



## Information about the subject

**Degree:** Bachelor of Science Degree in Psychology

**Faculty:** Faculty of Psychology

**Code:** 290303 **Name:** Clinical Psychology of Adult Health

**Credits:** 6,00 **ECTS Year:** 3 **Semester:** 2

**Module:** CLINICAL AND HEALTH PSYCHOLOGY

**Subject Matter:** INTERVENTION AND TREATMENT **Type:** Compulsory

**Field of knowledge:** Health Sciences

**Department:** Personality Psychology, Treatments, and Methodology

**Type of learning:** Classroom-based learning / Online

**Languages in which it is taught:** Spanish

### Lecturer/-s:

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## Module organization

### CLINICAL AND HEALTH PSYCHOLOGY

Subject Matter	ECTS	Subject	ECTS	Year/semester
PERSONALITY AND PSYCHOPATHOL OGY	18,00	Adult Psychopathology	6,00	3/1
		Child and Adolescent Psychopathology	6,00	3/1
		Psychology of the Personality	6,00	2/2
INTERVENTION AND TREATMENT	12,00	Clinical Psychology and of Child-Adolescent Health	6,00	3/2
		Clinical Psychology of Adult Health	6,00	3/2

## Recommended knowledge

Not required. It is recommended to have taken the course Adult Psychopathology.



## 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      Elaborating guidelines that allow fostering a person's development.
- R2      Knowing an area of the psychologist's professional reality, being able to compare and apply the knowledge acquired during the degree in psychology, adapting the acquired knowledge to the specific area of the internship.
- R3      Demonstrating having acquired practical experience in the area of psychology of the internship.
- R4      Demonstrating following ethical principles, showing initiative and commitment, and updating in any of the areas that the internship focuses on.
- R5      Being able to work in groups and considering the interdisciplinary approach to psychological evaluation and treatment processes.



## 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):

SPECIFIC	Weighting			
	1	2	3	4
CE2 Establishing psychological action goals in different contexts, proposing and negotiating the goals with addressees.				X
CE3 Planning and carrying out interviews.			X	
CE5 Identifying differences, problems and needs.			X	
CE6 Diagnosing following professional principles.	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
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



CE30	To know the processes and main stages of psychological development throughout the vital cycle in its aspects of normality and abnormality.	X		
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
CT2	Capacity to organize and plan.				X
CT7	Problem solving.				X
CT8	Decision making.				X
CT10	Capacity to work in interdisciplinary teams.	X			
CT13	Understanding multicultural and diverse environment.		X		
CT16	Capacity to develop and update competences, skills and knowledge following professional standards.				X
CT25	Self-criticism ability: being able to critically assess one's performance.				X
CT36	Being able to collect information using different kinds of sources.				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, R5	50,00%	Oral and/or written tests employed in initial, training and/or summative student assessment.
R1, R2, R3, R4, R5	35,00%	Presentation of practical activities.
R5	15,00%	Attendance and active participation: lessons, group assignments and tutoring sessions. It will be monitored and registered by the teacher.

### Observations

To pass the course, students must pass each component of the assessment separately. In the theoretical part (final written exam + attendance and active participation), students must obtain a minimum of 2.5 out of 5 points on the exam and 3.25 in the total theoretical section (2.5 exam + 0.75 attendance and active participation). Additionally, they must score at least 1.75 points in the practical section. If any of the sections are failed, the final weighted grade will be below 5.

The course assessment system is a continuous assessment model based on a written or oral exam, classroom practicals, and active classroom participation. To pass the course, students must pass all components of the evaluation system. The final test will consist of a theoretical-practical exam based on multiple-choice and/or essay-type questions. Students are required to attend more than 50% of the classes to acquire the course competencies and be eligible for continuous assessment.

Students who, under exceptional and justified circumstances, are unable to attend and therefore cannot follow the continuous assessment model, will have the right to an alternative (single) assessment. This must be requested from the course instructor with the appropriate supporting documentation. This alternative assessment will consist of practical activities provided by the instructor (40%), a practical case exam (10%), and a theoretical-practical exam (50%).

**Criteria for Awarding Distinctions (Honors):** "Demonstrating excellence in all competencies and learning outcomes."

### Citation and Attribution Criteria for the Use of Artificial Intelligence Tools:

The use of artificial intelligence (AI) tools must be clearly and visibly declared in submitted assignments, either in a footnote, a specific section, or an appendix.

The name of the tool used must be specified, along with the specific purpose of its use (e.g., grammar correction, idea structuring, writing examples), and the sections of the work where it was applied.

Responsible use of these tools will be considered in the assessment, particularly in the criteria



related to the originality of the work and academic integrity.

The use of AI is not permitted in practical activities involving the design of intervention plans or the critical analysis of scientific articles, especially when personal opinion or reasoned evaluation by the student is required.

AI may not be used to record or transcribe any material from theoretical classes or to provide AI with case studies or assessment tests for analysis.

## Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5	70,00%	Final evaluation consisting of essay questions and hypothetical scenarios.
R1, R2, R3, R4, R5	5,00%	Submitted tasks
R1, R2, R3, R4, R5	5,00%	Periodical assessment through questionnaires
R5	20,00%	Attendance and participation in synchronic communication activities.

## Observations

To pass the subject, the student must separately pass both the final assessment (with a minimum of 3.75 points) and the submission of the various mandatory practical assignments (with a minimum of 0.5 points). In order to pass the final assessment (the exam), the student must separately pass the multiple-choice section (2.5 points) and the essay section (1.25 points). The grade obtained in the passed part (theory or practice) will be retained for the second examination session.

Individual assessments may be oral or written, in multiple-choice format, essay format, or a combination of both.

Students who, in exceptional and justified circumstances, are unable to participate in the continuous assessment system have the right to request a single (alternative) evaluation. This must be requested from the course instructor with the appropriate documentation. This single (alternative) evaluation will consist of the completion of practical activities provided by the instructor (20%).

**Criteria for awarding the Distinction (Matrícula de Honor):** Demonstrating excellence across all competencies and learning outcomes.

### **Guidelines for citation and attribution regarding the use of artificial intelligence tools:**

The use of artificial intelligence (AI) tools must be clearly and visibly declared in submitted work, either through a footnote, a dedicated section, or an appendix.

The name of the tool used must be specified, along with the specific purpose for which it was employed (e.g., grammar correction, idea structuring, drafting of examples), as well as the sections of the work where it was applied.

Responsible use of these tools will be part of the assessment, particularly in relation to the



originality of the work and academic integrity.

The use of AI is not permitted in practical assignments involving the design of intervention plans or the critical analysis of scientific articles, especially when personal opinion or well-reasoned evaluation by the student is required.

AI may not be used to record or transcribe any material from theoretical classes or to provide AI systems with case studies or assessment tasks for analysis.

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).
- 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
<b>ON-CAMPUS CLASS</b> Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1	R1, R4, R5	24,00	0,96
<b>PRACTICAL CLASSES</b> 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	18,00	0,72
<b>GROUP WORK EXHIBITION</b> Application of multidisciplinary knowledge. M4	R1, R5	10,00	0,40
<b>OFFICE ASSISTANCE</b> 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	6,00	0,24
<b>ASSESSMENT</b> Set of oral and/or written tests used in initial, formative or additive assessment of the student. M7	R1, R2, R3, R4, R5	2,00	0,08
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>



## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
<b>GROUP WORK</b> 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, R4	30,00	1,20
<b>INDEPENDENT WORK</b> 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, R5	60,00	2,40
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>

## ON-LINE LEARNING

### SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Virtual session (distance learning) M11	R1, R4, R5	40,00	1,60
Virtual practical session (distance learning) M12	R2, R3	18,00	0,72
In-person or virtual assessment (distance learning) M14	R1, R2, R3, R4, R5	2,00	0,08
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>



## ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work activities (distance learning) M15	R1, R2, R3, R4	90,00	3,60
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>

## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
Therapist skills.	Basic social skills. Verbal and non-verbal behavior. Basic emotional skills. Empathy. Intelligence Emotional intelligence. The role of the health psychologist. The context.
Basic references of clinical practice practice.	The code of ethics: confidentiality. Principles Ethics and morals. Effectiveness and efficiency in clinical psychology and health psychology. On professional malpractice.
Models and approaches in psychological psychological treatments.	Psychodynamic models. Models humanistic-existential models. Behavioral models. Models Cognitive models. Systemic models. Third Generation Therapies. Generation. The challenge of integration.
Guide to effective psychological effective.	Analysis of the current situation of empirically validated empirically validated treatments.
Approach to effective treatments treatments.	Schizophrenia. Delusions and hallucinations. The depression. bipolar disorder generalized anxiety disorder generalized anxiety disorder. specific phobias Agoraphobia. panic disorder. Goraphobia. Social phobia. post-traumatic stress disorder. Obsessive-compulsive obsessive-compulsive disorder. hypochondriasis Personality disorders. personality disorders.



## Temporary organization of learning:

Block of content	Number of sessions	Hours
Therapist skills.	2,00	4,00
Basic references of clinical practice practice.	2,00	4,00
Models and approaches in psychological psychological treatments.	2,00	4,00
Guide to effective psychological effective.	1,00	2,00
Approach to effective treatments treatments.	23,00	46,00



## References

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### ADDITIONAL BIBLIOGRAPHY:

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