



Information about the subject

Degree: Official Master's Degree in General Health Psychology

Faculty: Faculty of Psychology

Code: 1430006 **Name:** Personality and Health

Credits: 3,00 **ECTS Year:** 1 **Semester:** 2

Module: Specific module: Evaluation, diagnosis and intervention in health psychology.

Subject Matter: VII. PERSONALITY AND HEALTH **Type:** Compulsory

Department:

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

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Module organization

Specific module: Evaluation, diagnosis and intervention in health

Subject Matter	ECTS	Subject	ECTS	Year/semester
VI. PSYCHOPATHOLOGY OF PHYSIOLOGICAL FUNCTIONS	6,00	Psychopathology of Physiological Functions	6,00	1/1
VIII. PSYCHOPATHOLOGY AND FAMILY THERAPY	3,00	Psychopathology and Family Therapy	3,00	1/2
VII. PERSONALITY AND HEALTH	3,00	Personality and Health	3,00	1/2
IV. EVALUATION, DIAGNOSIS AND INTERVENTION FOR CHILDREN AND ADOLESCENTS	9,00	Assessment, Diagnosis and Intervention in Children and Adolescents	9,00	1/1
V. EVALUATION OF AND INTERVENTION IN ANXIETY AND DEPRESSIVE DISORDERS	6,00	Assessment, Diagnosis, and Intervention in Anxiety and Depressive Disorders	6,00	1/1
IX. EVALUATION, DIAGNOSIS AND INTERVENTION IN SEVERE MENTAL DISORDERS	3,00	Assessment, Diagnosis and Intervention in Severe Mental Disorder	3,00	1/2
X. CLINICAL NEUROPSYCHOLOGY	3,00	Clinical Neuropsychology	3,00	1/2



XI. HEALTH PSYCHOLOGY PROMOTION AND INTERVENTION	6,00	Promotion and Intervention in Health Psychology	6,00	1/2
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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 Knowledge and understanding of the different theoretical perspectives and explanatory models of personality disorders.
- R2 Knowledge and understanding of the different methods and techniques of assessment and intervention for personality disorders.
- R3 Development of a scientific attitude in the professional practice.



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	Ability to display an attitude of competence and responsibility in both theoretical and practical activities and internal or external practicum.				X
CG8	Ability to develop and remain updated on the competences, knowledge and skills according to the standards of the profession.				X

SPECIFIC		Weighting			
		1	2	3	4
CE3	To show interpersonal communication skills and appropriate emotional management for an effective interaction with patients, families and caregivers during the process of problem identification, evaluation, and when communicating the psychological diagnosis, intervention and follow up plans.				X
CE12	To know in depth the psychological nature of human behavior and the social and biological factors that can affect it.			X	
CE13	Learn more about the psychological nature of human behavior disorders.				X
CE14	Learn more about the psychosocial factors associated with health problems and disease.				X
CE17	Plan, implement and, when appropriate, monitor the process of psychological evaluation of human behavior and psychological factors associated with health problems to establish the evaluation of them.				X



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3	70,00%	Evaluation through objective multiple-choice test(s) or essay tests.
R1, R2, R3	20,00%	Delivery of practical activities (problem solving, case studies, diagnostic analyses, etc.) at the end of each session or by the time stipulated by the professor via the platform.
R1, R2, R3	10,00%	Positive attendance and active participation in class and/or tutorials: Attendance and intervention in class or tutorials with a positive and active attitude.

Observations

"The student must attend at least 80% of the face-to-face sessions of the subject, to pass it. The exam and the delivery of practices must be passed separately. The approved part will be saved for the second call".

Criteria for awarding honors:

Better results from 9 in the final grade, and show levels of excellence. Only one honors degree can be given for every 20 students.

Learning activities

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

- M1 Presentation of contents by the professor, analysis of competencies, explanation and demonstration of abilities, skills and knowledge in the classroom.
- M2 Group work sessions supervised by the professor. Case studies, diagnostic analyses, problems, field study. Significant construction of knowledge through student interaction and activity.
- M3 Supervised monographic sessions with shared participation.



- M4 Written test, delivery of synthesis and research work on the contents learned in the sessions.
- M5 Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or delivered in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces.
- M6 Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or delivered in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces.

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
IN-PERSON CLASS M1	R1, R2, R3	20,00	0,80
PRACTICAL CLASSES M2, M3, M4, M5	R1, R2, R3	4,00	0,16
EVALUATION M4	R1, R2, R3	2,00	0,08
TUTORIALS M2	R1, R2, R3	4,00	0,16
TOTAL		30,00	1,20

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
INDIVIDUAL WORK M5, M6	R1, R2, R3	45,00	1,80
TOTAL		45,00	1,80



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Unit I	Typified disorders: cluster A, B and C. Assessment of Personality Disorders
Unit II	Empirically Validated Treatments in Personality Disorders
Unit III	Psychosocial intervention in personality disorders
Unit IV	Assistive resources for personality disorders

Temporary organization of learning:

Block of content	Number of sessions	Hours
Unit I	4,00	8,00
Unit II	7,00	14,00
Unit III	2,00	4,00
Unit IV	2,00	4,00



References

- ASOCIACION PSIQUIÁTRICA AMERICANA (2013). *Manual diagnóstico y estadístico de los trastornos mentales (DSM-V)*. Barcelona. Masson
- Atención a las personas con trastorno límite de la personalidad en Andalucía . Consejería de Salud y Bienestar Social. 2012 (disponible en <http://www.juntadeandalucia.es/servicioandaluzdesalud/publicaciones/listadodetalle.asp?idp=549>)
- Belloch, A. y Fernández-Álvarez, H. (2010). *Tratado de Trastornos de la personalidad*. Madrid: Síntesis
- Belloch, A., Fernández-Álvarez, H., Pascual- Vera, B. (2019). *Guía de Intervención en Trastornos de Personalidad*. Madrid. Síntesis
- Bermúdez, J., Pérez-García, A.M., Ruiz, J. A., Sanjuán, P. y Rueda, B. (2011). *Psicología de la personalidad*. Madrid: UNED
- Boggiano, J. P. y Gagliesi, P. (2018). *Terapia Dialéctico conductual*. Buenos Aires: Ediciones Tres Olas
- Caballo, V. E. (2011). Trastornos de la personalidad. En V. E. Caballo, I. C. Salazar y J. A. Carrobbles (Eds.), *Manual de Psicopatología y trastornos psicológicos* (págs. 397-444). Madrid: Pirámide
- Caballo, V., Gracia, A., López-Gollonet, C. y Bautista, R. (2009). El trastorno límite de la personalidad. En V. Caballo (Ed.), *Manual de Trastornos de la Personalidad: descripción, evaluación y tratamiento* (2a edición). (págs. 137-160). Madrid: Síntesis.
- Cartera de servicios de Salud Mental. Consellería de Sanitat. Generalitat Valenciana. 2006 (<http://www.san.gva.es/web/comunicacion/cartera-de-servicios-de-salud-mental>
http://www.san.gva.es/documents/156344/166915/carteraservicios_cas.pdf)
- Fruzzetti, Santisteban, y Hoffman (2007). Dialectical Behavior Therapy for families. In Dimeff, L. A., In Koerner, K., & Linehan, M. (2007). *Dialectical behavior therapy in clinical practice: Applications across disorders and settings*
- García, T., Martín, Mª F. y Otín, R. Tratamiento integral del Trastorno límite de la personalidad (2010). *Rev. Asoc. Esp. Neuropsiq.* 30 (106), 263-278
- García Palacios, A. (2006). La terapia dialéctico-comportamental: terapia individual. *Psicología Conductual*, 14, 453-466
- García Palacios, A. (2009). El tratamiento del trastorno límite de la personalidad por medio de la terapia dialéctico conductual. En V. Caballo (Ed.), *Manual de Trastornos de la Personalidad: descripción, evaluación y tratamiento* (2a edición) (págs. 483-512). Madrid: Síntesis.
- García Palacios, A. y Navarro-Haro, M. V. (2016). *Terapia dialéctica comportamental*. Editorial Síntesis
- Guía de práctica clínica sobre trastorno límite de la personalidad. Barcelona: Agència d'Informació, Avaluació i Qualitat en Salut. Servei Català de la Salut. Departament de Salut. Generalitat de Catalunya; 2011(disponible en http://www.gencat.cat/salut/depsan/units/aatrm/pdf/gpc_tlp_2011_completa.pdf)



Guía de orientación en la práctica profesional de la valoración reglamentaria de la situación de dependencia en personas con trastornos mentales graves. Ministerio de Sanidad, Política Social e Igualdad. 2011

(http://www.dependencia.imserso.es/InterPresent2/groups/imserso/documents/binario/gv_tmental_g.pdf)

Lana, F., Gonzalez, M. A. y Mirapeix, C. Niveles asistenciales y requisitos organizativos en el tratamiento de los trastornos de personalidad. *PSQUIATRIA.COM*. 2006; 10(1)

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Linehan, M. DBT skills training handouts and worksheets. New York: The Guilford Press. 2015

Linehan, M. DBT skills training manual. New York: The Guilford Press. 2015

Miller, A. L., Rathus, J. H., & Linehan, M. (2007). Dialectical behavior therapy with suicidal adolescents. New York: Guilford Press

Mirapeix, C. et al. (2018). Abordaje integrador del trastorno límite de la personalidad. Consejería de Sanidad del Gobierno de Cantabria

Navarro, M. V., García-Palacios, A., Moliner, R., Guillén, V. & Botella, C. Dialectical Behavior Therapy in the treatment of Cluster C Personality Disorders. Preliminary results. *Behavioral Psychology / Psicología Conductual*, Vol. 21, No 2, 2013, pp. 321-340

Millon y cols. (2006). Trastornos de la personalidad de los apéndices del DSM-III-R y del DSM-IV. En T. Millon (Ed.), *Trastornos de la personalidad en la vida moderna* (págs. 538-578).

Barcelona: Editorial Masson

Soler, J., Pascual, J.C., Tiana, T., Cebrià, A., Barrachina, J., Campins, M.J., Gich, I, Álvarez, E., Pérez, V. Dialectical behavior therapy skills training compared to standard group therapy in borderline personality disorder: A 3-month randomized controlled clinical trial (2009) *Behav Res Ther*, May;47(5):353-8. doi: 10.1016/j.brat.2009.01.013. Epub 2009 Jan 29

Web addresses of interest

<http://www.apa.org>

<http://pathways.nice.org.uk/pathways/personality-disorders>

<http://www.itlimit.es>



Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☒ Kaltura



Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☒ Kaltura

Explanation about the practical sessions:



2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: