



Information about the subject

Degree: Bachelor of Science Degree in Psychology

Faculty: Faculty of Psychology

Code: 292048 **Name:** Sleeping disorders

Credits: 6,00 **ECTS Year:** 4 **Semester:** 1

Module: OPTIONAL

Subject Matter: Health psychology **Type:** Elective

Field of knowledge: Ciencias de la salud

Department: Personality Psychology, Treatments, and Methodology

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

OPP15 Ana Perez Villalba (English Responsible Lecturer)

anaperez@ucv.es



Module organization

OPTIONAL

Subject Matter	ECTS	Subject	ECTS	Year/semester
Health psychology	84,00	-Clinical Neuropsychology	6,00	0, 4/1
		-Disorders of Eating Behavior	6,00	3, 4/1
		-Health Psychology	6,00	3, 4/1
		-Legal Psychology	6,00	0, 4/1
		-Main Models of Intervention in Psychotherapy	6,00	This elective is not offered in the academic year 25/26
		Mediation and familiar orientation	6,00	3, 4/1
		-New Directions in Psychotherapy	6,00	This elective is not offered in the academic year 25/26
		-Prevention and Treatment of Addictive Behavior	6,00	0, 2, 3/1
		-Psychogerontology	6,00	This elective is not offered in the academic year 25/26
		-Psychology of the Chronic Disease and of Rehabilitation	6,00	This elective is not offered in the academic year 25/26
		-Psychology, Grieving and Palliative Care	6,00	4/1



Health psychology		-Psychopharmacology	6,00	4/1
		Sleeping disorders	6,00	4/1
		-Therapy Techniques and Behavior Modification	6,00	This elective is not offered in the academic year 25/26
Transversal psychology	42,00	Anthropology of the Person and Health	6,00	This elective is not offered in the academic year 25/26
		Basic Social and Emotional Skills for Professional Practice of Psychology	6,00	This elective is not offered in the academic year 25/26
		History and Philosophy of the Family	6,00	This elective is not offered in the academic year 25/26
		-Psychology of Religion	6,00	This elective is not offered in the academic year 25/26
		Psychology, and Information and Communication Technologies	6,00	This elective is not offered in the academic year 25/26
		-Qualitative Research Methodology	6,00	This elective is not offered in the academic year 25/26
		Scientific English II	6,00	This elective is not offered in the academic year 25/26



Educational psychology	48,00	-Affective Linkages in the Life Cycle	6,00	This elective is not offered in the academic year 25/26
		Development of Cognitive Skills	6,00	This elective is not offered in the academic year 25/26
		Education for Interculturality	6,00	This elective is not offered in the academic year 25/26
		Educational Intervention for Students with Special Educational Needs	6,00	This elective is not offered in the academic year 25/26
		-Occupational Guidance	6,00	This elective is not offered in the academic year 25/26
		Preventive Intervention and Early Stimulation	6,00	2, 3/1
		-School Psychology	6,00	2, 3/1
		Strategies and Tools for Effective Learning	6,00	This elective is not offered in the academic year 25/26
Psychology of work and human resources	42,00	-Cooperative Work in Interdisciplinary Teams	6,00	This elective is not offered in the academic year 25/26
		-Intervention Techniques in Human Resources	6,00	This elective is not offered in the academic year 25/26



Psychology of work and human resources		Interview and Psychological Counselling	6,00	This elective is not offered in the academic year 25/26
		Management of the Work Climate in Organisations	6,00	3/1
		Mediation and Intervention in Family Businesses	6,00	This elective is not offered in the academic year 25/26
		-Negotiation and Conflict Resolution	6,00	0, 4/1
		-Psychology of Communication	6,00	2/1
Community psychology and social intervention	54,00	Family and Aid to Dependency	6,00	2, 3/1
		Intervention and Organisation of Socio-cultural Events	6,00	This elective is not offered in the academic year 25/26
		-Psychology of Conflict and Violence	6,00	2/1
		-Psychology of Criminality	6,00	3/1
		-Psychology of Physical Activity and Sport	6,00	This elective is not offered in the academic year 25/26
		-Psychology of Social Intervention	6,00	This elective is not offered in the academic year 25/26
		-Psychology of the Media	6,00	This elective is not offered in the academic year 25/26



Community psychology and social intervention		Psychosocial Intervention in Disasters and Emergencies	6,00	3/1
		-Social Support Theory and Strategies	6,00	This elective is not offered in the academic year 25/26
Speech therapy psychology	30,00	Acquisition and Development of Language	6,00	This elective is not offered in the academic year 25/26
		Assessment of Language, Speech and Voice	6,00	0/1
		-Language and Hearing Disorders	6,00	0/1
		Linguistic Analysis of Language Disorders	6,00	This elective is not offered in the academic year 25/26
		-Speech and Voice Disorders	6,00	This elective is not offered in the academic year 25/26

Recommended knowledge

Minimal knowledge of the nervous system

Prerequisites

El alumno deberá cursar un mínimo de 30 ECTS de Optatividad, entre las asignaturas activadas en el curso académico.



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 Being able to design psychological prevention plans that are adequate to the specific demands presented in each area based on the learned theoretical models.
- R2 Being able to design psychological prevention plans in the different contexts of the health field.



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):

SPECIFIC		Weighting			
		1	2	3	4
CE4	Analyzing and measuring variables (personality, intelligence and other aptitudes) and cognitive, emotional, psychobiological and behavioral processes .			X	
CE5	Identifying differences, problems and needs.			X	
CE6	Diagnosing following professional principles.			X	
CE15	Defining objectives and devising action plans according to action goals. (prevention, treatment, rehabilitation, insertion, support).		X		
CE25	To be able to measure and to collect relevant data for the evaluation of the interventions			X	
CE26	Writing oral and written reports.				X
CE27	Knowing and adapting to the psychology code of ethics.		X		
CE37	To know the different specialities of application of Psychology and to have the knowledge necessary to promote quality of life in individuals, groups, communities and organisations in different contexts.			X	
TRANSVERSAL		Weighting			
		1	2	3	4
CT1	Capacity to analyze and synthesize.		X		
CT2	Capacity to organize and plan.			X	
CT3	Mastering Spanish oral and written communication.				X



CT6	Capacity to manage information (capacity to look for and analyze information coming from different types of sources)			X
CT7	Problem solving.		X	
CT9	Capacity to work in team.		X	
CT10	Capacity to work in interdisciplinary teams.		X	
CT12	Interpersonal skills.		X	
CT13	Understanding multicultural and diverse environment.		X	
CT14	Critical capacity.			X
CT15	Ethics.		X	
CT16	Capacity to develop and update competences, skills and knowledge following professional standards.			X
CT17	Capacity to adapt to new situations.		X	
CT18	Capacity to produce new ideas (creativity).			X
CT24	Taking responsibility		X	
CT31	Sensitivity to problems facing mankind.		X	



Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2	60,00%	Oral and/or written tests employed in initial, training and/or summative student assessment.
R1, R2	10,00%	Presentation of practical activities.
R1, R2	20,00%	Attendance and active participation: lessons, group assignments and tutoring sessions. It will be monitored and registered by the teacher.
R1, R2	10,00%	Oral presentation of assignments.

Observations

Students may be assessed using two possible systems:

I. Progressive assessment. Skills and learning progress are assessed through various tests and activities proposed by the instructor throughout the course, which will include exam assessments during regular examination sessions. This assessment is characterized by:

- The instructor may not assess students who do not adequately participate in the activities proposed for continuous assessment.
- Methodological activities will be carried out according to the schedule and will follow the following general guidelines:

- Brief presentation of a topic in class selected from the basic course manuals, where the student becomes familiar with reading scientific literature (25%).
- Diagnostic workshop and laboratory practices (15%) where the student will be able to access patient histories and clinical data to practice detecting and evaluating symptoms, as well as their diagnosis.
- Active participation in class (5%): class exercises and discussion of scientific articles.

Progressive assessment activities (45%) will be added to the exam grade (60%).

In subsequent assessments (group S), the course grade will consist solely of the theory exam grade (75%) and practical activities, which will be assessed with independent activities and practical exercises in the exam (25%).

II. Final Assessment. It includes the final exam, which is required by current legislation. It will be held in two sessions: June and July. The final exam will consist of an objective multiple-choice test (multiple-choice) in which incorrect answers will deduct points according to the following formula: $NT = A - (E/n-1)$, where NT stands for Theory Grade, A for correct answers, E for errors, and the number of question options. All theoretical topics have, in principle, equal importance for the exam. The final characteristics of the exam (number of questions, duration, etc.) will be indicated in the



corresponding exam notice. In the final assessment, passing both the theoretical and practical exams is required to pass the subject. The grade for the subject will consist solely of the theory exam (75%) and the practical activities (25%).

III. Single Evaluation

The single assessment is an exceptional assessment for those students who, for proven and justified reasons, cannot meet the minimum attendance requirement. This option must be requested by the student to the course instructor in writing and will receive a response to their request in the same manner.

IV. Criteria for awarding Honor Rolls: The tutor will award Honor Rolls to students who demonstrate evidence of excellence in all competencies and learning outcomes. The number of Honor Rolls distributed to each group will be indicated by the Dean of the Faculty of Psychology.

V. Citation and Attribution Criteria: All use of AI tools must be explicitly stated in the submitted document (for example, in a footnote or an appendix). The name of the tool, the purpose of use (e.g., grammar check, organization of ideas, writing sample), and the section of the work where it was used must be indicated. Responsible use of AI will be assessed as part of the criteria for originality and academic honesty. Students may use AI to answer questions about training activities, assisted learning (alternative explanations or self-assessment exercises), search for alternative resources and references for study, organize ideas, provide feedback on the clarity or coherence of their own text, review grammar and improve the writing of written documents, and any other activity agreed upon with the teaching staff. Students may not use AI to record or transcribe, in whole or in part, any classroom activity in order to obtain summaries or notes created by AI or to present AI-generated work as their own.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2	75,00%	Final evaluation consisting of essay questions and hypothetical scenarios.
R1, R2	5,00%	Submitted tasks
R1, R2	0,00%	Periodical assessment through questionnaires
R1, R2	20,00%	Attendance and participation in synchronic communication activities.

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- The instructor may not assess students who do not adequately participate in the activities proposed for continuous assessment.
- Methodological activities will be carried out according to the schedule and will follow



the following general guidelines:

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- Diagnostic workshop and laboratory practices (15%) where the student will be able to access patient histories and clinical data to practice detecting and evaluating symptoms, as well as their diagnosis.
- Active participation in class (5%): class exercises and discussion of scientific articles.

Progressive assessment activities (45%) will be added to the exam grade (60%).

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II. Final Assessment.

The single assessment is an exceptional assessment for those students who, for proven and justified reasons, cannot meet the minimum attendance requirement. This option must be requested by the student to the course instructor in writing and will receive a response to their request in the same manner. It includes the final exam, which is required by current legislation. It will be held in two sessions: June and July. The final exam will consist of an objective multiple-choice test (multiple-choice) in which incorrect answers will deduct points according to the following formula: $NT = A - (E/n-1)$, where NT stands for Theory Grade, A for correct answers, E for errors, and the number of question options. All theoretical topics have, in principle, equal importance for the exam. The final characteristics of the exam (number of questions, duration, etc.) will be indicated in the corresponding exam notice. In the final assessment, passing both the theoretical and practical exams is required to pass the subject. The grade for the subject will consist solely of the theory exam (75%) and the practical activities (25%).

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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 Teacher presentation of contents, competency analysis, explanation and demonstration of capacities, abilities and knowledge in the classroom (presential modality).
- M2 Teacher-supervised groupwork sessions: case studies, diagnostic tests, problems, fieldwork, IT room, visits, data searches, libraries, web, Internet, etc. Building knowledge significantly through interaction and student activities (presential modality).
- M3 Supervised monographic sessions with shared participation.
- M4 Application of interdisciplinary knowledge.
- M6 Personalized attention in small groups. Training and/or orientation period by a teacher aimed at revising and discussing the materials and topics presented in the lessons, seminars, lectures, assignments, etc.
- M7 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M8 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and/or tutoring sessions in small groups. Tasks done on the platform or other virtual spaces.



- M9 Students' independent study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and /or small-group tutoring sessions. Tasks on the platform or other virtual spaces.
- M11 Teacher presentation of contents, competencies analysis, explanation and demonstration of capacities, abilities and knowledge on the virtual classroom.
- M12 Group work sessions via chat moderated by the teacher. Case studies –both real and fictional– aimed at building knowledge through interaction and students' activities. Critical analysis of values and social commitment.
- M13 Monographic sessions throughout the course, focused on current aspects and applications of the subject.
- M14 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M15 Student's individual study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or turned in in electronic format.
- M16 Individualized attention for the monitoring and orientation in the learning process, performed by a tutor in order to revise and discuss the materials and topics, seminars, readings and assignments, etc.
- M17 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or handed in.
- M18 Participation and contributions to discussion forums related to the subject and moderated by the module's teacher.
- M19 Problem resolution, comments, reports to be handed in according to the deadlines throughout the course.



IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
ON-CAMPUS CLASS Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1, M3, M4	R1, R2	25,00	1,00
PRACTICAL CLASSES Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity. M3, M4, M6	R1, R2	17,50	0,70
SEMINAR Supervised monographic sessions with shared participation. M3, M4	R1, R2	5,00	0,20
GROUP WORK EXHIBITION Application of multidisciplinary knowledge. M3, M4, M7, M9	R1, R2	5,00	0,20
OFFICE ASSISTANCE Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, papers, etc. M6	R1, R2	5,00	0,20
ASSESSMENT Set of oral and/or written tests used in initial, formative or additive assessment of the student. M7	R1, R2	2,50	0,10
TOTAL		60,00	2,40



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 submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M2	R1, R2	40,00	1,60
INDEPENDENT WORK Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform. M9	R1, R2	50,00	2,00
TOTAL		90,00	3,60



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Virtual session (distance learning) M11, M13	R1, R2	30,00	1,20
Virtual practical session (distance learning) M12	R1, R2	10,00	0,40
Seminar and virtual videoconference (distance learning) M11	R1, R2	4,00	0,16
In-person or virtual assessment (distance learning) M14	R1, R2	2,00	0,08
Individual tutoring sessions (distance learning) M19	R1	8,00	0,32
Discussion forums (distance learning) M11, M12	R1, R2	2,00	0,08
Continuous assessment activities (distance learning) M14	R1	4,00	0,16
TOTAL		60,00	2,40

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work activities (distance learning) M15, M17, M19	R1, R2	60,00	2,40
Teamwork (distance learning) M12	R1, R2	30,00	1,20
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Sleep Neurobiology	Unit1: Why do we sleep? Unit 2: Neurological bases of sleep behavior Unit 3: Electrophysiology of sleep. Unit 4: Circadian Rhythms. Unit 5: Mental activity, Immune System and sleep.
Sleep disorders and therapeutic approaches	Unit 6: Sleep throughout the life cycle Unit 7: Sleep disorders: Dysomnias and Parasomnias. Unit 8: Chemical Sleep Control

Temporary organization of learning:

Block of content	Number of sessions	Hours
Sleep Neurobiology	15,00	30,00
Sleep disorders and therapeutic approaches	15,00	30,00

References

·Basic References: •Principles and practice of sleep medicine. Kryger, Roth, Goldstein and Dement. Elsevier. 7th edition. Volume 1 and 2. •The Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5). American Psychiatric Association (APA). Complementary references: •Why we sleep. Mathew Walker. Penguin Books. 2017 •Physiology of Behavior. Neil R. Carlson. Chapter 9. Pearson international edition. •Principles of Neural Science. KANDEL, E.R., SCHWARTZ, J.H. and JESSELL, T.M. Chapter 47-49. International edition. McGraw Hill