

## 1. BASIC INFORMATION

Asignatura	Techniques of intervention in psychology
Degree program	Psychology
School	Biomedical and Health Sciences
Year	2º
ECTS	6
Type	Basic
Language/s	Spanish/English
Mode	Campus-based
Semester	2
Academic year	2025-2026
Coordinating teacher	Francisco Montesinos
Teacher	Gladis-Lee Pereira

## 2. PRESENTATION

Techniques of Intervention is a subject taught in the second year of the Psychology degree, and is intended to acquaint the student with the most important techniques of intervention that are proposed from the most widely spread approaches. Students will get to know the methods of psychological intervention and the work tools that are used in current Psychological approaches. Students will be able to know, identify and manage the tools of psychological assessment, diagnostic and treatment from the following models: psychodynamic, cognitive-behavioural, gestalt, transactional analysis, behaviour therapy and modification, positive psychology and the so-called third wave behaviour therapies, with special emphasis on those techniques based on scientific evidence.

## 3. LEARNING OUTCOMES

### KNOWLEDGE

KN01: Describe the temporal evolution of psychological ideas and knowledge, and the changes that different conceptions of the object of psychology and research methods have undergone over time.

- Describe psychological intervention methods and the most commonly used tools by different psychological intervention approaches.

- Identify criteria for selecting evidence-based techniques.
- Identify the differences between psychological interventions based on different generations of psychological therapy.

#### SKILLS

SK04: Develop interpersonal communication and emotional intelligence skills with patients: empathy, active listening, self-awareness, self-motivation, self-criticism, and social skills.

- Apply psychological intervention techniques in practical cases.
- Administer psychological intervention techniques to peers or self-administered.
- Choose appropriate intervention techniques for each case based on its particularities.

#### COMPETENCES

- CP01: Understand the functions, characteristics, and limitations of different theoretical models of Psychology in the field of Health Psychology.
- CP07: Familiarize with different methods of assessment, diagnosis, and psychological treatments in different applied fields of Health Psychology.
- CP10: Analyze the needs and demands of recipients in different contexts.
- CP11: Be able to establish goals for psychological action in different contexts, proposing and negotiating goals with recipients and stakeholders.
- CP12: Be able to plan and conduct an interview.
- CP13: Be able to describe and measure variables (personality, intelligence, and other aptitudes, attitudes, etc.) and cognitive, emotional, psychobiological, and behavioral processes.
- CP15: Be able to diagnose according to the profession's criteria.
- CP24: Define objectives and develop an intervention plan based on its purpose (prevention, treatment, rehabilitation, insertion, support, etc.).
- CP25: Select appropriate psychological intervention techniques to achieve objectives.
- CP26: Master strategies and techniques to involve recipients in the intervention: psychological counseling, therapy, negotiation, mediation, etc.
- CP27: Apply direct intervention strategies and methods to recipients: psychological advice, therapy, negotiation, mediation, etc.
- CP28: Apply direct intervention strategies and methods to contexts: creating healthy environments, etc.

- CP29: Apply indirect intervention strategies and methods through other individuals: counseling, training of trainers, and other agents.
- CP34: Provide appropriate and accurate feedback to recipients.
- CP35: Be capable of preparing oral and written reports.
- CP36: Understand and adhere to the ethical obligations of Psychology.

## 4. CONTENT

The subject is divided into 8 topics:

- Unit 1. Models of intervention and treatment from a behavioral perspective.  
Topic 1.- Behavior modification techniques. Foundations, classification and historical approach. Functional analysis. Operant techniques: techniques to develop and maintain behaviors and techniques to reduce behaviors. Systems of organization of contingencies. Relaxation techniques. Breathing. Autogenic training (Schultz) and progressive relaxation (Jacobson). Biofeedback techniques. Foundations, classification and historical approach. Evaluation of effectiveness, research and practical applications.  
  
Topic 2- Exposure techniques. Foundations, classification and historical approach. Live exhibition. Flood. Systematic desensitization. Exhibition in the imagination and with virtual reality. Exhibition with response prevention. Aversive techniques Training in social skills. Foundations, classification and historical approach. Evaluation of effectiveness, research and practical applications.
- Unit 2. Models of intervention and treatment from a cognitive perspective.  
Topic 3. Cognitive restructuring therapies. Foundations, classification and historical approach. Rational emotive therapy by Ellis. Beck cognitive therapy. Meichenbaum self-instructional training therapy. Therapy for problem solving. Foundations, classification and historical approach. Evaluation of effectiveness, research and practical applications.  
  
Topic 4. Positive psychology and resilience. Foundations, classification and historical approach. Self-awareness and emotional self-control Emotional Intelligence Counseling, Coaching and communication. Empowerment and training. Foundations, classification and historical approach. Evaluation of effectiveness, research and practical applications.
- Unit 3. Third-wave behavior therapy  
Topic 5. Behavioral Activation. Functional Analytic Psychotherapy. Foundations, classification and historical approach. Evaluation of effectiveness, research and practical applications.  
  
Topic 6. Mindfulness. Acceptance and Commitment Therapy (ACT). Foundations, classification and historical approach. Evaluation of effectiveness, research and practical applications.

- Unit 4. Models of intervention and treatment from a psychodynamic perspective.  
 Topic 7. Models of intervention and treatment from the psychoanalytic approach. Foundations, classification and historical approach. Evaluation of effectiveness, research and practical applications.  
  
 Topic 8. Models of intervention and treatment from the Gestalt approach and Transactional Analysis. Foundations, classification and historical approach. Evaluation of effectiveness, research and practical applications.

## 5. TEACHING-LEARNING METHODOLOGIES

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

- Classes
- Cooperative learning.
- Simulated environments.
- Case methodology.
- Oral presentations by the students.

## 6. LEARNING ACTIVITIES

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

Activity	Hours
Lectures	34 h
Case analysis	15h
Asynchronous masterclass	6h
Problem solving	15h
Role-playing	10h
In-class tutoring	5h
Autonomous work	50h
Practical activities	10h
Formative assessment	3h
Face-to-face knowledge tests	2h
<b>TOTAL</b>	<b>150 h</b>

## 7. ASSESSMENT

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

Assesing system	Weight
Reflective diary (a written report linked to a collaborative activity involving the implementation of an intervention technique. It includes three submissions over the semester and integrates personal reflections on the learning process)	10%
Case analysis and problem resolution ( Attendance, participation, and submission of the checklist will be assessed)	10%
Oral presentation (Group presentation of a clinical case).*	10%
Performance observation ( Ongoing student monitoring through practical activities completed at home and in-class exercises.)	20%
Knowledge test ( 25 multiple-choice questions (with three answer options), worth a total of 5 points, and 5 short-answer questions, each worth 1 point, for a total of 5 points. Students must score at least 2.5 points in each section. in order to average the two scores and pass the exam.	50%

\* To pass the oral presentation, attendance at all group presentations is mandatory.

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 you should follow the continuous evaluation system and pass mandatory active methodologies as well as the test. To pass the subject in the first exam period, it is necessary to obtain a grade equal to or greater than 5.0 out of 10.0 in the exam and final grade (weighted average) of the following activities:

- Knowledge test.

- Each of the active methodologies: oral presentation, case analysis and problem-solving (simulation), performance observation, and reflective diary.
- In the final grade (weighted average) of the course.

## **PLAGIARISM AND USE OF IA**

Any student who resorts to or uses illicit means during an evaluation test, or who improperly claims authorship of academic work required for assessment, will receive a failing grade ("0") in all evaluation tests for the exam period in said subject in which the violation occurred, and may also face disciplinary action following the opening of a disciplinary proceeding.

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**

Late submissions of mandatory assignments will result in the activity not being graded, and a numerical grade of 0 will be assigned. -

### **Uniform Requirement for Simulation Sessions:**

Whenever simulation activities are conducted, students are required to wear the appropriate uniform (grey scrub top and trousers) in the simulated hospital. Students who do not attend with the complete uniform will not be allowed to participate in the simulation and will be marked as absent for that session. There will be a limit on the number of absences from simulation sessions, regardless of whether they are justified or not, as missing these sessions prevents students from acquiring the necessary competencies through this methodology. Students can only miss one simulation (with or without justified cause). The student's absence from two or more simulations of the subject will lead them to fail this block of the subject (case analysis and problem resolution) in the ordinary session and must recover it in the extraordinary session.

## **7.2. Second exam period**

To pass the subject in the extraordinary call, the same guidelines as in the ordinary call will be followed. It is necessary to submit the activities not passed in the ordinary call, after having received the corresponding corrections from the teacher, or those that were not submitted.

To pass the subject in the second exam period you must follow the continuous assessment system. To pass the subject in the second exam period, you must obtain a grade of 5 or higher out of 10 in:

- Knowledge test.
- Each of the active methodologies: oral presentation, case analysis and problem-solving (simulation), performance observation, reflective diary.
- In the final grade (weighted average) of the course.

#### Simulations Recovery in Extraordinary Call

The Simulations Recovery in Extraordinary Call will be done through recording a video in which the student demonstrates the necessary competencies as a psychologist practiced in the course.

## 8. SCHEDULE

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

Gradable activity	Week
Case analysis and problem solving. Simulation 1	8
Case analysis and problem solving. Simulation 2	9
Case analysis and problem solving. Simulation 3	12
Case analysis and problem solving. Simulation 4	13
Oral exposition	15
Reflective diary	18
Performance observation	18
Knowledge test	18

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

### Reference manuals

- Martin, G. & Pear, J. (2016). *Behavior Modification: What It Is and How to Do It* (10th edition.). Routledge.

### Complementary manuals

- Pérez, M. (1996). *Tratamientos Psicológicos*. Madrid: Universitas.
- Feixas, G., & Miró, M. T. (2016). *Aproximaciones a la psicoterapia: Una introducción a los tratamientos psicológicos*. Barcelona: Paidós.

### Operant techniques

- Gavino, A. (1997). *Técnicas de terapia de conducta*. Barcelona: Martínez Roca (Cap.3)

- Kazdin, A.E. (1975). *Modificación de la conducta y sus aplicaciones prácticas*. México: El Manual Moderno.
- Labrador, F.J., Cruzado, J.A., Muñoz, M. (1995). *Manual de técnicas de modificación y terapia de conducta*. Madrid: Pirámide. (Cap. 17, 18, 19)
- Martin, G. y Pear, J. (1999). *Modificación de conducta. Qué es y cómo aplicarla*. (5ª ed.). Madrid: Prentice Hall.
- Vallejo, M.A. (1998). *Avances en modificación y terapia de conducta: técnicas de intervención*. Madrid: Fundación Universidad-Empresa (Cap. 1 y 2)

#### **Biofeedback Techniques**

- Labrador, F.J., Cruzado, J.A., Muñoz, M. (1995). *Manual de técnicas de modificación y terapia de conducta*. Madrid: Pirámide. (Cap. 13).

#### **Relaxation Techniques**

- Vázquez, M.I. (2001). *Técnicas de relajación y respiración*. Madrid: Síntesis.
- Labrador, F.J., Cruzado, J.A., Muñoz, M. (1995). *Manual de técnicas de modificación y terapia de conducta*. Madrid: Pirámide. (Cap. 23)
- Vallejo, M.A. (1998). *Avances en modificación y terapia de conducta: técnicas de intervención*. Madrid: Fundación Universidad-Empresa (Cap. 7).

#### **Exposure techniques**

- Bados, A. y García, E. (2011). *Técnicas de exposición*. Universidad de Barcelona
- Gavino, A. (1997). *Técnicas de terapia de conducta*. Barcelona: Martínez Roca (Cap. 4)
- Labrador, F.J., Cruzado, J.A., Muñoz, M. (1995). *Manual de técnicas de modificación y terapia de conducta*. Madrid: Pirámide. (Cap. 14)
- Pérez, F.J., Borrás, C. (2003). *Técnicas de exposición y autoexposición*. Madrid: Síntesis
- Vallejo, M.A. (1998). *Avances en modificación y terapia de conducta: técnicas de intervención*. Madrid: Fundación Universidad-Empresa (Cap. 5)

#### **Aversive Techniques**

- Labrador, F.J., Cruzado, J.A., Muñoz, M. (1995). *Manual de técnicas de modificación y terapia de conducta*. Madrid: Pirámide (Capítulo 20)
- Becoña, E. (2004). Tratamiento psicológico del tabaquismo. *Monografía Tabaco. Adicciones*, 16, 237-263.

#### **Social Skills training**

- Caballo, V. (1995). *Manual de técnicas de terapia y modificación de conducta*. Madrid: Siglo Veintiuno (cap. 18)
- Caballo, V. (2009). *Manual de evaluación y entrenamiento de las habilidades sociales*. Madrid: Siglo Veintiuno
- Kelly, J. A. (2002). *Entrenamiento de las habilidades sociales: guía práctica para intervenciones*. Bilbao: Desclée de Brouwer

#### **Cognitive techniques**

- Bas, F. y Andres, V. (1994). *Terapia cognitivo-conductual de la depresión: un manual de tratamiento*. Madrid: Uned y Fundación Universidad-Empresa.
- Beck, A., Rush, A.J., Shaw, B. y Emery, G. (2005). *Terapia Cognitiva de la depresión*. (16 ed.). Bilbao: Desclee De Brouwer.
- Gavino, A. (1997). *Técnicas de terapia de conducta*. Barcelona: Martínez Roca (Cap. 6 y 7)
- Labrador, F.J., Cruzado, J.A., Muñoz, M. (1995). *Manual de técnicas de modificación y terapia de conducta*. Madrid: Pirámide (Capítulo 25 y 26).
- Vallejo, M.A. (1998). *Avances en modificación y terapia de conducta: técnicas de intervención*. Madrid: Fundación Universidad-Empresa (Cap. 3)
- Vázquez, C. (2003). *Técnicas cognitivas de intervención clínica*. Madrid: Síntesis

#### **Positive Psychology and Resilience**

- Bonanno, G.A. (2004). Loss, trauma and human resilience: Have we underestimated the human capacity to thrive after extremely aversive events? *American Psychologist*, 59, 20-28.
- Vázquez, C. y Hervás, G. (Eds.). (2009). *La ciencia del bienestar: Fundamentos de una Psicología Positiva*. Madrid: Alianza Editorial.



- Pérez-Álvarez, M. (2013). La psicología positiva y sus amigos: en evidencia. *Papeles del Psicólogo*, 34(3).

#### **Behavioural Activation. Functional Analytic Psychotherapy.**

- Barraca, J. (2009). La Activación Conductual (AC) y la Terapia de Activación Conductual para la Depresión (TACD): Dos protocolos de tratamiento desde el modelo de la activación conductual. *EduPsykhé: Revista de psicología y psicopedagogía*, 8, 1, 23-50.
- Kohlenberg, R.J. y Tsai, M. (2008). Psicoterapia Analítica Funcional. Creación de relaciones terapéuticas intensas y curativas. Colección Ciencia Biomédica. Universidad de Málaga
- Pérez Álvarez, M. (2014). *Las terapias de tercera generación como terapias contextuales*. Madrid: Ed. Síntesis

#### **Mindfulness. Acceptance and Commitment Therapy (ACT).**

- Didonna, F. (2011). *Manual clínico de mindfulness*. Bilbao: Desclee de Brower
- Hayes, S. (2019). *A liberated mind: The essential guide to ACT*. Random House.
- Hayes, S. C., Strosahl, K. D., & Wilson, K. G. (2011). *Acceptance and commitment therapy: The process and practice of mindful change*. Guilford press.
- Luciano, C., Valdivia, S., Gutiérrez, O., y Páez, M. (2006). Avances desde la Terapia de Aceptación y Compromiso (ACT). *EduPsykhé*, 5, 2, 173-201.
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- Páez, M., y Gutiérrez, O. (2012). *Múltiples aplicaciones de la terapia de aceptación y compromiso (ACT)*. Madrid: Pirámide.
- Páez M. & Montesinos F. (2016). *Tratando con... Terapia de Aceptación y Compromiso. Habilidades terapéuticas centrales para la aplicación eficaz*. Madrid: Pirámide.
- Páez, M., Gutiérrez, O., Valdivia, S. y Luciano, C. (2006). Terapia de Aceptación y Compromiso (ACT) y la importancia de los valores personales en el contexto de la terapia psicológica. *International Journal of Psychology and Psychological Therapy*, 6, 1, 1-20.
- Vallejo, M.A. (2006). Mindfulness. *Papeles del Psicólogo*, 27, 2, 92-99.
- Vallejo, M.A. (2012). *Manual de Terapia de Conducta*. Madrid: Dyckinson. (cap. 2)
- Wilson, K. y Luciano, C. (2002). *Terapia de Aceptación y Compromiso, ACT. Un tratamiento conductual orientado a los valores*. Madrid: Editorial Pirámide

#### **Psychoanalysis**

- Freud, S. (1996). *Obras completas*. Madrid. Editorial Biblioteca Nueva
- Vaccarezza, L. (2002) *El trabajo analítico*. Madrid. Editorial Síntesis.
- Mira, V. Ruiz, P. Gallano, C. (2005). *Conceptos freudianos*. Madrid Editorial Síntesis.
- De Mijolla, A. De Mijolla-Mellor, S. (2003). *Fundamentos del psicoanálisis*. Madrid. Editorial Síntesis.

#### **Transactional analysis**

- Massó, F. (2007). *Análisis Transaccional I: cómo nos hacemos personas*. Madrid. Editorial CCS.
- Feixas, G., & Miró, M. T. (2016). Aproximaciones a la psicoterapia: Una introducción a los tratamientos psicológicos. Barcelona: Paidós. (pp. 135-169)

#### **Gestalt**

- Petit, M. (2009). *La Terapia Gestalt*. Barcelona. Editorial Kairós.

- Salama, H. (2010). *Psicoterapia Gestalt*. Barcelona. Editorial Amat.

#### Links

- Clasificación de tratamientos psicológicos eficaces según la División 12 de la Asociación Psicológica Americana (A.P.A.)  
<https://div12.org/psychological-treatments/>
- Association for Contextual Behavioral Science <http://contextualscience.org/>
- Association for Behavioral and Cognitive Therapies <http://www.abct.org/>
- Association for Behavioral Analysis International (ABA) <http://www.abainternational.org/>
- Asociación Española de Psicología Conductual <http://www.aepc.es/>

## 10. 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](mailto:orientacioneducativa@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.