

APLICATIU

COURSE SYLLABUS





1. Data of the subject

Name of the subject	Personality Disorders
Code	102.541
Crèdits ECTS	6
Course taught and the period	Fourth year, second semester
Schedule	http://www.uab.cat/psicologia
Taught Site	School of Psychology
Languages	Català, castellà

Professor of contact

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2. Teaching staff

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3.- Prerequisites

There is no specifically established prerequisite for this subject, but it is highly recommended that the student takes the Adult Psychopathology course (and ideally Childhood Psychopathology also). In this way the student has a complete vision of psychopathology (both states of mental disorder as well as personality organizations), a much deeper one than that offered in the course Psychopathology of the Vital Cycle (second year).

4.- Contextualization and training objectives of the subject

This subject is one of the optional courses included in the training that leads to the Mention of Adult Clinical Psychology, located academically in the fourth year of the Degree of Psychology.

Personality disorders, in all its degrees and wide variety, constitute a huge part of the daily work of the clinical psychologist. Personality is the matrix of vulnerability (and/or protection) towards psychopathology; that is, how we become sick depends on how we are. Therefore, one can not understand a mental disorder and design a psychological treatment separately from the personal “make up” of the individual. As studied in the first course, individual differences in subjective feelings and behavior reflect the interaction between genetic-biological temperament and the idiosyncratic environmental experience. In this subject, which specializes in the clinical manifestations of personality, the student becomes familiar with and learns (1) to identify the exaggerations and pathologies of personality, (2) how they distort the way individuals interact with the environment, (3) how certain forms of pathology are generated from this vulnerability matrix and the main theories that explain it, (4) how to explore and evaluate these impairments, (5) how all this affects the psychological treatment, and (6) the basic principles to treat these problems.

One of the important features of this subject is that it intends to outline **a broad view of the complexity of factors that contribute to cause personality abnormalities** (evolutionary, genetic, biological, relational, learning processes, socio-cultural...), which allows the student to articulate much of the knowledge previously acquired throughout the degree in multiple subjects. This objective also allows the student to live the need to know several frameworks of reference if we want to understand the complexity of the phenomenon of the disordered personality, thus combining contributions made by different models in Psychology (for example, cognitive, behavioral, psychodynamic, systemic).

Therefore, the **general goal** of this subject is that the student knows in an integrated way the clinical presentation of personality disorders, their assessment and . More precisely, the **specific goal** of this subject are:

1. To integrate knowledge previously acquired to understand the relationship between normal and abnormal personality as well as between personality and mental disorder.
2. To know the clinical presentation, diagnostic formulation and main etiological hypotheses of personality disorders from an integrative perspective.
3. To familiarize students with the basic principles of psychological treatment in personality disorders.



5.- Competences and learning results of the subject

Competences

Analyze and interpret the results of the clinical evaluation.

Apply in a critically, thoughtfully and creatively ways the knowledge, skills and values acquired.

Apply techniques to collect and elaborate information on the functioning of individuals, groups or organizations in their context.

Listen actively to get and synthesize the relevant information and understand the content.

Formulate hypotheses about the demands and needs of the target people.

Identify and recognize the different methods of evaluation and diagnosis in the various applied areas of Psychology.

Maintain a favorable attitude towards permanent updating through the critical evaluation of the scientific documentation, valuing its origin, placing it in an epistemological framework and identifying and contrasting their contributions in relation to disciplinary knowledge available.

Obtain and organize relevant information for the requested service.

Plan the evaluation of the intervention programs.

Recognize determinants and risk factors for health, as well as the interaction between the person and their physical and social environment.

Evaluate, contrast and make decisions about the choice of appropriate methods and measuring instruments in each situation or assessment context.

Learning outcomes

Analyze the content of clinical interviews related to practical cases in the field of clinical psychology with adults.

Analyze the risk factors that influence clinical cases.

Analyze the quality of the collected information.

Apply in a critically, thoughtfully and creatively ways the knowledge, skills and values acquired.

Apply communication skills.

Apply assessment techniques that are appropriate for each type of problem and level of complexity.

Apply assessment techniques.

Criticize the validity of the results obtained in accordance with the control measures of reliability of the test and the conditions of application.

Differentiate different approaches for evaluation and diagnosis and classify them according to the context of application.

Differentiate the different methods and instruments and the utility they have.

Formulate a clinical case integrating evaluation results.

To maintain a favorable attitude towards permanent updating through the critical assessment of scientific documentation, valuing its origin, placing it in an epistemological framework and identifying and contrasting their contributions in relation to disciplinary knowledge available.

Plan the post-treatment evaluation.

Plan the evaluation that must be carried out during the intervention.

Recognize the key information elements of a narrative discourse or the results of a standardized assessment.

Recognize the stages of the clinical evaluation process.

Recognize the main etiological influences in the disorders and clinical problems of the adult stage.

Relate theoretical contents (individual differences, psychological problems, symptoms) with the results of clinical evaluation instruments.

Summarize the essential information to facilitate the process of formulation of a clinical case and differential diagnosis



Skill	CT5. Maintain a favorable attitude towards permanent updating through the critical assessment of scientific documentation, assessing its origin, placing it in an epistemological framework and identifying and contrasting its contributions in relation to disciplinary knowledge available.
	CE15. Obtain and organize relevant information for the requested service. <i>ormació rellevant per al servei sol·licitat.</i>
Learning outcomes	CE15.16. Apply assessment techniques. CE15.17.01. Apply communication skills of evaluation results.
Skill	C16. Apply techniques to collect and elaborate information on the functioning of individuals, groups or organizations in their context.
Learning outcomes	C16.10. Apply assessment techniques that are appropriate for each type of problem and level of complexity. C16.28. Analyze the quality of the collected information.
Skill	CE28. Listen actively to get and synthesize the relevant information and understand the content.
Learning outcomes	CE28.14. Analyze the content of clinical interviews related to practical cases in the field of clinical psychology with adults. CE28.16. Recognize the key information elements of a narrative discourse or the results of a standardized assessment. CE28.17. Summarize the essential information to facilitate the process of formulation of a clinical case and differential diagnosis.
Skill	C11. Formulate hypotheses about the demands and needs of the target people.
Learning outcomes	CE11.17. Identify the stages of the clinical evaluation process.
Skill	CE12. Identify and recognize the different methods of assessment and diagnosis in the various applied fields of psychology.
Learning outcomes	CE12.10. Differentiate different approaches for evaluation and diagnosis and classify them according to the context of application.
Skill	CE14. Evaluate, contrast and make decisions about the choice of appropriate methods and measuring instruments in each situation or assessment context.
Learning outcomes	CE14.07. Differentiate the different methods and instruments and the utility they have.



	Skill	CT7. Apply in a critically, thoughtfully and creatively ways the knowledge, skills and values acquired.
	Skill	CE4. Recognize determinants and risk factors for health as well as the interaction between the person and their physical and social environment.
Learning outcomes		<ul style="list-style-type: none"> • Recognize the main etiological influences in adult psychopathology • Analyze the multi-causality of psychological disorders in the adult stage. • Analyze the risk factors that influence the practical cases of adult psychopathology
	Skill	CE8. Analyze the demands and needs of people, groups or organizations in different contexts.
Learning outcomes		<ul style="list-style-type: none"> • Plant the vertebral axes of a service demand in a way that helps to find strategies
	Skill	CE10. Recognize the diversity of human behavior and the nature of their differences, both in normality and in abnormality and pathology.
Learning outcomes		<ul style="list-style-type: none"> • Recognize and analyze the psychopathological manifestations of each disorder, associated symptoms, and epidemiological tendencies. • Indicate the differential diagnosis • Formulate diagnoses of psychological disorders presented in practical cases. • Perform the differential diagnosis.
	Skill	CE18. Define the objectives and elaborate the intervention plan based on the purpose of the same (prevention, treatment, rehabilitation, insertion, accompaniment).
Learning outcomes		<ul style="list-style-type: none"> • Apply the theoretical knowledge on psychological problems to select therapeutic goals • Differentiate the phases of the intervention plan and its priority • Relate the treatment techniques with the different intervention purposes
	Skill	CE32. Develop and maintain records and documents appropriate to protocols and information needs.
Learning outcomes		<ul style="list-style-type: none"> • Practice the ability to analyze different sources of information (interviews, tests, complementary explorations, etc.) • Relate various documentary sources



6.- Contents of the subject

BLOCK A - Key concepts and classifications in the field of Personality Disorders.

Topic 1. Disrupted personality: historical, conceptual and epistemological aspects.

Topic 2. Forms of description and understanding of personality disorders (TP).

BLOCK B - Description of Personality Disorders according to categorical classifications.

For each personality disorder (Themes 3 to 5) it is presented:

- a) Psychology and clinical manifestations.
- b) Diagnosis, course, epidemiology, differential diagnosis and comorbidity.
- c) Clinical evaluation.
- d) Etiological hypotheses.

Topic 3. Personalities of the psychotic spectrum (paranoidism, schizoid, schizotyping).

Topic 4. Dramatic-emotional personalities (histrionism, narcissism, antisocial, psychopathy, borderline).

Topic 5. Anxious personalities (dependent, obsessive, avoidant).

BLOCK C - Therapeutic principles in Personality Disorders.

Topic 6. Treatment of personality disorders from an integrative perspective.

7.- Teaching methodology and training activities

The teaching methodology of the subject is designed so that the student can identify the psychological problems that we call as personality disorders, as well as the causative factors, the way of evaluating them and the fundamental principles of their treatment. For this purpose in this subject, the conceptual integration of previous learning will be greatly impelled. A very active and participatory attitude will be promoted in the classroom, mimicking the processes of discussion of cases in the clinical world.

The teaching methodology of this subject can be divided into three blocks:

Block 1. Targeted teaching. It is structured in two obligatory assistance activities:

- A. The first consists of a series of **master classes** with support of multimedia technologies carried out in large groups. It is intended that the student be able to achieve the main theoretical concepts and offer an analysis of the diverse (and often competitive) visions about personality disorders. The duration of this activity will be **two hours** for all students in a module.
- B. The second activity consists of **clinical seminars** that will be carried out in small groups under the principle of learning based on problems. In these practices, clinical cases will be analyzed where the problem identification process will be worked, b) the diagnostic discussion and c) the case formulation, similar to what would be done in clinical sessions of the professional world. In this way, the student can proactively use the theoretical concepts that have been



dealt with in the master classes. The duration of this activity, that the students will receive four times, will be of **two hours** distributed with the quarter of students of a module.

Bloc 2. Supervised activity. This optional activity aims to consolidate the theoretical and practical contents of the course and can be creatively designed between teachers and students so that individual concerns can be stimulated. Generically, it proposes approaching reality to the subject by encouraging experiential learning. It is about 'digging' into one's biography in search of an example illustrating any of the problems addressed in the subject, either experienced in one's own skin or in close others (familiar, friend, acquaintance). Ideally the case should be very well-known to being able to give details, always preserving anonymity and disguising real identity. Alternatively, the student can work on other types of psychobiographic materials in order to elaborate this case (e.g., a clinical case of the subject of External Practice, an interview made to a distant acquaintance, a literary or cinematographic character...). The task is to create a case with which other colleagues can practice the identification of symptoms, differential diagnosis, the elaboration of etiological hypotheses, case formulation, the design of the psychological assessment procedure and the therapeutic design. Models will be offered for how to elaborate these cases and their solution. The ultimate goal is to create a base of high-quality cases (the best one of each promotion) so that they can be used, for pedagogical purposes, in future promotions. This activity constitutes the 4th learning evidence and must be delivered 10 days before the final exam.

Bloc 3. Autonomous activity. Study activities of the student include, in addition to the study and bibliographical search, the reading of materials of specialized contents or complementary of special interest for the acquisition of the own competences of the subject.

N.B. The proposed teaching and assessment methodologies may experience some modifications as a result of the restrictions on face-to-face learning imposed by the health authorities. The teaching staff will use the Moodle classroom or the usual communication channel to specify whether the different directed and assessment activities are to be carried out on site or online, as instructed by the Faculty.



TYPE OF ACTIVITY	ACTIVITAT	HOURS	LEARNING RESULTS
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Directed

Master conferences with ICT support	24	<p>CE4. Recognize determinants and risk factors for health as well as the interaction between the person and their physical and social environment.</p> <p>CE9. Propose and negotiate the priorities, goals and objectives of the intervention with the recipients.</p> <p>CE10. Recognize the diversity of human behavior and the nature of their differences, both in normality and in abnormality and pathology.</p> <p>CE11. Formulate hypotheses about the needs and needs of the recipients.</p> <p>CE12.10. Differentiate different approaches for evaluation and diagnosis and classify them according to the context of application.</p> <p>CE17. Identify and recognize the different methods of treatment and intervention in the different applied fields of Psychology.</p> <p>CE19. Select and apply the methods and techniques collected in the intervention plan, in accordance with the established objectives, in the relevant contexts for the requested service.</p> <p>CE28.16. Recognize the key information elements of a narrative discourse or the results of a standardized assessment.</p> <p>CE33.15.01. Indicate the objectives of intervention, according to the results of the clinical psychological evaluation.</p> <p>CE33.16. Use appropriate nomenclatures and language in each application context.</p> <p>CT8. Understand the deontological code and act ethically.</p>
Clinic seminars	12	<p>CE4. Recognize determinants and risk factors for health as well as the interaction between the person and their physical and social environment.</p> <p>CE8. Analyze the demands and needs of people, groups or organizations in different contexts</p> <p>C16.28. Analyze the quality of the collected information.</p> <p>CE28.14. Analyze the content of clinical interviews related to practical cases in the field of clinical psychology with adults.</p>
25%		

Supervised

Analysis of psychobiographic or clinical material and case formulation	11,5	<p>C16.28. Analyze the quality of the collected information.</p> <p>CE28.14. Analyze the content of clinical interviews related to practical cases in the field of clinical psychology with adults. CE28.17. Summarize the essential information to facilitate the process of formulation of a clinical case and differential diagnosis.</p> <p>CE33.12. Prepare different types of reports.</p>
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10%

Self-employed

Search for documentation in magazines, books and through Internet	4	<p>CT5. Maintain a favorable attitude towards permanent updating through the critical assessment of scientific documentation, assessing its origin, placing it in an epistemological framework and identifying and contrasting its contributions in relation to disciplinary knowledge available.</p> <p>CT7. Apply knowledge, skills and values acquired critically, thoughtfully and creatively.</p>
Reading texts	35	<p>CT5. Maintain a favorable attitude towards permanent updating through the critical assessment of scientific documentation, assessing its origin, placing it in an epistemological framework and identifying and contrasting its contributions in relation to disciplinary knowledge available.</p> <p>CT7. Apply in a critically, thoughtfully and creatively ways the knowledge, skills and values acquired.</p>
Study	58,5	<p>CE4. Recognize determinants and risk factors for health as well as the interaction between the person and their physical and social environment.</p> <p>CE12.10. Differentiate different approaches for evaluation and diagnosis and classify them according to the context of application.</p> <p>C16.28. Analyze the quality of the collected information.</p> <p>CE28.16. Recognize the key information elements of a narrative discourse or the results of a standardized assessment.</p> <p>CE33.15.01. Indicate the objectives of intervention, according to the results of the clinical psychological evaluation.</p> <p>CE33.16. Use appropriate nomenclatures and language in each application context.</p>
	65%	

8.- Evaluation



The evaluation guidelines for the 2020-21 course of the Faculty of Psychology are:

<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

General Philosophy

The evaluation of the subject consists of three evidences of learning that consist of: two face-to-face written tests, individual multiple choice tests (evidence 1 and 2, with a weight of 35% and 45% respectively) and an open written test in group on a practical case (evidence 3, with a weight of 20% on the final grade).

Description of the Evidences of Learning

The evidences are oriented to show the student's ability to apply the concepts and theories worked in the directed teaching and the autonomous study of compulsory readings, as well as the competences worked in the clinical seminars:

- **Evidence 1 (EV1):** Individual, face-to-face multiple-choice written test. It will evaluate the subject matter included in Topics 1 to 4 (including the readings corresponding to these topics in the bibliography, not only the content strictly exposed in class). Total grade value: 35%. Score from 0 to 10. It will take place on the first assessment period. It is individual and face-to-face.
- **Evidence 2 (EV2):** Written face-to-face, individual, multiple-choice test. It will evaluate predominantly the subject matter of Topics 5 to 6 (including the readings corresponding to these topics in the bibliography, not only the content strictly exposed in class). Since it is a continuous assessment, and therefore the learning is cumulative, it can also integrate questions related to the internal topics (1 to 4, for example, to be able to make a differential diagnosis of the problems covered in topics 5 to 6 it will be necessary to have assimilated the psychological problems already dealt in topics 1 to 4). Total grade value: 45%. Score from 0 to 10. It will take place on the second assessment period. It is individual and face-to-face.
- **Evidence 3 (EV3)** is written, virtually delivered and done by group of students and consists in the elaboration of a case based on the experiences of some member of the group. Alternatively, although less desirable, it may be inspired in literature, cinema, series or other sources of interest (see Block B). The case should illustrate a problem addressed in the subject and pose it as a self-correcting exercise. Total grade value: 20%. Score from 0 to 10. The delivery period will be extended until the week before the second assessment period. It is carried out and delivered in groups of 4 to 5 people and it is worked autonomously.

Evaluation System

The calculation of the grade will result from the following formula:

	EV1	EV2	EV3	Total
Grade	35%	45%	20%	100%



Definition of evaluable student:

According to the evaluation guidelines of the Faculty of Psychology, the student who provides evidences of learning 1, 2 and/or 3 with a weight equal to or greater than 40% is considered evaluable.

Definition of passing the subject:

To obtain a total of, at least, 5 points in the continuous assessment, with a minimum of 5 points (on a scale of 0 to 10) in the average of the three evidences. In case of not meeting this requirement, the maximum score that can be obtained is 4.9 points and the subject has not been passed.

Re-evaluation system:

Students may be presented for the final re-evaluation if they have not met the criteria established to pass the course, they have made evidences with a weight equal to or greater than 2/3 of the total score (that is, they have done at least EV1 and EV2 or EV2 and EV3) and they have obtained at least an average grade between 3.5 and less than 5 in the average of the three EVs. It will be held on the resit examination period. It is individual and face-to-face. The re-evaluation test consists of a single written test that integrates all the material worked on a continuous basis.

The qualification in the re-evaluation test will, in no case, substitute the grade, but it will be weighted by 0.25 as long as it is approved (equal or exceeds 5) and will be added to the previous grade obtained, being able to provide a maximum grade of 7.5.

No unique final synthesis test for students who enrol for the second time or more is anticipated.

Evidence of Learning Content

Below is the bibliographical material that must be studied to prepare EV 1 and 2 (see full reference in the Bibliography section below):

Proof: Evidence 1	Material evaluated additional to the class
<i>BLOCK A</i>	
Topic 1. Concepts	Chapter 1 - Current concepts (Caballo manual) Chapter 2 - Models (Roca manual)
Topic 2. Description	Chapter 7 - Categorization and diagnosis (Roca manual)
<i>BLOCK B</i>	<i>Note: All other chapters belong to the manual of V. Caballo</i>
Topic 3. Psychotic	Chapter 2 - Paranoid Chapter 3 - Eschizoide Chapter 4 - Schizotypic
Topic 4. Emotionals	Chapter 5 - Antisocial Chapter 6 - Borderline Chapter 7 - Histrionic Chapter 8 - Narcissist
Proof: Evidence 2	
Topic 5. Anxious	Chapter 9 - Avoidant Chapter 10 - Dependent Chapter 11 - Obsessive-compulsive
	Chapter 12 - TP Not specified



Matters of block B that do not have a specific subject in the directed teaching program	Chapter 13 - TP Relegated and forgotten Chapter 15 - Evaluation PDs Chapter 16 - Clinical Formulation of PDs
<i>BLOCK C</i>	
Topic 6. Treatments	An specific document will be uploaded in September



EVALUATION ACTIVITIES	HOURS	LEARNING RESULTS
Evidence 1 and 2 (written evidence and clinic case formulation)	3,5	<p>CE4. Recognize determinants and risk factors for health as well as the interaction between the person and their physical and social environment.</p> <p>CE9. Propose and negotiate the priorities, goals and objectives of the intervention with the recipients.</p> <p>CE10. Recognize the diversity of human behavior and the nature of their differences, both in normality and in abnormality and pathology.</p> <p>CE11. Formulate hypotheses about the demands and needs of the recipients.</p> <p>CE12.10. Differentiate different approaches for evaluation and diagnosis and classify them according to the context of application.</p> <p>CE17. Identify and recognize the different methods of treatment and intervention in the different applied fields of Psychology.</p> <p>CE19. Select and apply the methods and techniques collected in the intervention plan, in accordance with the established objectives, in the relevant contexts for the requested service.</p> <p>CE28.16. Recognize the key information elements of a narrative discourse or the results of a standardized assessment.</p> <p>CE33.15.01. Indicate the objectives of intervention, according to the results of the clinical psychological evaluation.</p> <p>CE33.16. Use appropriate nomenclatures and language in each application context.</p> <p>CT8. Understand the deontological code and act ethically.</p>

9- Bibliography and web links

Academic manuals - Basic bibliography:

American Psychiatric Association (APA). (2002). Manual Diagnóstico y Estadístico de los Trastornos Mentales DSM-IV-TR. Barcelona: Masson.

American Psychiatric Association (APA). (2002). Manual Diagnóstico y Estadístico de los Trastornos Mentales DSM-IV-TR. Barcelona: Masson (*Ebook online*).

American Psychiatric Association (APA). (2013). Manual Diagnóstico y Estadístico de los Trastornos Mentales (5ª edición). Madrid: Panamericana.

American Psychiatric Association (APA). (2013). Manual Diagnóstico y Estadístico de los Trastornos Mentales (5ª edición). Madrid: Panamericana (*Ebook online*).

Caballo, V. (Coord.). (2004). *Manual de Trastornos de la Personalidad: Descripción, Evaluación, y Tratamiento*. Madrid: Síntesis.



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Roca, M. (Coord.) (2004). *Trastornos de la Personalidad*. Barcelona: Ars Médica.

Millon, T. (1998). *Trastornos de la Personalidad. Más allá del DSM-IV*. Barcelona: Masson.

Complementary bibliography (manuals):

American Psychiatric Association (APA). (2016). Casos clínicos. DSM-5. Madrid: Panamericana.

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Costa, P.T., Widiger, T.A. (1994). *Personality Disorders and the Five-Factor Model of Personality*. Washington, DC: American Psychological Association.

Gabbard, G.O. (2000). *Psiquiatría Psicodinámica en la Práctica Clínica. (3ªEd)*. Buenos Aires: Editorial Médica Panamericana.

Gunderson, J.G., Gabbard, G.O. (2002). *Psicoterapia en los Trastornos de la Personalidad*. Barcelona: Editorial Ars Médica.

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Kernberg, O. (1984). *Trastornos Graves de La Personalidad: Estrategias Psicoterapéuticas (1987, Edit. Manual Moderno, México, D.F., México)*.

Lenzenweger, M.F., & Clarkin, J.F. (2005). *Major Theories of Personality Disorder (2nd Ed.)*. New York: Guilford Press.

Linehan, M.M. (2003). *Manual de tratamiento de los trastornos de personalidad límite*. Barcelona: Paidós.

Livesley, W.J. (2003). *Practical Management of Personality Disorder*. New York: Guilford Press.

Millon, T., Davis, R. (2001). *Trastornos de la Personalidad en la Vida Moderna*. Barcelona: Masson.



Othmer, E., Othmer, S.C. (1996). *DSM-VI: La Entrevista Clínica. Tomo I: Fundamentos*. Barcelona: Masson.

Othmer, E., Othmer, S.C. (1996). *DSM-VI: La Entrevista Clínica. Tomo II: El Paciente Difícil*. Barcelona: Masson.

Organización Mundial de la Salud (1992). *CIE-10. Trastornos mentales y del comportamiento. Descripciones clínicas y pautas para el diagnóstico*. Madrid: Meditor.

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Schneider, K. (1968). *Las Personalidades Psicopáticas*. Madrid: Morata S.A.

Ustun, T. B., Bertelsen, A., Dilling, H., Drimmelen, J. van, Pull, C. et al. (1999). *Libro de casos de la CIE-10 : las diversas caras de los trastornos mentales*. Madrid : Editorial Médica Panamericana.

Valdés, M. (2002). *Trastornos de Personalidad*. A: Vallejo, J. (ed.): *Introducción a la Psicopatología y la Psiquiatría* (5ªed). Barcelona: Masson-Salvat.

Valdés, M. (1995). *Personalidad obsesiva*. A: Vallejo, J. (ed.): *Estados Obsesivos*. Barcelona: Masson.

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Widiger, T.A., Costa, P.T. (Eds.). (2012). *Personality Disorders and the Five-Factor Model of Personality*, Third Edition. American Psychological Association.

Reviews and articles of interest

Andersen AM, Bienvenu OJ. (2011). Personality and psychopathology. *Int Rev Psychiatry*, 23(3):234-47.

Depue RA, Fu Y. (2011). Neurogenetic and experiential processes underlying major personality traits: implications for modelling personality disorders. *Int Rev Psychiatry*, 23(3):258-81.

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Gumley, A. (2011). Metacognition, affect regulation and symptom expression: a transdiagnostic perspective. *Psychiatry Research*, 30, 72-8.

Herpertz, S.C., Bertsch, K. (2014). The social-cognitive basis of personality disorders. *Current Opinion in Psychiatry*, 27(1):73-7.

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Simonsen, S., Bateman, A., Bohus, M., Dalewijk, H.J., Dore (2019). European guidelines for personality disorders: past, present and future. *Borderline Personality Disorder and Emotion Dysregulation*, 6, UNSP 9.



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