

61869 - Evidence-based psychological treatments for childhood and adolescents

Syllabus Information

Academic Year: 2019/20

Subject: 61869 - Evidence-based psychological treatments for childhood and adolescents

Faculty / School: 301 - Facultad de Ciencias Sociales y Humanas

Degree: 557 - Master's in General Sanitary Psychology

ECTS: 3.0

Year: 1

Semester: Second semester

Subject Type: Compulsory

Module: ---

1.General information

1.1.Aims of the course

Approaches and objectives:

- 1) To know in detail studies from the therapeutic scope and psychological intervention.
- 2) Train the student to plan a therapeutic intervention, adapted to the individual case and from the protocols of the Clinical Guidelines, in order to intervene in the most frequent clinical problems in children and young people.

1.2.Context and importance of this course in the degree

The optional subject Empirically validated psychological treatments in childhood and adolescence, has been included in the teaching program of the Master of General Health Psychology, for all those psychologists who have a greater interest in the child and youth intervention. In fact, this subject, together with comprehensive intervention in the field of children and youth Disorders of Neurodevelopment.

1.3.Recommendations to take this course

2.Learning goals

2.1.Competences

CB6 - Possess and understand knowledge that provides a base or opportunity to be original in the development and / or application of ideas, often in a research context.

CB7 - That the students know how to apply the acquired knowledge and their ability to solve problems in new or little-known environments within broader (or multidisciplinary) contexts related to their area of study.

CB8 - That students are able to integrate knowledge and face the complexity of formulating judgments from of information that, being incomplete or limited, includes reflections on social and ethical responsibilities linked to the application of their knowledge and judgments.

CB9 - That students know how to communicate their conclusions and the knowledge and reasons that support them specialized and non-specialized publics.

CB10 - That students possess the learning skills that allow them to continue studying in a way that will be largely self-directed or autonomous.

CT1 - Recognize and respect human diversity and understand that psychological explanations may vary through of populations and contexts.

CT2 - Show an ethical and professional commitment in relation to civic, social and global responsibilities.

CT3 - Show interest in continuing learning, updating knowledge and professional training continued.

CE1 - Acquire, develop and implement a concept of integral health, where the components have a place biopsychosocial, according to the guidelines established by the WHO.

CE4 - Critically analyze and use the sources of clinical information.

CE7 - Formulate work hypotheses in research and collect and critically evaluate the information for the resolution of problems, applying the scientific method.

CE12 - To know in depth the psychological nature of human behavior, as well as social and social factors biological that can

affect it.

CE13 - To know in depth the psychological nature of human behavior disorders.

CE14 - Know in depth knowledge of the psychosocial factors associated with health and disease problems.

CE15 - Know in depth the biological and psychosocial factors associated with health and illness problems, especially those related to mental health.

CE16 - To know in depth the different evaluation and intervention models in the field of General Psychology Sanitary, as well as the techniques and procedures that derive from them to address the disorders of the behavior and the psychological factors associated with health problems.

CE18 - Design, develop and, where appropriate, supervise and evaluate psychological intervention plans and programs, depending on the the psychological evaluation and of the individual and social variables concurrent in each case.

2.2.Learning goals

2.3.Importance of learning goals

3.Assessment (1st and 2nd call)

3.1.Assessment tasks (description of tasks, marking system and assessment criteria)

The student must demonstrate that he has achieved the anticipated learning results through the following evaluation activities .

1. Written test (grade from 0 to 10) at the end of the semester. The grade will mean 60% of the final grade. The The test will be a test type and will contain multiple choice answer questions.

2. Continued work in the classroom (rating from 0 to 10). The note of this part of continued work will be 40% of the final score. The student will be able to carry out the activities of continuous work as long as the attendance to the classes is not inferior to 80% of the teaching hours of the subject. In any case Students will be entitled to a global assessment of the subject in which they can choose the maximum qualification.

4.Methodology, learning tasks, syllabus and resources

4.1.Methodological overview

The methodology followed in this course is oriented towards achievement of the learning objectives. The theoretical and practical content will be presented by the teacher in the form of questions, discussions and public expression of opinions to finally reach conclusions.

Participation and the cooperative learning methodology will be used for problems and solving real clinical cases.

4.2.Learning tasks

The course includes the following learning tasks:

- Lectures where the teacher will present the basic facts about a topic (8h)
- Analysis of case studies where students will practice the concepts learned in lectures (6h)
- Finding information and cooperative work (4h)
- Reading articles or documents related to the course contents (2h)
- Students' oral presentations (2h)
- Class presentations of professionals linked to groups related to the course contents (8h)

4.3.Syllabus

The course will address the following topics:

- Topic 1. Attachment Behaviour and an update on Empirically Validated Therapies in Anxiety Disorder
- Topic 2. An update on Empirically Validated Therapies in Attention Deficit Disorder (with or without hiperactivity)
- Topic 3. An update on Empirically Validated Therapies in Mood Disorders and Childhood Depression
- Topic 4. An update on Empirically Validated Therapiesin Disruptive Disorders, Impulse Control and Behavioral
- Topic 5. An update on Empirically Validated Therapies in Sleep Disorders in children and adolescents
- Topic 6. An update on Empirically Validated Therapies in Childhood Trauma and Dissociation
- Topic 7. Behavior Modification focused on Children
- Topic 8. Behavior Modification focused on Adolescents

4.4.Course planning and calendar

Further information concerning the timetable, classroom, resources, syllabus, assessment dates and other details regarding this course, will be provided on the first day of class.

4.5. Bibliography and recommended resources

BASIC REFERENCES:

Ortigosa Quiles, J. M., Quiles Sebastián, M. J. y Méndez Carrillo, F. X. (2003). Manual de psicología de la salud con niños, adolescentes y familia. Madrid: Pirámide

Título: MIEDOS EN LA INFANCIA Y LA ADOLESCENCIA (1ª)

Autor/es: Sandín Ferrero, Bonifacio; Chorot Raso, Paloma; Valiente García, Rosa Mª

Editorial: UNED

Título: MANUAL DE PSICOLOGÍA CLÍNICA INFANTIL Y DEL ADOLESCENTE (1)

Autor/es: Simón López, Miguel Ángel ; Caballo Manrique, Vicente E.

Editorial: EDICIONES PIRÁMIDE, S.A.

Título: MANUAL DE PSICOLOGÍA CLÍNICA INFANTIL Y DEL ADOLESCENTE

Autor/es: Simón, Miguel Angel ; Caballo, Vicente E.

Editorial: PIRÁMIDE

Título: ANSIEDAD, MIEDOS Y FOBIAS EN NIÑOS Y ADOLESCENTES

Autor/es: Sandín Ferrero, Bonifacio

Editorial: Dykinson, S.L. - Libros

Título: MANUAL DE TERAPIA DE CONDUCTA EN LA INFANCIA (1ª)

Autor/es: Comeche Moreno, Mª Isabel ; Vallejo Pareja, Miguel Ángel

Editorial: DYKINSON

COMPLEMENTARY REFERENCES:

- Díaz-Sibaja, M.A., Comeche-Moreno, M.I. y Díaz-García, M.I. (2009). *Programa EDUCA. Escuela de Padres. Educación positiva para enseñar a los hijos*. Ed. Pirámide: Madrid.
- Echeburúa, E., Labrador, F.J., y Becoña, E. (2009). *Adicción a las nuevas tecnologías en adolescentes y jóvenes*. Madrid: Pirámide.
- Ezpeleta, I., y Toro, J. (2014). *Psicopatología del desarrollo*. Madrid: Pirámide.
- Méndez, F.X., Espada, J.P., y Orgilés, M. (2011). *Depresión infantil y adolescente: Psicopatología, evaluación y tratamiento psicológicos*. Madrid: Klinik.
- Méndez, F.X., Espada, J.P., y Orgilés, M. (2006). *Terapia psicológica con niños y adolescentes. Estudio de casos clínicos*. Madrid: Pirámide.
- Méndez, F.X., Llavona, L.M., Espada, J.P., y Orgilés, M. (2012). *Programa FORTIUS. La fortaleza psicológica y la prevención de las dificultades emocionales*. Madrid: Pirámide.
- Sandín, B. (2013). DSM-5: ¿Cambio de paradigma en la clasificación de los trastornos mentales? *Revista de Psicopatología y Psicología Clínica*, 18, 255-286.