

1. BASIC INFORMATION

Course	Psychological Treatment for Children and Adolescents
Degree program	BSc Psychology / BSc Psychology 100% English
School	Biomedical Sciences
Year	4th
ECTS	6
Credit type	Optional
Language(s)	English
Delivery mode	Campus-based
Semester	1
Academic year	2020-2021
Coordinating professor	Dr. Ricardo de Pascual Verdú

2. PRESENTATION

Psychological Treatment for Children and Adolescents is an optional subject, taught in the 4th year of the BSc in Psychology. Its purpose is to teach the student in the specific assessment and treatment of these life stages from a scientific standpoint. The student, therefore, will get to know the dispositional variables that are specific to the infancy, childhood, and adolescence, as will become proficient in incorporating them to an adequate case analysis and treatment planning and completion. Students will also learn the techniques and procedures that are more widely used in the most common childhood and adolescence problems, and the adaptations that must be made to them for the treatment of these groups.

3. COMPETENCIES AND LEARNING OUTCOMES

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> LO1: knowing theoretical frameworks about family systems, therapy with children and adolescence and their modes.

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.
- **CBPS7:** Knowing different methods of psychological assessment, diagnosis and treatment in different applied fields of Health Psychology

- LO2: recognising the skills and information that are necessary for the conceptualisation of the case and the treatment plan.

- LO3: Identifying, assessing and implementing empirically validated interventions with children and adolescents.

LO4: exploring practical issues related to the clinical work with children and adolescents.

- **CT2: Self-confidence:** The ability to assess our own results, performance and capabilities with the inner conviction that we are capable of meeting the demands of a given task or challenge.
- **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.
- **CT12: Critical reasoning:** The ability to analyze an idea, phenomenon or situation from different points of view and take a personal approach to it

based on rigor and objective reasoning, and not on intuition.

- **CT13: Problem solving:** The ability to resolve a confusing issue or a complicated situation that stands in the way of achieving a goal and where there is no predefined solution.
- **CT16: Decision making:** The ability to make a choice between the existing alternatives in order to effectively resolve different situations or problems.
- **CT17: Teamwork:** The ability to actively participate and cooperate with other people, areas and/or organizations in order to achieve common goals.

- **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.
- **CE3:** Being able to plan and conduct an interview.
- **CE4:** Being able to describe and measure variables (personality, intelligence and other aptitudes, attitudes, etc.) and cognitive, emotional, psychobiological and behavioral processes.
- **CE5:** Being able to identify differences, problems and needs.
- **CE6:** Being able to diagnose in accordance with the criteria of the profession
- **CE7:** Knowing how to describe and measure interaction processes, group dynamics, and group and intergroup structures.
- **CE11:** Knowing how to analyze the context in which individual behaviors

and group and organizational processes occur.

- **CE15:** Being able to set goals and prepare the plan for an intervention according to its purpose (prevention, treatment, rehabilitation, integration, mentoring, etc.).
 - **CE16:** Knowing how to choose the appropriate psychological intervention techniques for achieving the set goals.
 - **CE17:** Knowing how to use strategies and techniques to involve care recipients in the intervention.
 - **CE18:** Knowing how to apply strategies and direct intervention methods to care recipients: psychological counseling, therapy, negotiation, mediation, etc.
 - **CE21:** Knowing how to plan the assessment of programs and interventions.
 - **CE23:** Being able to measure and obtain relevant data for assessing interventions.
 - **CE24:** Knowing how to analyze and interpret assessment results.
 - **CE25:** Knowing how to give precise and appropriate feedback to care recipients.
 - **CE26:** Being able to prepare verbal and written reports.
 - **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.

4. CONTENT

5. TEACHING-LEARNING METHODOLOGIES

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

- Classes
- Problem-Based Learning (PBL)
- Case methodology.
- Oral expositions by the students.
- Simulation environments.

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
Classes	20
Autonomous work	20
Formative evaluation	5
Strategy, procedure, and intervention plan design	25
Tutorials	5
Case analysis	10
Practical exercises	15
Role playing	20
TOTAL	150 h

7. ASSESSMENT

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

Assessment system	Weight (%)
Portfolio	10%
Case analysis and problema resolution	10%

(simulation)	
Performance	10%
Exam	50%
Strategy design and intervention planning	20%

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. First exam period

To pass the course in the first exam period you should follow the continuous evaluation system and pass mandatory active methodologies as well as the test. In order to pass in the first exam period, you should obtain a grade of 5 or greater out of 10 in the final grade of the subject.

In order to get full grade for the active methodologies, they should be turned in within the provided deadline. Delays in turning your assignments in may result in lower grades and/or failing that assignment.

As is established in the Regulation of assessment of official degrees in the Universidad Europea, Title 1, art. 4, "Students that attend campus-based classes must attend to at least 50% of classes, as a necessary part of the process of assessment and to fulfill the right of the student to receive advice, assistance and academic follow-up on the part of the teacher. In this effect, the student will be required to use the technological service provided by the University, in order to have evidence of their daily attendance to their classes. This system will, also, be used to guarantee an objective information of the active role of the student in the classroom. Lack of proof by the proposed means of 50% of attendance to classes will authorise the teacher to consider the student has failed the subject in the first exam period".

For those students that cannot follow continuous assessment due to a justifiable circumstance of which the professor was warned during the first week of classes, a specific system of evaluation will be agreed.

Justifiable absences include:

- Overlap with other subjects that was authorised by the Faculty.
- Prolonged disease, provided a medical certificate.

- Laboral reasons, with a contract as proof.
- Other reasons: to be individually studied by the professor and the Faculty.

These circumstances do not exempt the student from participating in active methodologies, tests or assignments that are proposed and/or done in the classroom.

7.2. Second exam period

To pass the course in the second exam period you should get a grade of 5 or higher out of 10. Assignments that were failed or not turned in should be turned in in this moment, after appropriate correction. Those assignments that, according to the professor, cannot be repeated, will be assessed through a test in the second exam period.

8. SCHEDULE

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

Assessable activities	Deadline
Deflexive diary	End of semester
Case analysis and problem resolution (including but not limited to simulation)	To be announced
Strategy design and intervention planning	To be announced
Performance	End of semester
Exam	To be announced

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

Here is the recommended bibliography:

Manuals

- Martin, G., & Pear, J. J. (2015). Behavior modification: What it is and how to do it. Psychology Press.

- Segura, M., Sánchez, P., & Barbado, P. (1991). *Análisis funcional de la conducta: un modelo explicativo*. Granada: Servicio de publicaciones de la Universidad de Granada.
- Méndez Carrillo, F. J., & Macià Antón, D. (1991). *Modificación de conducta con niños y adolescentes: Libro de casos*. Ediciones Pirámide.
- Lahey, B. (Ed.). (2013). *Advances in clinical child psychology* (Vol. 76). Springer Science & Business Media.
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Papers

- Järvelin, M. R., Moilanen, I., Vikeväinen-Tervonen, L., & Huttunen, N. P. (1990). Life changes and protective capacities in enuretic and non-enuretic children. *Journal of Child Psychology and Psychiatry*, 31(5), 763-774.
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- van GOOZEN, S. H., MATTHYS, W., SNOEK, H., & van ENGELAND, H. E. R. M. A. N. (2004). Cortisol and treatment effect in children with disruptive behavior

- disorders: a preliminary study. *Journal of the American Academy of Child & Adolescent Psychiatry*, 43(8), 1011-1018.
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 - Room, R., & Järvinen, M. (2017). Youth Drinking Cultures: European Experiences. In *Youth Drinking Cultures* (pp. 17-32). Routledge.
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 - Lindert, J., von Ehrenstein, O. S., Grashow, R., Gal, G., Braehler, E., & Weisskopf, M. G. (2014). Sexual and physical abuse in childhood is associated with depression and anxiety over the life course: systematic review and meta-analysis. *International Journal of Public Health*, 59(2), 359-372.
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10. DIVERSITY MANAGEMENT UNIT

Students with specific learning support needs:

Curricular adaptations and adjustments for students with specific learning support needs, in order to guarantee equal opportunities, will be overseen by the Diversity Management Unit (UAD: Unidad de Atención a la Diversidad).

It is compulsory for this Unit to issue a curricular adaptation/adjustment report, and therefore students with specific learning support needs should contact the Unit at unidad.diversidad@universidadeuropea.es at the beginning of each semester.

