10%
Participation in online discussions and forums	10%
Oral presentation via webconference	10%
Virtual knowledge tests	60%

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 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 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
Essays/text comments	3rd week of October 2025
Oral presentations	1st and 2nd week of November 2025
Participation in debates and forums	1st and 2nd week of November 2025
Case analysis and problem solving	4th week of November 2025
Face-to-face knowledge tests	1st-3rd week of January

Virtual mode:

Assessable activities	Deadline
Essays/text comments	1st week of November 2025
Oral presentations via <i>webconference</i>	3rd week of November 2025
Participation in debates and online forums	1st week of January 2026
Case analysis and problem solving	4th week of January 2026
Virtual knowledge tests	2nd week of February 2026

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

9. BIBLIOGRAPHY

The main references work for this subject are:

- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5^a ed., text rev.; DSM-5-TR). American Psychiatric Publishing.
- Barlow, D. H., Durand, V. M., & Hofmann, S. G. (2021). *Psychopathology: An integrative approach to mental disorders* (9th ed.). Cengage Learning.
- Carter, K. (2022). *Psychopathology: Understanding psychological disorders*. Cambridge University Press.

The recommended Bibliography are:

- Barnhill, J. W. (2023). *DSM-5-TR® clinical cases* (1^a ed.). American Psychiatric Publishing.
- Raskin, J. D. (2024). *Psychopathology and mental distress: Contrasting perspectives* (2.^a ed.). Bloomsbury Academic.

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.