

1. BASIC INFORMATION

Course	Psychological Treatment in Adults
Degree program	Bachelor's Degree in Psychology
School	School of Biomedical Sciences
Year	4th
ECTS	6
Credit type	Optional
Language(s)	English
Delivery mode	Presential
Semester	S1
Academic year	2024-2025
Coordinating professor	Jesús Alonso Vega
Professor	Jesús Alonso Vega, Amalie Hylland, Gladis-Lee Pereira

2. PRESENTATION

This course is designed to assist future mental health practitioners in understanding the nature and treatment of different psychiatric disorders. A survey of commonly used psychotherapeutic approaches will be presented in relation to different psychological problems, with emphasis on approaches with a solid theoretical basis and empirical support. This course will also review the main characteristics and theoretical models of the different psychiatric disorders that will be covered, to provide students with a contextual basis for the understanding of different psychological treatments. Additionally, this course will sensitize students to the role that culture, and diversity play in the diagnosis and treatment of psychopathology. Commonly used assessment techniques, tests, and inventories will be examined to determine their cultural sensitivity. Finally, the course will encourage the students to develop critical thinking based on an evidence-based perspective of the different psychological treatments.

3. LEARNING OUTCOMES

Knowledge

KN04: Identify the criteria for selecting evidence-based techniques.

- Identify different psychological treatment approaches in adult patients.
- Identify different psychotherapies that can be applied to adult patients.
- Describe the basis of symptom-modifying psychotherapies, breathing control-based psychotherapies, unconscious-based psychotherapies, and insight-based psychotherapies.

Skills

SK05: Design a personalized treatment and intervention plan adapted to the specific variables of the case.

- Select the most suitable form of therapy for the patient.
- Apply the most suitable form of therapy for the patient.
- Analyse key aspects of psychological treatments in adults.

Competences

COMP02: Understand the basic laws of different psychological processes in the field of Health Psychology.

COMP10: Analyze the needs and demands of the recipients in different contexts.

COMP11: Be able to establish the goals of psychological intervention in different contexts, proposing and negotiating the goals with the recipients and those affected.

COMP12: Be able to plan and conduct an interview.

COMP13: Be able to describe and measure variables (personality, intelligence, and other aptitudes, attitudes, etc.) and cognitive, emotional, psychobiological, and behavioral processes.

COMP14: Be able to identify differences, problems, and needs.

COMP15: Be able to diagnose following the criteria specific to the profession.

COMP16: Understand and measure interaction processes, group dynamics, and group and intergroup structure.

COMP20: Analyze the context in which individual behaviors, group processes, and organizational processes occur.

COMP24: Be able to define objectives and develop an intervention plan based on its purpose (prevention, treatment, rehabilitation, insertion, support...).

COMP25: Be able to choose appropriate psychological intervention techniques to achieve the objectives.

COMP26: Master strategies and techniques for involving recipients in the intervention.

COMP27: Apply direct intervention strategies and methods to recipients: psychological counseling, therapy, negotiation, mediation...

COMP30: Plan the evaluation of programs and interventions.

COMP32: Be able to measure and obtain relevant data for the evaluation of interventions.

COMP33: Be able to analyze and interpret the results of the evaluation.

COMP34: Provide appropriate and accurate feedback to recipients.

COMP35: Be able to prepare oral and written reports.

COMP36: Understand and adhere to the ethical obligations of Psychology.

COMP37: Ability to practice the profession using both English and Spanish languages, to specialized and non-specialized audiences.

4. CONTENT

1. Introduction to adults' individual treatment
 - 1.1. History and concept of Psychotherapy
 - 1.2. Philosophical bases of psychotherapy
 - 1.3. Nature of psychological problems
2. Traditions in psychotherapy
3. Psychological treatments with empirical support
 - 3.1 Introduction to Evidence-Based Therapies
 - 3.2 Evidence-Based therapies for specific problems
 - 3.3 Common factors and process research
4. Structure of psychotherapy and its functioning
 - 4.1 Assessment and evaluation
 - 4.2 Treatment
 - 4.3 Follow-up
 - 4.4 Group therapies and family therapies
 - 4.5 Supervision in therapy
5. Future trends and therapeutic innovation
 - 5.1 Process-based therapy
 - 5.2 Measuring, predicting, and tracking changes in Psychotherapy

6. TEACHING-LEARNING METHODOLOGIES

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

- Lectures
- Problem-based learning
- Case Method
- Oral presentations
- Simulation settings

7. 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
Lectures	14h
Asynchronous lectures	6h
Autonomous work	50h
Formative assessment	3h

Test of knowledge	2h
Design of intervention strategies	25h
One to one tutoring	5h
Clinical case analysis	10h
Applied exercises	15h
Role playing	20h
TOTAL	150h

8. 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: Solves adequately, coherently and integrating concepts related to psychological treatment through four readings.	20%
Design of intervention strategies: student can develop various evidence-based psychological treatments for specific psychological problems.	20%
Performance observation he/she is able to actively participate in debates in class and work with other professionals.	10%
Learning portfolio: it must contain the activities of one of the readings, and the formularies required on the simulation sessions	10%
Test of knowledge applies the knowledge acquired on psychological assessment in the resolution of the final exam	40%

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.

Attendance

According to Art. 1.4 of the Regulation for the Evaluation of Official Degree Degrees of the European University of Madrid (of the continuous evaluation): "The obligation to justify at least 50% attendance at classes is established as part of necessary for the evaluation process and to comply with the student's right to receive advice, assistance and academic follow-up from the teacher. For these purposes, students must use the technological system that the University puts at their disposal, to accredit their daily attendance to each of their classes. This system will also serve to guarantee objective information on the active role of the student in the classroom.

Those students who have not achieved a 50% attendance rate in the first exam period may be graded as failing and must pass the corresponding objective exams in the second exam period for the subject, where they must obtain a grade equal to or higher than 5.0 out of 10.

7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam for it to count towards the final grade along with all the grades corresponding to the other mandatory activities. Moreover, the mandatory activities to pass and to present or attend are:

- At least one of the four readings.
- Both group work and oral presentation.
- Clinical Simulations and interprofessional activity
- Reflexive Portfolio.

A detailed account of this assessments system can be found below at the “description for assessment activities” part.

PLAGIARISM AND USE OF IA

Each student is expected to be the sole author of all submitted work. Students who plagiarize any assignments will receive a grade of 0 for the respective assignment.

AI-Generated content: AI-generated content tools (AIGC), such as ChatGPT and other language models (LLMs), cannot be used to generate assignments. These tools also cannot be responsible for any written content in the assignment. The use of AI must be authorized by the instructor for each activity. If a student has used these tools to develop any part of their work, this use must be detailed in the assignment. The student is fully responsible for the accuracy of the information provided by the tool and for correctly referencing any supporting work. Tools used for spelling, grammar, and general editing are not included in these guidelines. The final decision on the appropriateness of the reported use of an AI tool rests with the instructor, academic coordination, and program director.

DELAYED SUBMISSION OF MANDATORY ACTIVITIES

Failure to meet the deadlines for completion of mandatory activities will result in the activity not being evaluated and a numerical grade of 0 will be assigned.

Simulation

Whenever simulations are conducted, it will be mandatory for the student to wear the corresponding uniform (shirt and pants) to the simulated hospital. Students who do not arrive with the complete uniform will forfeit their right to attend the simulation and will receive an absence for it.

Students can miss just one simulation, with or without justification. If they miss more than one, they will be required to make up that section of the course in the second exam period.

7.2. Second exam period

To pass the course in the second exam period, the same requirements as in the first exam period must be met. The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place. In any case, you will need to obtain a grade of at least 5.0 in the final exam for it to count towards the final grade along with all the grades corresponding to the other mandatory activities. Moreover, the mandatory activities to pass and to present or attend are:

- At least one of the four readings.
- Both group work and oral presentation.
- Clinical Simulations and interprofessional activity
- Reflexive Portfolio.

This will be evaluated according to the same guidelines as in the first exam period. To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average). The evaluation criteria for the second exam period are the same as for the first exam period, except for the simulations and the interprofessional activity.

Simulations Recovery in Extraordinary Call

The Simulations Recovery in Extraordinary Call will be done through completing an examination of clinical cases in which the student demonstrates comprehension of the key competencies practiced in the course.

Interprofessional Activity

If the student does not attend or does not pass the interprofessional activity should recover that part demonstrating their knowledge in an exam in this extraordinary period. The exam will be a long-answer question related to the content of the interprofessional activity.

9. SCHEDULE

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

Assessable activities	Deadline
Inter-professional activity	October
Reading 1 and 2	November
Case analysis and problem- based learning	Week of December 13th - 18st
Observation of student performance and attendance to simulation	Continuous assessment
Reading 3 and 4	January
Reflexive Portfolio	January

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.

10. BIBLIOGRAFÍA

The main reference work for this subject is:

- Barkham, M., Lutz, W., Castonguay, L. G., Bergin, A. E., & Garfield, S. L. (Eds.). (2021). *Bergin and Garfield's handbook of psychotherapy and behavior change* (7th edition, 50th anniversary edition). Wiley.
- Barlow, D. H. (Ed.). (2014). *The Oxford Handbook of Clinical Psychology*. Oxford University Press.
- Fraser, J. S. (2018). *Unifying effective psychotherapies: Tracing the process of change*. American Psychological Association.
- Friedman, H. S. (Ed.). (2011). *The Oxford handbook of health psychology*. Oxford University Press.
- Hayes, S. C., & Hofmann, S. G. (2018). *Process-Based CBT: The Science and Core Clinical Competencies of Cognitive Behavioral Therapy* (1.a ed.). Context Press.
- Messer, S. B. (2019). *Essential Psychotherapies: Theory and Practice*. (Fourth). Guilford Publications.
- Norcross, J. C., VandenBos, G. R., & Freedheim, D. K. (2011). *History of Psychotherapy: Continuity and Change*. American Psychological Association.
- Pomerantz, A. M. (2016). *Clinical Psychology: Science, Practice, and Culture*.
- Steele, R. G., & Roberts, M. C. (Eds.). (2020). *Handbook of Evidence-Based Therapies for Children and Adolescents: Bridging Science and Practice*. Springer International Publishing.
<https://doi.org/10.1007/978-3-030-44226-2>
- Sturmey, P. (2020). *Functional analysis in clinical treatment*. Academic Press.

The recommended Bibliography is:

- Banyan, C. D. (2003). *The Secret Language of Feelings*. Hypnosis. org.
- Barlow, D. H. (Ed.). (2014). *Clinical handbook of psychological disorders: A step- by-step treatment manual*. Guilford publications.
- Beck, A. T. (1976). *Cognitive therapies and emotional disorders*. New York: New American Library.
- Beck, J. S. (2011). *Cognitive Behavior Therapy, Second Edition*. (S.I.) : Guilford Press.
- Bergman, J. (1991). *Pescando barracudas. Pragmática de la terapia sistémica breve*.
- Boszormenyi-Nagy, I., Spark, G. M., & Pardal, I. (1983). *Lealtades invisibles* (No. 155.924 B6). Buenos Aires: Amorrortu.
- Burns, D. D. (1981). *Feeling good* (pp. 131-148). Signet Book.
- Burns, D. D. (1999). *The feeling good handbook*, Rev. Plume/Penguin Books.

- Burns, D. D. (2012). *Feeling good: The new mood therapy*. New York: New American Library.
- Costa, M.; Lopez, E. (2006). *Manual para la ayuda psicológica*. Madrid: Piramide.
- Dana, D. (2019). *La teoría polivagal en terapia. Cómo unirse al ritmo de la regulación*. Barcelona: Eleftheria.
- Fairburn, C.G., Cooper, Z., Shafran, R., & Wilson, G.T. (2007). *Eating disorders: A transdiagnostic protocol*. In D. Barlow (Ed.), *Clinical handbook of psychological disorders (4th ed.)*. New York, NY: Guilford Press.
- *Formulación de casos clínicos en terapia del comportamiento*. Madrid: Piramide.
- Gavino, A. (2007) *Guía de ayuda al terapeuta cognitivo conductual*. Madrid: Pirámide
- Haynes, S.N., Godoy, A. y Gavino, A. (2011) *Cómo elegir el mejor tratamiento psicológico*.
- Leahy, R.L. (2017). *Cognitive Therapy Techniques, Second Edition: A Practitioner's Guide*. New York: Guilford Press.
- Linehan, M.M., & Dexter-Mazza, E.T. (2007). *Dialectical behavior therapy for borderline personality disorder*. In D. Barlow (Ed.), *Clinical handbook of psychological disorders (4th ed.)*. New York, NY: Guilford Press.
- May, R., & Yalom, I. (1989). *Existential psychotherapy*. *Current psychotherapies*, 363-402.
- McKay, M. & Fanning, P. (2016). *Self-Esteem: A Proven Program of Cognitive Techniques for Assessing, Improving, and Maintaining Your Self-Esteem*. New York: New Harbinger Publications.
- McKay, M., Wood, J.C., & Brantley, J. (2007). *Dialectical behavior therapy skills workbook: Practical DBT exercises for learning mindfulness, interpersonal effectiveness, emotion regulation, & distress tolerance*. Oakland, CA: New Harbinger.
- Miller, A., & Ward, R. T. (1981). *Prisoners of childhood: The drama of the gifted child and the search for the true self*. Basic Books.
- Miller, W. R., and Rollnick, Stephen (2002). *Motivational Interviewing: Preparing People for Change*. New York, Guilford.
- Minuchin, S. (2018). *Families and family therapy*. Routledge.
- Nardone, G., & Watzlawick, P. (2005). *Brief strategic therapy: Philosophy, techniques, and research*. Jason Aronson.
- Paniagua, F. A. (1998), *Assessing and Treating Culturally Diverse Clients: A Practical Guide (Multicultural Aspects of Counseling And Psychotherapy)*, 2nd Edition. New York: Sage.
- Ramnerö, J.; Törneke, N. (2008). *The ABCs of Human Behavior: Behavioral Principles for the Practicing Clinician*. Oakland, CA: New Harbinger.
- Sperry, L. (2003). *Handbook of Diagnosis and Treatment of DSM-IV-TR Personality Disorders*. New York: Rutledge.
- Spitzer, R. L., Gibbon, M., Skodol, A. E., Williams, J. B., & First, M. B. (2002). *DSM- IV-TR casebook: A learning companion for the DSM; Fourth Edition*. Washington, DC: American Psychiatric Press.
- Van der Kolk, B. A. (1994). *The body keeps the score: Memory and the evolving psychobiology of posttraumatic stress*. *Harvard review of psychiatry*, 1(5), 253-265.
- Woody, S., Detweiler-Bedell, J., Teachman, B., & O'Hearn, T. (2002). *Treatment planning in psychotherapy: Taking the guesswork out of clinical care*. New York, NY: Guilford Press.

- Yalom, I. D. (1995). The theory and practice of group psychotherapy. Basic books (AZ).
- Yalom, I. D. (2019). When Nietzsche wept: A novel of obsession. Basic Books.

11. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity 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@universidadeuropea.es

12. 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.