

Academic Year/course: 2021/22

## 61870 - Evidence-based psychological treatments for adults

### Syllabus Information

**Academic Year:** 2021/22

**Subject:** 61870 - Evidence-based psychological treatments for adults

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

**Degree:** 557 - Master's in General Sanitary Psychology

**ECTS:** 4.0

**Year:** 1

**Semester:** Second semester

**Subject Type:** Compulsory

**Module:**

## 1. General information

### 1.1. Aims of the course

The two main objectives proposed are (1) to know the criteria that are currently used to determine the amount and type of evidence accumulated by psychological treatments, and the classification that is made of them according to such evidence and (2) to know the treatments that today accumulate the most evidence in the most prevalent psychopathologies during adulthood. In relation to the Sustainable Development Goals (SDG), this subject will work on goal 3: Health and well-being and goal 10: The reduction of inequalities.

### 1.2. Context and importance of this course in the degree

"Empirically validated psychological treatments in adults" offers the students the possibility of deepening their knowledge of the psychological treatment techniques that today are considered of choice for the treatment of the most prevalent disorders during adulthood.

It is proposed as a mandatory content because knowing the available and validated psychological interventions constitutes a duty of the General Health Psychologist as he will be empowered to design and carry out interventions in cases where specialized psychiatric care is not required.

### 1.3. Recommendations to take this course

There is no pre-requisite to enroll.

Students who have previous knowledge of any of the subjects of the Degree in Psychology related to psychopathology and psychological therapy will have more ease to take it.

On the other hand, the knowledge in English read, handling of the Moodle platform, operation of the bibliographic resources of the University of Zaragoza and the specialized databases in Psychology will be useful.

## 2. Learning goals

### 2.1. Competences

Upon passing the important topics, the student will be more competent to:

CB6 - Understand knowledge that provides a basis or opportunity to be original in the development and / or application of ideas, often in a research context

CB7 - Know how to apply the acquired knowledge and their problem-solving capacity in new or little-known environments within broader (or multidisciplinary) contexts related to their area

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

CB10 - Possess the learning skills that allow them to continue studying in a way that will have to be largely self-directed or autonomous

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

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

CE1 - Acquire, develop, and put into practice a comprehensive health concept, where its biopsychosocial components have a place, in accordance with the guidelines established by the WHO

CE4 - Critically analyze and use clinical information sources

CE16 - Know in depth the different models of evaluation and intervention in the field of General Health Psychology, as well as the techniques and procedures derived from them for addressing behavioral disorders and the psychological factors associated with problems of Health

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

## **2.2. Learning goals**

The student must demonstrate the following results:

RAB1: The student applies the acquired knowledge and can solve problems in multidisciplinary environments related to health psychology

RAB3: The student knows how to communicate his conclusions to specialized and non-specialized audiences in a clear and unambiguous way

RAB4: The student possesses learning skills that allow him to continue studying in an autonomous way and is original in the development and / or application of ideas in health and research contexts

RAE16. The student knows in depth the different models of evaluation and intervention in the field of General Health Psychology, as well as the techniques and procedures derived from them for addressing behavioral disorders

RAE18. The student is capable of designing, developing and, where appropriate, supervising and evaluating psychological intervention plans and programs, depending on the psychological evaluation and the individual and social variables that are present in each case

RAT1. The student knows the different models of evaluation and intervention in the field of Clinical and Health Psychology

RAT5. The student can achieve an adequate level of understanding of the recipient's demand in each situation or application context

RAT6. The student can show reasonable critical sense and intellectual curiosity about the factors that influence or cause psychological and health disorders

### 2.3. Importance of learning goals

A very important topic of the General Health Psychologist, when it comes to accessing the evidence accumulated by psychological treatments, is his ability to recognize and use useful information sources and develop sufficient autonomy to review said evidence with some regularity.

In the same way, it will be through the integration of the accumulated knowledge through specialized literature and their applied experience that they will be able to attend to the specific needs of patients in order to be able to select the treatments that, accumulating evidence, best fit these needs

## 3. Assessment (1st and 2nd call)

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

The student must take to demonstrate that s/he has acquired the expected competencies. The evaluation is headed through the following activities:

1. A final written exam to evaluate the theoretical contents (rating from 0 to 10). This part is equivalent to 60% of the final grade. In this written test the student will be asked to present a clinical case, and answer five questions as to how the pathological condition might develop over time.

2. Continuous work (rating from 0 to 10). This part will represent 40% of the final grade and will mainly consist on the timely delivery of reports and case analysis during the classroom weekly activities. If the student fails to attend at least 80% of the classes this continuous evaluation will take no place and the student will have to submit to final evaluation of this part too.

All students, those attending classes on a regular basis and those failing to do so, will have the right to a final global evaluation of the subject in which they will be eligible for the highest grade.

**Provided a situation arises (be COVID-related or otherwise) that makes it unadvisable to keep a face-to-face teaching schedule the classes will resume on-line.**

Evaluation will then follow this format:

1. Same type of written test described above about the theoretical contents (rating from 0 to 10) will be administered by using the Moodle platform at the scheduled day and time set in the academic calendar. The percentages will change though, and will represent 50% of the final grade for the course (instead of 60%).

2. The continuous work in the classroom will be evaluated through analysis of clinical cases, but supervised on

Streaming by the teacher in charge (score from 0 to 10), and the scores of this part will, then, represent 50% of the final grade.

## **4. Methodology, learning tasks, syllabus and resources**

### **4.1. Methodological overview**

The methodology followed 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 some conclusions both individual and group format.

Participation and the cooperative learning methodology will be used for problems.

The practice part will be done through analysis of real clinical cases and each case will be linked to each theory topic taught in the classroom.

### **4.2. Learning tasks**

The program offered to the student to help him/her achieve the expected results includes the following activities:

Exhibition classes: 28h

Practice classes (analysis and case development): 12h

Supervised works: 8h

### **4.3. Syllabus**

The course will address the following topics:

- Topic 1. EST for Depressive disorders
- Topic 2. EST for Generalized Anxiety Disorder
- Topic 3. EST for Panic, Agoraphobia, Social Phobia and Specific Phobia
- Topic 4. EST for Psychosis
- Topic 5. EST for Post Traumatic Stress Disorder and Stress Disorder
- Topic 6. EST for Personality disorders
- Topic 7. EST for Obsessive Compulsive Disorder
- Topic 8. EST for Eating disorders
- Topic 9. EST for Bipolar disorder
- Topic 10. EST for addiction to new technologies and social networks

### **4.4. Course planning and calendar**

Further information concerning the timetable, classroom, assessment dates and other details regarding this course, will be provided on the first day of class or please refer to the Health General Psychology Master's webpage.

### **4.5. Bibliography and recommended resources**

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=61870&Identificador=C70628>