

# **PSYCHOPATHOLOGY AND BEHAVIORAL THERAPY IN OCCUPATIONAL THERAPY**

**2022-2023**

**Code:** 804155

**Module:** 2

**Subject:** Psychology and Occupational Therapy

**Type of course:** Compulsory

**Course:** Second

**Semester:** First semester

**Department:** Personality, Psychological Assessment and Treatment

**Credits:** 9 ECTS

## **TEACHERS**

Olivares Crespo, M<sup>a</sup> Eugenia (Head Professor)

Haro Escribano, Begoña

## **COMPETENCIES**

They are those corresponding to the Module and Subject to which this course belongs.

### **General Competences**

- CG.06., 08., 10., 11., 12., 13., 14., 17., 19., 22., 23. and 25.

### **Specific Competences**

- CE.M1.3., M1.5., M2.1., M2.11., M2.16., M2.17., M2.21., M2.24., M2.29., M2.4., M2.6., M2.7., M2.9., M3.1. and M4.2.

## **AIMS**

To provide students with the knowledge of the theoretical bases on which the disciplines of Psychopathology and Behavior Modification are currently based.

To provide the theoretical bases and practical skills in Behavior Modification, necessary to maximize their own adaptation and that of all those people who are the object of occupational intervention, in its different areas of application.

## **CONTENTS**

### **THEORETICAL**

#### **PART I: PSYCHOPATHOLOGY**

##### **A. Introduction**

**Topic 1:** The object of psychopathology: abnormal behavior.

**Topic 2:** Historical development: models of abnormal behavior.

**Topic 3:** Explanatory models. Biological, intrapsychic, cognitive, behavioral and social.

**Topic 4:** Systems of classification of abnormal behavior.

**Topic 5:** Descriptive psychopathology I: basic alterations of perception, thought and language.

**Topic 6:** Descriptive psychopathology II: attention, memory and consciousness.

## **B. Disorders**

**Topic 7:** Anxiety disorders.

**Topic 8:** Somatoform disorders.

**Topic 9:** Trauma and stress related disorders.

**Topic 10:** Personality disorders. Definition, characteristics and classification.

**Topic 11:** Eating disorders.

**Topic 12:** Sleep disorders.

**Topic 13:** Sexual disorders.

**Topic 14:** Mood disorders.

**Topic 15:** Schizophrenias. Positive symptoms, negative symptoms and course. Classification. Vulnerability-stress model.

## **PART II: BEHAVIOR MODIFICATION**

### **A. Introduction**

**Topic 14:** Introduction to behavior modification. Characterization and historical development of behavior modification.

**Topic 15:** Theoretical and empirical basis of behavior modification: main current orientations.

**Topic 16.** Behavioral analysis: guidelines for change. Topographical and functional analysis of behavior. Methods of information collection.

### **B. Techniques**

**Topic 17.** Techniques for anxiety control

**Topic 18.** Operant techniques for the development of behaviors.

**Topic 19.** Operant techniques for behavior reduction.

**Topic 20.** Self-instructions. Stress inoculation training.

**Topic 21.** Modeling.

**Topic 22.** Cognitive techniques (problem solving, cognitive restructuring).

## **PRACTICAL**

1. The practical classes will be used for the implementation of evaluation work and application of the behavior modification techniques mentioned in the program, as well as the identification of psychopathological criteria in clinical cases.

2. Audiovisual material and evaluation instruments will be used for this purpose.

3. They will be structured around the following topics:

- Clinical cases.
- Anxiety disorders.
- Eating disorders.
- Sleep disorders.
- Somatoform and dissociative disorders.
- Mood disorders.

- Schizophrenia.
- Relaxation techniques.
- Operant conditioning techniques.
- Cognitive techniques.

## **EVALUATION CRITERIA**

- In order to pass the course, students must pass both the practical and theoretical parts.
- The theory will account for 70% and the practical part for 30% of the total.
- The grade for the theory will be obtained by means of a multiple-choice exam. This grade may be complemented with interventions in classes, tutored work and oral presentations on different proposed topics.
- The qualification of the practice will be obtained in the following way:
  - Attendance to practical classes with audiovisual material.
  - Group work consisting in the identification of diagnostic criteria in audiovisual material proposed by the students. Public presentation in the classroom.
  - Group work consisting of presentation of behavior modification techniques. Public presentation in the classroom.
  - In both works, content, presentation and defense will be evaluated.

Attitude to follow before a voluntary or accidental infringement of the rules of conduct of the exam. The voluntary or accidental infringement of the rules of the exam will prevent the assessment of the same, so the offending student will be submitted to oral examination of the subject to establish their knowledge of the subject. If intentionality in the cheating is confirmed, it will be considered very serious misconduct, and will be brought to the attention of the Services Inspectorate to take the disciplinary measures it deems appropriate.

## **BIBLIOGRAPHY**

### **Basic**

- American Psychiatric Association (2022). Manual Diagnóstico y estadístico de los trastornos mentales (DSM-5-Tr). Panamericana.
- Barlow, D. y Durand, V. (2006), Psicología anormal, Madrid, Paraninfo.
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- Sarason, I. y Sarason, B. (2006), Psicología anormal: el problema de la conducta inadaptada, Méjico, Prentice Hall.

### **Suggested**

- Bellack, A.S.; Hersen, M. y Kazdin, A. E. (1982), *International Handbook of Behavior Modification and Therapy*, NY, Plenum Press.
- Belloch, A; Cabedo, E y Carrió, C. (2011), *TOC Obsesiones y Compulsiones. Tratamiento Cognitivo*, Madrid, Pirámide.
- Berstein, D.A. y Borkovec, T.D. (1983), *Entrenamiento en Relajación Progresiva*, Bilbao, DDB (1973 org.).
- Cañamares, J.M.; Castejón, M.A.; Florit, A.; González, J.; Hernández, J.A. y Rodríguez, A. (2001), *Esquizofrenia*, Madrid, Síntesis Editorial.
- Cautela, J.R. y Groden J. (1985), *Técnicas de Relajación*, Barcelona, Martínez Roca (1978 org).
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- Cormier, W. y Cormier L. (1994), *Estrategias de entrevista para terapeutas*, Bilbao, Desclée de Brouwer.
- Davis, M.; McKay, M. y Eshelman, E.R. (1985), *Técnicas de Autocontrol Emocional*, Barcelona, Martínez Roca.
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- Ibáñez, C. (2010), *Técnicas de autoinforme en evaluación psicológica. La entrevista clínica*, Universidad del País Vasco.
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- Meichenbaum, D. (1987), *Manual de Inoculación de Estrés*, Barcelona, Martínez Roca.
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- Olivares, J. (2010), *Técnicas de modificación de conducta*, Biblioteca Nueva.
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- Yalom, I. D. (2011). La cura Schopenhauer. Ed. Salamadra. ISBN: 9788498384635

Specific bibliography information will be provided for each of the topics proposed in this course for its correct development.**SPECIAL CIRCUMSTANCES**

### **BLENDED LEARNING/DISTANCE LEARNING**

Theoretical classes will be taught by videoconference through the platforms (Google Meet, Zoom...), both synchronously and asynchronously. In the case of the former, the previously planned schedules will be respected. In addition, the student will have support resources (audiovisuals, reading articles, ...) through the Virtual Campus of the subject. Classes may also be recorded to make them available to students.

In case the health situation requires it, face-to-face practices will be replaced by remote activities through platforms (Google Meet, Zoom...). These face-to-face activities will be adapted by means of videoconferences, interactive resources, multimedia contents and audiovisual material.

Tutorials: They will take place preferably in a non face-to-face way. In both scenarios, communication with students will take place in several ways: (1) through e-mail and (2) through synchronous sessions through the existing platform in the Virtual Campus, previously agreed with the interested students. The tutoring schedule will be the same as the one established in the face-to-face scenario.

### **Evaluation**

- In order to pass the course, students must pass both the practical and theoretical parts.
- The theory will account for 70% and the practical part for 30% of the total.

**PRESENT teaching:** The evaluation will be developed preferably in person, as long as the health situation allows it. Notwithstanding the above, continuous evaluation activities will be established (the development of practical cases, assumptions, questionnaires ...) that will complement the note and facilitate the evaluation in case it can not be done in person (include those details that are considered relevant).

In health situation that contraindicates the presenciality, the part of practices will be carried out as follows:

For the exhibition will hang in the Virtual Campus as a task a recording each of the students exposing the work. Where it will be seen the student exposing and the presentation in PPT.

For the defense the virtual platform will be activated for each of the working groups. They will be asked questions about their work and they would contribute their arguments.

The identification of students during the realization of the tests includes authentication through institutional email (user account and password) to access the Virtual Campus. Identification through the use of images (Google Meet video calls or similar) or even the requirement of an identification document may also be used.

The review of exams will be done preferably in a non face-to-face mode through synchronous sessions previously agreed with the interested party (Google Meet or similar).