

COURSE OUTLINE

1. GENERAL

FACULTY	SOCIAL SCIENCES		
SECTION	PSYCHOLOGY		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE CODE	PSY-2501	SEMESTER OF STUDY	4 th
COURSE TITLE	Mental Health and Psychopathology		
INDEPENDENT TEACHING ACTIVITIES <i>in case the credits are awarded to distinct parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded uniformly for the entire course, indicate the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures, demonstration of videos		3	6
<i>Add rows if needed. The teaching organization and teaching methods used are described in detail in 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skills Development</i>	Background (Compulsory)		
PREREQUISITE COURSES:	PSY-1104 Personality Theories		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES (independent study of english literature and term paper)		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=507		

2. LEARNING OUTCOMES

<p>Learning Outcomes</p> <p><i>The learning outcomes of the course are described, the specific knowledge, skills and competencies of an appropriate level that students will acquire after the successful completion of the course.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the Level of Learning Outcomes for each cycle of study according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors of Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Learning Outcomes Writing Summary Guide</i> <p>This course provides an introduction to the fundamental concepts and disorders in adult, child, and adolescent psychopathology. It offers a critical examination of key issues related to the definition of mental health, as well as the description, understanding, and treatment of maladaptive behavior.</p> <p>The course covers major classification systems of mental disorders, including the principal diagnostic categories of the DSM-5, alongside contemporary theoretical approaches to psychopathology across the lifespan. Particular emphasis is placed on understanding clinical presentations and on the biological, psychological, and social factors involved in the etiology and development of mental disorders. The course also critically explores the role of diagnosis as an institutional practice, highlighting its usefulness, limitations, and broader implications. In addition, clinical material is presented with a focus on the process of case formulation in clinical psychology, aiming to enhance students' integrative understanding of psychopathology.</p>

Upon successful completion of the course, students are expected to:

- demonstrate an understanding of contemporary theories of psychopathology in adults, children, and adolescents, as well as the main diagnostic classification systems of mental disorders,
- develop a comprehensive understanding of psychopathology across the lifespan, with emphasis on major categories of mental disorders,
- understand biopsychosocial models of the etiology of mental disorders,
- demonstrate awareness of the concept of empathy, its importance, and the emotional impact of receiving a diagnosis, including how diagnosis affects both individuals and those around them, as well as the ways in which it may function positively or negatively.

General Competencies

Taking into account the general competencies that the graduate must have acquired (as listed in the Diploma Supplement and listed below), which of them does the course aim at?

Search, analyze and synthesize data and information, using the necessary technologies

Adapting to new situations

Decision-making

Autonomous work

Teamwork

Working in an international environment

Working in an interdisciplinary environment

Generation of new research ideas

Project planning and management

Respect for diversity and multiculturalism

Respect for the natural environment

Demonstrate social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Promoting free, creative, and inductive thinking

- Ability to search for, analyze, and synthesize data and information, using appropriate technologies.
- Capacity for independent work.
- Respect for diversity and multiculturalism.
- Promotion of free, creative, and inductive thinking.

3. COURSE CONTENT

The course content is aligned with the five core pillars of the curriculum: Scientific Foundations [1], Scientific Research and Critical Thinking [2], Ethics and Social Responsibility [3], Communication Skills [4], and Preparation for Career Decision-Making and Professional Development [5].

Week 1: Mental Health and Psychopathology: Introduction [1, 2, 4]

- Definitions of mental health and mental disorder
- Mental disorder and social stigma
- History of psychopathology and the development of contemporary perspectives

Week 2: Contemporary Theoretical Approaches to Mental Health and Psychopathology [1, 2, 4]

- Genetic and neurobiological approaches
- Psychological approaches (psychoanalytic, cognitive-behavioral, humanistic, existential, systemic/family approaches)
- Sociocultural perspectives (cultural dimensions of psychopathology and the role of social context)
- Integrative approaches: diathesis–stress model

Week 3: Issues in Diagnosis, Assessment, and Research Methods [1, 2, 3, 4, 5]

- Classification, diagnosis, and case formulation
- Psychological assessment (clinical interview, mental status examination, personality and intelligence testing)
- Research methods (case studies, correlational studies, experimental designs)

Week 4: Anxiety Disorders [1, 2, 3, 4, 5]

- Clinical description, epidemiology, and etiological models

Week 5: Obsessive-Compulsive and Trauma-Related Disorders [1, 2, 3, 4, 5]

- Obsessive-compulsive disorders and trauma- and stressor-related disorders: clinical description, epidemiology, and etiological models

Week 6: Mood Disorders [1, 2, 3, 4, 5]

- Depressive and bipolar disorders: clinical description, epidemiology, and etiological models

Week 7: Psychosomatic and Somatic Symptom Disorders [1, 2, 3, 4, 5]

- Factors predisposing individuals to stress and psychosomatic health
- Somatic symptom disorders: clinical description, epidemiology, and etiological models

Week 8: Eating Disorders [1, 2, 3, 4, 5]

- Anorexia nervosa, bulimia nervosa, and binge-eating disorder: clinical description, epidemiology, and etiological models

Week 9: Psychotic Disorders [1, 2, 3, 4, 5]

- Schizophrenia spectrum and other psychotic disorders: clinical description, epidemiology, and etiological models

Week 10: Personality Disorders [1, 2, 3, 4, 5]

- Classification of personality disorders (DSM approach and dimensional approaches, including the Five-Factor Model): clinical description, epidemiology, and etiological models

Week 11: Childhood Disorders – Introduction to Neurodevelopmental Disorders [1, 2, 3, 4, 5]

- Autism spectrum disorder and attention-deficit/hyperactivity disorder (ADHD): clinical description, epidemiology, and etiological models
- Continuity and discontinuity of psychopathology from childhood to adolescence and adulthood

Week 12: Disorders in Later Life – Neurocognitive and Emotional Disorders [1, 2, 3, 4, 5]

- Classification of mild and major neurocognitive disorders in older adults: clinical description, epidemiology, and etiological models
- Depression in later life

Week 13: Recent Developments in Psychopathology [1, 2, 3, 4, 5]

- Mental health and psychopathology: the role of positive emotions, meaning in life, and interpersonal relationships
- Review of key concepts and final discussion

4. TEACHING AND LEARNING METHODS - ASSESSMENT

DELIVERY <i>METHOD Face to face, Distance learning, etc.</i>	In class		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in Teaching, Laboratory Training, Communication with students</i>	Use of ICT in teaching Support for learning through the E-learn online platform		
TEACHING ORGANIZATION <i>The method and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliography Study & Analysis, Tutorial, Internship (Placement), Clinical Practicing, Art Workshop, Interactive Teaching, Educational visits, Project Writing, Writing a project / assignments, Artistic creation, etc. The student's study hours for each learning activity are listed as well as the hours of unguided study so that the total workload at semester level corresponds to ECTS standards</i>	Activity	Semester Workload	ECTS credits
	Lectures	39	1,56
	Study for mid-term examination and examination	40	1,60
	Independent study for final examination	65	2,60
	Final examination	2	0,08

	Total Course Workload (25 hours of student workload per ECTS credit)	146	5,84
<p style="text-align: center;">STUDENT EVALUATION</p> <p><i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Summative, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay/Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other/Others</i></p> <p><i>Explicitly defined evaluation criteria and whether and where they are accessible to students are mentioned.</i></p>	<p>Assessment is conducted in Greek. For Erasmus students, it is conducted in English.</p> <p>The assessment criteria are presented during the first class held in the lecture hall and are posted on the course website</p> <p>The final grade for the course will be based on:</p> <ol style="list-style-type: none"> 1. Coursework (30% of the final grade) 2. Final Exams (70% of the final grade). 		

5. RECOMMENDED-BIBLIOGRAPHY

<ul style="list-style-type: none"> • Bennett, P. (2010). <i>Clinical Psychology and Psychopathology</i> (A. Kalantzi-Azizi & G. Efstathiou, Eds.). Pedio. • Christopoulou, A. (2008). <i>Introduction to Adult Psychopathology</i>. Topos. • Hooley, J. M., Butcher, J. N., Nock, M. K., & Mineka, S. M. (2020). <i>Psychopathology</i> (M. Georgiadi, A. Kalaitzaki, V. Kanellopoulou, Aik. Koutra, & V. Sifaka, Eds.). Utopia Publications. • Kring, A. M., & Johnson, S. L. (2023). <i>Psychopathology: The Science and Treatment of Psychological Disorders</i> (P. Roussi, E. Avdi, & A. Kalaitzaki, Eds.). Gutenberg. • Oulis, P. (2010). <i>Handbook of Clinical Psychopathology</i>. Beta Medical Publishers. • Schacter, D. L., Gilbert, D. T., & Wegner, D. M. (2012). <i>Psychology</i> (S. Vosniadou, Ed.). Gutenberg. • Selected articles from scientific journals such as: <i>Journal of Abnormal Psychology, Journal of Consulting and Clinical Psychology, Clinical Psychology Review, Psychological Medicine, etc.</i> • Course lecture materials and worksheets provided by the instructor.
