1. BASIC INFORMATION

Course	Therapist skills
Degree program	Bachelor's degree in psychology
School	Faculty of Health Sciences
Year	3
ECTS	6
Credit type	Optional
Language(s)	Spanish/ English
Delivery mode	On-campus/Virtual
Semester	5 / 6
Academic year	2025-26
Coordinating profesor	Silvia Postigo

2. PRESENTATION

The main objective of the Therapist Skills course is to understand the general and specific, personal and technical skills and competencies that a psychology professional must develop to practice as a therapist. These skills are fundamental in the practice of psychological intervention in all its domains and have a significant impact on professional success. Thus, the course will delve into the knowledge of variables related to the patient-therapist interaction and the practice of clinical psychology professional competencies.

The course is part of the Health Psychology specialization and, as such, is a mandatory subject for the health psychologist. It requires basic knowledge related to other psychology courses (Thinking and Language, Motivation and Emotion, Memory and Learning Processes), as well as Psychopathology, Personality and Intelligence Psychology, Psychological Assessment, and Psychodiagnosis.

3. LEARNING OUTCOMES

Knowledge
KNO01. Know the functions, characteristics and limitations of the different Psychology theoretical models.
KNO06. Understand the social and anthropological dimension of the human being, considering the historical and sociocultural factors that influence the human psychological configuration.
KNO07. Know different methods of psychological assessment, diagnosis and treatment
KNO08. GC08: Know different research designs, the procedures for formulating and testing hypotheses and for interpreting results, and be able to apply them.
KNO11. Be able to identify differences, problems, and needs, as well as a professional approach to them.
KNO13. Know how to identify organisational/interorganisational problems and needs.

Skills

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.

SK09. Know how to plan an assessment of course syllabuses and interventions.

Competencies

CP02. Be able to plan and hold an interview.

CP05. Know how to describe and measure interaction processes, dynamics and organisational/interorganisational structure.

CP06. Know how to select and manage tools, products and services, and be able to identify relevant people and groups

CP08. Know how to compare and validate tools, products and services (prototypes and pilot tests).

CP13. Know and meet the deontological obligations of Psychology.

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 be able to know and analyse the personal qualities and competences required for the professional work of the therapist.

• Self-assessment of own emotions and those of others: interlocutors, patients, other therapists, etc., will be worked on from the area of emotional intelligence and interpersonal communication skills.

• Aspects of professional ethics and legislation that will help in clinical practice to integrate and build the development of the psychologist's work in the clinical and health field with its specific deontological requirements will also be discussed.

• Students will be able to:

      o Know and develop effective personal competences for the performance of their profession as a therapist.

      o Develop interpersonal communication skills and emotional intelligence with their patients: empathy, listening, self-awareness, self-motivation, selfcriticism and social skills.

4. CONTENTS

• Therapist skills and tools for professional success.
      o The therapist and the development of their resources.
      o The therapist and their contribution to therapeutic change.
      o Contributions of implicit theories to the understanding of the therapist.
      o Study of conflict situations and their relevance to clinical work.
      o Goal negotiation and adherence to treatment: self-contract.
      o Working alliance and therapist qualities/skills.
      o Therapist communication styles and clinical interviewing skills.

o Therapist communication skills and the clinical context.
o Verbal and non-verbal communication in the clinical context.
o Therapist's emotions in risk/crisis situations.
o Emotional intelligence as a tool for managing risk/crisis (conflict) situations
o The therapist and their teamwork: relational factors.
o Research and monitoring of the therapist's role in professional success.
o Coaching applied to the therapeutic context:
- Simulation of crisis situations and coping through coaching.
- Coaching applied to the therapeutic situation: "Therapeutic coaching".
- Coaching as a success tool for the therapist.
• Professional ethics and legislation in clinical practice.
o Ethical standards and legislation applicable to clinical practice.
o Main ethical conflicts in psychological assessment and treatment.
o Ethical aspects of Clinical Histories. Communication among members of the same therapeutic team and among different teams.
o Mechanisms for personal data protection. Solving clinical ethical dilemmas.
o Use of new technologies in clinical practice.
o Ethics of clinical research. Ethical issues related to the presentation and publication of clinical cases and research results.
o Legal areas of action for specialists in Clinical Psychology and nonspecialists. Regulations for the opening of Professional Practices.

5. TEACHING-LEARNING METHODOLOGIES

The following are the types of teaching-learning methodologies that will be applied:
- Lecture
- Cooperative Learning
- Case Study Method
- Student Oral Presentations

6. LEARNING ACTIVITIES

The following identifies the types of formative activities to be carried out and the number of hours students are expected to dedicate to each:

Campus-based mode:

Learning activity	Hours
Case Analysis	10
Debates	5
Practical Exercises	20
Learning Assessment	5
Lectures	35
Problem Solving	10

Role-playing	10
Face-to-face Tutoring	5
Autonomous Work	50
TOTAL	**150**

Virtual mode

Learning activity	Hours
Webinar	35
Debates and discussions via virtual seminar	5
Case studies	10
Problem solving	10
Online forums	10
Autonomous work	50
Virtual tutoring	5
Participation on group activities via web conference	20
Formative assessment (feedback on assessment tests) via web conference)	5
TOTAL	**150**

7. ASSESSMENT

Campus-based mode:

Assessment system	Weight
Reflective Journal	10%
Case Analysis and Problem Solving	10%
Observable Performance	10%
Oral Presentation	10%
Face-to-face Knowledge Test	60%

Modalidad virtual:

Assessment system	Weight
Reflective Journal	10%
Case Analysis and Problem Solving	10%
Observable Performance	10%
Oral Presentation via webconference	10%
Virtual Knowledge Test	60%

On the Virtual Campus, when you access the course, you will be able to consult in detail the assessment activities you must complete, as well as the submission deadlines and the assessment procedures for each of them.

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.

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 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 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.

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 section provides the schedule with submission dates for the course's assessable activities:

Campus-based mode:

Assessable Activities	Date
Reflective Journal	Week 14
Case Analysis and Problem Solving	Week 7
Observable Performance	Week 14
Oral Presentation	Week 14
Face-to-face Knowledge Test	Week 15

Assessable Activities	Date
Reflective Journal	Week 5
Case Analysis and Problem Solving	Week 8
Observable Performance	Week 11
Oral Presentation via webconference	Week 14
Virtual Knowledge Test	Week 17

This schedule may be subject to changes due to logistical reasons related to the activities. Any modifications will be communicated to students in a timely manner.

9. BIBLIOGRAPHY

The reference works for following the course are:

- Cormier, W.H. y Cormier, L.S. (2013). *Estrategias de entrevista para terapeutas. habilidades básicas e intervenciones cognitivo-conductuales* (3ª ed.). Editorial DDB.
- Fernández Liria, A., y Rodríguez Vega, B. (2012). *Habilidades de entrevista para psicoterapeutas.* Editorial DDB.
- Kleinke, C. L. (2014). *Principios comunes en psicoterapia*. Editorial DDB.
- Perpiñá, C., Montoya, I. y Valero, S. (2022). *Manual de la entrevista psicológica.* Editorial Pirámide.
- Safran, J. D. y Muran, J. C. (2020). *La alianza terapéutica: una guía para el tratamiento relacional (2ª ed.).* Editorial DDB.

The following is additional recommended bibliography:

- Wolk, L. (2013). *Coaching: el arte de soplar brasas en acción*. Gran Aldea Editores.
- Bourquin, P. (2011). *El arte de la terapia: reflexiones sobre la sanación para terapeutas principiantes y veteranos*. Editorial DDB.
- Cozolino, L. (2019). *Cómo ser un terapeuta: Guía práctica para el viaje interior*. Paidós México.
- França-Tarragó, O. (2012). *Manual de psicoética: ética para psicólogos y psiquiatras*. Editorial DDB.
- Gavino, A. (2016). *Guía de ayuda al terapeuta cognitivo-conductual* (2ª e.). Editorial Pirámide.
- Hill, C. E. (2019). *Helping skills: Facilitating exploration, insight and action* (5ª ed.). American Psychological Association.
- Johnstone, L. y Boyle, M. (2020). *El Marco de Poder, Amenaza y Significado*. British Psychological Society.
- Linehan, M. M. (2020). *Manual de entrenamiento en habilidades DBT: para el/la terapeuta*. Tres Olas Ediciones.
- Yalom, I. D. (2018). *El don de la terapia*. Editorial Destino.

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 European University encourages you to participate in satisfaction surveys to identify strengths and areas for improvement regarding the faculty, the degree, and the teaching-learning process.

The surveys will be available in the survey section of your Virtual Campus or via your email. Your feedback is essential to improve the quality of the degree.

Thank you very much for your participation.