

1. BASIC INFORMATION

Course	Advanced Psychopathology
Degree program	Psychology
School	Biomedical and Health Sciences
Year	3
ECTS	6
Credit type	Elective
Language(s)	English/Spanish
Delivery mode	Classroom-based
Semester	2
Academic year	2025-2026
Coordinating professor	Juan Carlos Tomás del Río
Professor	Juan Carlos Tomás del Río, Pedro Rafael Altungy Labrador

2. PRESENTATION

The study of behavioral alterations is framed within the more general context of Clinical Psychology. Thus, Advanced Psychopathology is configured as an essential subject in the training of clinical and health psychologists. The contents of the subject are prerequisites to be able to meet well other subjects of the area, since it reviews in depth the etiologic and diagnostic criteria of the main mental illnesses categories. The objectives of the course seek to analyze and know the criteria to distinguish normal and abnormal behavior and apply them in the psychopathological diagnosis. We will be aiming to be able to carry out a psychopathological examination, to identify and diagnose the main clinical pictures and the main alterations of psychological disordered functions and processes.

3. LEARNING OUTCOMES

KNOWLEDGE

KN02: Describe how to carry out a complete process of psychological assessment in different areas of psychology.

- Describe the clinical aspects of maladaptive behaviors.
- Identify different psychopathologies in various frameworks and contexts.
- Reflect on etiology and clinical aspects.

SKILLS

SK03: Design assessment protocols in clinical and psychological counseling settings based on a clinical interview, laboratory tests, and behavioral observation.

- Evaluate clinical, ethical, and future research aspects identified in cases.
- Engage in deep reflections on ethical issues and limitations related to psychopathology in the present day.

- Analyze complex clinical cases through case presentation and formulation.

COMPETENCES

- CP03: Understand the main processes and stages of psychological development throughout the lifespan, in terms of normality and abnormality, in the field of Health Psychology.
- CP09: Familiarize oneself with the different fields of application in psychology and possess the necessary knowledge to influence and promote the quality of life in individuals, groups, communities, and organizations within various contexts: educational, clinical and health, work and organizations, and community.
- CP14: Be able to identify differences, problems, and needs.
- CP15: Be able to diagnose following the criteria specific to the profession.
- CP17: Be able to identify group and intergroup problems and needs.
- CP24: Be able to define objectives and develop an intervention plan based on its purpose (prevention, treatment, rehabilitation, integration, support, etc.).
- CP34: Know how to provide appropriate and accurate feedback to recipients.
- CP35: Be capable of preparing oral and written reports.
- CP36: Understand and adhere to the ethical obligations of Psychology.

4. CONTENT

TOPIC 0: Introduction, from general to advanced Psychopathology

TOPIC 1: Mental disorders diagnosed in childhood and adolescence. Learning Disorders

TOPIC 2: Psychotic disorders and schizophrenia

TOPIC 3: Disorders in the area of anxiety

TOPIC 4: Mood disorders: bipolar disorder and depressive disorder

TOPIC 5: Obsessive-compulsive disorder, behavioral and impulse control disorders

TOPIC 6: Disorders related to trauma and stress and dissociative factors

TOPIC 7: Eating disorders

TOPIC 8: Sexual behavior and gender identity disorders

TOPIC 9: Substance use disorders

TOPIC 10: Personality disorders

TOPIC 11: Somatoform and factitious disorders

TOPIC 12: Dissociative disorders

5. TEACHING-LEARNING METHODOLOGIES

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

- Master class
- 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:

Learning activity	Number of hours
Lectures	20h
Autonomous work	50h
Formative assessment	5h
Problem resolution	20h
Face-to-face tutoring	5h
Essays, text commentaries, and critical analysis of texts.	15h
Case analysis	25h
Conferences	10h
TOTAL	150h

7. ASSESSMENT

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

Assessment system	Weight
Test of knowledge: 2 parts: multiple-choice type: 20 questions with 3 answer options (50% of the exam mark and it is mandatory to pass it) and a clinical case (50% of the exam mark and it is mandatory to pass it).	50%
Case studies and problem resolution: 4 practical cases. The students, in groups, will make a report of each of the cases proposed throughout the subject that includes: the signs and symptoms observed, aspects to be deepened in the evaluation, initial hypothesis, differential diagnosis process, most probable diagnosis and brief treatment proposal for the group of disorders studied.	20%
Text essays/comments. Critical commentary on audiovisual resources. Integrated CV activity (10%). This activity is done in coordination with the subject of Health Psychology and Management Skills, as part of an integrated curriculum activity. Integrated curriculum activity in which students must watch a series of audiovisual content (series episodes, films) related to symptoms and psychopathological processes. They will make a mandatory written report that will consist of a critical analysis of them, as well as answer a series of questions related to the content viewed. They will also collect in this work the reflections made during the	20%

integrated curriculum activity and will answer the questions asked about the connection between the three disciplines studied. IPE pseudotherapy activity (10%). Students will carry out a group activity in person and compulsory with students from other disciplines in which they will have to evaluate and critically reflect on the extent and impact of the use of pseudotherapies. They will carry out a critical analysis of real news, scientific texts and a role-playing will be done with a patient who uses pseudotherapies.	
Participation in debates and forums: Two mandatory simulations will be carried out on several of the pathologies studied. The objective of these is to familiarize the student with the detection of psychopathology and the different overlaps in diagnostic criteria in real cases. After the simulations, students will reflect on their experience in the Subject Forum on the virtual campus.	5%
Oral presentations on the text essays/comments: face-to-face and mandatory debate on the aspects explored in the integrated curriculum activity. The student must demonstrate participation and critical analysis in their interventions.	5%
TOTAL	100

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 the ir 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 ordinary call you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade of the course.

You must obtain a grade greater than or equal to 5.0 in each of the assessment systems of the course (Test of knowledge, Case studies and problem resolution, Text essays/comments, Participation in debates and forums, Oral presentations)

PLAGIARISM AND USE OF IA

Any student who resorts to or uses illicit means during an evaluation test, or who improperly claims authorship of academic work required for assessment, will receive a failing grade ("0") in all evaluation tests for the exam period in said subject in which the violation occurred, and may also face disciplinary action following the opening of a disciplinary proceeding.

AI-Generated content: AI-generated content tools (AIGC), such as ChatGPT and other language models (LLMs), cannot be used to generate assignments. These tools also cannot be responsible for any written

content in the assignment. The use of AI must be authorized by the instructor for each activity. If a student has used these tools to develop any part of their work, this use must be detailed in the assignment. The student is fully responsible for the accuracy of the information provided by the tool and for correctly referencing any supporting work. Tools used for spelling, grammar, and general editing are not included in these guidelines. The final decision on the appropriateness of the reported use of an AI tool rests with the instructor, academic coordination, and program director.

Delayed submission of mandatory activities

Late submissions of mandatory assignments will be penalized with a deduction of 0.5 points for each 24-hour period past the deadline established on the virtual campus, up to a maximum of 3 calendar days. After this period, the numerical grade will be 0 for this assignment.

Simulation

Uniform Requirement for Simulation Sessions: Whenever simulation activities are conducted, students are required to wear the appropriate uniform (grey scrub top and trousers) in the simulated hospital. Students who do not attend with the complete uniform will not be allowed to participate in the simulation and will be marked as absent for that session. There will be a limit on the number of absences from simulation sessions, regardless of whether they are justified or not, as missing these sessions prevents students from acquiring the necessary competencies through this methodology.

The student's absence from 1 or more simulation sessions will result in a failing grade for this module of the course during the regular assessment period, and it must be retaken during the extraordinary examination period.

Oral presentation

The student's absence from the oral presentation will result in a failing grade for this module of the course during the regular assessment period, and it must be retaken during the extraordinary examination period.

7.2. Second exam period

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

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

You must obtain a grade greater than or equal to 5.0 out of 10 in each of the assessment systems of the course (Testing and Knowledge, Case studies and problem resolution, Text essays/comments, Participation in debates and forums, Oral presentations)

Simulations Recovery in Extraordinary Call

The Simulations Recovery (assessed under the Participation in debates and forums section) in the second exam period will be done through completing an exam of clinical cases in which the student demonstrates comprehension of the key competencies practiced in the course.

Recovery of oral presentation in extraordinary call

The recovery of the Oral Presentation (evaluated in the Oral Presentations block of the essays/text comments) in an extraordinary call will be carried out through a face-to-face debate.

8. SCHEDULE

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

Assessable activities	Deadline
Case I. Case studies and problem resolution	February 3rd week 2026
Case II. Case studies and problem resolution	March 1st week 2026
Case III. Case studies and problem resolution	March 4th week 2026
Case IV. Case studies and problem resolution	April 1st week 2026
Group assignment. Text essay/comment.	May 1st week 2026
Text comment: Pseudotherapies	May 2nd week 2026
Oral presentation on the text essay/comment.	May 2nd week 2026
Simulations. Participation in debates and forums	May 3 rd week 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. BIBLIOGRAFÍA

The main reference work for this subject are:

- American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders, 5th edition*, DSM-5. American Psychiatric Association
- Barlow, D. H. (Ed.). (2021). *Clinical handbook of psychological disorders: A step-by-step treatment manual*. Guilford publications.

The recommended Bibliography is:

- American Psychiatric Association (2000). *Diagnostic and Statistical Manual of Mental Disorders, 4th Edition, Text Revision (DSM-IV-TR)*. American Psychiatric Publishing.
- Arriaga, A. (2009). *Trastornos mentales: una guía para todos los públicos*. Quiasmo.
- Belloch, A., Sandín, B., y Ramos, F. (Eds.). (2008). *Manual de Psicopatología, 2ª ed. revisada* (2 vols.). McGraw Hill.
- Fuentenebro, F., y Vázquez, C. (Eds.). (1990). *Psicología Médica, Psicopatología, y Psiquiatría*. (2 vols.). McGraw Hill.
- Mesa Cid, P. J., y Rodríguez Testal, F. (2007). *Manual de psicopatología general*. Pirámide.
- Obiols, J. (2008). (Ed). *Manual de psicopatología general*. Biblioteca Nueva.
- Luque, R., y Villagrán, J. M. (2000). (Eds.). *Psicopatología descriptiva: Nuevas tendencias*. Trotta.

- Reed, G. (1998). *Psicología de la experiencia anómala*. Promolibro.
- Sarason, I. G., y Sarason, B. R. (2006). *Psicología anormal* (11ª ed.). Prentice-Hall/Addison Wesley.
- Simms, A. (2008). *Síntomas mentales. Introducción a la psicopatología descriptiva*. Tricastela.
- Vallejo, J. (Ed.). (2011). *Introducción a la psicopatología y psiquiatría* (8ª ed.). Masson.

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity 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@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.

