



Information about the subject

Degree: Bachelor of Science Degree in Psychology

Faculty: Faculty of Psychology

Code: 292025 **Name:** -Main Models of Intervention in Psychotherapy

Credits: 6,00 **ECTS Year:** The course is not offered this academic year **Semester:** 1

Module: OPTIONAL

Subject Matter: Health psychology **Type:** Elective

Field of knowledge: Ciencias de la salud

Department: Personality Psychology, Treatments, and Methodology

Type of learning: Classroom-based learning / Online

Languages in which it is taught:

Lecturer/-s:



Module organization

OPTIONAL

| Subject Matter | ECTS | Subject | ECTS | Year/semester |
|---|-------|--|------|---|
| Health psychology | 84,00 | -Clinical Neuropsychology | 6,00 | 0, 4/1 |
| | | -Disorders of Eating Behavior | 6,00 | 4/1 |
| | | -Health Psychology | 6,00 | 3, 4/1 |
| | | -Legal Psychology | 6,00 | 0, 4/1 |
| | | -Main Models of Intervention in Psychotherapy | 6,00 | This elective is not offered in the academic year 24/25 |
| | | Mediation and familiar orientation | 6,00 | 3/1 |
| | | -New Directions in Psychotherapy | 6,00 | This elective is not offered in the academic year 24/25 |
| | | -Prevention and Treatment of Addictive Behavior | 6,00 | 0, 2, 3/1 |
| | | -Psychogerontology | 6,00 | This elective is not offered in the academic year 24/25 |
| | | -Psychology of the Chronic Disease and of Rehabilitation | 6,00 | This elective is not offered in the academic year 24/25 |
| -Psychology, Grieving and Palliative Care | 6,00 | 4/1 | | |



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|------------------------|-------|---|------|---|
| Health psychology | | -Psychopharmacology | 6,00 | 4/1 |
| | | Sleeping disorders | 6,00 | 4/1 |
| | | -Therapy Techniques and Behavior Modification | 6,00 | This elective is not offered in the academic year 24/25 |
| Transversal psychology | 42,00 | Anthropology of the Person and Health | 6,00 | This elective is not offered in the academic year 24/25 |
| | | Basic Social and Emotional Skills for Professional Practice of Psychology | 6,00 | This elective is not offered in the academic year 24/25 |
| | | History and Philosophy of the Family | 6,00 | This elective is not offered in the academic year 24/25 |
| | | -Psychology of Religion | 6,00 | This elective is not offered in the academic year 24/25 |
| | | Psychology, and Information and Communication Technologies | 6,00 | This elective is not offered in the academic year 24/25 |
| | | -Qualitative Research Methodology | 6,00 | This elective is not offered in the academic year 24/25 |
| | | Scientific English II | 6,00 | This elective is not offered in the academic year 24/25 |



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|--|-------|--|------|--|
| Educational psychology | 48,00 | -Affective Linkages in the Life Cycle | 6,00 | This elective is not offered in the academic year 24/25 |
| | | Development of Cognitive Skills | 6,00 | This elective is not offered in the academic year 24/25 |
| | | Education for Interculturality | 6,00 | This elective is not offered in the academic year 24/25 |
| | | Educational Intervention for Students with Special Educational Needs | 6,00 | This elective is not offered in the academic year 24/25 |
| | | -Occupational Guidance | 6,00 | This elective is not offered in the academic year 24/25 |
| | | Preventive Intervention and Early Stimulation | 6,00 | 2/1 |
| | | -School Psychology | 6,00 | 2, 3/1 |
| | | Strategies and Tools for Effective Learning | 6,00 | This elective is not offered in the academic year 24/25 |
| Psychology of work and human resources | 42,00 | -Cooperative Work in Interdisciplinary Teams | 6,00 | This elective is not offered in the academic year 24/25 |
| | | -Intervention Techniques in Human Resources | 6,00 | This elective is not offered in the academic year 24/25 |



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|--|-------|--|------|--|
| Psychology of work and human resources | | Interview and Psychological Counselling | 6,00 | This elective is not offered in the academic year 24/25 |
| | | Management of the Work Climate in Organisations | 6,00 | 3/1 |
| | | Mediation and Intervention in Family Businesses | 6,00 | This elective is not offered in the academic year 24/25 |
| | | -Negotiation and Conflict Resolution | 6,00 | 0, 4/1 |
| | | -Psychology of Communication | 6,00 | 2/1 |
| Community psychology and social intervention | 54,00 | Family and Aid to Dependency | 6,00 | 2/1 |
| | | Intervention and Organisation of Socio-cultural Events | 6,00 | This elective is not offered in the academic year 24/25 |
| | | -Psychology of Conflict and Violence | 6,00 | 2/1 |
| | | -Psychology of Criminality | 6,00 | 3/1 |
| | | -Psychology of Physical Activity and Sport | 6,00 | This elective is not offered in the academic year 24/25 |
| | | -Psychology of Social Intervention | 6,00 | This elective is not offered in the academic year 24/25 |
| | | -Psychology of the Media | 6,00 | This elective is not offered in the academic year 24/25 |



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|--|-------|--|------|---|
| Community psychology and social intervention | | Psychosocial Intervention in Disasters and Emergencies | 6,00 | 3/1 |
| | | -Social Support Theory and Strategies | 6,00 | This elective is not offered in the academic year 24/25 |
| Speech therapy psychology | 30,00 | Acquisition and Development of Language | 6,00 | This elective is not offered in the academic year 24/25 |
| | | Assessment of Language, Speech and Voice | 6,00 | 0/1 |
| | | -Language and Hearing Disorders | 6,00 | 0/1 |
| | | Linguistic Analysis of Language Disorders | 6,00 | This elective is not offered in the academic year 24/25 |
| | | -Speech and Voice Disorders | 6,00 | This elective is not offered in the academic year 24/25 |

Recommended knowledge

No recommended knowledge.

Prerequisites

El alumno deberá cursar un mínimo de 30 ECTS de Optatividad, entre las asignaturas activadas en el curso académico.



Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Knowing the concepts, theories and main models of psychology in the area of Clinical Psychology and Health Psychology.
- R2 Being able to design psychological prevention plans that are adequate to the specific demands presented in each area based on the learned theoretical models.
- R3 Being able to design psychological prevention plans in the different contexts of the health field.
- R4 Knowing and acquiring the necessary skills for the adequate management of therapeutic relationships.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

| BASIC | | Weighting | | | |
|----------|---|-----------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| CB1 | Students must show that they have and understand knowledge in a field of study that is based on general secondary education on a level that, although supported by advanced textbooks, includes also some aspects that involve knowledge belonging to the vanguard of their field of study. | X | | | |
| CB2 | Students can apply their knowledge to their work or vocation in a professional manner and possess the skills typically demonstrated through devising and sustaining arguments and solving problems within their field of study. | X | | | |
| CB3 | Students have the ability to gather and interpret relevant data usually within their field of study to inform judgments that include reflection on relevant social, scientific or ethical. | X | | | |
| CB4 | Students can communicate information, ideas, problems and solutions to both specialist and non-specialist. | X | | | |
| SPECIFIC | | Weighting | | | |
| | | 1 | 2 | 3 | 4 |
| CE1 | Analyzing needs and requests of addressee functions in different contexts. | | | X | |
| CE2 | Establishing psychological action goals in different contexts, proposing and negotiating the goals with addressees. | | | X | |
| CE3 | Planning and carrying out interviews. | | | X | |
| CE4 | Analyzing and measuring variables (personality, intelligence and other aptitudes) and cognitive, emotional, psychobiological and behavioral processes . | | | X | |
| CE5 | Identifying differences, problems and needs. | | | | X |



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|------|---|---|---|---|---|
| CE6 | Diagnosing following professional principles. | | X | | |
| CE7 | Analyzing and assessing interaction processes, group dynamics and group and inter-group structures. | X | | | |
| CE8 | Identifying group and inter-group problems and needs. | X | | | |
| CE9 | Analyzing and assessing interaction processes, organizational and inter-organizational dynamics and structure. | X | | | |
| CE11 | Analyzing the context in which personal behaviors, group and organizational processes take place. | X | | | |
| CE12 | Selecting and correctly using tools, products and services and identifying those people and group concerned. | X | | | |
| CE15 | Defining objectives and devising action plans according to action goals. (prevention, treatment, rehabilitation, insertion, support). | | | | X |
| CE16 | Choosing adequate psychological intervention techniques. | | | | X |
| CE17 | Mastering strategies and techniques to get addressees involved. | | | X | |
| CE18 | Putting into practice direct intervention strategies and methods: psychological advice, therapy, negotiation mediation... | | | | X |
| CE19 | Putting into practice direct intervention strategies and methods in contexts: building healthy environment... | | X | | |
| CE21 | Planning programmes and intervention assessment. | | | X | |
| CE23 | Analyzing and collecting important data for intervention assessments. | | | X | |
| CE24 | Analyzing and interpreting assessment results. | | | X | |
| CE25 | To be able to measure and to collect relevant data for the evaluation of the interventions | | | | X |
| CE26 | Writing oral and written reports. | | X | | |
| CE27 | Knowing and adapting to the psychology code of ethics. | | | X | |
| CE32 | To know the psycho-social principles of group operation and of organisations. | X | | | |



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|------|---|--|--|--|--|--|--|--|---|---|
| CE34 | To know different evaluation methods, psychological diagnoses and treatments in different applied domains of Psychology. | | | | | | | | | X |
| CE37 | To know the different specialities of application of Psychology and to have the knowledge necessary to promote quality of life in individuals, groups, communities and organisations in different contexts. | | | | | | | | X | |

| TRANSVERSAL | | Weighting | | | |
|-------------|--|-----------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| CT1 | Capacity to analyze and synthesize. | X | | | |
| CT2 | Capacity to organize and plan. | X | | | |
| CT3 | Mastering Spanish oral and written communication. | X | | | |
| CT6 | Capacity to manage information (capacity to look for and analyze information coming from different types of sources) | X | | | |
| CT7 | Problem solving. | | X | | |
| CT8 | Decision making. | X | | | |
| CT9 | Capacity to work in team. | X | | | |
| CT10 | Capacity to work in interdisciplinary teams. | X | | | |
| CT12 | Interpersonal skills. | X | | | |
| CT13 | Understanding multicultural and diverse environment. | X | | | |
| CT14 | Critical capacity. | X | | | |
| CT15 | Ethics. | X | | | |
| CT16 | Capacity to develop and update competences, skills and knowledge following professional standards. | X | | | |
| CT17 | Capacity to adapt to new situations. | X | | | |



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|------|---|---|--|---|
| CT18 | Capacity to produce new ideas (creativity). | X | | |
| CT20 | Knowing foreign cultures. | X | | |
| CT21 | Taking initiatives and enterprising spirit. | X | | |
| CT23 | Sensitivity to environmental issues | X | | |
| CT24 | Taking responsibility | X | | |
| CT25 | Self-criticism ability: being able to critically assess one's performance. | X | | |
| CT26 | Assessing our behavior and knowing our competences and limits. | X | | |
| CT27 | Capacity to express feelings. | X | | |
| CT28 | Capacity to overcome possible frustrations. | X | | |
| CT29 | Interpreting other's intentions. | X | | |
| CT30 | Social commitment. | X | | |
| CT31 | Sensitivity to problems facing mankind. | X | | |
| CT32 | Sensitivity to personal, environmental and institutional injustices. | X | | |
| CT33 | Showing concern for the development of individuals, communities and people. | X | | |
| CT34 | Professional relationships: being able to build and maintain relationships with other professionals and important organizations | X | | |
| CT36 | Being able to collect information using different kinds of sources. | | | X |
| CT37 | Being able to collect information from other people. | X | | |



Assessment system for the acquisition of competencies and grading system

In-class teaching

| Assessed learning outcomes | Granted percentage | Assessment method |
|----------------------------|--------------------|--|
| R1, R2, R3, R4 | 60,00% | Oral and/or written tests employed in initial, training and/or summative student assessment. |
| R2, R3, R4 | 10,00% | Presentation of practical activities. |
| R1, R2, R3 | 20,00% | Attendance and active participation: lessons, group assignments and tutoring sessions. It will be monitored and registered by the teacher. |
| R2, R3 | 10,00% | Oral presentation of assignments. |

Observations

The final grade (the student has to pass each one of the parts) will be obtained by adding all the qualifications. If the approval is not obtained - in all evaluated parts -, the qualification that will appear in the "record" will be a weighted one less than five.

Criteria for granting the Honors: best results from 9.5 in the final grade, and prove levels of excellence in practical activities, as well as in attendance and active participation in class.

Online teaching

| Assessed learning outcomes | Granted percentage | Assessment method |
|----------------------------|--------------------|--|
| R1, R2, R3, R4 | 75,00% | Final evaluation consisting of essay questions and hypothetical scenarios. |
| R2, R3 | 5,00% | Submitted tasks |
| R2, R3 | 20,00% | Attendance and participation in synchronic communication activities. |

Observations

To pass the course the student will have to pass both the final written test (minimum 3.75 points) and the presentation of the different practices (minimum 1 point). The grade obtained in the approved part (theoretical or practical) will be saved for the second call. Criteria for granting the Honors: "Prove levels of excellence in all competencies and learning outcomes".



In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded.

Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Teacher presentation of contents, competency analysis, explanation and demonstration of capacities, abilities and knowledge in the classroom (presential modality).
- M2 Teacher-supervised groupwork sessions: case studies, diagnostic tests, problems, fieldwork, IT room, visits, data searches, libraries, web, Internet, etc. Building knowledge significantly through interaction and student activities (presential modality).
- M3 Supervised monographic sessions with shared participation.
- M4 Application of interdisciplinary knowledge.
- M6 Personalized attention in small groups. Training and/or orientation period by a teacher aimed at revising and discussing the materials and topics presented in the lessons, seminars, lectures, assignments, etc.
- M7 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M8 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and/or tutoring sessions in small groups. Tasks done on the platform or other virtual spaces.



- M9 Students' independent study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and /or small-group tutoring sessions. Tasks on the platform or other virtual spaces.
- M11 Teacher presentation of contents, competencies analysis, explanation and demonstration of capacities, abilities and knowledge on the virtual classroom.
- M12 Group work sessions via chat moderated by the teacher. Case studies –both real and fictional– aimed at building knowledge through interaction and students' activities. Critical analysis of values and social commitment.
- M13 Monographic sessions throughout the course, focused on current aspects and applications of the subject.
- M14 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M15 Student's individual study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or turned in in electronic format.
- M16 Individualized attention for the monitoring and orientation in the learning process, performed by a tutor in order to revise and discuss the materials and topics, seminars, readings and assignments, etc.
- M17 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or handed in.
- M18 Participation and contributions to discussion forums related to the subject and moderated by the module's teacher.
- M19 Problem resolution, comments, reports to be handed in according to the deadlines throughout the course.



IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

| | LEARNING OUTCOMES | HOURS | ECTS |
|--|-------------------|--------------|-------------|
| ON-CAMPUS CLASS Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1 | R1, R2, R3, R4 | 25,00 | 1,00 |
| PRACTICAL CLASSES Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity. M2 | R2, R3, R4 | 25,00 | 1,00 |
| OFFICE ASSISTANCE Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, papers, etc. M6 | R1, R2, R3, R4 | 7,50 | 0,30 |
| ASSESSMENT Set of oral and/or written tests used in initial, formative or additive assessment of the student. M7 | R1, R2, R3, R4 | 2,50 | 0,10 |
| TOTAL | | 60,00 | 2,40 |



LEARNING ACTIVITIES OF AUTONOMOUS WORK

| | LEARNING OUTCOMES | HOURS | ECTS |
|---|-------------------|--------------|-------------|
| GROUP WORK Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M8 | R2, R3 | 50,00 | 2,00 |
| INDEPENDENT WORK Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform. M9 | R1, R2, R3, R4 | 40,00 | 1,60 |
| TOTAL | | 90,00 | 3,60 |



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

| | LEARNING OUTCOMES | HOURS | ECTS |
|--|-------------------|--------------|-------------|
| Virtual session (distance learning) M11 | R1, R2, R3, R4 | 25,00 | 1,00 |
| Virtual practical session (distance learning) M12 | R2, R3, R4 | 12,50 | 0,50 |
| Seminar and virtual videoconference (distance learning) M13 | R1, R2, R3, R4 | 6,00 | 0,24 |
| In-person or virtual assessment (distance learning) M14 | R1, R2, R3, R4 | 2,50 | 0,10 |
| Individual tutoring sessions (distance learning) M16 | R1, R2, R3, R4 | 7,50 | 0,30 |
| Discussion forums (distance learning) M13 | R1, R2, R3, R4 | 1,50 | 0,06 |
| Continuous assessment activities (distance learning) M14 | R1, R2, R3, R4 | 5,00 | 0,20 |
| TOTAL | | 60,00 | 2,40 |

ASYNCHRONOUS LEARNING ACTIVITIES

| | LEARNING OUTCOMES | HOURS | ECTS |
|---|-------------------|--------------|-------------|
| Individual work activities (distance learning) M15 | R1, R2, R3 | 50,00 | 2,00 |
| Teamwork (distance learning) M17 | R2, R3 | 40,00 | 1,60 |
| TOTAL | | 90,00 | 3,60 |



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

| Content block | Contents |
|-------------------|--|
| UNIT DIDACTIC I | - The problem of defining Psychotherapy |
| UNIT DIDACTIC II | - Models of intervention in psychotherapy. Historical introduction, Fundamental Concepts and Therapeutic Methods Psychodynamic Models Humanistic-Existential Models Behavioral Models Systemic Models Cognitive Models Logotherapy |
| UNIT DIDACTIC III | - The integrative movement in Psychotherapy - Current developments in the different Psychotherapeutic orientations |

Temporary organization of learning:

| Block of content | Number of sessions | Hours |
|-------------------|--------------------|-------|
| UNIT DIDACTIC I | 3,00 | 6,00 |
| UNIT DIDACTIC II | 20,00 | 40,00 |
| UNIT DIDACTIC III | 7,00 | 14,00 |



References

Basic references

- Caro, I. (2011). *Hacia una práctica eficaz de las psicoterapias cognitivas. Modelos y técnicas principales*. Desclée de Brouwer
- Feixas, G., Miró, M.T. (1993). *Aproximaciones a la psicoterapia*. Paidós
- Feixas, G. y Villegas, M. (2000). *Constructivismo y Psicoterapia*. Desclée de Brouwer
- Frankl, V. (1994). *Ante el vacío existencial. Hacia una humanización de la psicoterapia*. Herder Editorial
- Labrador, F. J., Echeburúa, E., Becoña, E. (2000). *Guía para la elección de tratamientos psicológicos efectivos*. Dykinson
- Márquez-González, M. (2016). *Tendencias actuales en intervención psicológica*. Síntesis
- Minuchin, S. y Fishman, H. (1984). *Técnicas de terapia familiar*. Ediciones Paidós
- Pérez-Álvarez, M. (2014). *Las terapias de tercera generación como terapias contextuales*. Síntesis
- Rojí, B. y Saúl, L. (2013). *Introducción a los tratamientos psicodinámicos, experienciales, constructivistas, sistémicos e integradores*. UNED

Supplementary references

- González, H. y Pérez, M (2007). *La invención de trastornos mentales*. Alianza
- Martorell, J. L. (2014). *Psicoterapias. Escuelas y Orígenes. Conceptos básicos*. Pirámide
- Moreno, J.L. (1972). *El Psicodrama*. Ediciones Hormé
- Wessler, R., Hankin, S., Stern, J. (2015). *Trabajando con clientes difíciles. Aplicaciones de la Terapia de Valoración Cognitiva*. Desclée de Brouwer
- Yalom, I. D. (2000). *Psicoterapia existencial y terapia de grupo*. Barcelona: Paidós