

## 1. BASIC INFORMATION

<b>Course</b>	Psychological Treatment in Adults
<b>Degree program</b>	Bachelor's Degree in Psychology
<b>School</b>	School of Biomedical Sciences
<b>Year</b>	4th
<b>ECTS</b>	6
<b>Credit type</b>	Optional
<b>Language(s)</b>	English
<b>Delivery mode</b>	Presential
<b>Semester</b>	S1
<b>Academic year</b>	2025-2026
<b>Coordinating professor</b>	Jesús Alonso Vega
<b>Professor</b>	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
6. Process-based therapy
7. Measuring, predicting, and tracking changes in Psychotherapy

## 8. TEACHING-LEARNING METHODOLOGIES

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

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

## 9. LEARNING ACTIVITIES

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

Learning activity	Number of hours
Lectures	20h
Autonomous work	50h
Formative assessment	5h
Design of intervention strategies	25h

One to one tutoring	5h
Clinical case analysis	10h
Applied exercises	15h
Activities in workshops and/or laboratories	10h
Role playing	10h
<b>TOTAL</b>	<b>150h</b>

## 10. ASSESSMENT

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

Assessment system	Weight
<b>Case analysis and problem-solving:</b> This is a presential activity held in class. Students should attend and pass at least one out of two activities to pass the subject. In these activities, students will be asked to read a case and propose an assessment; or read an assessment outcome and propose an intervention plan. Each of them will count as 5% of the subject.	10%
<b>Design of intervention strategies:</b> This is a group activity. Students will be asked to develop evidence-based psychological treatment for specific psychological problems or present and discuss a topic related to the subject. This work should be done in groups of 3-5 students.	20%
<b>Performance observation</b> Students should actively participate in the three clinical simulations and in the interprofessional activity. Each of them will sum to 2.5% for the final grade.	10%
<b>Learning portfolio:</b> Students should present evidence of at least two of the readings. These readings are exam material and will be discussed in announced dedicated classes to reflect on the readings. For the evidence students should write an argumentative essay for the reading and each of them will represent 5%.	20%
<b>Test of knowledge</b> This is the exam of the subject. It's going to be conducted presential on campus during the exam period. It consists on 30 multiple-choice questions with 3 alternatives (80% of the exam grade) and one long answer question (you will have a page to write your answer/essay; 20% of the exam grade).	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 examination 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 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:

- Case Analysis and problem solving (at least one of the two)
- Design of intervention strategies (Both group work and oral presentation)
- Performance observation (Clinical Simulations and interprofessional activity)
- Learning Portfolio (at least two of the readings)

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

## 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.

### Simulation

**Uniform Requirement for Simulation Sessions:** Whenever simulations are conducted, it will be mandatory for the student to wear the corresponding uniform (grey scrub top and trousers) 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, regardless of whether they are justified or not, as missing these sessions prevents students from acquiring the necessary competencies through this methodology. 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 examination 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 submit all the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not submitted in the first period. In any case, you will need to obtain a grade of at least 5,0 out of 10,0 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:

- Case Analysis and problem solving (at least one of the two)
- Design of intervention strategies (Both group work and oral presentation.)
- Performance observation (Clinical Simulations and interprofessional activity)
- Learning Portfolio (at least two of the readings)

The activities will be assessed according to the same guidelines as in the first examination period except for the simulations and the interprofessional activity.

### Simulations

In the second examination period, the performance observation component will be reassessed through a clinical case examination where students must demonstrate comprehension of the key competencies practiced through the course.

### Interprofessional Activity

Students who do not attend or fail the interprofessional activity must retake this part during the second examination period. The retake assessment will consist of a long-answer question related to the content of the interprofessional activity.

## 11. 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	November - December
Observation of student performance and attendance to simulation	Continuous assessment
Reading 3 and 4	January
Reflexive Portfolio	January
Final exam	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.

## 12. BIBLIOGRAFÍA

The main reference work for this subject is:

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## 13. 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)

## 14. 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.