



Universitat de Lleida

DEGREE CURRICULUM

PSYCHOPATHOLOGY

Coordination: ALUJA FABREGAT, ANTON

Academic year 2023-24

Subject's general information

Subject name	PSYCHOPATHOLOGY			
Code	102946			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Psychology	2	COMPULSORY	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	1.8		4.2
	Number of groups	2		1
Coordination	ALUJA FABREGAT, ANTON			
Department	PSYCHOLOGY, SOCIOLOGY AND SOCIAL WORK			
Important information on data processing	Consult this link for more information.			
Language	Catalan			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
ALUJA FABREGAT, ANTON	anton.aluja@udl.cat	7,8	Mondays from 9 a.m. to 12 p.m. by appointment at the IRBLleida Human Behavior Laboratory

Learning objectives

Provide basic concepts and subject-specific terminology. Provide some bases of General Psychopathology both from a clinical perspective and from an experimental perspective. Point out the existing connection paths between the knowledge derived from Psychology (theories, models and results) and Psychopathology. Introduce students to the knowledge of the most important clinical pictures of Psychopathology. Indicate the most current basic lines of research in the different topics covered.

LEARNING OUTCOMES: Understand the concept of abnormality. Know the characteristics of abnormal behavior. Understand the objective of psychopathology and understand its scientific foundations. Recognize the techniques for collecting information in psychopathology. Study the DSM classification and estimate the importance of the dimensions of the multiaxial classification. Define the characteristics of the different disorders and know how to make the differential diagnosis between the different pathologies. Select the most relevant data from a clinical history and identify the study pathologies. Know how to search for information, analyze it critically and incorporate it into an integrated body of knowledge. Distinguish the different theoretical and methodological contributions. Maintain an attitude of scientific curiosity, as well as effectively approach reading and critical commentary on texts related to the subject. Knowing how to share and expose their own knowledge on the subject. Know how to listen, understand and value the contributions of colleagues. Being able to describe and measure psychopathological variables. Being able to identify differences, problems and needs in patients. Being able to diagnose following the criteria of the profession. Being able to assess the role of psychopathology and mental disorders. Know how to plan the evaluation of programs and interventions integrating personality and psychopathological factors. Being able to measure and obtain relevant data for the evaluation of interventions. Knowing how to adequately and accurately provide feedback to recipients on the proposed and/or performed intervention and psychological treatment, taking into account psychopathological traits and disorders. Being able to know how to make a critical and reflective management of epistemological knowledge of the psychological discipline.

Competences

Basic skills:

CB2 Apply their knowledge to their work or vocation in a professional way and possess the skills that are usually demonstrated by developing and defending arguments and solving problems within their area of study.

CB3 Ability to gather and interpret relevant data (usually within their area of study) to make judgements that include reflection on relevant social, scientific or ethical issues.

CB4 Ability to convey information, ideas, problems and solutions to both specialized and non-specialized audiences.

General Competencies:

CG1 Developing the ability to adapt to new situations and solve problems effectively.

CG2 Developing the ability to work in multidisciplinary teams and collaborate efficiently with other professionals.

CG3 Showing skills for interpersonal relations.

CG5 Demonstrate critical ability to make relevant decisions.

CG6 Reflecting on one's own limitations in a self-critical manner, considering the possibility of requesting interdisciplinary collaborations.

CG7 Acting with creativity, research culture and professional communication.

CG8 Identify and evaluate own competencies, skills and knowledge according to the standards of the profession.

CG9 Recognising diversity and difference as a structural element of the human being, while recognising, understanding and respecting the cultural complexity of today's society.

Specific Competencies:

CE1 Identifying and analysing the characteristics and needs of individuals, groups and organisations, as well as the relevant contexts for the service being requested.

CE2 Planning the evaluation of programs and/or psychological interventions, selecting the appropriate indicators and techniques.

CE3 Apply the techniques for collecting information, obtaining relevant data for the evaluation of programs and/or psychological interventions.

CE4 Analyzing and interpreting the results of psychological evaluation.

CE5 Design and apply a psychological intervention strategy/plan, depending on the contexts or services demanded.

CE6 Respond and act in an appropriate and professional manner, taking into account the attitudes and values of the profession, as well as its code of ethics and deontology, in each and every one of the intervention processes.

CE7 Provide information to users and establish an adequate interpersonal relationship, taking into account the different contexts of professional relations.

CE8 To prepare technical reports, both oral and written, on the results of the evaluation process, of the research or of the services demanded, respecting the ethical commitment that the dissemination of psychological knowledge requires.

CE9 To use the different documentary sources in psychology, to show a mastery of the necessary strategies to access the information and to assess the need for documentary updating.

CE10 Manage, analyse and interpret data within the framework of the disciplinary knowledge of the different fields of psychology.

CE11 Make critical decisions on the choice, application and interpretation of the results derived from the different psychological research methods.

CE12 To disseminate the knowledge derived from theoretical reviews and from the results of psychological research.

Transversal competences:

CT1 Acquire adequate oral and written comprehension and expression of Catalan and Spanish.

CT3 To acquire training in the use of new technologies and information and communication technologies.

CT5 To acquire essential notions of scientific thought.

Subject contents

Block I. Semiology and nosology.

SUBJECT 1. Psychopathology: concept and classification. SUBJECT 2. Consciousness, orientation and attention. UNIT 3. Memory and sensory perception. SUBJECT 4. Language, affectivity and thought.

Block II. Child and adolescent psychopathology.

SUBJECT 5. Mental retardation. UNIT 6. General development disorders. SUBJECT 7. Attention deficit disorders and conduct. UNIT 8. Eating behavior disorders.

Block III. Adult psychopathology

UNIT 9: Disorders of personality and sexual conduct UNIT 10. Anxiety disorders SUBJECT 11. Disorders of l'estat d'ànim. SUBJECT 12. The schizophrenies.

Methodology

Training activities

The training activities that will be carried out will be the following: 1. On-site theoretical class. 2. Practical class / seminar / workshops (2 groups). 3. Elaboration of individual and group treballs. 4. Group tutorials, face-to-face or virtual. Distribution of ECTS credits in student work hours: Face-to-face (40%) = 60 hours Theoretical classes (60%) = 36 hours Classroom practices or classroom in group mitjà (40%) = 24 hours (x group) Non-face-to-face (60%) = 90 hours Study of theoretical and practical continguts (44%) = 40 hours Readings of texts, study of cases,

visualization of videos and elaboration of other tasks and documents (20%) = 20 hours Individual or group tutorials (12%) = 10 hours Close to information, extended reading, exam preparation, tests and activities, self-organization of the material (22%) = 20 hours.

Development plan

SESSION	MODALITY (P/NP)	DESCRIPTION	OBJECTIVES	TASK TEACHER	TASK STUDENTS	RECOMANDATIONS
1:	P	Presentation of subject and the professor	All	Presentation of subject, the professor, contents and methodology	Atencion, comprension	
2 a 5:	P	Topic 1	All	Lecture session	Atencion, comprension, participation and studing	Reading mandatory supplementary material
6:	P	practice	All	Planning an activity (cases, video, article,...)	Participate in the task and in the debate, apply theoretical knowledge.	Reading mandatory supplementary material
7:	P	Topic 2	All	Lecture session	Atencion, comprension, participation and studing	Reading mandatory supplementary material
8:	P	practice	All	Planning an activity (cases, video, article,...)	Participate in the task and in the debate, apply theoretical knowledge.	Reading mandatory supplementary material
9 a 10:	P	Topic 3	All	Lecture session	Atencion, comprension, participation and studing	Reading mandatory supplementary material
11:	P	Topic 4	All	Planning an activity (cases, video, article,...)	Participate in the task and in the debate, apply theoretical knowledge.	Reading mandatory supplementary material
12:	P	practice	All	Lecture session	Atencion, comprension, participation and studing	Reading mandatory supplementary material
13:	P	EVALUATION	Tots	Preparation and correction of assessment tests	Carring out a test	Estuding theoric content

SESSION	MODALITY (P/NP)	DESCRIPTION	OBJECTIVES	TASK TEACHER	TASK STUDENTS	RECOMANDATIONS
14:	P	practice	All	Planning an activity (cases, video, article,...)	Participate in the task and in the debate, apply theoretical knowledge.	Reading mandatory supplementary material
15:	P	Tutoring - 1	Tots	Assessing competences competències	Exposició coneixements, dubtes i preguntes	Compressió competències i continguts
16:	P	Tema 5	All	Lecture session	Atencion, comprenson, participation and studing	Reading mandatory supplementary material
17:	P	practice	All	Planning an activity (cases, video, article,...)	Participate in the task and in the debate, apply theoretical knowledge.	Reading mandatory supplementary material
18:	P	Topic 6	Tots	Lecture session	Atencion, comprenson, participation and studing	Reading mandtory supplementary material
19:	P	practice	Tots	Planning an activity (cases, video, article,...)	Participate in the task and in the debate, apply theoretical knowledge.	Reading mandatory supplementary material
20 a 21:	P	Topics 7-8	All	Lecture session	Atencion, comprenson, participation and studing	Reading mandatory supplementary material
22:	P	practice	All	Planning an activity (cases, video, article,...)	Participate in the task and in the debate, apply theoretical knowledge.	Reading mandatory supplementary material
23:	P	AVALUACIÓ	Tots	Confecció i correcció de les proves d'avaluació	Carring out a test	Studing theoric contents
24:	P	Topic 9:	All	Lecture session	Reading supplementary material	
25:	P	Topic 10	All	Lecture session	Atencion, comprenson, participation and studing	Reading mandatory supplementary material

SESSION	MODALITY (P/NP)	DESCRIPTION	OBJECTIVES	TASK TEACHER	TASK STUDENTS	RECOMANDATIONS
26:	P practice	All	Plantejament d'una activitat (casos, video, article,...)	Participar en la tasca i en el debat, aplicar els coneixements teòrics.	Reading supplementary material	
27:	P	Tema 11	All	Lecture session	Atencion, comprenson, participation and studing	Reading mandatory supplementary material
28:	P	practice	All	Planning an activity (cases, video, article,...)	Participate in the task and in the debate, apply theoretical knowledge.	Reading mandatory supplementary material
29:	P	Topic 12	All	Lecture session	Atencion, comprenson, participation and studing	Reading mandatory supplementary material
30:	P	practice	All	Participate in the task and in the debate, apply theoretical knowledge.	Reading supplementary material	
31:	P	EVALUATION	All	Preparation and correction of assessment tests	Carring out a test	Studin a theoretical content
Treball	NP		All	Raise a global problem that involves the different skills	Prepare and present the results of the work done	
Evaluation	Syllabus: Theoretical content: 75% (three multiple choice tests) Research work: 15% Individual internship assignments: 10% (25%)					

Evaluation

The evaluation of the training activities has two sections: a) theory (contents -Blocks 1, 2 and 3) and b) practices (Block 4) with 25% of the grade for each block:

- Theory: Three face-to-face partial assessments in the form of a Multiple Choice Test (PEM) on the content of the three theoretical blocks of the subject (75% of the total). Each test has 40 questions and consists of a booklet and an answer sheet. The two documents must be handed to the teacher, who will staple them together. One document without the other invalidates the test. The theoretical material to be assessed is derived from the content explained by the teacher in class, slides (given to the students) and the compulsory readings. There is no minimum grade to pass blogs. The final grade is the sum of all the blocks.

- Internships: An assessment of the content of the internships which accounts for 25% of the total (TP1 and TP2) and requires 80% attendance. • TP1 (15 points) consists of field work on psychopathological disorders, data

analysis and final report. If the student provides incorrect or different data from those in the questionnaires for the TP-1 work, it may mean the loss of points depending on the severity of the errors or omissions. If the fact were very serious, you can lose 15 points.

- TP2 (10 points) consists of the knowledge and interpretation of two tests on psychopathology. • In order to qualify for 25% of the practice score, attendance at 80% of the activities (student signatures) must be demonstrated. The practices will be face-to-face in a classroom that has personal computers. • Answers or notes to written exams and assignments will be kept on paper and digitized (data) for one year.

- The review of the exam content and the correct answers is done with the representative representing the class. If questions are detected that do not fit the contents of each evaluated module or errors are detected, they are corrected with the consent of the delegate. The students have the right to the individual review of their test on the day and time agreed, upon request by email of the student himself. If the student cannot come for review and can justify it, another review day will be set. The revisions will only be made on the previously agreed and announced date.

The final grade is the sum of all the assessments made. If a student fails one of the different assessments and not others, these will be counted as zero points, since the final grade is the calculation of all the evidence that can be assessed. Failure to show up for an exam or failure to submit a paper by the date marked and previously reported means the loss of the associated points. Passing the subject requires 50% of the sum of all the assessments carried out (5.0). The first two partial theoretical tests take place approximately in week 5 and 10. Being in the class schedule, it is possible that a classroom with a capacity of 150 students, which is what is needed, may not be available. If this is the case, the tests will be held in one of the two classrooms of the Multipurpose Building on the third floor or in the basement of the Faculty of Law from 2 to 3 p.m. If this is the case, they will be informed on the first day of the course so that the student can schedule it in time. If any student works during these hours, the company is obliged to give him leave for a university exam. Proof signed by the teacher is provided. The third partial test will take place at the time and day set by the coordinator of the Psychology Degree. No recovery assessment will be carried out so that none of them exceed 30%. From the 2021/22 academic year, the grade of "not presented" will be applied in all the subjects of the different FEPTS degrees and masters as long as the student has completed a percentage of less than 30% of the assessment activities of the subject.

ALTERNATIVE ASSESSMENT

In exceptional cases that have the approval of the Study Committee of the center responsible for teaching the degree, the alternative assessment will consist of a theoretical test that includes the three blocks (12 topics) (70%) and face-to-face practices (30%). The time and extent of the assessment will be similar to that used by face-to-face continuous assessment students. As indicated in the Regulations for Evaluation and Qualification of Teaching in Degrees and Master's Degrees of the Udl in article 1.5 on alternative assessment, point 2, page 7: "If the nature of the subject demands it, it will be an indispensable requirement to have the single evaluation option of attendance at certain face-to-face activities (practices, rotations, field trips, seminars, etc.) on the established dates, activities that must be specified in the teaching guide. This right it cannot lead to discrimination with respect to continuous assessment in relation to the maximum qualification that can be obtained in that subject." Therefore, the practices will be mandatory and face-to-face for these students, just like those who do continuous assessment. Failure to do the practicals means the loss of 25% of the final grade.

RECOMMENDATIONS

The subject of Psychopathology is closely related to other subjects in the curriculum such as Personality Psychology, Differential Psychology, Statistics, Psychometrics, Psychological Assessment and Diagnosis, Structure and Functioning of the Nervous System, Biological Basis of Behavior and Psychological Processes basics. Having taken or are taking these subjects will provide a better understanding of the subject. It is recommended that the student has basic notions of statistics.

STUDENT-TEACHER RELATIONS AND TUTORIALS

The students will elect a delegate who represents the students. Any proposal, suggestion or complaint that affects the whole class will be channeled through the delegate (not individually). For individual inquiries affecting only one student, tutoring must be requested within the established times. Students are encouraged to make use of the tutorials for queries related to the subject or personal situations. Please note that attendance at exam dates and times and assignment submission dates is mandatory. Only the exceptions set out in the Teacher

Evaluation Guide will be accepted for requesting evaluations outside of the timetables established and announced on the first day of class and on the subject's website (www.petra-udl.com).

Bibliography

Basic references:

AMERICAN PSYCHIATRIC ASSOCIATION (2001). Manual diagnóstico y estadístico de los trastornos mentales. Texto Revisado. (4 edición revisada) DSM-IV-TR. Barcelona: Toray-Mason.

AMERICAN PSYCHIATRIC ASSOCIATION (2013). Manual diagnóstico y estadístico de los trastornos mentales. Texto Revisado. (5 edición) DSM-5. Editoriasl Médica Panamericana.

BELLOCH, A., SANDÍN, B. y RAMOS, F. (2008). Manual de Psicopatología (2 vols.) Madrid: McGraw-Hill. (1ª edición 1995)

EGUÍLUZ, I. i SEGARRA, R. (2005). Introducción a la Psicopatología. Barcelona: Grupo Ars XXI de Comunicación, S. L. ISBN 84-9751-064-X.

VALLEJO RUILOBA, J. (2011) Introducción a la Psicopatología y Psiquiatría. Barcelona: Masson (7ª edic.).

Complementari references:

BARLOW, David H. y DURAND, V. Mark (2001): Psicología Anormal. Un enfoque integral. Thomson: Madrid.

BUTCHER, James N., MINEKA, Susan i HOOLY, Jill M. (2007). Psicología clínica (12ª ed.). Madrid: Pearson. (Publicación original 2004).

BUELA-CASAL, Gualberto; CABALLO, Vicente y CARROBLES, José A. (2002): Manual de psicopatología y trastornos psiquiátricos. Siglo XXI: Madrid.

BUENDÍA, José (Ed.) (1996): Psicopatología en niños y adolescentes. Pirámide: Madrid.

OLLENDICK, Thomas H. i HERSEN, Michael (1999): Psicopatología infantil. Martínez-Roca: Barcelona.

SARASON, Irwin G. i SARASON, Barbara R. (2006). Psicopatología: El problema de la conducta desadaptada (11ª ed.), Pearson: México.

VALIENTE, Rosa M.; SANDÍN, Bonifacio i CHOROT, Paloma (2003): Miedos en la infancia y la adolescencia. UNED: Madrid.

SPITZER, Robert L.; GRIBBON, Miriam; SKODOL, Andren E.; WILLIAMS, J.B.W. i FIRST, M. B. (1996): Libro de casos del DSM-IV. Masson: Barcelona.

References in English

When addressing each topic, the teacher will be able to provide articles, updates and revisions on the proposed topic in English.