

Academic Year/course: 2022/23

## 61875 - Personality, health and vulnerability to psychopathology

### Syllabus Information

**Academic Year:** 2022/23

**Subject:** 61875 - Personality, health and vulnerability to psychopathology

**Faculty / School:** 301 - Facultad de Ciencias Sociales y Humanas

**Degree:** 557 - Master's in General Sanitary Psychology

**ECTS:** 3.0

**Year:** 1

**Semester:** First semester

**Subject Type:** Optional

**Module:**

## 1. General information

### 1.1. Aims of the course

The general aim of this subject is for students to know, from a theoretical and practical point of view, the latest psychopathological advances in assessment, diagnostic and treatment of the most prevalent disorders, the emotional disorders (anxiety, depression and related disorders) from a transdiagnostic approach. Students will understand the theoretical bases that justifies the psychological interventions focus on treating the emotional dysregulation. In addition, students will know the evidence based psychological interventions centered in improving emotion regulation strategies for emotional disorders. Students will also understand the association between personality variables (sometimes psychopathological variables) and health and quality of life. Students will understand the influence of the emotional regulation processes and skills as a protective factors vs. vulnerability factors in mental health.

These statements and aims are aligned with the following Sustainable Development Objectives from the Agenda 2030 of United Nations (<https://www.un.org/sustainabledevelopment/es/>):

#### **ODS (Unizar):**

Objetivo 3: Health and wellbeing.

Objetivo 4: Quality education.

Objetivo 5: Gender equality.

Objetivo 10: Reduction of disparities.

Objetivo 11: Cities and communities sustainable.

### 1.2. Context and importance of this course in the degree

The optative subject 'Personality, health and psychopathology vulnerability' offers to students the possibility to get deep on the knowledge about the theoretical models related with vulnerability and protection of the illness, and also to understand that the relationship between personality, health and vulnerability can facilitate the clinical approach in all their processes, from assessment and diagnosis to the treatment selection, the therapeutic relationship and the expectations adjustment of the family and the client itself.

It is crucial that students know the nature and characteristics of emotional disorders because their high prevalence in society, especially those associated with a severe emotion dysregulation problem such as borderline personality.

Additionally, without the necessity to present a personality disorder diagnosis, the personality characteristics and traits can affect and influence notably pharmacological and psychological treatment adherence, producing a higher number of relapses and dropouts.

### 1.3. Recommendations to take this course

To take this subject there is no need to have any previous requirement. It would be easier to follow the contents of the subject for students with previous knowledge about some of the subjects of Psychology Degree related with personality theories and models of vulnerability to health and disease. It would be also helpful some degree of expertise in reading English, informatics, Internet, library resources and specialized databases in Psychology.

## 2. Learning goals

## 2.1. Competences

CB7 ? Students should apply their knowledge and their solving problem capacity in new environments (or little familiar) and more open contexts (or multidisciplinary) related with their area of study.

CB8 ? Students should be able to integrate knowledge and to cope with the difficulty of express judgements from incomplete or limited information including reflections about social and ethical responsibilities

CB9 ? Students should know how to communicate clearly and without ambiguities their conclusions based on their knowledge and reasons to specialized and non-specialized audience

CB10 ? Students should have learning skills to allow them to continue studying in an autonomous and self-directed way.

## 2.2. Learning goals

CT3 ? Students should show interest to continue learning, to update their knowledge and to continue working in their professional training.

CE1 ? Students should get, develop and put into practice an integral concept of health, where it could be integrated its biopsychosocial elements according to WHO recommendations.

CE16 ? Students should know in deep the different models of assessment and intervention in the field of General Health Psychology, in addition to know the techniques and procedures derived from them to treat behavioural disorders and also they should know the psychological health related problems.

## 2.3. Importance of learning goals

In order to pass the subject students should achieve the following results:

### 1. Basics

RAB1: The student knows how to apply his acquired knowledge and is able to solve problems in multidisciplinary environments related with health psychology.

RAB4: The student has learning skills that allows him to continue studying from an autonomous way and he is original in the development and/or application of ideas in health and research contexts.

### 2. Especifics:

RAE1. The student acquires, develops and puts into practice an integrated health concept according to WHO established guidelines.

RAE12. The student knows in deep the psychological nature of human behavior in addition to the social and biological factors that can affect it.

RAE13. The student knows in deep the psychological nature of human behavioural disorders.

RAE14. The student knows in deep the psychosocial factors associated with health and diseases problems.

### 3. Cross-seccional:

RAT1. The student knows the different models of assessment and intervention in the Clinical and Health Psychology field.

RAT2. The student knows in deep the nature and the theoretical-explanatory models of the different psychopathological, health and neuropsychological disorders.

RAT3. The student knows how to give value and to integrate the different psychological aspects into the development of the psychological disorders and health related problems.

RAT6. The student is able to show a critical sense and intellectual curiosity about the factors influencing or causing psychological and health disorders.

RAT8. The student is able to acknowledge and accept the ambiguity and complexity of psychological problems together with the tentative nature of their explanations and the social context where they occur.

RAT9. The student is able to acknowledge and respect human diversity and to understand that psychological explanations can change over contexts and populations.

RAT11. The student shows interest to continue learning, to update their knowledge and to continue working in his professional training.

The different learning results achieved by students it will facilitate to know: how to do assessments and more detailed and complete clinical reports; how to formulate cases including biopsychosocial vulnerability and protective variables; how to assess and predict according to personality variables; how to recommend specific treatments considering particular characteristics of the participants, specially, considering their personality; how to choose a psychological intervention based on their scientific evidence for emotional disorders, including borderline personality disorder, and for people with exacerbated personality traits.

## 3. Assessment (1st and 2nd call)

### 3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

1. Written proof including theoretical and practical contents (scores from 0 to 10) at the end of the semester. The score

could be up to 60 % of the final score. The test could include multiple choice questions, short questions or questions that require more extended answers (it will be determined at the beginning of the classes).

2. Written proof including practical content (scores from 0 to 10). In this proof it could be included short questions about practical contents mentioned over the classes. The score could be up to 40% of the final score.
3. In order to pass the subject students should pass both proofs independently, that is a 30% and 20%. If one of the proofs are failed the scores of the proved one will be kept for the next exam. If in the second exam the student fails again, it will have to do both proofs again to pass the subject.

**Note:** For health security reasons if changes in the learning process will be needed, for example, from face-to-face classes to online or mixed formats, all activities proposed will be conducted but through Internet meaning that the final proof will be performed by Moodle.

## 4. Methodology, learning tasks, syllabus and resources

### 4.1. Methodological overview

The methodology followed in this course is oriented towards achievement of the learning objectives. It is based on a participative and Problem-Based Learning methodology. Along with the lectures, the students will discuss critical issues, and learn how to express their opinions in public and defend their position in a respectful and constructive manner.

**Note:** In the case of changing the on-site format classes to online format classes because of health security reasons we will be able to do the following adaptations:

1. We will adapt the theoretical and practice classes to an online format (through Google Meet or another platform adopted by Unizar).
2. We will use Moodle as a main way to exchange material. We will add research articles, clinical cases, ppt presentations and links to contents of interest.
3. The tutorials will be conducted through email and/or Google Meet or another platform adopted by Unizar).

### 4.2. Learning tasks

The course includes the following learning tasks:

1. Theoretical classes (15 h). 1,5 ECTS
2. Practical classes (10 h). 1 ECTS
3. Oral presentations (5 h). 0,5 ECTS

### 4.3. Syllabus

#### **Module 1: What is the transdiagnostic approach?**

1. Crisis of the categorical diagnosis model.
2. What is the transdiagnostic approach? Examples:
  - 2.1. Eating disorders
  - 2.2. Emotional disorders (ED)

#### **Módulo 2: Personality, vulnerability & emotional disorders.**

1. Introduction
2. Similarities between ED
3. Underlying temperamental structure of the ED
4. ED nature
  - 4.1. Etiological and maintenance transdiagnostic constructs in ED
  - 4.2. The role of the emotional regulation in ED
5. Dimensional diagnosis of ED
6. Changes in neuroticism
7. Neuroticism and health
8. Prevention and treatment of neuroticism

#### **Module 3: Case formulation from the unified protocol approach.**

1. Assessment and case formulation from the Unified Protocol.

#### **Module 4: Unified protocol for the transdiagnostic treatment of ED session by session**

#### **Module 5: Other emotional regulation based interventions**

1. Dialectical Behavioral Therapy for the treatment of Borderline Personality Disorder
2. Systems Training for Emotional Predictability & Problem Solving (STEPPS) for skill training in borderline Personality Disorder

#### **4.4. Course planning and calendar**

Further information concerning the timetable, classroom, assessment dates and other details regarding this course, will be provided on the first day of class.

#### **4.5. Bibliography and recommended resources**

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=61875&Identificador=C70633>