



Information about the subject

Degree: Bachelor of Science Degree in Speech and Language Therapy

Faculty: Faculty of Psychology

Code: 1172021 **Name:** Psychopathology in adults

Credits: 6,00 **ECTS Year:** 3 **Semester:** 1

Module: Optatives

Subject Matter: Psychology **Type:** Elective

Field of knowledge: Psychology

Department: Speech Therapy

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

1173P María José Jorques Infante (**Responsible Lecturer**)

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Module organization

Optatives

| Subject Matter | ECTS | Subject | ECTS | Year/semester |
|----------------------|-------|---|------|---|
| Audiology | 18,00 | Audiological assessment | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Introduction to Audiology | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Medical Audiology | 6,00 | This elective is not offered in the academic year 25/26 |
| Neuropsychology | 18,00 | Clinical Neuropsychology | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Psychogerontology | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Speech therapy intervention in cognitive and neurodegenerative language disorders | 6,00 | This elective is not offered in the academic year 25/26 |
| Clinical Linguistics | 18,00 | Acoustic Phonetics | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Bilingualism and speech and language therapy | 6,00 | This elective is not offered in the academic year 25/26 |



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|------------------------------------|-------|---|------|---|
| Clinical Linguistics | | Methods of language analysis applied to speech and language therapy | 6,00 | 0, 2/2 |
| Work techniques | 24,00 | Documentation in health sciences | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Methodologies of professional skills for communication I | 6,00 | 3, 4/2 |
| | | Methodologies of professional skills for communication II | 6,00 | 3, 4/2 |
| Educational processes and contexts | 24,00 | Design and assessment of educational action plans | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Didactics and educational innovation | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Educational fundamentals and school organisation | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Teaching-Learning Processes in the Classroom: Techniques and Tools | 6,00 | This elective is not offered in the academic year 25/26 |
| Sign Language | 24,00 | Communication systems for the deafblind | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Spanish Sign Language I | 6,00 | This elective is not offered in the academic year 25/26 |



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|--------------------------------------|-------|---|------|---|
| Sign Language | | Spanish Sign Language II | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Spanish Sign Language III | 6,00 | This elective is not offered in the academic year 25/26 |
| Psychology | 18,00 | Child and Adolescent Clinical and Health Psychology | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Psychopathology in adults | 6,00 | 3/1 |
| | | Psychopathology in children and adolescents | 6,00 | 2, 3/1 |
| Intensification of clinical practice | 18,00 | Internship in clinical settings 2 | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Internship in clinical settings 3 | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Internships in clinical settings 1 | 6,00 | This elective is not offered in the academic year 25/26 |

Recommended knowledge

not required



Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Describing the mental disorders of the adult population.
- R2 Describing the predisposition or vulnerability factors to the different mental disorders in the adult population.
- R3 Explaining the main models of psychopathology of the adult.
- R4 Describing the prevalence, incidence, course, comorbidity of the different disorders in the adult population.
- R5 Explaining how to use the main manuals on Mental Disorders.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

| GENERAL | | Weighting | | | |
|----------|---|-----------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| CG1 | Analysis and synthesis | | | | X |
| CG2 | Organize a work plan being able to carry it out within a specified period | | | | X |
| CG3 | Find, evaluate, organize and manage information systems | | | | X |
| CG4 | Speaking and writing fluently, appropriately and with the necessary consistency to meet the academic standards of correctness in the language of instruction | | | | X |
| CG5 | Make decisions and being responsible for them | | | | X |
| SPECIFIC | | Weighting | | | |
| | | 1 | 2 | 3 | 4 |
| CE2 | Understand and integrate the psychological foundations of Speech: language development, psychological development, Neuropsychology of language, basic processes and Psycholinguistics | | | X | |
| CE7 | To know and apply evaluation models, techniques and instruments | | | X | |
| CE31 | Acquire or develop personal resources for intervention: social and communication skills, professional skills, and evaluation of their performance; observing techniques, dynamic techniques or those related to decision making | | | X | |
| CE32 | Using information technology and communication | | X | | |
| CE37 | Master the terminology that allows one to interact effectively with other professionals | | X | | |



CE43 Knowing the limits of competencies and knowing when interdisciplinary treatment is necessary

x

CE47 Know and be able to integrate the biological (anatomical and physiological), psychological (and evolutionary development processes), linguistic and pedagogical foundations of speech therapy intervention in communication, language, speech, hearing, speech and non-verbal oral functions

x

TRANSVERSAL

Weighting

1 2 3 4

CT1 Use the techniques of verbal and nonverbal communication in order to optimize relevant communicative situations

x

CT2 Critically evaluate own job performance and that of other professionals to improve results

x

CT3 Have the flexibility to work within teams integrated by other professionals belonging to the same field

x

CT5 Recognize, analyze and obtain solutions to ethical problems in professional practice situations

x

CT6 Adapt to new situations arising in their profession

x

CT7 Having an open and flexible attitude to lifelong learning

x

CT8 Know and use of technical advances in the exercise of their profession

x



Assessment system for the acquisition of competencies and grading system

| Assessed learning outcomes | Granted percentage | Assessment method |
|----------------------------|--------------------|---|
| R1, R2, R3, R4, R5 | 50,00% | Oral and/or written tests: exams, reports, resolution of internships. |
| R1, R2, R3, R4, R5 | 30,00% | Attendance, participation, continued work. |
| R1, R2, R3, R4, R5 | 20,00% | Performance and/or presentation of individual theoretical and practical activities. |

Observations

ORDINARY EVALUATION:- On the day of the exam there will be a written test of multiple choice and short questions.- In order to pass the course the student must pass the different evaluation systems separately (attendance and active participation, practicals and exam).- The minimum percentage of attendance required to the teaching sessions will be 40% **SINGLE**

EVALUATION:The single evaluation is an exceptional evaluation for those students who, for accredited and justified reasons, cannot meet the minimum attendance criteria. This option must be requested by the student to the teacher of the subject in writing and will receive a response to your request, This evaluation will consist of :- Multiple-choice written test, development questions and practical assumptions.- Delivery of the obligatory practices-Both aspects must be passed separately (exam and practical delivery).

****Citation and attribution criteria:-** Any use of AI tools must be explicitly stated in the submitted paper (e.g. in a footnote or appendix).- The name of the tool, the purpose of use (e.g., grammar check, organization of ideas, writing example), and where in the paper it was used should be stated.- Responsible use of AI will be evaluated as part of the criteria for originality and academic honesty.

****Criteria for the awarding of Honors Grades-**Evidence of excellence in all competencies and learning outcomes. Final grade higher than 9.5



In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded.

Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Participative lectures: strategies focused on the transmission of information from teachers to students. Student participation is promoted with hybrid methodologies, in order to consolidate knowledge and encourage critical thinking.
- M2 Practical Class. Classroom practice, laboratory practice and/or simulations: methodologies based on student interaction with problems, technologies, samples or analysis equipment, in order to incorporate experimentation to knowledge.
- M3 Case studies and analysis of clinical histories: students build knowledge from information on cases provided to them. In addition to providing the material, the teacher acts as a guide in the search for the solution.
- M6 Service-Learning: methodology that merges the learning process of students with the intention of providing a real and solidary service in society. Students participate in the selection of objectives and design of actions. Teachers act as guides to develop knowledge in the process.



IN-CLASS LEARNING ACTIVITIES

| | LEARNING OUTCOMES | HOURS | ECTS |
|--|--------------------|--------------|-------------|
| THEORETICAL CLASSES. Lectures, expository and participative classes. They focus on the approach, analysis and development of competences: explanation and orientation towards the acquisition of the necessary knowledge, instruction in the derived skills and acquisition of professional aptitudes. M1 | R1, R2, R3, R4, R5 | 60,00 | 2,40 |
| PRACTICAL CLASSES. Individual or group work sessions supervised by the teacher. Analysis of materials related to the subjects: reports, statistics, scientific literature, tests and evaluation tests, problem solving, visualization of clinical histories, simulation of cases, etc. M1, M2 | R1, R2, R3, R4, R5 | 30,00 | 1,20 |
| EVALUATION: Set of tests in oral, written, or other audiovisual media. It includes the final exams (exams and presentation of work) and all the elements of continuous evaluation that contribute in a weighted way to the final grade (presentation of work, scheduled activities, questionnaires, etc.) The public presentation of the Final Degree Project is included. M1 | R1, R2, R3, R4, R5 | 2,00 | 0,08 |
| TOTAL | | 92,00 | 3,68 |



LEARNING ACTIVITIES OF AUTONOMOUS WORK

| | LEARNING OUTCOMES | HOURS | ECTS |
|---|--------------------|--------------|-------------|
| GROUP WORK: Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or delivered in theory classes, practical classes or small group tutorials. M2 | R1, R2, R3, R4, R5 | 28,00 | 1,12 |
| AUTONOMOUS WORK: Personal study of the student. Individual preparation of readings, essays, problem solving, seminar material, papers, reports, etc. to present or deliver in class, complete their training activity and prepare their evaluation tests. M3 | R1, R2, R3, R4, R5 | 30,00 | 1,20 |
| TOTAL | | 58,00 | 2,32 |



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

| Content block | Contents |
|---------------|--|
| UNIT 1 | Psychopathology and psychological processes |
| UNIT 2 | Anxiety Disorders. Disorder Obsessive-Compulsive and related. Disorders related to trauma and stress factors |
| UNIT 3 | Depressive Disorders. Bipolar Disorders and Related disorders. |
| UNIT 4 | Schizophrenia and related disorders |
| UNIT 5 | Personality Disorders |
| UNIT 6 | Somatic symptoms and conversion disorders |



Temporary organization of learning:

| Block of content | Number of sessions | Hours |
|------------------|--------------------|-------|
| UNIT 1 | 8,00 | 16,00 |
| UNIT 2 | 8,00 | 16,00 |
| UNIT 3 | 8,00 | 16,00 |
| UNIT 4 | 8,00 | 16,00 |
| UNIT 5 | 8,00 | 16,00 |
| UNIT 6 | 6,00 | 12,00 |

References

Basic References- American Psychiatric Association (2023). Manual Diagnóstico y Estadístico de los Trastornos Mentales DSM-V-TR Editorial Médica Panamericana- American Psychiatric Association (2013). Diagnostic and Statistical Manual of Mental Disorders (fifth ed.). Arlington, VA: American Psychiatric Publishing- Barlow, D.H. y Durand, V. M. (2003). Psicopatología. 3ª Edición. Madrid. Thomson- Belloch, A. Sandin, B. y Ramos, F. (1995): Manual de Psicopatología. Volumen 1. Madrid: McGraw-Hill

Supplementary references- Eguiluz, I. y Segarra, R. (2005). Introducción a la Psicopatología. Barcelona. Ars Médica- Esparcia, A.J., Talarn, A., Armayones, M., Horta, E., y Requena, E. (2006). Psicopatología Barcelona: Editorial UOC- OMS (1994). Trastornos mentales y del comportamiento. CIE-10 Madrid: Meditor- Hales, R. E., Yudofsky, S.C., Talbott, J.A. DSM-IV. Tratado de Psiquiatría. Barcelona Masson, 2000- Kaplan, H. y Sadock, B. (1995). Tratado de Psiquiatría Buenos Aires: Inter-médica- Libro de casos DSM-IV-TR (2002). Barcelona: Masson- Sarason, I.G. y Sarason, B.R. (1996). Psicología Anormal: El problema de la conducta adaptada (7ª Edición). México: Prentice Hall, Hispano-americana- Vallejo, J. (Ed) (1998) Introducción a la Psicopatología y a la Psiquiatría. Barcelona: Masson- Vallejo, J.; Leal, C. (Ed) (2005). Tratado de Psiquiatría. Volumen I. Ars Médica- Vallejo, J.; Leal, C. (Ed) (2005). Tratado de Psiquiatría. Volumen II. Ars Médica