1. BASIC INFORMATION

Course	Intervention techniques in psychology
Degree program	Bachelor's Degree in Psychology
School	Faculty of Health Sciences
Year	3
ECTS	9
Credit type	Basic
Language(s)	Spanish / English
Delivery mode	On campus / Virtual
Semester	6
Academic year	2025-2026
Coordinating professor	Isabel Fernández Felipe

2. PRESENTATION

The subject *Intervention Techniques in Psychology* is a compulsory course in the Psychology Degree, through which students develop and refine their knowledge of different psychological intervention methods, gradually integrating the most commonly used tools from various perspectives and approaches to psychological intervention.

This course aims to provide students with essential learning for their future professional practice in the clinical and health areas. The content of this subject is closely related to other courses within the Psychology Degree, such as *Personality and Intelligence Psychology*, *Psychological Assessment*, *Psychodiagnosis*, *Psychopathology*, *Therapist Skills*, and *Psychological Treatment in Adults and in Children and Adolescents*.

Throughout the course, students are offered a general overview of historical, conceptual, and methodological aspects of psychological intervention, integrating classical theoretical approaches and current research developments. Additionally, the course explores intervention and treatment models from some of the most prominent perspectives, such as the psychodynamic and psychoanalytic model, the cognitive-behavioral model, and the humanistic model. Another important part of the course is entirely devoted to working on emotional control and self-regulation, focusing on self-awareness, as well as autogenic training and relaxation techniques.

From a more practical standpoint, students are expected to apply the knowledge acquired by beginning to design psychological intervention plans from different approaches and perspectives, working based on the analysis of clinical profiles and case studies.

To ensure proper acquisition of the course content, lectures given by the professor will be reinforced with simulation activities, clinical case presentations, discussions, exercises, and readings recommended by the professor.

3. LEARNING OUTCOMES

Knowledge
KNO01. Know the functions, characteristics and limitations of the different Psychology theoretical models.
KNO07. Know different methods of psychological assessment, diagnosis and treatment.

Skills
SK04. Know how to choose appropriate psychological intervention techniques to achieve the objectives.
SK05. Master strategies and techniques for being involved in interventions with recipients.
SK06. Know how to apply intervention strategies and methods directly to recipients: psychological advice, therapy, negotiation, mediation.
SK07. Know how to apply intervention strategies and methods directly to contexts: building healthy situations, etc.
SK08. Know how to apply intervention strategies and methods indirectly via other people: assessment, training trainers and other agents.

Competences
CP09. Be able to define objectives and draw up an intervention plan depending on the purpose of the intervention (prevention, treatment, rehabilitation, integration, support, etc.).
CDC02. Transmit messages (ideas, concepts, feelings, arguments), both orally and in writing, strategically aligning the interests of the different stakeholders involved in the communication in the academic and professional environment.
CDC06. Integrate analysis with critical thinking in a process of evaluating different ideas or professional possibilities and their potential for error, based on evidence and objective data leading to effective and valid decision-making.
CDC07. Adapt to adverse, unexpected situations that cause stress, whether personal or professional, overcoming them and even turning them into opportunities for positive change.

LEARNING OUTCOMES
- In this subject, students will learn the psychological intervention methods and the working tools most used by the different perspectives and current intervention approaches in Psychology.
- Students will be able to know, identify and handle the tools for assessment, diagnosis and psychological intervention of the different treatment models or approaches: psychodynamic, cognitive-behavioural, Gestalt, transactional analysis, behaviour modification and the so-called third generation therapies (positive psychological and resilience, empowerment and training, communication and coaching, etc.).

4. CONTENT

- Introduction to Psychological Intervention and Treatment Techniques: a historical approach.
- Introduction to intervention and treatment models of different approaches (dynamic and psychoanalytic, cognitive-behavioral and humanistic models).
- Emotional self-control techniques:
  - Self-awareness and emotional self-control (emotional intelligence, Goleman).

- o Autogenous training and relaxation (Schultz and Jacobson).
- Assessment of the effectiveness of psychological intervention techniques and models.
- Practical applications: Initiation to the design of psychological intervention plans from different action approaches and perspectives (through cases).

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Master class.
- Cooperative learning.
- Simulation environments.
- Case method.
- Oral presentations by students.

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning activity	Number of hours
Case analysis	30
Practical exercises	15
Formative evaluation (feed-back from evaluation tests)	5
Master class	60
Problem solving	20
Role playing	10
Face-to-face tutoring	10
Autonomous work	75
TOTAL	225

Virtual mode:

Learning activity	Number of hours
Virtual seminar	65
Case analysis	30
Problem solving	20

Online forums	10
Autonomous work	75
Virtual tutoring	10
Group participatory activities (seminars, participation in online forums) via webconference	10
TOTAL	**220**

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

Assessment system	Weight
Case analysis and problem solving	10%
Reflective journal	15%
Oral presentations	10%
Observation of performance	5%
Face-to-face knowledge tests	60%

Virtual mode:

Assessment system	Weight
Case analysis and problem solving	10%
Reflective journal	15%
Oral presentations through webconference	10%
Observation of performance	5%
Virtual knowledge tests	60%

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

7.1. Ordinary call period

Campus-based mode:

To pass the course in the Ordinary call period you must obtain a grade greater than or equal to 5.0 out of 10.0 in each of the assessment systems of the course.

If cases of plagiarism are detected in any of the activities delivered, the grade will be **0** and this activity will be suspended during the Ordinary call period. **Late delivery of activities is not allowed either (it will be evaluated with a "0"), except in duly justified cases.** These activities must be recovered in Extraordinary call period, applying rules of the assessment period.

Finally, to pass the course in the Ordinary Exam period, **a minimum of 50% of class attendance is required. Absence excuses do not imply the elimination of such absences in any case.**

The European University of Valencia establishes the continuous assessment as a system of evaluation of knowledge, Skills and basic, general, cross-disciplinary and specific Competencies of the qualification of "Bachelor's Degree in Psychology", in accordance with the provisions of the Regulations for the evaluation of Bachelor's Degrees. In this regard and for the purposes of the consumption of calls the student must be aware that, if he/she presents any assessment system provided in the Learning Guide, in the Ordinary Exam period the student will have a global grade of the course, thus consuming call for entries.

Virtual mode:

To pass the Subject in Ordinary call period you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the course.

In any case, it will be necessary to obtain a grade greater than or equal to 5.0 in the final test, so that it can be averaged with the rest of the activities.

If cases of plagiarism are detected in any of the activities submitted, the grade will be **0** and this activity will be suspended during the Ordinary call period. **Late delivery of activities is not allowed either (it will be evaluated with a "0"), except in duly justified cases.** These activities must be recovered in Extraordinary call period, applying the same rules in that call for entries.

The European University of Valencia establishes the continuous assessment as a system of evaluation of knowledge, Skills and basic, general, cross-disciplinary and specific Competencies of the qualification of "Bachelor's Degree in Psychology", in accordance with the provisions of the Regulations for the evaluation of Bachelor's Degrees. In this regard, and for the purposes of the consumption of entries, the student must be aware that, if he/she presents any assessment system provided in the Learning Guide, in the Ordinary call period the student will have an overall grade for the course, thus consuming a call for entries.

7.2. Extraordinary call period

Campus-based mode:

To pass the course during the Extraordinary call period you must obtain a grade higher than or equal to 5.0 out of 10.0 in each of the Assessment systems of the course.

Activities not passed in the Ordinary call period must be handed in, after having received the corresponding corrections from the teacher, or those that were not handed in.

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student must be aware that in the Extraordinary callperiod will be the Objective Test of Knowledge (POC) which determines whether or not consumes call for entries and in the exceptional case that only has pending to overcome assessment system/s other than the POC, it will be considered NP if it does not present it/s and will obtain numerical grade if it presents at least one of them.

Virtual mode:

To pass the Subject in Extraordinary call period you must obtain a grade greater than or equal to 5.0 out of 10.0 in each of the assessment systems of the course.

Activities not passed in the Ordinary call period must be handed in, after having received the corresponding corrections from the teacher, or those that were not handed in.

The European University of Valencia establishes the continuous assessment as a system of evaluation of knowledge, Skills and basic, general, cross-disciplinary and specific Competencies of the qualification of "Bachelor's Degree in Psychology", in accordance with the provisions of the Regulation of evaluation of the Bachelor's Degrees. In this regard and for the purposes of the consumption of entries the student must be aware that in the Extraordinary exam period will be the Objective Test of Knowledge (POC) which determines whether or not consumes call for entries and in the exceptional case that only has pending to overcome assessment system/s other than the POC, will be considered NP if not presented and will obtain a numerical grade if you present at least one of them.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Campus-based mode:

Assessable activities	Deadline
Case analysis and problem solving	4th week of March and 1st week of April
Oral presentations	4th week of March and 1st week of April
Reflective journal	5th week of April
Observation of performance	5th week of April
Face-to-face knowledge tests	1st-3rd week of January

Virtual mode:

Assessable activities	Deadline
Reflective journal	3rd week of April
Observation of performance	3rd week of April
Case analysis and problem solving	1st week of June
Oral presentations through webconference	1st week of June
Virtual knowledge tests	2nd week of June

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

The main references work for this subject are:

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.).
- Barlow, D. H. (Ed.). (2021). *Clinical handbook of psychological disorders: A step-by-step treatment manual* (6th ed.). The Guilford Press.

The recommended Bibliography are:

- American Psychiatric Association. (2014). *DSM-5® clinical cases*. American Psychiatric Publishing.
- Kazdin, A. E. (2017). *Behavior Modification in Applied Settings* (7th ed.). Waveland Press.
- Beck, J. S. (2020). *Cognitive Behavior Therapy: Basics and Beyond* (3rd ed.). Guilford Press.

10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance, Diversity and Inclusion Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:
1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:
orientacioneducativa.uev@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the "surveys" section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.