

# Adult Psychopathology

## Brief description of course content (According to the programme's verification report)

In this course the following contents will be addressed:

- Concept of Psychopathology.
- Explanatory models.
- Classification systems in Psychopathology.
- Anxiety disorders.
- Mood disorders.
- Schizophrenia.
- Personality disorders.
- Sexual disorders.
- Eating and food intake disorders.
- Sleep disorders.
- Somatoform disorders.
- Dissociative disorders.
- Impulse control disorders.
- Psychoactive substance use disorders.

## Learning outcomes

Expressed as learning results, the **objectives** to be attained in this subject are the following:

- To understand the theoretical foundations and general methodologies of Psychopathology.
- To attain the specific terminology from the field of Psychopathology.
- To learn about the specific research methods and most recent lines of research on different psychological disorders.
- To understand the epistemological importance of classification.
- To learn about the different psychopathological disorders.
- To be able to differentiate between normal and abnormal behaviour.
- To know how to describe and explore abnormal behaviour.
- To be able to differentiate between different psychopathological profiles.
- To develop and maintain attitudes of respect and understanding towards the suffering of people with psychological disorders.
- To develop attitudes which favour the demystification of the mentally-ill person in their environment.
- To understand and relate the role of Psychopathology in the settings of clinical psychology and general psychology.

All these objectives should lead to a final objective, which is to equip students with a theoretical, methodological and practical background to support certain disciplines of the clinical setting (Assessment and Behaviour Therapy).

### **Knowledge (To know)**

- To learn about the theoretical and methodological foundations and research methods in Psychopathology.
- To learn about the different fields of interest and lines of research on the different psychological disorders.
- To learn about the different psychopathological disorders.
- To know how to use the specific terminology from the field of Psychopathology.

### **Skills (Know how)**

- To be able to differentiate between normal and abnormal behaviour.
- To know how to describe and explore abnormal behaviour.
- To be able to use diagnostic techniques and instruments.
- To know how to make diagnostic hypotheses.
- To be able to differentiate between the different psychopathological profiles (to know how to carry out differential diagnosis).
- To obtain the skills to handle classification systems.

### **Attitudes and values (Knowing how to be)**

- To promote respect and recognition of individual differences.
- To understand the epistemological importance of classification.
- To develop and maintain attitudes of respect and understanding towards people who suffer from psychological disorders.
- To develop attitudes which favour the demystification of the mentally-ill person in their environment.
- To foster an open attitude and a willingness to help people with psychological problems.
- To foster scientific understanding and explanation of alterations in behaviour from the different levels of analysis and theoretical perspectives.
- To promote an ethical attitude in the assessment and interpretation of Psychopathology.
- To value and respect theoretical diversity.
- To develop the attitude of integrating different points of view on the same psychological phenomenon in a biopsychosocial model.

### **Planned learning activities**

#### **Theory Syllabus**

**Block I:** Historical and conceptual introduction to Psychopathology and current classification systems in Psychopathology.

- **Topic 1. Concept of Psychopathology:** Historical approximation. Definition of Psychopathology. Definition of abnormal behaviour. Criteria of abnormality. Research in Psychopathology. Explanatory models.

- **Topic 2. Classification systems in Psychopathology.** Functions of classification. DSM-III. DSM-IV. DSM-5 .ICD-10. ICD-11 Contributions from classification systems. Criticism of classification systems.

**Block II:** Clinical syndromes.

- **Topic 3. Anxiety disorders.** Conceptualization. Specific phobia. Social anxiety disorder. Panic disorder. Agoraphobia. Generalised anxiety disorder. Explanatory theories.
- **Topic 4. Obsessive compulsive disorder and other related disorders.** Conceptualization. Obsessive compulsive disorder. Body dysmorphic disorder. Hoarding disorder. Trichotillomania. Excoriation disorder. Explanatory theories.
- **Topic 5. Disorders related to trauma and stressful events.** Conceptualization. Post-traumatic stress disorder. Acute stress disorder. Adaptation disorders. Explanatory theories.
- **Topic 6. Depressive disorders and bipolar disorders.** Conceptualization. Depressive disorders: major depressive disorder. Persistent depressive disorder (dysthemia). Other depressive disorders. Clinical characteristics, diagnostic criteria. Course and epidemiology. Suicide. Bipolar disorders: bipolar disorders I and bipolar disorders II. Cyclothymic disorder. Explanatory theories.
- **Topic 7. Schizophrenia and other psychotic disorders.** Concept of schizophrenia. Symptoms. Course. Explanatory theories. Other psychoses: Schizophreniform disorder. Delusional disorder. Brief psychotic disorder. Schizoaffective disorder. Non-psychotic disorders related to schizophrenia. Explanatory theories.
- **Topic 8. Personality disorders.** Conceptualization. Paranoid personality disorder. Schizoid personality disorder. Schizotypal personality disorder. Anti-social personality disorder. Borderline personality disorder. Histrionic personality disorder. Narcissistic personality disorder. Avoidant personality disorder. Dependent personality disorder. Obsessive compulsive personality disorder. Other personality disorders. Explanatory theories.
- **Topic 9. Sexual disorders.** Human sexual response. Sexual dysfunctions: Desire disorders, excitation disorders, orgasm disorders, pain disorders. Paraphilias: exhibitionism, voyeurism, paedophilia, other paraphilias. Gender dysphoria. Explanatory theories of sexual disorders.
- **Topic 10. Eating and food intake disorders.** Anorexia nervosa. Bulimia nervosa. Binge eating disorder. Obesity. Other disorders. Associated biological and psychological factors. Explanatory theories of eating disorders.
- **Topic 11. Sleep-wake disorders.** Primary sleep disorders: Dysomnias: primary insomnia, hypersomnia, narcolepsy, circadian rhythm disorder, breathing-related disorder. Parasomnias: nightmares, night terrors, somnambulism, bruxism, somniloquy. Sleep disorders related to psychological disorders. Sleep disorders caused by physical illnesses and substance use.
- **Topic 12. Dissociative disorders and somatic symptom disorders.** Dissociative disorders: Dissociative amnesia. Dissociative identity disorders. Depersonalisation disorder. Somatic symptom disorders: Somatic symptom disorder. Illness anxiety disorder. Conversion disorder. Factitious disorder. Simulation. Explanatory theories.

- **Topic 13. Impulse control disorders.** Intermittent explosive disorder. Kleptomania. Pyromania. Oppositional defiant disorder. Behaviour disorder. Explanatory models.
- **Topic 14. Psychoactive substance use disorder and addictive disorders.** Conceptualization. Basic concepts related to drug addiction. Alcoholism. Mental disorders caused by alcohol. Other addictions: clinical characteristic of different psychoactive substances. Explanatory theories. Addictive behaviours not related to substances: Pathological gambling.

## **Practical Syllabus**

The syllabus is organised into two main types of activities: 1) self-study activities and 2) practical activities.

### **1. Self-study activities: Reading different papers and/or chapters of the book proposed by the teacher**

#### **Activities to be carried out**

Based on the complementary material proposed by the teacher, it is recommended to carry out an in-depth critical reading of various aspects of this discipline, such as the historical evolution the conception and study of the abnormality of Psychopathology have undergone throughout history, problems differentiating between psychopathology and the simulation of psychological disorders, the problem of labels, diagnoses as a means of social control, normality/abnormality in extreme situations, as well as the role of the psychologist in these situations...

In addition, if the teaching staff see that some topics won't be able to be covered in class, they will propose that students work on these topics through different activities.

#### **Work method**

- Personal reading. In addition, creating an individual written report responding to different issues about the contents of the suggested articles and/or book chapters.
- Reading the topics teaching staff judge they won't be able to explain in class, as well as completing self-assessment exercises on these topics, on the Prado2 platform.

### **2. Practical activities:**

#### **2.1 Proposed practical exercises: Analysis of clinical cases and analysis of current topics in Psychopathology**

#### **Activities to be carried out**

- Analysis and diagnosis of a series of clinical cases (about the disorders explored in the subject's programme). This work intends to ensure students know how to discriminate when a problem begins to be a disorder, the diagnostic criteria for each disorder (which justify the diagnosis) as well as the exclusion criteria which facilitate the process of differential diagnosis.

- Discussions and analysis of current topics in Psychopathology may be proposed by teaching staff, with the aim of students having the suitable tools to address current aspects of society which are included in the field of Psychopathology. Practical exercises may also be proposed, allowing students to identify problematic aspects in the habitual tasks of their university work.

### **Work method**

Practical exercise to be done in individual or group format. The students can complete this type of activity:

- Through several issues collected on the Prado2 platform (where, for each case, they must show the clinical characteristics, diagnostic criteria each case fulfils, diagnosis and differential diagnosis).

- Under the teacher's coordination, students may also prepare current social topics related with Psychopathology and present them in class. Likewise, students may carry out exercises, activities or representations in the classroom to illustrate problematic aspects of some university activity behaviours.

## **2.2 Literature search**

### **Activities to be carried out**

This activity, optional for afternoon groups, is aimed at students performing literature searches on the different disorders which make up the field of Adult Psychopathology.

### **Work method**

This activity can be carried out in a group, and when finished, a report of the results obtained should be presented.

## **2.3 Assessment of psychological disorders.**

### **Activities to be carried out**

Some of the instruments for evaluating different psychological disorders will be presented. The aim of this practical exercises is for students to familiarise themselves with some of the instruments for evaluating different disorders, and to understand the importance of using instruments specifically designed to assess the different

psychological disorders, in addition to a series of basic skills on how to interpret data obtained with these instruments.

### **Work method**

An exercise will be carried out in class using different assessment instruments. When the activity is finished, the student may hand in a report on the proposed cases.

## **2.4 Introduction to the current classification systems in Psychopathology.**

### **Activities to be carried out**

A brief presentation will be given on some characteristics of the current classification systems (DSM-5 and ICD-11), and through specific examples proposed by the teacher in class, students will carry out various exercises on the topic presented.

### **Work method**

The student must answer several questions about the topic on the Prado2 platform.

## **2.5 Seminars**

- **Seminar 1: Stigmatization of mental illness**

### **Activities to be carried out**

Different materials will be provided (videos, adverts, poetry, song lyrics, recently published news articles in the media, etc.) to analyse the different myths/ incorrect information about mental illness which may appear in this material. The objective is for the student to understand and be aware of the process of stigmatization and an introduction to the ignorance, fear and rejection which currently exists around mental illness.

### **Work method**

The different myths which exist around mental illness will be explained in class, as well as the measures which are currently being taken to address this, and students will work with the material proposed by the teacher, trying to identify stereotypes, prejudices, discrimination as well as the different myths which can be observed in the proposed material.

- **Seminar 2: Psychopathology and cinema.**

### **Activities to be carried out**

Psychopathological analysis (clinical characteristics and possible diagnosis) of characters from well-known films, the contents of which address topics dealt with in this subject.

### **Work method**

A series of films will be proposed, from which students will choose one, and proceed to watch and analyse it from a psychopathological point of view. The exercise will consist of describing the clinical characteristics of some characters and a suggestion of justified diagnosis, with the aim of distinguishing between normal and psychopathological problems, reflecting the diagnostic criteria and deciding the most probable diagnosis based on this justification.

In afternoon groups, these kind of seminars won't be given. Current issues which involve psychopathological aspects of current society will be discussed and analysed in the practical classes, through different activities, as has been noted previously (see point 2.1).

## **2.6 Video projection.**

### **Activities to be carried out**

Videos of different psychological disorders will be screened in class, with the aim of didactically illustrating some of the contents addressed in class.

### **Work method**

The teacher will raise issues which appear in the videos for reflection and debate. In other cases, students will have to identify the clinical characteristics of the people with psychological problems who appear in these videos.

## **2.7 Class exercises**

### **Activities to be carried out**

Illustrative examples of the subject matter seen in class will be suggested, for better understanding and assimilation of the contents explained in class.

### **Work method**

Upon finishing each topic, groups of students will analyse some examples and answer a series of questions proposed by the teacher.