Course Syllabus

Psychological Treatment in Adults

Year: Fourth Year
Code: 9937001413
Coordinating professor: Alejandra Koeneke Hoenicka
Degree program: Bachelor’s Degree in Psychology
School: School of Biomedical Sciences
Languages: English
The mission of Universidad Europea de Madrid is to offer its students a holistic education, helping them become leaders and professionals capable of responding effectively to the needs of today’s global world, adding value within their career fields, and contributing to social advancement through their entrepreneurial spirit and ethical integrity. We also strive to create and transfer knowledge through applied research, thus making our own contribution to progress and putting ourselves at the forefront of intellectual, scientific, and technological development.
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1. Basic information on the course/module

<table>
<thead>
<tr>
<th>ECTS</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit type</td>
<td>Elective</td>
</tr>
<tr>
<td>Language</td>
<td>English</td>
</tr>
<tr>
<td>Delivery mode</td>
<td>Campus-Based</td>
</tr>
<tr>
<td>Trimester/Semester</td>
<td>Semester 7</td>
</tr>
</tbody>
</table>

2. Presentation of the course/module

This course is designed to assist the future mental health practitioner in understanding the nature and treatment of different psychiatric disorders. A survey of commonly used psychotherapeutic approaches will be presented in relation to different disorders, with emphasis on approaches with 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, in order 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.

3. Competencies and learning outcomes

Core competencies:

- **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 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 together and interpret relevant data (usually in their area of study) to make judgments that involve considering important social, scientific or ethical issues.
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- 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.

Core competencies of Psychology:
- CBPS2: Knowing the basic laws of different psychological processes in the field of Health Psychology.

Cross-curricular competencies:
- 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.

Specific competencies:
- 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.
Learning outcomes:

- **LO1**: Students should know the different trends in psychological treatment in adult patients in relation to individual and concrete problems.
- **LO2**: Students must develop specific and differential knowledge about the different psychotherapeutic approaches that can be applied in the wide range of treatment of adult patients, and should be able to select and apply the most optimal form in each particular case.

The table below shows the relation between the competencies developed during the course and the envisaged learning outcomes:

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBM1, CBM2, CBM3, CBM4, CBM5, CBPS2, CT12, CE1, CE3, CE4, CE5, CE6, CE7, CE11, CE16, CE17, CE18, CE21</td>
<td>LO1: Students should know the different trends in psychological treatment in adult patients in relation to individual and concrete problems</td>
</tr>
<tr>
<td>CBM1, CBM2, CBM3, CBM4, CBM5, CBPS2, CT2, CT5, CT12, CT13, CT16, CT17, CE1, CE2, CE3, CE4, CE5, CE6, CE7, CE11, CE15, CE16, CE17, CE18, CE21, CE23, CE24, CE25, CE26, CE27, CE28</td>
<td>LO2: Students must develop specific and differential knowledge about the different psychotherapeutic approaches that can be applied in the wide range of treatment of adult patients, and should be able to select and apply the most optimal form in each particular case</td>
</tr>
</tbody>
</table>
The following table shows how the different types of activities are distributed and how many hours are assigned to each type:

<table>
<thead>
<tr>
<th>Type of educational activity</th>
<th>Number of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>20 h</td>
</tr>
<tr>
<td>Autonomous work</td>
<td>50 h</td>
</tr>
<tr>
<td>Evaluations</td>
<td>5 h</td>
</tr>
<tr>
<td>Design of intervention strategies</td>
<td>25 h</td>
</tr>
<tr>
<td>One to one tutoring</td>
<td>5 h</td>
</tr>
<tr>
<td>Clinical case analysis</td>
<td>10 h</td>
</tr>
<tr>
<td>Applied exercises</td>
<td>15 h</td>
</tr>
<tr>
<td>Role playing</td>
<td>20 h</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>150 h</strong></td>
</tr>
</tbody>
</table>
To develop the competencies and achieve the learning outcomes, you will have to complete the activities indicated in the table below:

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Learning activity</th>
<th>Type of activity</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>Activity 1</td>
<td>Evaluation Lectures Autonomous work</td>
<td>Topics 1 - 16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>One to one tutoring</td>
<td></td>
</tr>
<tr>
<td>LO1</td>
<td>Activity 2</td>
<td>Autonomous work One to one tutoring</td>
<td>Topic 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluation</td>
<td></td>
</tr>
<tr>
<td>LO1, LO2</td>
<td>Activity 3</td>
<td>Lectures Design of intervention strategies Clinical case analysis One to one tutoring</td>
<td>Topics 1 - 16</td>
</tr>
<tr>
<td>LO1</td>
<td>Activity 4</td>
<td>Autonomous work One to one tutoring Evaluation</td>
<td>Topics 1 - 16</td>
</tr>
<tr>
<td>LO1, LO2</td>
<td>Activity 5</td>
<td>Design of intervention strategies Clinical case analysis Applied exercises Role playing</td>
<td>Topics 1 - 16</td>
</tr>
<tr>
<td>LO1, LO2</td>
<td>Activity 6</td>
<td>Evaluation (Exam of all content)</td>
<td>Topics 1 - 16</td>
</tr>
</tbody>
</table>

When you access the course on the *Virtual Campus*, you'll find a description of the activities you have to complete, as well as the deadline and assessment procedure for each one.
4. Monitoring and assessment

The following table shows the assessable activities, their respective assessment criteria, and the weight each activity carries towards the final course grade.

<table>
<thead>
<tr>
<th>Assessment activity</th>
<th>Assessment criteria</th>
<th>Weight (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1</td>
<td>Portfolio. Each Unit/Topic has one or two activities assigned. You will be expected to complete all the assignments by the end of the course.</td>
<td>20%</td>
</tr>
<tr>
<td>Activity 2</td>
<td>Comprehensive reading and analysis of a novel written by the psychotherapist Irvin Yalom, about the history of psychotherapy and group therapy. Students will show evidence of their comprehension reading in a quiz.</td>
<td>10%</td>
</tr>
<tr>
<td>Activity 3</td>
<td>Preparing an oral presentation in which you will make a diagnosis for the client and you will be asked to develop at least three treatment plans (or an eclectic one) for the client/patient.</td>
<td>20%</td>
</tr>
<tr>
<td>Activity 4</td>
<td>Comprehensive reading and analysis of a work book written by the psychotherapist Randi Kreger and James Paul Schirley, about strategies in</td>
<td>10%</td>
</tr>
</tbody>
</table>
When you access the course on the Campus Virtual, you’ll find a description of the activities you have to complete, as well as the deadline and assessment procedure for each one.

**4.1. First exam period**

The evaluation of this course is based on the “Reglamento de Evaluación en las titulaciones oficiales de grado de la UEM” available at:

http://www.uem.es/es/alumnos/consultas/normativa-academica

Accordingly, the evaluation process is on-going in nature. Students will be evaluated at several time points throughout the course. Furthermore, students must justify at least 50% of their attendance to the course. The final grade is expressed in this numeric scale from 0 to 10:

- Suspenso (SS): from 0 to 4,9
- Aprobado (AP): from 5,0 to 6,9
- Notable (NT): from 7,0 to 8,9
- Sobresaliente (SB): from 9,0 to 10
To pass this course, the final grade must be equal or greater than 5. It is expected that students will be the sole authors of their assignments. If students plagiarize their work, they will obtain a grade of 0 and be subject to academic punishment. If an assignment is turned in late, grades will be affected.

4.2. Second exam period

Students who fail the course will have the right to an extraordinary examination. The criteria for this latter evaluation will be the same as for the rest of the academic year.

5. Bibliography


• Formulación de casos clínicos en terapia del comportamiento. Madrid: Pirámide.


6. How to communicate with your professor

Whenever you have a question about the content or activities, don’t forget to post it to your course forum so that your classmates can read it.

You might not be the only one with the same question!

If you have a question that you only want to ask your professor, you can send him/her a private message from the Campus Virtual. And if you need to discuss something in more detail, you can arrange an advisory session with your professor.

It’s a good idea to check the course forum on a regular basis and read the messages posted by your classmates and professors, as this can be another way to learn.

7. Study recommendations

When you study at university, you need to plan and be consistent from the first week. It’s very useful to exchange experiences and opinions with professors and other students, as this will help you develop core competencies such as flexibility, negotiating skills, teamwork, and, of course, critical thinking.

To help you, we recommend using a general method of study based on the following points:

- Study systematically and at a steady pace.
- Attend class and regularly check the course forum on the Campus Virtual so that you keep up to date with what’s happening.
- Participate actively in the course by sharing your opinions, doubts and experiences relating to the topics covered and/or suggesting new topics of interest for discussion.
- Read the messages posted by your classmates and/or professors.

Active participation in physical and virtual classroom activities is of special interest and academic value. You can participate in many different ways: asking questions, giving
your opinion, doing all the activities your professor suggests, taking part in collaborative activities, helping your classmates, etc. This way of working requires effort, but it will help you get better results as you develop your competencies.
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[Annex with detailed information on the Campus Virtual]

• Annex 1. Specific regulations of the course
• Annex 2. Activities description.
• Annex 3. Contents.
• Annex 4. Activities calendar.
• Annex 5. Weekly work plan.