

Academic Year/course: 2021/22

61874 - Innovative techniques for psychological interventions

Syllabus Information

Academic Year: 2021/22

Subject: 61874 - Innovative techniques for psychological interventions

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

Degree: 557 - Master's in General Sanitary Psychology

ECTS: 3.0

Year: 1

Semester: First semester

Subject Type: Optional

Module:

1. General information

1.1. Aims of the course

The main objective of this course is for students to know in greater depth some of the therapeutic approaches that have emerged in recent decades in the field of Behavioral Therapies to solve the deficiencies observed by clinicians with respect to traditional treatment techniques. Although these new approaches do not break with the above, they start from their underlying premises and philosophies to place a greater emphasis on health promotion (versus disease treatment), and intervention on common vulnerabilities to different psychopathologies. It is also intended that students develop a critical sense regarding its use and results. Through this subject, students will be able to understand that psychology is a science in motion and that new clinical knowledge must be generated to improve psychological treatments. Students will also learn to look for evidence on the efficacy, effectiveness and efficiency of some of the most current psychological techniques, being aware that this is achieved through a process of accumulation of information over time.

These objectives are aligned with the following Sustainable Development Goals (SDGs) of the United Nations 2030 Agenda (<https://www.un.org/sustainabledevelopment/es/>), in such a way that the acquisition of the results of 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 optional subject Advanced Techniques of Psychological Intervention aims to update the knowledge previously imparted in the Bachelor's degree in Psychology regarding psychological intervention techniques. Its meaning lies in the philosophy inherent to scientific disciplines, that is, we do science and constantly innovate, so the PGS must update its knowledge regarding the discipline it practices. Specifically, students will understand the theoretical and practical bases of some of the most innovative psychological techniques in the field of clinical and health psychology, which despite their short journey in the field of psychological therapy, already accumulate data of their efficacy.

1.3. Recommendations to take this course

There are no prerequisites to enroll in this subject. It will be easier for students who have prior knowledge of any of the subjects of the Bachelor in Psychology related to intervention and psychological treatments to take it. On the other hand, the knowledge in reading English, office automation, Internet management, operation of the bibliographic resources of the university and specialized databases in psychology will be useful.

2. Learning goals

2.1. Competences

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

CB7 - That students know how to apply the acquired knowledge and their ability to solve problems in new or unfamiliar 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 based on 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 ultimate reasons that support them to specialized and non-specialized audiences in a clear and unambiguous way.
CB10 - That students possess the learning skills that allow them to continue studying in a way that will be largely self-directed or autonomous.
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.
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 to address behavioral disorders and the psychological factors associated with problems of Health.

2.2. Learning goals

The student, to pass this subject, must demonstrate the following results ...

1. Basics:

RAB1: The student applies the acquired knowledge and is capable of solving problems in multidisciplinary environments related to health psychology.

RAB4: The student has 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.

2. Specific:

RAE1. The student acquires, develops and puts into practice a comprehensive health concept in accordance with the guidelines established by the WHO.

RAE12. The student knows in depth the psychological nature of human behavior, as well as the social and biological factors that can affect it.

RAE13. The student knows in depth the psychological nature of human behavioral disorders.

RAE14. The student knows in depth the psychosocial factors associated with health problems and illness.

3. Transversal:

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

RAT2. The student knows in depth the nature and the theoretical-explanatory frameworks of the different psychopathological, health and neuropsychological disorders.

RAT3. The student knows how to assess and integrate the involvement of the different psychological aspects in the development of psychological disorders and health problems.

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

RAT6. The student is able to display a reasonable critical sense and intellectual curiosity about the factors that influence or cause health and psychological disorders.

RAT8. The student is able to recognize and accept the ambiguity and complexity of psychological problems, as well as the tentative nature of their explanations and the social context in which they occur.

RAT9. The student is able to recognize and respect human diversity and understand that psychological explanations may vary across populations and contexts.

RAT10. The student shows an ethical and professional commitment in relation to civic, social and global responsibilities.

RAT11. The student shows interest in continuous learning, updating knowledge and continuing professional training.

2.3. Importance of learning goals

The different learning outcomes achieved by the students will help them to know how to guide and refer future users of their services towards the most appropriate psychological interventions based on their psychosocial needs. In the same way, if the PGS intervention is recommended, it will be able to choose between a greater number of psychological approaches and techniques thanks to the knowledge acquired in this subject. Finally, future PGS who wish to orient their professional careers to research in psychological interventions, will have up-to-date knowledge on the most advanced techniques in this specific field.

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 expected learning results through the following evaluation activities

1. Written test (grade from 0 to 10) at the end of the semester. The grade may mean 60% of the final grade. The test may contain multiple choice answer questions, short questions or to be developed (to be determined at the beginning of the subject).

2. Continuous work (grade from 0 to 10). The grade may mean around 40% of the final grade. The resulting qualifications may be derived from the delivery of practical reports, preparation of individual and / or group work, attendance at conferences or presentations related to the content of the subject, among other activities that will be determined by those responsible for the subject. The grade obtained in this section will only add to the final grade when the written test is approved (minimum 3 out of 6 points in the event that this test adds up to 6 points).

Note: In the event that for health security reasons a change in teaching from face-to-face or blended to face-to-face is proposed, the activities proposed for the evaluation could also be carried out, but using telematic means (Moodle, Google Meets, or equivalents).

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. It is based on a participative methodology. Along with the lectures, the students will discuss critical issues, and learn how to express their opinions in public and defend their position in a respectful and constructive manner.

Note: in case the sanitary alert led to distance learning recommendations, the methodology will be adapted to online systems such as Moodle, Google Meets or similar.

4.2. Learning tasks

The course includes the following learning tasks:

- Lectures
- Case studies
- Information searching and cooperative work
- Reading
- Students' oral presentations
- Viewing of audiovisual material
- Conferences (if available during the semester)
- Visiting experts

4.3. Syllabus

The course will address the following topics:

Topic 1. Information and Communication Technologies in Clinical and Health Psychology

Topic 2. Therapeutic approaches based on Positive Psychology

Topic 3. Group interventions for the persistent emotional dysregulation treatment (Dialectical-Behavioral Therapy and Systems Training for Emotional Predictability and Problem Solving (STEPPS)).

Topic 4. Acceptance-based therapies

Topic 5. Mindfulness-based therapies

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.

4.5. Bibliography and recommended resources

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=61874&Identificador=C70632>