

Degree programme	Type	Course
Psychology	OB	2

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Group languages

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

Prerequisites

None.

Objectives

Contextualization

The mental ill-health dimension is a multidimensional continuum in which we all can find ourselves throughout our lives. Psychopathology represents a deviation from normal psychological functions, which must be understood in the context of people development and their social and cultural context.

In the professional practice of psychology, whatever the specialty, it is essential to know how to identify when a behavior is abnormal and can affect the individual or the people around him/her. Whether in a job interview, in the daily functioning of an organization, in a training event or in any of the school or institute contexts, the capacity to identify the signs of psychological abnormality and being able to explain its origin in a scientific way are indispensable skills in any of the professional psychological disciplines, both those focused on 'healthy' people - the majority of the general population - and those focused on people who already have a 'disorder' (clinical and health psychology).

This course is the first contact with psychopathology for the student of the degree in psychology at the UAB. The course aims to be an introduction to psychological abnormality that provides the fundamental knowledge of the discipline both to those who are aiming for the clinical or health specialty, and to those who will continue with other specialties, and this possibly will be the only contact they have with psychopathology throughout the degree.

The basic training that begins with this subject of 6 ECTS (150h) can be complemented in our curriculum with the following elective subjects, with 6 additional ECTS each:

- Childhood and Adolescent Psychopathology.
- Adult Psychopathology
- Intellectual Disability, Learning and Communication Disabilities
- Personality Disorders
- Neuropsychology

The subject aims to adopt a continuum conception of mental health, multidimensional and dynamic, which understands mental health not only as the absence of disorders but... as something else.

Training aims of this subject

Upon passing this subject, the student will be able to identify the most common signs of psychological abnormality (symptoms, syndromes and disorders) as well as to identify the predisposing, precipitating and maintenance factors that interact in the origin of the alteration.

The main objective of this subject is to know the main characteristics of the psychological symptoms and disorders that, in a more representative but not exclusive way, can occur in each evolutionary period.

In the achievement of these objectives, another purpose is included: to offer a panoramic view of the main disorders that affect people throughout the life cycle. Specifically, the disorders that most affect people in the different stages of the life cycle (preschool, school, adolescence, adulthood and old age) are presented by showing how the characteristics of a disorder may vary at each stage of the life cycle.

In summary, the main objectives of the course are that the student becomes able to:

- 1) Identify signs of psychological abnormality.
- 2) Explain the etiology of some disorders.
- 3) Identify some of the main disorders that affect people's mental health...
- 4) ...and to know how to distinguish their characteristics according to the stage of the life cycle....

Learning outcomes

1. Identify factors of risk for mental health.
2. Identify functional variables of acquisition and maintenance of problems in examples of clinical cases.
3. Distinguish between the different signs and clinical symptoms of different psychopathological disorders.
4. Identify normal and abnormal development and behaviour patterns.
5. Classify psychological disorders.
6. Formulate problems of people in diagnostic terms.
7. 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.
8. Apply knowledge, skills and acquired values critically, reflexively and creatively.
9. Recognise the deontological code and act ethically.
10. Criticise the effects of personal practice on people, taking into account the complexity of human

diversity.

11. Recognise the most characteristic psychopathology of each life cycle, its genesis, clinical, epidemiology and course.
12. Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
13. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
14. Identify the social, economic and/or environmental implications of academic and professional activities in the area of your knowledge.
15. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
16. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
17. Identify situations in which a change or improvement is needed.
18. Analyse a situation and identify its points for improvement.

Contents

The syllabus of the course is structured in two parts:

PART 1: INTRODUCTION TO ABNORMAL PSYCHOLOGY AND ITS CAUSES

1. Presentation and Introduction

2. Fundamentals

3. Causality

4. Alterations in Consciousness and Attention

5. Memory disorders

6. Perceptual disturbances

7. Alterations in language and thought.

8. Psychopathological classification models (DC-05, DSM-5-TR, ICD 11, ASEBA, HiToP).

PART 2: MENTAL DISORDERS ALONG THE LIFE SPAN

9. Psychopathology in early childhood (Relational disorders (DC 05) and neurodevelopmental I: DI and TEA).
10. Neurodevelopmental alterations II (Tics and ADHD)
11. Alterations of physiological functions I: Sphincter control disorders and Feeding disorders.
12. Alterations of physiological functions II: Sleep disorders
13. Disruptive behavior disorders, impulse control disorders and psychopathy.
14. Anxiety disorders
15. Depressive, bipolar, and related disorders
16. Disorders related to trauma, stress and adjustment.
17. Personality disorders
18. Psychosis and Dementias

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Work between sessions: Unities introduced by professors must be worked by each student with autonomous activities such are readings, critical analysis, case solution	95.5	3.82	
Theoretical sessions: along with practice sessions, are used as a first introduction of most unities.	24	0.96	
Optional meetings with tutor which can be virtual or face-to-face, individual or in group.	7.5	0.3	
Practice sessions: are used as a first introduction or complement of some units.	20	0.8	

The learning environment of the course provides a set of resources that every student can decide how to combine to cover the agenda and pass the continuous assessment. There is no indispensable resource except the study.

The subject has two large groups of resources:

- 1) Resources that allow the student to make a first introduction to each unity (Moodle classroom, theoretical

classes, practical classes) and

2) Resources that allow the student to deepen and make a detailed study of each topic (general bibliography of the subject, working document of each topic).

The first resources (introductory) embrace approximately 1/3 of the hours that are signed if the subject is approved (24 hours of theoretical classes + 20 hours of practical classes = 44 hours of face-to-face sessions).

The deepening resources rest fundamentally on the student's independent work (study) and account for 2/3 of the subject (95.5h of independent work + 7.5h of tutorials).

Generally, evidence 1 and 3 (exams) include 50%-60% questions relating to introductory resources and 40%-50% questions relating to deepening resources.

The working document for each subject

The subject has a document that guides the independent work of each topic specifying what you need to know to fully embrace the topic, the sources to work on this topic and a guided proposal of questions to be answered, practical cases and exercises of critical analysis or guided reflection

The reason for the 2/3 and continuous learning

It should be remembered that although face-to-face sessions cover 44 hours of the subject's total (24 hours of theory and 20 hours of practice = 1/3 of the subject) independent learning covers 95.5 hours (2/3).

The subject is designed for continuous work. It consists of 18 topics that are introduced in a theoretical, practical class or both, spread over 20 weeks (from September to January).

It is expected that the student will be able to dedicate a good part of these 95.5 hours of independent work throughout the 20 weeks of the course, avoiding accumulating volumes of material that are difficult to embrace intensively.

Dividing the 95.5h of independent work over the 20 weeks from the start of the course to evidence 3, we get 4.75h per week, of which it is recommended to dedicate between 1h and 3h to the efficient study of PCV.

Effective time management and the use of study techniques for higher education are useful tools to optimize continuous work.

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	Weight	Hours	ECTS	Learning outcomes
Ev1. Exam 1 (First part)	4 points	1.5	0.06	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18
Ev2. Creation and facilitation of a practical clinical diagnosis exercise in the classroom	1 point	0	0	2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 16, 18
Ev3. Exam 2 (Second part)	5 points	1.5	0.06	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18

For any questions, you may consult the link to the Assessment Guidelines for the degree programmes of the Faculty of Psychology 2026-27 (approved by the Standing Committee on 18 May 2026):

The continuous assessment of the course consists of 3 learning evidences:

- Ev1 (Exam 1): Multiple-choice test with 30-45 questions covering approximately the first half of the syllabus. It is an individual, written, in-person evidence, corresponding to the first assessment period (see assessment calendar). It accounts for 40% of the weighted average of the course.

Feedback: In Theory class (exam discussion; week 10) + tutorial session (exam review, weeks 11-12).

- Ev2 (Case): Design of a diagnostic exercise to be facilitated in the classroom. It is a collective evidence (carried out in groups). First, the written exercise must be submitted via Moodle. Subsequently, what is assessed is the facilitation of the exercise in the classroom. It accounts for 10% of the weighted average.

Feedback: In situ comments on the classroom facilitation (weeks 10 to 15) + Rubric via Moodle (weeks 11 to 18).

- Ev3 (Exam 2): Multiple-choice test with 30-45 questions covering approximately the second half of the syllabus. It is an individual, written, in-person evidence, corresponding to the second assessment period (see assessment calendar). It accounts for 50% of the weighted average.

Feedback: Tutorial session (exam review, week 20).

NOTE: The translation into Spanish of in-person assessment tests will be provided if the requirements established in Article 263 are met and the request is submitted electronically (e-form).

Condition of "assessable"

A student who has submitted learning evidences with a weight equal to or greater than 40% of the total grade will be considered assessable.

Course passed

The course will be passed when the weighted average grade of all compulsory evidences (Ev1, Ev2, Ev3) is equal to or greater than 5.0 and, in addition, a grade equal to or greater than 4.0 has been obtained in each of the in-person assessment tests contributing 20% or more to the final grade, namely Ev1 and Ev3.

If these requirements are not met, the maximum grade to be recorded in the academic transcript will be 4.5 points.

Final grade

The final grade for the course will be calculated using the following weighted average:

Final grade = $(Ev1 \times 0.40) + (Ev2 \times 0.10) + (Ev3 \times 0.50)$

The grades for the continuous assessment of the course, before reassessment, will be expressed with one decimal place. Rounding up to the next integer will be applied when such rounding allows for a qualitative change in the grade and the grade is only one tenth away from that change. Examples: pass: 4.85 → 4.9 = 5.0; merit: 6.85 → 6.9 = 7.0; excellent: 8.85 → 8.9 = 9.0.

Reassessment

Reassessment is final and will take place during the reassessment period established by the Faculty.

Students may be eligible for reassessment if they meet the following conditions:

- They have not passed the course in the continuous assessment, either because the weighted average is below 5.0 or because they have not achieved a minimum grade of 4.0 in one of the in-person assessment tests with a weight equal to or greater than 20% of the final grade, namely Ev1 and/or Ev3.
- They have obtained a continuous assessment grade equal to or greater than 3.5.
- They have been assessed in activities accounting for at least 2/3 of the total grade; in this course, this means having completed at least the two in-person tests Ev1 and Ev3.

The reassessment test will consist of a written multiple-choice test. Students must retake the part or parts corresponding to the in-person tests not passed: Ev1, Ev3 or both. If the weighted average is below 5.0 but the grades for Ev1 and Ev3 are equal to or greater than 4.0, the student must retake the two examinable parts of the course.

Ev2 cannot be reassessed, given its collective and applied nature and its connection to in-person classroom facilitation.

The reassessment test may include questions based on any of the teaching resources used in the course, especially the readings, study materials and learning activities included in the students' autonomous work.

To pass the course after reassessment, students must obtain a minimum final grade of 5.0 and a grade equal to or greater than 4.0 in each of the in-person tests reassessed. If a student undertakes reassessment, the maximum possible numerical grade for the course will be 6.5 out of 10.

Students enrolled for the second time or later

Students enrolled for the second or subsequent time are not expected to be assessed through a single non-reassessable synthesis test.

Single assessment

The single assessment will take place on the same date and within the same time slot as Ev3, corresponding to the second assessment period established by the Faculty.

The single assessment test will consist of 3 parts, equivalent to the evidences included in the continuous assessment:

- Ev3 exam: multiple-choice test on the second part of the course syllabus. This test will be taken together with the continuous assessment students sitting Ev3. It will last approximately 90 minutes and will account for 50% of the final grade.
- Exam equivalent to Ev1: multiple-choice test on the first part of the course syllabus. It will last approximately 90 minutes and will account for 40% of the final grade.
- Practical evidence equivalent to Ev2: practical test, oral or written, focused on the construction, analysis or resolution of one or more clinical cases. This part may include the design of one or more cases illustrating the disorders indicated in the prompt, as well as answers to practical questions similar to those worked on in the practical sessions and in Ev2. These questions may refer, among other aspects, to the identification of indicators of abnormality, diagnosis, differential diagnosis and the etiological factors involved. It will last approximately 30 minutes and will account for 10% of the final grade.

Duration of the single assessment: approximately 3 hours and 30 minutes.

The final grade for the single assessment will be calculated according to the following weighting:

Final grade = (part equivalent to Ev1 × 0.40) + (part equivalent to Ev2 × 0.10) + (Ev3 × 0.50)

To pass the course through the single assessment, students must obtain a weighted average grade equal to or greater than 5.0 and a grade equal to or greater than 4.0 in each of the in-person assessment tests contributing 20% or more to the final grade, namely the parts equivalent to Ev1 and Ev3. If these requirements are not met, the maximum grade to be recorded in the academic transcript will be 4.5 points.

The same reassessment system as for continuous assessment will apply. Likewise, the same "not assessable" criterion and the same procedure for reviewing the final grade as in the continuous assessment will apply.

NOTE: The single assessment must be requested electronically (e-form) within the specific period (more information on the Faculty website).

Restricted use of AI

For this course, the use of Artificial Intelligence (AI) technologies is permitted exclusively for support tasks, such as bibliographic or information searches, text correction or translations. Students must clearly identify which parts have been generated using this technology, specify the tools used, and include a critical reflection on how these tools have influenced the process and the final outcome of the activity. Failure to be transparent about the use of AI in this assessable activity will be considered a breach of academic honesty and may result in a partial or total penalty in the grade for the activity, or more severe sanctions in serious cases.

Bibliography

This is the bibliography recommended for all the students. Specific English references can be recommended for foreign students. Specific bibliography will be provided for each unit.

MANDATORY BIBLIOGRAPHY

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>

Versió online biblioteca d'humanitats:

https://bibcercador.uab.cat/permalink/34CSUC_UAB/cugbhl/alma991010837335606709

Ezpeleta, L.y Toro, J. (2014). *Psicopatología del desarrollo*. Madrid: Pirámide.

Obiols, J. (Ed.) (2008). *Manual de psicopatología general*. Madrid: Biblioteca nueva.

Vallejo, J. (2015). *Introducción a la Psicopatología y la psiquiatría* 8a Edición. Madrid: Elsevier.

SUPPLEMENTARY BIBLIOGRAPHY

Asociación Americana de Discapacidades Intelectuales y del Desarrollo (2011). *Discapacidad intelectual. Definición, clasificación y sistemas de apoyo*. Madrid: Alianza. [American Association of Mental Retardation. (2006). *El retard mental. Definició, classificació i sistemes de suport*. Vic: Eumo].

Barlow, D. H., & Durand, V. M. (2003). *Psicopatología* (3ª ed.). Madrid: Thomson.

Belloch, A., Sandin, B., y Ramos, F. (1994). *Manual de psicopatología*. Vol I. Madrid: McGraw Hill. Interamericana.

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

Durand, V.M. y Barlow, D. H. (2007). Psicopatología: Un enfoque integral de la psicología anormal. Thomson Paraninfo .

Ezpeleta, L. (Ed.). (2005). Factores de riesgo en psicopatología del desarrollo. Barcelona: Masson.

Kaplan, H. y Sadock, B. (2008). Manual bolsillo psiquiatría clínica. Lippincott Williams & Wilkins. Wolters Kluwer Health.

Software

No special software is required for this course. The access to the Moodle virtual classroom and the digital bibliography is necessary.

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	1	Catalan/Spanish	first semester	morning-mixed
(TE) Theory	2	Catalan/Spanish	first semester	morning-mixed
(TE) Theory	3	Catalan/Spanish	first semester	morning-mixed
(TE) Theory	4	Catalan/Spanish	first semester	morning-mixed
(TE) Theory	5	Catalan/Spanish	first semester	morning-mixed
(PAUL) Classroom practices	11	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	12	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	21	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	22	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	31	Catalan/Spanish	first semester	morning-mixed
(PAUL) Classroom practices	32	Catalan/Spanish	first semester	morning-mixed
(PAUL) Classroom practices	41	Catalan/Spanish	first semester	morning-mixed

(PAUL) Classroom practices	42	Catalan/Spanish	first semester	morning-mixed
(PAUL) Classroom practices	51	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	52	Catalan	first semester	morning-mixed