

COGNITION, EMOTION & AFFECTIVE DISORDERS

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF PSYCHOLOGY		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	Ψ3615	SEMESTER	6th
COURSE TITLE	COGNITION, EMOTION & AFFECTIVE DISORDERS		
COURSE INSTRUCTOR	Elias Tsakanikos, Associate Professor in Cognitive Experimental Psychology		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures, training in new skills	3	6	
COURSE TYPE:	Skills Development (Seminar)		
PREREQUISITE COURSES:	As described for all seminars in the Study Guide.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
<p>This seminar aims to introduce students to a variety of psychological approaches on emotion, cognition and affective disorders with a special emphasis on contemporary research and applications.</p> <p>Upon successful completion of the seminar students are expected to</p> <ul style="list-style-type: none"> • Improve their critical understanding of main theoretical perspectives in emotion and affective disorders • Be able to critically evaluate evidence in emotion and affective disorders research. • Develop an advanced understanding of the interplay between emotion and cognition. • Have acquired the relevant skills to assess the effectiveness of interventions designed to treat emotional disorders. • Be able to critically reflect on the implications of interplay between cognition and emotion in adult psychopathology. • Be able to critically reflect on clinical applications based on evidence regarding the role of cognition in affective disorders
General Competences
<ul style="list-style-type: none"> • Search for, analysis and synthesis of data and information with the use of the necessary technology. • Decision-making. • Working independently.

- Team working.
- Criticism and self-criticism
- Production of free, creative and inductive thinking
- Project planning and management.

(3) SYLLABUS

Content areas for (a) seminar discussions and activities, (b) oral presentations and (c) team-written report:

- Categorical versus dimensional approaches to emotion and adult psychopathology.
- Cognitive and social-cognitive theories
- The SPAARS model: Schematic Propositional Analogical and Associative Representation Systems.
- Normal fear and anxiety/ Phobias and obsessions
- Sadness and affective disorders
- Theories of anger and anger disorder
- Disorders of disgust/ Complex emotions derived from disgust
- Happiness and personality disorders/Meta-emotional skills and representations

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	Distance learning / On-line (via Zoom).		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in teaching. Use of e-class for the support of teaching and the achievement of learning outcomes, and for communicating with students.		
TEACHING METHODS	Teaching methods	Workload	ECTS Credits
	Lectures/meetings	39 hours, (13 meetings x 3 h)	1,56
	Written report preparation	45 hours	1,80
	Homework	35 hours	1,40
	Preparation for the oral (in-class) presentation	16 hours	0,64
	Homework and report feedback	3 hours	0,12
	Total	138 hours	6
STUDENT PERFORMANCE EVALUATION	<p>1. Team-written report: Literature review with a special emphasis on relevant research findings, implications for professional practice and future research, as well as a critical evaluation of the research methodology; 10000 words; 70% of the final grade.</p> <p>Group presentation of team working activities and outline of literature review is required.</p> <p>2. Oral seminar presentation of a research paper + active participation in seminar discussions and activities: 30% of the final grade.</p>		

	<p>Seminar activities also include engagement in group Forums on E-learn.</p> <p>Language of evaluation: English</p>
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(5) ATTACHED BIBLIOGRAPHY

Suggested references / bibliography

- Fullana, M.A., Dunsmoor, J.E., Schruers, K.R.J., Savage, H.S., Bach, D.R., Harrison, B.J. (2020). Human fear conditioning: From neuroscience to the clinic. *Behaviour Research and Therapy*, 124, 103528.
- Fink G., (2016). *Stress: Concepts, Cognition, Emotion, and Behavior*. Academic Press.
- Grahek, I., Shenhav, A., Musslick, S., Krebs, R.M. & Koster, E. H.W. (2019). Motivation and cognitive control in depression. *Neuroscience & Biobehavioral Reviews*, 102, 371-381.
- Hardaker, M., & Tsakanikos, E. (2021). Early information processing narcissism: heightened sensitivity to negative but not to positive evaluative attributes. *Personality and Individual Differences*, 168. 10.1016/j.paid.2020.110386.
- McCloud, T., Jones, R., Lewis, G., Bell, V. & Tsakanikos, E. (2020). The effectiveness of a mobile app intervention for depression and anxiety symptoms in university students: a randomised controlled trial. *JMIR Mhealth Uhealth*, 8(7):e15418.
- Power, M., Dalgleish, T. (2015). *Cognition and Emotion: From order to disorder*. Psychology Press:
- Swerdlow, B. A., Pearlstein, J. G., Sandel, D. B., Mauss, I. B., & Johnson, S. L. (2020). Maladaptive behavior and affect regulation: A functionalist perspective. *Emotion*, 20(1), 75–79.
- Vega, D., Torrubia, R., Marco-Pallarés, J., Soto, A., & Rodriguez-Fornells, A. (2020). Metacognition of daily self-regulation processes and personality traits in borderline personality disorder. *Journal of Affective Disorders*, 267, 243-250.