

Personality Disorders

Code: 102541
ECTS Credits: 6

2025/2026

Degree	Type	Year
Psychology	OT	4

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

There is no specifically established prerequisite for this subject, but it is highly recommended to take the Adult Psychopathology course (and ideally Childhood Psychopathology also). In this way students have 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).

Objectives and Contextualisation

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.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Actively listen to be able to obtain and synthesise relevant information and understand the content.
- Analyse and interpret the results of the evaluation.
- Apply knowledge, skills and acquired values critically, reflexively and creatively.
- Apply techniques to collect and produce information about the functioning of individuals, groups and organisations in context.
- Evaluate, contrast and take decision on the choice of adequate methods and instruments for each situation and evaluation context.
- Formulate hypotheses about the demands and needs of the recipients.
- Identify and recognise the different methods for assessment and diagnosis in the different areas applied to psychology.
- Maintain a favourable attitude towards the permanent updating through critical evaluation of scientific documentation, taking into account its origin, situating it in an epistemological framework and identifying and contrasting its contributions in relation to the available disciplinary knowledge.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Obtain and organise relevant information for the service requested.
- Plan the evaluation of programmes of intervention.
- Recognise the determinants and risk factors for health and also the interaction between people and their physical and social environment.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse the content of clinical interviews related case studies in the field of clinical psychology with adults.
3. Analyse the quality of the information collected.
4. Analyse the risk factors affecting practical clinical cases.
5. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
6. Apply assessment techniques.
7. Apply assessment techniques for each type of problem and level of complexity.
8. Apply communication skills.
9. Apply knowledge, skills and acquired values critically, reflexively and creatively.
10. Assess how stereotypes and gender roles impact professional practice.
11. Assess the impact of the difficulties, prejudices and discriminations that actions or projects may involve, in the short or long term, in relation to certain persons or groups.
12. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
13. Critically analyse the principles, values and procedures that govern the exercise of the profession.
14. Criticize the validity of the results obtained in relation to measures of control and reliability of the test application conditions.
15. Differentiate the various methods and tools and their usefulness.
16. Distinguish different approaches to assessment and diagnosis and classify them according to the application context.
17. Explain the explicit or implicit deontological code in your area of knowledge.
18. Formulate a clinical case including the results of the evaluation and the gender perspective.
19. Identify situations in which a change or improvement is needed.
20. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
21. Identify the social, economic and/or environmental implications of academic and professional activities in the area of your knowledge.
22. Maintain a favourable attitude towards the permanent updating through critical evaluation of scientific documentation, taking into account its origin, situating it in an epistemological framework and identifying and contrasting its contributions in relation to the available disciplinary knowledge.
23. Plan post-treatment evaluation.
24. Plan the evaluation to be carried out during the intervention.
25. Propose new experience-based methods or alternative solutions.
26. Propose new ways of measuring the viability, success or failure of the implementation of innovative proposals or ideas.
27. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
28. Propose projects and actions that incorporate the gender perspective.
29. Recognise the key elements of narrative discourse or the results of a standardized assessment.
30. Recognise the main etiological influences of clinical problems and disorders in adults.
31. Recognise the stages of clinical assessment.
32. Relate theoretical contents (individual differences, psychological problems, symptoms) with the results of clinical assessment instruments.
33. Summarise the essential information to facilitate the process of formulating a clinical case and a differential diagnosis incorporating the gender perspective.
34. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

Content

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

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

Topic 2. Forms of description and understanding of personality disorders.

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

For each personality disorder (Themes 3 to 5) the following topics will be covered:

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

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

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.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Clinical seminars	12	0.48	2, 4, 3, 9, 8, 6, 7, 14, 22, 23, 24, 29, 31, 30, 32
Master classes with ICT support			
	24	0.96	4, 9, 8, 16, 15, 31, 30, 32
Type: Supervised			
Creation of a clinical case	13.5	0.54	2, 4, 3, 9, 8, 16, 24, 29, 30, 32
Type: Autonomous			
Autonomous study	58.5	2.34	4, 9, 16, 22, 29, 31, 30
Reading texts	35	1.4	4, 9, 16, 15, 22, 30
Search for documentation in journals, books or the internet	4	0.16	2, 9, 22, 32

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:

1. 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. It will also be addressed how the gender bias affects this matter. The duration of this activity will be two hours for all students in a module.

2. 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. How the gender bias affects the assessment and diagnose of personality disorder will also be addressed. The duration of this activity 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 task consists of creating a case with which the rest of the classmates can practice symptom identification, diagnostic analysis, development of etiological hypotheses, case formulation, assessment approach and therapeutic design. This task crystallizes in the material used in the activity that constitutes evidence 2.

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.

Note: 15 minutes of a class are reserved, within the calendar established by the center/degree, for the completion by the students of the surveys of evaluation of the performance of the teaching staff and of the evaluation of the subject/module.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1. Test 1 (topics 1,2,3,4)	40%	1	0.04	13, 2, 4, 3, 5, 9, 7, 12, 16, 17, 21, 20, 22, 28, 29, 30, 32, 10, 11
EV2. Development of a clinical case and presentation in the practical seminar	10%	0	0	2, 4, 3, 5, 1, 9, 12, 18, 20, 19, 23, 24, 34, 25, 26, 27, 28, 30, 33, 10
EV3. Test 3.	50%	2	0.08	13, 2, 4, 3, 5, 9, 8, 6, 7, 12, 14, 16, 15, 17, 21, 20, 22, 28, 29, 31, 30, 32, 10, 11

Feedback from evidences for continued learning:

EV1: Type of feedback: In the classroom / S9

EV2: Type of feedback: Oral feedback will be given in the classroom at the end of the practical session.

EV3: Type of feedback: Tutoring, in the space dedicated to exam review

The evaluation guidelines for the 2025-26 course of the Faculty of Psychology can be found in the following link: <https://www.uab.cat/web/estudiar/graus/graus/evaluacions-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 3, with a weight of 40% and 50% respectively) and a group-based preparation of a clinical practical case that will be presented to the rest of the group to work certain aspects and led by the team preparing the case (evidence 2, with a weight of 10% on the final grade).

This subject does not consider single assessment.

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: 40%. Score from 0 to 10. It will take place on the first assessment period.

- Evidence 2(EV2): Students will be allocated by the teaching team to different groups. The groups must design 1) a clinical case and 2) an exercise to be led by the team with the rest of the group to practice diagnostic skills or clinical formulation or therapeutic design in the practical classroom. In order to present the work, the written and/or audiovisual material that will be used in the classroom must be submitted in advance. The score is not only based on the preparation of the material, but also on: the presentation of the case, the supervision of the work conducted by peers on diagnostic procedures and/or clinical case formulation and/or therapeutic design that each work team will facilitate among their colleagues in the classroom, showing mastery of the material (content and procedures) worked on through the presentation, guidance, supervision and leadership of a practical exercise that allows the rest of the students in the practical classroom to learn about and/or practice that aspect of the syllabus that is intended to be worked on. The practical exercise can consist of working on a real clinical case or one designed by the team, and which is worked on in class with the rest through role-playing (a diagnostic interview or a therapy session...). The point is that the prepared material a) allows the students in the classroom to practice diagnosis, clinical case formulation or treatment design, and b) is the basis of a dynamic guided by the work team that is being evaluated and that allows the teaching staff to appreciate the mastery that the team has over that specific aspect or disorder of the syllabus.

- Evidence 3 (EV3): Individual, face-to-face, individual, multiple-choice written 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: 50%. Score from 0 to 10. It will take place on the second assessment period.

Evaluation System

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

EV1 EV2 EV3 Total

Grade 40% 10% 50% 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 weighted of, at least, 5 points in the continuous assessment.

Reevaluation 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 EV2 and EV3 or EV1 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 grade derived from the re-evaluation test will have a maximum of 6.5; In other words, for any mark of the re-evaluation exam that is equal to or greater than 6.5, a 6.5 will be recorded as the final mark for the course, since this is the maximum mark that can be obtained in the subject through the recovery system.

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

Single assessment: This subject does not include a single assessment.

Use of AI technologies: Their use is not allowed for the creation of the E\

Exam translation: The translation of the assessment tests will be delivered if the requirements established in article 10 of the Royal Decree 1393/2007 are met.

Content of Evidences of Learning

Please see below the bibliography that must be studied to prepare EV 1 and 2 (see full references in the Bibliography section):

Test: Evidence 1

Material evaluated in the tests additional to the content presented in the classes

BLOCK A

Topic 1. Concepts

Chapter 1 - Current concepts (Caballo handbook)

Chapter 2 - Models (Roca handbook)

Topic 2. Descriptions

Chapter 7- Categorization and diagnosis (Roca handbook)

BLOCK B

Note: All other chapters belong to the handbook of V. Caballo

Topic 3.Psychotic PDs	Chapter 2 - Paranoid Chapter 3 - Eschizoide Chapter 4 - Schizotypic
Topic 4. Emotional PDs	Chapter 5 - Antisocial Chapter 6 - Borderline Chapter 7 - Histrionic Chapter 8 - Narcissist
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Test: Evidence 2	
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Topic 5. Anxious PDs	Chapter 9 - Avoidant Chapter 10 - Dependent Chapter 11 - Obsessive-compulsive
Matters of block B that are not covered in the master classes and require autonomous study	Chapter 12 - TP Not specified Chapter 13 - TP Relegated and forgotten
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	Chapter15 - Evaluation of PDs Chapter 16 - Clinical Formulation of PDs
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BLOCK C	
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Topic 6. Treatments	Chapter 17 - Cognitive-behavioural treatment Chapter 19 - Schema therapy Chapter 20 - Dialectic-behavioural therapy In addition, the content of these 2 papers will be part of the assessment: Article 1: "Tratamiento psicoanalítico de los trastornos de personalidad" Referència: Fernández Belinchón, C., & Rodríguez Moya, L. (2013). Tratamiento psicoanalítico de los trastornos de personalidad. <i>Acción Psicológica</i> , 10(1), 57-64. Article 2: " <u>Introducción al tratamiento basado en la mentalización para el trastorno límite de la personalidad.</u> "

Referència: Sánchez Quintero, S., & Vega, I. D. L. (2013). Introducción al tratamiento basado en la mentalización para el trastorno límite de la personalidad. *Acción Psicológica*, 10(1), 21-32.

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Interesting web links:

Revistes especialitzades:

<http://www.apa.org/pubs/journals/per/>

<http://www.guilford.com/cgi-bin/cartscrip.cgi?page=pr/jnpd.htm>

www.apa.org - American Psychological Association

Software

Not necessary.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(SEM) Seminars	111	Catalan	second semester	morning-mixed

(SEM) Seminars	112	Catalan	second semester	morning-mixed
(SEM) Seminars	113	Catalan	second semester	morning-mixed
(SEM) Seminars	114	Catalan	second semester	morning-mixed
(SEM) Seminars	115	Catalan	second semester	morning-mixed
(SEM) Seminars	511	Catalan	second semester	afternoon
(TE) Theory	1	Catalan	second semester	morning-mixed
(TE) Theory	5	Catalan	second semester	afternoon