1. BASIC INFORMATION

Course	Therapist Skills
Degree program	Bachelor in Psychology
School	Biomedical and Health Sciences
Year	3rd
ECTS	6
Credit type	Elective
Language(s)	English
Delivery mode	Campus-based
Semester	1
Academic year	2025-2026
Coordinating professor	Judit Tirado
Professor	Lidia Budziszewska, Víctor Estal

2. PRESENTATION

In this course, the student will know and analyze what are the necessary skills and qualities for the therapist's professional endeavor. Self-evaluation of emotions, and the assessment of others' (clients, other therapists, etc.) will receive attention, from "emotional intelligence" and interpersonal communication skills. Professional ethics will also be discussed, as will the legislation that helps, in clinical practice, to integrate and construct the development of the profession of psychologist in the field of clinical and health practice, with its specific moral requisites.

3. LEARNING OUTCOMES

KNOWLEDGE

CON04: Identify the criteria for selecting a technique based on scientific evidence

- Identify the personal qualities and Competencies necessary for the professional performance of the therapist.
- Identify aspects of professional ethics and legislation that will help in clinical practice to integrate and build the development of the psychologist's profession in the clinical and health care field with its specific deontological requirements.

SKILLS

HAB04: Develop skills for interpersonal communication and emotional intelligence with patients: empathy, listening, self-awareness, self-motivation, self-criticism and social skills.

- Apply therapeutic skills in critical situations in the therapeutic context.
- Apply the Core skills in the development of the therapeutic process.
- To develop self-assessment of one's own emotions and those of others: interlocutors, patients, other therapists, etc., from the Field of Emotional Intelligence and the Skills of Interpersonal Communication.
- Develop skills for interpersonal Communication and emotional intelligence with their patients: empathy, listening, self-awareness, self-motivation, self-criticism and social skills.

COMPETENCIES

COMP01: To know the functions, characteristics and limitations of the different theoretical models of psychology in the field of health psychology.

COMP02: To know the Core laws of the different psychological processes in the field of Health Psychology.

COMP06: Knowing the social and anthropological dimension of the human being considering the historical and socio-cultural factors involved in the human psychological configuration.

COMP08: To know different research designs, the procedures for formulating and testing hypotheses and the interpretation of the results and to be able to apply them in the field of Health Psychology.

COMP09: To know the different fields of application of psychology and have the necessary knowledge to influence and promote quality of life in individuals, groups, communities and organisations in different contexts: education, clinical and health, work and organisations, and community.

COMP10: Knowing how to analyse the needs and demands of the target audience in different contexts.

COMP11: Being able to set the goals of psychological action in different contexts, proposing and negotiating goals with the addressees and those affected.

COMP12: Being able to plan and conduct an interview

COMP14: Being able to identify differences, problems and needs

COMP18: Being able to describe and measure organisational and inter-organisational interaction processes, dynamics and structure.

COMP19: Being able to identify organisational and inter-organisational problems and needs.

COMP21: Knowing how to select and manage tools, products and services and being able to identify the people and groups concerned.

COMP22: Knowing how to design and adapt tools, products and services according to requirements and constraints

COMP23: Knowing how to test and validate tools, products and services (prototypes or pilot tests).

COMP25: Knowing how to choose the appropriate psychological intervention techniques to achieve the objectives.

COMP26: Master the strategies and techniques to involve the target audience in the intervention.

COMP27: Knowing how to apply strategies and methods of direct intervention on the target group: psychological counselling, therapy, negotiation, mediation, etc.

COMP28: Knowing how to apply strategies and methods of direct intervention on contexts: construction of healthy scenarios...

COMP29: Knowing how to apply indirect intervention strategies and methods through others: counselling, training of trainers and other agents.

COMP30: Knowing how to plan the assessment of programmes and interventions

COMP31: Be able to select and construct indicators and measurement techniques to assess programmes and interventions.

COMP32: Being able to measure and obtain relevant data for the assessment of interventions

COMP33: Knowing how to analyse and interpret the results of the Assessment

COMP36: To know and comply with the deontological obligations of psychology.

4. CONTENT

The course is structured in 7 units:

Unit 1. Introduction
1. Historical approaches to the conceptualization of the therapeutic relationship.
2. Contributions of the implicit theories to the understanding of the therapist's person.
3. Systems for measuring the therapeutic relationship.
4. Interaction vs. relationship
5. Contextual approach

Unit 2. The effective therapist
1. The person of the therapist and the development of their resources.
2. What should the therapist be like?
3. Problems experienced by novice therapists.

4. Effectiveness.
5. Outcome research.
6. Process research.

Unit 3. Therapeutic skills

1. Therapist's communication styles and skills in the clinical interview.
    o Communication skills.

2. The therapist's communication skills and the clinical context: management of contingencies in session.
    o Motivation.
    o Motivational interviewing.

3. Emotional intelligence as a therapeutic tool

4. Verbal and non-verbal communication in the clinical context.

Unit 4. Therapeutic relationship

1. Working alliance and therapist qualities/skills

2. Therapist's communication styles and skills in the clinical interview:
    o Active listening
    o Empathy
    o Clarification
    o Paraphrasing
    o Reflection
    o Synthesis
    o Validation
    o Normalisation
    o Assertiveness

3. Coaching applied to the therapeutic situation: 'therapeutic coaching'.

4. Coaching as a tool for the therapist's success

Unit 5. Therapeutic processes

1. Approaches to the study of therapist and client
2. Research and monitoring of the therapist's role in professional success
3. Main lines of work in the field of process research
4. The study of verbal behaviour for the understanding of clinical phenomena
5. The study of therapeutic task instructions
6. Aversive control of behaviour in therapy
7. Negotiation of goals and adherence to treatment: self-contract.

Unit 6. Therapeutic context: what to do in conflict situations or crises?

1. Study of conflict situations and their relevance for clinical work.
2. Emotions of the therapist in risk/crisis situations
3. Emotional intelligence as a tool for the management of risk/crisis (conflict) situations
4. The therapist and his or her teamwork: relational factors
5. Simulation of crisis situations and coping through coaching
    o Bad news
    o Suicide assessment.
    o Gender violence.
6. Burnout syndrome

Unit 7. Professional ethics and laws in clinical practice.
1. Professional ethics and legislation in clinical practice.
2. Ethical standards and legislation applicable in clinical practice.
3. Main ethical conflicts in psychological assessment and treatment.
4. Communication between members of the same therapeutic team and between different teams.
5. Use of new technologies in clinical practice
6. Ethics of clinical research. Ethical aspects related to the presentation and publication of clinical cases and research results
7. Legal areas of action for specialists in clinical psychology and non-specialists. Regulations for the opening of professional practices

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:
• Classes
• Cooperative learning
• Case methodology
• Expositions 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:

Learning activity	Number of hours
Campus- based tutorials	5
Synchronous classes	35
Debates	5
Autonomous work	50
Practical exercises	8
Formative assessment	5
Problem resolution	10
Activities in workshops and/or laboratories	2
Case analysis	10
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
In-person Knowledge Test: Multiple-choice exam with 30 questions, each offering 3 answer options, accounting for 80% (8 points) of the final grade. There will also be a section with two open-ended questions based on practical cases, which will represent 20% of the final grade (1 point per question).	50%
Case Analysis and Problem Solving: Viewing of two films and participation in class and forum discussions for the preparation of two reports.	10%
Student Performance Observation: 7 task trainings (10%): 1. Feedback on functional analysis 2. Motivational interviewing 3. Contingency management during sessions 4. Relapse prevention and termination 5. Gender-based violence 6. Breaking bad news 7. Suicidal ideation Mini ECOES (10%)	20%
Reflexive diary: Students will document their progress in skill development throughout the course following each task-training activity.	10%
Oral Presentations: Students will present the functional analysis of a case, along with the case details and conclusions.	10%

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 follow the continuous assessment system and pass both the compulsory active methodologies and the on-site knowledge test. You must obtain a grade higher or equal to 5.0 out of 10.0 in the knowledge test and 5.0 out of 10.0 in each of the activities that belong to the active methodologies (reflexive diary + case analysis and problem solving + student performance observation + oral presentations). All activities must be handed in to pass the course.

Plagiarism and use of AI

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 in any case for the 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 assignment, their use must be described in detail in the work. 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 improving 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

The 8 simulations (7 Task Training + 1 Mini ECOE) of the subject form part of 20% of the evaluable activity Student Performance Observation:

> *Task Training:* Attendance at the Task Training simulations is compulsory and is face-to-face. These simulations are carried out in the classroom. The student must do at least 4 out of 7 simulations (Task Training) with or without justification. A student who misses more than 4 simulations will fail the Task Training (10% performance observation). Students who arrive late will not be permitted to participate in the activity.

> *Mini ECOE:* The student must also take an Objective and Structured Evaluation of Competences - ECOE (10% observation of performance). This simulation takes place in the simulated hospital. Attendance at this assessment test is compulsory.

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

7.2. Second exam period

In order to pass the course in the second exam period, the same guidelines will be followed as in the first exam period. It is necessary to hand in the activities that were not passed in the first exam period, after having received the corresponding corrections from the teacher, or those that were not handed in.

In order to pass the course in the extraordinary exam, you must pass both the compulsory active methodologies and the knowledge test. You must obtain a grade of 5.0 out of 10.0 in the knowledge test and 5.0 out of 10.0 on each of the activities that belong to the active methodologies (reflexive diary + case analysis and problem solving + student performance observation + oral presentations). All activities must be handed in in order to pass the course.

The extraordinary evaluation will be carried out as follows for each activity:
- **Knowledge test:** an equivalent exam.
- **Films and discussion:** report on a different film and participation in a new forum.
- **Task-training:** analysis of therapeutic skills in a video for each task-training, presented through a written report.
- **Mini-ECOES:** video recording demonstrating skills applied to a clinical case.

8. SCHEDULE

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

Assessable activities	Deadline
Student performance observation	All semester
Case analysis and problem resolution	All semester
Oral presentations	Week 11
Reflexive Diary	Week 17
Exam	Week 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. BIBLIOGRAFÍA

The recommended Bibliography is:

Manuals
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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

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.