

## WORKSHOP/LAB OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF PSYCHOLOGY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	<b>Ψ4101</b>	<b>SEMESTER</b>	6th and above
<b>COURSE TITLE</b>	COGNITIVE PSYCHOPATHOLOGY		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES, PRACTICAL TRAINING IN RESEARCH DESIGN AND METHODOLOGY, LABORATORY EXERCISES		3	6
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	SKILLS DEVELOPMENT (on-line workshop/laboratory)		
<b>PREREQUISITE COURSES:</b>	As described for all labs in the Study Guide.		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	ENGLISH and GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

Learning outcomes
<p>This lab aims to introduce students to the variety of topics and research approaches within Cognitive and Experimental Psychopathology and enhance their analytical and methodological skills in clinical research. Cognitive and experimental psychopathology researchers regularly employ concepts and methods of cognitive and experimental psychology to study how specific cognitive irregularities (such as cognitive impairments, cognitive biases, and dysfunctional beliefs) contribute to the development, recurrence, and maintenance of adult psychopathology.</p> <p>The lab is designed to run remotely (on-line) and provide the opportunity to design an original research study (full research protocol, including study materials) as if they were to submit this to the university Research Ethics Committee. The study materials (stimuli and apparatus, measures and rating scales) will have to be adapted in the students' native language.</p> <p>By the end of this workshop students are expected to:</p> <ul style="list-style-type: none"> <li>• Acquire an in-depth understanding of the link between adult psychopathology and cognitive processes through different research designs.</li> <li>• Demonstrate a critical understanding of the application of cognitive and experimental methods in adult psychopathology.</li> <li>• Develop awareness of different research designs as applied in clinical research.</li> </ul>

- Develop awareness of key ethical issues in cognitive psychopathology
- Demonstrate a critical understanding of methodological limitations in cognitive psychopathology

#### General Competences

- Search for, analysis and synthesis of data and information, with the use of the necessary technology.
- Sensitivity to ethical issues in psychopathology research.
- Decision making
- Production of new research ideas
- Project planning and management.
- Team work.

### (3) SYLLABUS

- Workshops and group discussions on theoretical and methodological issues in cognitive and experimental psychopathology: early maladaptive schemas and psychopathology; attention and cognitive biases in schizophrenia spectrum; stress disposition and psychopathology; personality disorders and cognitive schemas; maladaptive schemas and cognitive distortions in psychopathy and narcissism; psychopathology, cognition and individual differences.
- Demonstration and scoring of instruments employed in cognitive psychopathology:
  - Hospital Anxiety and Depression Scale (HADS)
  - Attentional Control Scale
  - Dissociative Experiences Scale (DES)
  - PDI Peters et al. Delusions Inventory
  - Incidental Recall Task
  - Mood Manipulation Check (MMC)
  - Traumatic Events Questionnaire (TEQ)
  - Shame Inventory
  - O-LIFE Schizotypy scales
  - Rosenberg Self-Esteem Scale (RSE)
  - Defensiveness measures
- Workshops in research design in cognitive psychopathology: sample selection; controlling for confounding variables; validity scales; ethical issues
- Group exercises in adapting psychopathology measures in native language

### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b>	Distance (online) learning via Zoom platform
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	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
	<b>Total</b>	<b>138 hours</b>	<b>6</b>
STUDENT PERFORMANCE EVALUATION	<p>a. Team written Research Protocol (8000-10000 words; 80% of the final grade).</p> <p>b. Oral in-class presentation, participation in workshop discussions and activities (20% of the final grade).</p> <p>Language of evaluation: English and Greek</p>		

(5) ATTACHED BIBLIOGRAPHY

- Alba, J., Calvete, E., Wante, L., Van Beveren, M., & Braet, C. (2018). Early maladaptive schemas as moderators of the association between bullying victimization and depressive symptoms. *Cognitive Therapy and Research*, 42, 24–35.
- De Beurs, D. E.I. Fried, Wetherall, K., Cleare, S., O' Connor, D.B., Ferguson, E., O'Carroll, R.E., O' Connor, R.C. (2019). Exploring the psychology of suicidal ideation: A theory driven network analysis. *Behaviour Research and Therapy*, doi.org/10.1016/j.brat.2019.103419.
- Gagné, J.P., Kelly-Turner, K., & Radomsky, A. S. (2018). From the laboratory to the clinic (and back again): How experiments have informed cognitive–behavior therapy for obsessive–compulsive disorder. *Journal of Experimental Psychopathology*, doi.org/10.1177/2043808718810030.
- Haywood, H. C., & Raffard, S. (2017). Cognition and psychopathology: Overview. *Journal of Cognitive Education and Psychology*, 16(1), 3–8.
- Harkness, K., Hayden, E., Schweizer, T., & Hankin, B. (2020). Cognitive Risks: Translating Stress Into Psychopathology. In K. L. Harkness and E. P. Hayden (Eds) *The Oxford Handbook of Stress and Mental Health*. Oxford University Press.
- Vidovic V., Romano M., Moscovitch D. A. (2019). Coping with negative mental images in social anxiety disorder: Investigating the potential benefits of image morphing. *Journal of Experimental Psychopathology*, doi:10.1177/2043808718813755.
- Rassin E., Merckelbach H., Muris P., Spaan V. (1999). Thought–action fusion as a causal factor in the development of intrusions. *Behaviour Research and Therapy*, 37, 231–237.
- Ouimet, A. J., & Ferguson, R. J. (2019). Innovations and advances in cognitive behavioral therapy: Insights from experimental psychopathology. *Journal of Experimental Psychopathology*, doi.org/10.1177/2043808719874966.
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- Ward, T., Peters, E., Jackson, M., Day, F., & Garety, P. A. (2018). Data-gathering, belief flexibility, and reasoning across the psychosis continuum. *Schizophrenia Bulletin*, 44(1), 126–136.