

1. BASIC INFORMATION

Course	Psychopathology
Degree program	Bachelor's degree in psychology
School	School of Biomedical Sciences and Health
Year	2024/2025
ECTS	6
Credit type	Basic
Language(s)	English
Delivery mode	Presential
Semester	First semester
Academic year	2º
Coordinating professor	Giuseppe Iandolo
Professor	Giuseppe Iandolo, Miriam Romero, Juan Muzquiz, Nerea Arranz, Álvaro González.

2. PRESENTATION

Psychopathology is the science that studies pathological mental processes in all dimensions (cognitive, affective, behavioral, emotional-relational, and social). It is strictly related to clinical psychology and psychiatry that studies the historical dilemma of expected and abnormal. Psychopathology studies and describes the symptoms, behaviors, and organization of the patient's personality to make a diagnosis, a prognosis, and a therapy.

The purpose of this program about Psychopathology is to introduce students to fundamental concepts and scientific principles underlying abnormal human behavior concerning cognitive functions, attention, memory, emotions, thoughts, communication and language, impulse control, and executive functions.

Another aim of the subject is to obtain a global view of the main psychopathological phenomena that can affect the individual, manifesting through symptoms and syndromes. Students will acquire the knowledge and basic skills to focus on Psychopathology, identifying and analyzing different problem areas that clinical psychologists and psychiatrists may face from different models of understanding human behavior.

3. LEARNING OUTCOMES

KNOWLEDGE

KN05: Identify concepts related to the skills necessary for communication in personal development and professional practice.

- Identify the symptomatology associated with various neurocognitive function disorders.
- Relate different possible symptomatology to the mental, relational, and social functioning of the patient.
- Associate different symptomatology with specific neurocognitive impairments and their possible comorbidity with other areas of individual functioning.
- Reflect on the impact of symptoms and disorders on the subjective experience of the patient and their environment through experiential activities.

SKILLS

SK05: Design a personalized treatment and intervention plan adapted to the specific variables of the case.

- Use specific terminology in the psychopathological field based on different symptoms observed in the patient.
- Critically analyze different models and classification systems of psychopathology.

COMPETENCIES

CP01: Understand the functions, characteristics, and limitations of different theoretical models of Psychology in the field of Health Psychology.

CP02: Understand the basic laws of different psychological processes in the field of Health Psychology.

CP07: Understand different methods of assessment, diagnosis, and psychological treatments in different applied areas of Health Psychology.

CP10: Analyze the needs and demands of the recipients in different contexts.

CP11: Be able to establish the goals of psychological action in different contexts, proposing and negotiating goals with recipients and those affected.

CP12: Be able to plan and conduct an interview.

CP14: Be able to identify differences, problems, and needs.

CP15: Be able to diagnose following the criteria specific to the profession.

CP36: Understand and adhere to the ethical obligations of Psychology.

4. CONTENT

Unit 1. History of psychopathology

- 1.1. Psychopathology: human science and bio-psycho-social.
- 1.2. Psychopathology from ancient Babylon to the present.
- 1.3. Historical evolution of the autism spectrum disorder: from the functional to the neurodevelopmental disorder.

Unit 2. Diagnosis of abnormal behavior: models and classification systems

- 2.1. Concept of mental health and types of normality.
- 2.2. Psychopathology: a question of balance.

- 2.3. Basic concepts of psychopathology: symptom, syndrome, exogenous psychosis, temperament, and personality.
- 2.4. Approaches to psychopathology: biological, biological-dynamic, psychological-behavioral, psychological-psychodynamic, and sociogenetic.
- 2.5. Psychodiagnosis and categorical (DSM-5, ICD-11, DC:0-5) and descriptive (PDM-2) psychopathological classification systems.
- 2.6. Pharmacotherapies and Psychotherapies.

Unit 3. Psychopathology of attention

- 3.1. What is attention?
- 3.2. Quantitative alterations of attention (level or intensity).
- 3.3. Qualitative alterations of attention.

Unit 4. Psychopathology of perception

- 4.1. Perception and mental representations.
- 4.2. Quantitative disorders of perception (perceptive distortions).
- 4.3. Qualitative disorders of perception (perceptual falsifications).

Unit 5. Psychopathology of memory

- 5.1. Memory and memory systems
- 5.2. Quantitative memory disorders (hypermnesias and amnesias).
- 5.3. Qualitative disorders of memory (paramnesias).

Unit 6. Psychopathology of emotions

- 6.1. Affectivity, mood, categorical and dimensional model of emotions.
- 6.2. Disorders of the level of emotional activation.
- 6.3. Unipolar and bipolar primary affective disorders.
- 6.4. Potentially pathological emotions.

Unit 7. Psychopathology of thought

- 7.1. Types of thought (fantastic, imaginative, and critical) and relationship with language.
- 7.2. Disorders in the form of thought.
- 7.3. Disorders in the content of thought.
- 7.4. Disorders in the experience of thought.

Unit 8. Psychopathology of symbolic functions (communication and language)

- 8.1. Disorders in the form of language.
- 8.2. Disorders in the meaning of language.
- 8.3. Neurological disorders of language.

Unit 9. Psychopathology of consciousness

- 9.1. Consciousness: State of consciousness and Self-Awareness
- 9.2. Disorders of state of consciousness.
- 9.3. Disorders in self-awareness.

Unit 10. Sleep-wake psychopathology

- 10.1. Sleep and its phases.
- 10.2. Disorders of initiation and maintenance of sleep.
- 10.3. Excessive sleepiness.
- 10.4. Disorders of the sleep-wake cycle (parasomnias).

Unit 11. Psychopathology of Spatio-Temporal Orientation

- 11.1. Organic disorientation.
- 11.2. Double orientation.
- 11.3. False orientation.

Unit 12. Psychopathology of impulses

- 12.1. Disorders in nutrition, intake, and eating behavior.
- 12.2. Psychosexual disorders (of the orgasmic phase, pain, lack of desire, and paraphilic disorders).
- 12.3. Disorders in impulse control (negativism, antisocial behavior, pyromania, kleptomania, and trichotillomania).
- 12.4. Chemical and behavioral addictions.

Unit 13. Psychopathology of executive functions

- 13.1. Modular mind, superior and executive functions.
- 13.2. Disorders of executive functions in Attention Deficit Disorder, Autism, Intellectual Disability.
- 13.3. Executive functions in dysexecutive syndrome, Alzheimer's disease, frontotemporal lobe degeneration, Parkinson's disease.

Unit 14. Neuroanatomy and neuropsychology

- 14.1. Human development and brain maturation.
- 14.2. Principles of cognitive clinical neuropsychology.
- 14.3. Neocortical lobes and processing of information.
- 14.4. The limbic system, cerebral tonsils, hippocampus, and learning processes.
- 14.5. Neuroanatomical bases of selective attention and wakefulness.
- 14.6. Papez circuit, mammillary bodies, and amnesia.
- 14.7. Short-term memory span and left supramarginal gyrus.

5. TEACHING-LEARNING METHODOLOGIES

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

- Master class
- Cooperative learning
- Simulation environment
- Problem-based learning (PBL)
- Case method
- 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:

Learning activity	Number of hours
Lectures	34h
Asynchronous lectures	6h
Autonomous work	50h
Formative assessment	3h

Face-to-face test of knowledge	2h
Group participatory activities (seminars, participation in forums, etc.)	25h
Face-to-face tutorials	5h
Debates	10h
Practical activities	15h
TOTAL	150 h

7. ASSESSMENT

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

Assessment system	Weight
Active Methodology 1 (Participation in Debates and Forums). Attendance and participation in class. Attend class (50% attendance is mandatory), participate in the debate, engage in dialogue with classmates, and cooperate in group tasks for the subject.	10%
Active Methodology 2 (Portfolio). Note-taking, critical reflections, and in-depth written analysis of the course content. It is presented in the form of a written essay.	10%
Active Methodology 3 (Participation in Debates and Forums). Presentation in class and critical analysis of scientific articles.	10%
Active Methodology 4 (Case Analysis and Problem Solving). Case report (PBL). Symptomatology case report.	10%
Active Methodology 5 (Case Analysis and Problem Solving). Attendance and participation in simulation at Simulated Hospital and session summaries.	10%
Final objective exam 6 (Knowledge test). Final objective exam	50%

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.

Attendance

According to Art. 1.4 of the Regulation for the Evaluation of Official Degree Degrees of the European University of Madrid (of the continuous evaluation): "The obligation to justify at least 50% attendance at classes is established as part of necessary for the evaluation process and to comply with the student's right to receive advice, assistance and academic follow-up from the teacher. For these purposes, students must use the technological system that the University puts at their disposal, to accredit their daily attendance to each of their classes. This system will also serve to guarantee objective information on the active role of the student in the classroom.

Those students who have not achieved a 50% attendance rate in the first exam period may be graded as failing and must pass the corresponding objective exams in the second exam period for the subject, where they must obtain a grade equal to or higher than 5.0 out of 10.

7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

In the section on active methodologies, the grade achieved by the student must be at least 5.0 out of 10.0 to be considered passed and to be averaged with the final objective test score. In the section on active methodologies:

1. Students will be required to submit mandatory activities. Activities will be provided as the course progresses. Some of them may be completed during class and submitted at the end of the session. To obtain the corresponding points for this section, it is essential to submit the mandatory activities on the specified date.
2. Each mandatory activity will be graded out of 10.0. For each mandatory activity, a minimum score of 5.0 must be achieved to be averaged with the rest of the grades obtained and thus averaged with the objective test. Otherwise, the student will be considered failed in the regular call and will be graded with a 4.0 in the module.
3. Active methodologies related to case analysis and problem-solving, whether mandatory, failed, or not submitted, will be evaluated in the extraordinary call.
4. Both in practices and in knowledge tests, spelling errors will be taken into account unless the student submits a report related to a specific learning disorder in reading and writing. More than three spelling errors will result in the practice and/or question not being graded.
5. Each student is expected to be the sole author of all their submitted work. Students who plagiarize any of the proposed work will receive a 0 on that work.
6. AI-Generated Content: AI-Generated Content (AIGC) tools, such as ChatGPT and other language models (LLMs), cannot be used to generate work. These tools also cannot be responsible in any case for the written content in the work. The use of AI must be authorized by the teacher for each activity. If a student has used these tools to develop any part of their work, their use must be described in detail in the work. The student is fully responsible for the accuracy of the information provided by the tool and for correctly referencing any supporting work. Tools used to improve spelling, grammar, and general editing are not included in these guidelines. The final decision on the suitability of the reported use of an AI tool rests with the teacher, academic coordination, and program direction.

Delayed submission of mandatory activities

Delayed submission of mandatory activities will result in reduction of the obtained grade by 1 point for each day of delay.

Simulation

Whenever simulations are conducted, it will be mandatory for the student to wear the appropriate uniform (shirt and pants) to the simulated hospital. A student who does not attend with the complete uniform will lose the right to participate in the simulation and, therefore, will receive an absence for that session.

The student may miss a single simulation with or without justification. More than two absences from simulations will require the student to retake that module in an extraordinary session.

7.2. Second exam period

To pass the course in the extraordinary session, the same guidelines as the ordinary session will be followed. It is necessary to submit the activities not passed in the ordinary session, after having received the corresponding corrections from the teacher, or those that were not submitted.

To pass the course in the ordinary session, you must obtain a grade of 5.0 or higher out of 10.0 in the final grade (weighted average) of the course.

In any case, it is necessary to obtain a grade of 5.0 or higher on the final exam for it to be averaged with the rest of the activities.

In the section on active methodologies, the grade achieved by the student must be at least 5.0 out of 10.0 to be considered passed and to be averaged with the final objective test score. Activities that, due to their nature, cannot be recovered in the extraordinary call in the same way as in the regular call will have adapted instructions for their recovery. For example, in the case of activities related to the symptomatology report or group tests, an essay on the course content will be requested.

Simulations Recovery in Extraordinary Call

The Simulations Recovery in Extraordinary Call will be done through completing an examination of clinical cases in which the student demonstrates comprehension of the key competencies practiced in the course.

8. SCHEDULE

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

Assessable activities	Deadline
Active Methodology 1 (Participation in Debates and Forums). Attendance and participation in class. Attend class (50% attendance is mandatory), participate in the debate, engage in dialogue with classmates, and cooperate in group tasks for the subject.	September - January
Active Methodology 2 (Portfolio). Note-taking, critical reflections, and in-depth written analysis of the course content. It is presented in the form of a written essay.	September - January
Active Methodology 3 (Participation in Debates and Forums). Presentation in class and critical analysis of scientific articles.	October
Active Methodology 4 (Case Analysis and Problem Solving). Case report (PBL). Symptomatology case report.	November - December
Active Methodology 5 (Case Analysis and Problem Solving). Attendance and participation in simulation at Simulated Hospital and session summaries.	January
Final objective exam 6 (Knowledge test). Final objective exam	January

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 reference work for this subject is:

- Fish, F. J., Casey, P. R., & Kelly, B. (2007). *Fish's clinical psychopathology: signs and symptoms in psychiatry*. RCPsych Publications.

The recommended Bibliography is:

- Barlow, D. H., Durand, V. M., & Stewart, S. H. (2015). *Abnormal psychology: an integrative approach*. City University of New York, Cengage.
- Gabbard, G. O. (2014). *Psychodynamic psychiatry in clinical practice*. American Psychiatric Pub.
- Jaspers, K. (1997). *General psychopathology* (Vol. 2). JHU Press.
- Rosenhan, D. L., & Seligman, M. E. P. (1989). *Abnormal psychology*. New York: W.W. Norton.
- Sadock, J.B.; Sadock, V.A.; Ruiz, P.; Kaplan, H.I. (2009). *Comprehensive textbook of psychiatry*. Philadelphia : Wolters Kluwer Health/Lippincott.
- Sandock, J.B.; Sadock, V.A. (2015). *Synopsis of psychiatry: behavioral sciences/clinical psychiatry*. Philadelphia : Wolters Kluwer Health/Lippincott.
- Scharfetter, Ch. (1980). *General Psychopathology: an introduction*. New York: Cambridge University Press.
- Sue, D.; Sue, D.W.; Sue, S.; Sue, D.M. (2013). *Understanding Abnormal Behavior*. City University of New York, Cengage.
- Taylor, M.; Vaidya, N. (2009). *Descriptive Psychopathology*. New York: Cambridge University Press.
- Vallejo, J. (2006). *Introducción a la psicopatología y a la psiquiatría* (6ª Ed). Elsevier España.

10. DIVERSITY MANAGEMENT UNIT

Students with specific learning support needs:

Curricular adaptations and adjustments for students with specific learning support needs, in order to guarantee equal opportunities, will be overseen by the Diversity Management Unit (UAD: Unidad de Atención a la Diversidad).

It is compulsory for this Unit to issue a curricular adaptation/adjustment report, and therefore students with specific learning support needs should contact the Unit at unidad.diversidad@universidadeuropea.es at the beginning of each semester.

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.