Course Syllabus
Psychological Treatment for Children and Adolescents

Year: 4th
Code: 9937001841
Coordinating professor: Ricardo de Pascual Verdú
Degree program: BSc Psychology
School: 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

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</thead>
<tbody>
<tr>
<td>ECTS</td>
<td>6</td>
</tr>
<tr>
<td>Credit type</td>
<td>Optional</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>2nd semester</td>
</tr>
</tbody>
</table>

2. Presentation of the course/module

Psychological Treatment for Children and Adolescents is an optional subject, taught in the 4th year of the BSc in Psychology. Its purpose is to teach the student in the specific assessment and treatment of these life stages from a scientific standpoint. The student, therefore, will get to know the dispositional variables that are specific to the infancy, childhood, and adolescence, as well become proficient in incorporating them to an adequate case analysis and treatment planning and completion. Students will also learn the techniques and procedures that are more widely used in the most common childhood and adolescence problems, and the adaptations that must be made to them for the treatment of these groups.

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

- **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.

- **CBPS7**: Knowing different methods of psychological assessment, diagnosis and treatment in different applied fields 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**: knowing theoretical frameworks about family systems, therapy with children and adolescence and their modes.
- **LO2**: recognising the skills and information that are necessary for the conceptualisation of the case and the treatment plan.
- **LO3**: Identifying, assessing and implementing empirically validated interventions with children and adolescents.
- **LO4**: exploring practical issues related to the clinical work with children and adolescents.

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,</td>
<td>• <strong>LO1</strong>: knowing theoretical frameworks about family systems, therapy with</td>
</tr>
<tr>
<td>CBM4, CBM5 CBPS7</td>
<td>children and adolescence and their modes.</td>
</tr>
<tr>
<td>CT2, CT5, CT12, CT13,</td>
<td></td>
</tr>
<tr>
<td>CT16, CT17 CE28, CE11</td>
<td></td>
</tr>
<tr>
<td>CE28</td>
<td></td>
</tr>
<tr>
<td>CBM1, CBM2, CBM3,</td>
<td>• <strong>LO2</strong>: recognising the skills and information that are necessary for the</td>
</tr>
<tr>
<td>CBM4, CBM5 CBPS7</td>
<td>conceptualisation of the case and the treatment plan.</td>
</tr>
<tr>
<td>CT2, CT5, CT12, CT13,</td>
<td></td>
</tr>
<tr>
<td>CT16, CT17 CE1, CE2,</td>
<td></td>
</tr>
<tr>
<td>CE3, CE4, CE5, CE6,</td>
<td></td>
</tr>
<tr>
<td>CE7, CE11, CE15,</td>
<td></td>
</tr>
<tr>
<td>CE16, CE17, CE18, CE19, CE21, CE23, CE24, CE25, CE26, CE27, CE28</td>
<td></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>Classes</td>
<td>20</td>
</tr>
<tr>
<td>Autonomous work</td>
<td>20</td>
</tr>
<tr>
<td>Formative evaluation</td>
<td>5</td>
</tr>
<tr>
<td>Strategy, procedure, and intervention plan design</td>
<td>25</td>
</tr>
<tr>
<td>Tutorials</td>
<td>5</td>
</tr>
<tr>
<td>Case analysis</td>
<td>10</td>
</tr>
<tr>
<td>Practical exercises</td>
<td>15</td>
</tr>
<tr>
<td>Role playing</td>
<td>20</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>Autonomous work Classes</td>
<td>UA1- Topic 1</td>
</tr>
<tr>
<td>LO2, LO3, LO4</td>
<td>Activity 2</td>
<td>Role playing Classes</td>
<td>UA4 – Topic 1</td>
</tr>
<tr>
<td>LO1, LO2, LO3, LO4</td>
<td>Activity 3</td>
<td>Autonomous work Strategy, procedure, and intervention plan design Case analysis</td>
<td>UA4 - Topic 1</td>
</tr>
<tr>
<td>LO1, LO2, LO3, LO4</td>
<td>Activity 4</td>
<td>Autonomous work Strategy, procedure, and intervention plan design Classes</td>
<td>UA6 – Topic 1</td>
</tr>
<tr>
<td>LO2, LO3, LO4</td>
<td>Activity 5</td>
<td>Role playing Classes</td>
<td>UA6 – Topic 1</td>
</tr>
<tr>
<td>LO1, LO2, LO3, LO4</td>
<td>Activity 6</td>
<td>Autonomous work Case analysis</td>
<td>UA6 – Topics 1 and 3</td>
</tr>
<tr>
<td>LO1, LO2, LO3, LO4</td>
<td>Activity 7</td>
<td>Autonomous work Case analysis</td>
<td>UA 6 – topic 1</td>
</tr>
<tr>
<td>LO1, LO2, LO3, LO4</td>
<td>Exam</td>
<td>Autonomous work</td>
<td>All topics and units</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>Assessable activity</th>
<th>Grading criteria</th>
<th>weight (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1</td>
<td>• Knows the General Ecological Model. • Proposes explanations from this knowledge.</td>
<td>2%</td>
</tr>
</tbody>
</table>
### Activity 2
- Adequate writing.
- Follows the Simulated Hospital rules and guidelines
- Applies knowledge from the classroom.
- Performs satisfactorily on the scenario.
- Correctly assesses the performance of the classmate that will play the role of the therapist.

2%

### Activity 3
- Adequately uses concepts.
- Chooses clinically relevant behaviours to be modified.
- Adequately describes and builds all parts of the token economy.
- Adequately plans for the economy withdrawal.
- Expresses themselves adequately.

10%

### Activity 4
- Adequately uses concepts.
- Sets realistic goals.
- Plans interventions that account for relevant variables.
- Expresses themselves adequately.

10%

### Activity 5
- Follows the Simulated Hospital rules and guidelines
- Applies knowledge from the classroom.
- Performs satisfactorily on the scenario.
- Correctly assesses the performance of the classmate that will play the role of the therapist.

2%

### Activity 6
- Adequately uses concepts.
- Proposes correct origin and maintenance hypotheses.
- Proposes an appropriate treatment.
- Adequate writing.

2%

### Activity 7
- Adequately uses concepts.
- Proposes correct origin and maintenance hypotheses.
- Proposes an appropriate treatment.
- Adequate writing.

2%
### Exam
- Knows methods and tools for the intervention that are relevant.
- Is able to tell apart different intervention methods in accordance with their theoretical approach.
- Satisfactorily performs a functional analysis

<table>
<thead>
<tr>
<th>Exam</th>
<th>50%</th>
</tr>
</thead>
</table>

### Reflexive diary
- Reflects upon what was learnt.
- Puts learning in relation with previous knowledge.
- Clearly and coherently organises ideas.

<table>
<thead>
<tr>
<th>Reflexive diary</th>
<th>10%</th>
</tr>
</thead>
</table>

### Student Performance
- Differentiates between tools and clinical methods in psychology.
- Can use basic psychological intervention tools.

<table>
<thead>
<tr>
<th>Student Performance</th>
<th>10%</th>
</tr>
</thead>
</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**

To pass the course in the first exam period you should follow the continuous evaluation system and pass mandatory active methodologies as well as the test. In order to pass in the first exam period, you should obtain a grade of 5 or greater out of 10 in the final grade of the subject.

In order to get full grade for the active methodologies, they should be turned in within the provided deadline. Delays in turning your assignments in may result in lower grades and/or failing that assignment.

As is established in the Regulation of assessment of official degrees in the Universidad Europea, Title 1, art. 4, “Students that attend campus-based classes must attend to at least 50% of classes, as a necessary part of the process of assessment and to fulfill the right of the student to receive advice, assistance and academic follow-up on the part of the teacher. In this effect, the student will be required to use the technological service provided by the University, in order to have evidence of their daily attendance to their classes. This system will, also, be used to guarantee an objective information of the active role of the student in the classroom. Lack of proof by the proposed means of 50% of attendance to classes will authorise the teacher to consider the student has failed the subject in the first exam period”.

### Table

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
<td>50%</td>
</tr>
<tr>
<td>Reflexive diary</td>
<td>10%</td>
</tr>
<tr>
<td>Student Performance</td>
<td>10%</td>
</tr>
</tbody>
</table>
Course Syllabus:
Name of course/module

For those students that cannot follow continuous assessment due to a justifiable circumstance of which the professor was warned during the first week of classes, a specific system of evaluation will be agreed.

Justifiable absences include:

- Overlap with other subjects that was authorised by the Faculty.
- Prolonged disease, provided a medical certificate.
- Laboral reasons, with a contract as proof.
- Other reasons: to be individually studied by the professor and the Faculty.

These circumstances do not exempt the student from participating in active methodologies, tests or assignments that are proposed and/or done in the classroom.

4.2. Second exam period

To pass the course in the second exam period you should get a grade of 5 or higher out of 10. Assignments that were failed or not turned in should be turned in in this moment, after appropriate correction. Those assignments that, according to the professor, cannot be repeated, will be assessed through a test in the second exam period.

5. Bibliography

Here is the recommended bibliography:

Manuals


Papers


### 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.
[Annex with detailed information on the Campus Virtual]