Course Syllabus
PSYCHOPHARMACOLOGY
Year: 2018-2019
Code: 9937001816
Coordinating professor: Gustavo González Cuevas, PhD
Degree program: Psychology
School: School of Biomedical and Health Sciences
Languages: English
The mission of Universidad Europea de Madrid is to offer its students a holistic education, helping them become leaders and professionals capable of responding effectively to the needs of today’s global world, adding value within their career fields, and contributing to social advancement through their entrepreneurial spirit and ethical integrity. We also strive to create and transfer knowledge through applied research, thus making our own contribution to progress and putting ourselves at the forefront of intellectual, scientific, and technological development.
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1. Basic information on the course/module

<table>
<thead>
<tr>
<th>ECTS</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit type</td>
<td>Optional</td>
</tr>
<tr>
<td>Language</td>
<td>English</td>
</tr>
<tr>
<td>Delivery mode</td>
<td>Campus-based</td>
</tr>
<tr>
<td>Trimester/Semester</td>
<td>1st semester</td>
</tr>
</tbody>
</table>

2. Presentation of the course/module

“Psychopharmacology” is taught in the first semester of the fourth year of the Bachelors’ degree in Psychology.

This course examines the history, rationale, pharmacology, and putative mechanism of action of drugs used in the treatment of disorders of the central nervous system (CNS). Specific drug classes to be considered include antidepressants, anxiolytics, and antipsychotic medications. Emphasis will be placed on neuroscientific processes underlying mental pathology, pharmacological treatment, as well as the neurobiological underpinnings of drug addiction.

3. Competencies and learning outcomes

Core competencies:

- **CBM1**: Students should be able to demonstrate knowledge and understanding in an area of study that has its basis in general secondary education, and that, whilst supported by advanced textbooks, also includes some aspects that entail an acquaintance with the latest developments in their field of study.

- **CBM2**: Students should be able to apply their knowledge to their work or vocation in a professional way, and should possess the competencies that are usually demonstrated when preparing and defending arguments and resolving problems in their area of study.

- **CBM3**: Students should be able to gather and interpret relevant data (usually in their area of study) to make judgments that involve considering important social, scientific or ethical issues.

- **CBM4**: Students should be able to transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.

- **CBM5**: Students should have developed the learning skills necessary to undertake further studies with a high degree of autonomy.

Core competencies in Psychology:

- **CBPS4**: Knowing the biological bases of human behavior and of psychological functions.

Cross-curricular competencies:
• **CT4: Analysis and synthesis skills:** The ability to break down complex situations into their constituent parts, and also to assess other alternatives and approaches in order to find the best solutions. Synthesis seeks to reduce complexity in order to facilitate understanding and/or problem solving.

• **CT5: Capacity to apply knowledge:** The ability to use knowledge acquired in academic contexts in situations that resemble as closely as possible the reality of the chosen future profession.

Specific competencies:

• **CE1:** Knowing how to analyze needs and demands of care recipients in different contexts.

• **CE2:** Being able to set the goals of a psychological intervention in different contexts, proposing and negotiating the goals with care recipients and other parties concerned.

• **CE15:** Being able to set goals and prepare the plan for an intervention according to its purpose (prevention, treatment, rehabilitation, integration, mentoring, etc.).

• **CE27:** Knowing and complying with the ethical obligations of Psychology.

• **CE28:** Being able to perform professional duties using the English language, with both specialist and non-specialist audiences.

Learning outcomes:

• **LO1:** Learn the cause-effect relationships between pharmacological treatments and behavioral changes, as well as the mechanisms of drugs of abuse.

• **LO2:** Study the effect of active ingredients of pharmacological treatments on mental and neurological pathologies as well as the alterations produced by drugs of abuse.

The table below shows the relation between the competencies developed during the course and the envisaged learning outcomes:

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBM4, CE1, CE2, CE15, CE27, CE28, CT5</td>
<td><strong>LO1:</strong> Study the effects of active ingredients of pharmacological treatments on mental and neurological pathologies as well as the alterations produced by drugs of abuse.</td>
</tr>
<tr>
<td>CBM1, CBM2, CBM3, CBM5, CBPS4, CT4</td>
<td><strong>LO2:</strong> Learn the cause-effect relationships between pharmacological treatments and behavioral changes, as well as the mechanisms of drugs of abuse.</td>
</tr>
</tbody>
</table>

The following table shows how the different types of activities are distributed and how many hours are assigned to each type:
To develop the competencies and achieve the learning outcomes, you will have to complete the activities indicated in the table below:

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Learning activity</th>
<th>Type of activity</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>Activity 1</td>
<td>Lectures</td>
<td>Units 1-5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Problem solving</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Self-study</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Tutorial</td>
<td></td>
</tr>
<tr>
<td>LO1</td>
<td>Activity 2</td>
<td>Lectures</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tutorials</td>
<td></td>
</tr>
<tr>
<td>LO2</td>
<td>Activity 3</td>
<td>Practical activity</td>
<td>Units 6-9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Self-study</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tutorials</td>
<td></td>
</tr>
<tr>
<td>LO1, LO2</td>
<td>Activity 5</td>
<td>Self-study</td>
<td>All units</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Test of knowledge</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activity 6</td>
<td>Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Test of knowledge</td>
<td></td>
</tr>
</tbody>
</table>

When you access the course on the Virtual Campus, you’ll find a description of the activities you have to complete, as well as the deadline and assessment procedure for each one.

4. Monitoring and assessment

The following table shows the assessable activities, their respective assessment criteria, and the weight each activity carries towards the final course grade.
When you access the course on the Campus Virtual, you’ll find a description of the activities you have to complete, as well as the deadline and assessment procedure for each one.

### 4.1. First exam period

To pass the course in the first exam period the final grade must be equal or greater than 5.

### 4.2. Second exam period

To pass the course in the second exam period the final grade must be equal or greater than 5. The criteria for this evaluation will be the same of the rest of the academic year.

### 5. Bibliography

Here is the recommended bibliography:


6. How to communicate with your professor

Whenever you have a question about the content or activities, don’t forget to post it to your course forum so that your classmates can read it. You might not be the only one with the same question!

If you have a question that you only want to ask your professor, you can send him/her a private message from the Campus Virtual. And if you need to discuss something in more detail, you can arrange an advisory session with your professor.

It’s a good idea to check the course forum on a regular basis and read the messages posted by your classmates and professors, as this can be another way to learn.

7. Study recommendations

When you study at university, you need to plan and be consistent from the first week. It’s very useful to exchange experiences and opinions with professors and other students, as this will help you develop core competencies such as flexibility, negotiating skills, teamwork, and, of course, critical thinking.

To help you, we recommend using a general method of study based on the following points:

- Study systematically and at a steady pace.
- Attend class and regularly check the course forum on the Campus Virtual so that you keep up to date with what’s happening.
- Participate actively in the course by sharing your opinions, doubts and experiences relating to the topics covered and/or suggesting new topics of interest for discussion.
- Read the messages posted by your classmates and/or professors.

Active participation in physical and virtual classroom activities is of special interest and academic value. You can participate in many different ways: asking questions, giving your opinion, doing all the activities your professor suggests, taking part in collaborative activities, helping your classmates, etc. This way of working requires effort, but it will help you get better results as you develop your competencies.
[Annex with detailed information on the *Campus Virtual*]

- Annex 1. Specific regulations of the course