

Academic Year/course: 2022/23

31226 - Psychotherapy Systems

Syllabus Information

Academic Year: 2022/23

Subject: 31226 - Psychotherapy Systems

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

Degree: 613 - Degree in Psychology

ECTS: 6.0

Year: 3

Semester: Second semester

Subject Type: Compulsory

Module:

1. General information

1.1. Aims of the course

The subject and its expected results respond to the following approaches and objectives:

With psychological intervention, the circle of clinical psychology practice is closed, as it represents the end of the clinical process that begins with the analysis and evaluation of the problem. The objective of this course is for the student to become familiar with the different approaches to psychological intervention, promoting reading and critical discussion in order to facilitate the justification of the adoption of a particular model during the future development of their professional activity.

These approaches and objectives are aligned with the following Sustainable Development Goals (SDGs) of the United Nations 2030 Agenda (in such a way that the acquisition of the results of <https://www.un.org/sustainabledevelopment/es/>), Learning the subject provides training and competence to contribute to some extent to its achievement:

Objective 3: Health and well-being

Objective 4: Quality education

Goal 5: Gender equality

Goal 10: Reduction of inequalities

1.2. Context and importance of this course in the degree

The subject Systems of Psychotherapy is a compulsory subject that belongs to the block of subjects that the area "Personality, Evaluation and Psychological Treatment" imparts in the Degree of Psychology, in its itinerary of Clinical Psychology. Given the current structure of the degree and the sequence of subjects that make up the clinical psychology itinerary, in this subject we make an introduction to the context and logic of psychological intervention, with the general objective of providing the student with the knowledge that allow to relate this subject with a broader structure of psychological knowledge; and the particular objective of initiating the student with the necessary strategies to define the psychological intervention model that they will adopt during their future clinical practice

1.3. Recommendations to take this course

It is recommended to have taken the core and elective subjects in the Personality, Assessment and Psychological Treatment area of the previous courses. You will find it easier to take the course if you have basic knowledge of: English, Office, Internet management, library functioning, and the use of scientific databases.

2. Learning goals

2.1. Competences

By passing the subject, the student will be more competent to:

(30) Be able to plan and conduct an interview

(31) Be able to diagnose following the criteria of the profession.

(32) Know, select and administer the evaluation, diagnosis and psychological intervention techniques in their possible fields of application.

(33) Be able to select and build indicators and measurement techniques to evaluate programs and interventions.

(34) Know how to analyze and interpret the results of the evaluation

2.2. Learning goals

The student must demonstrate the following results ...

1. Delving into the main models of psychological intervention: Psychoanalysis, Behavioral Therapies, Humanist / Existentialist / Phenomenological Therapies, and Family-Systemic Therapy.
2. Becoming familiar with the design of psychological interventions for specific disorders, setting objectives and procedures
3. Knowing the historical context, general characteristics, application rules, fields of application, and advantages and limitations of each model of psychological intervention

2.3. Importance of learning goals

Psychological intervention has different fields of application and in each of them it is important to know the scope (validity, historical context, and objectives) of the psychological intervention techniques applicable to a given problem. This will help the future professional to become familiar with the design of intervention programs that are effective, efficient, and efficient, and therefore, that conform to the professional ethics established in the code of ethics.

3. Assessment (1st and 2nd call)

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

The student must demonstrate the acquisition of the expected learning results through the following evaluation activities:

Written test (grade from 0 to 10) at the end of the semester: it may mean around 60% of the final grade (to be determined at the beginning of the course). The test may contain true / false, multiple-choice, short-answer, or essay questions.

Continuous work (grade from 0 to 10): it may mean around 40% of the final grade (to be determined at the beginning of the course) and involves carrying out activities, practice reports, discussion on a topic of interest, etc. For this score to be taken into account in the final grade, the student must pass the written test reaching a minimum of 5 out of 10 points.

Note: if the health alert entails the recommendation of blended or non-face-to-face teaching systems, the appropriate modifications will be carried out in the evaluation system, such as the modification of the weights of the continuous work activities (with the objective of prioritizing continuous assessment), or the realization of the theoretical exam by electronic means such as Moodle, Google Meets or equivalent. In any case, students will have the right to take a single global assessment on the date set in the official exam calendar.

To know the success and performance rate of previous academics, the following links can be consulted:

Results information Academic year 2017/18

https://estudios.unizar.es/informe/indicadores?estudio_id=20200103&anyo=2017

Results information Academic year 2018/19

https://estudios.unizar.es/informe/indicadores?estudio_id=20200103&anyo=2018

Results information Academic year 2019/2020

https://estudios.unizar.es/informe/indicadores?estudio_id=20200103&anyo=2019

For more information, consult the Regulation of Learning Assessment Standards of the University of Zaragoza:

http://www.unizar.es/sg/doc/6.1.Evaluaciondefinitivodia24_001.pdf.

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

In the subject Systems of Psychotherapy, we will employ a participative methodology, using the flipped classroom methodology as referent. We will stimulate critical thinking, by analyzing and discussing about the usefulness of the different theoretical approaches to therapy. This way, our purpose is to help students choose the theoretical approach that fits better their goals in their future work as psychologists.

Note: in case the COVID-19 sanitary alert recommends distance learning, this methodology would be adapted to online systems such as Moodle, Google Meets, or equivalent.

4.2. Learning tasks

Lecture sessions: 30 hours (3 ECTS)

Practice sessions: (case studies, general design of therapeutic interventions): 30 hours (3 ECTS)

4.3. Syllabus

UNIT I. Introduction to systems of psychotherapy

1. Introduction and history of the different systems of psychotherapy

UNIT II. Depth Psychology

2. Psychoanalysis (Freud)
3. Individual Psychology (Adler)

UNIT III. Discovering contingencies

4. Behavior Modification (First wave of Behavior Therapies)
5. Behavior Therapy and Cognitive Therapies (Second wave of Behavior Therapies: Beck, Ellis)
6. Contextual therapies (Third wave of Behavior Therapies: Hayes, Kohlenberg, Linehan)

UNIT IV. Searching for meaning
7. Client-centered therapy (Rogers)
8. Gestalt Therapy (Perls)

UNIT V. Beyond the individual: the family as a unity.
9. Family/Sistemic Therapy

4.4. Course planning and calendar

It will be specified at the beginning of the semester

4.5. Bibliography and recommended resources

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=25922>