



Year : 2018/19

25916 - Basic psychotherapy

Syllabus Information

Academic Year:	2018/19
Subject:	25916 - Basic psychotherapy
Faculty / School:	301 -
Degree:	270 - Degree in Psychology
ECTS:	6.0
Year:	2
Semester:	First Four-month period
Subject Type:	Compulsory
Module:	

General information

Aims of the course

GENERAL OBJECTIVES:

1. Offer a panoramic and wide view of the subject of Psychological Assessment, understood as a scientific process of analysis of human behavior in the different areas or contexts where it is presented.
2. Transmit basic information about the different techniques for collecting information and their relationship with the psychological theories that support them.
3. Teach how to handle, apply, assess and interpret the techniques most commonly used in a psychological evaluation process.
4. Facilitate the student psychological assessment situations: case studies.

Context and importance of this course in the degree

Taking into account a historical-integrative perspective, from which it is considered that the psychological assessment includes the different assessment perspectives that have been used throughout history (psychodiagnosis, psychometric tests, psychological assessment, behavioral analysis), and that integrates different fields (clinical, educational, organizations, programs evaluation), this subject would involve an application of the contents of other disciplines already studied (history of psychology, personality) and a preparation for future knowledge of various disciplines and areas that are subject of study in the second cycle of the degree.

On the other hand, one of the objectives of the practices and of the self-formative activities of this subject is the learning of the evaluation process in the different areas and the return of the information obtained through written reports. The skills acquired here will be essential in any of the future basic and applied areas of psychology.

Recommendations to take this course

Previous knowledge about basic notions of models, basic knowledge about measurement and psychometric tests and

having seen some of these measures, having applied, corrected and interpreted them in a context of the area.

Sufficient knowledge of English to understand the proposed readings.

Critical and participative attitude in the periods of theoretical and practical classes with personal involvement of the student to improve their competences in the subject of the subject

Learning goals

Competences

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

(7) Know different methods of evaluation, diagnosis and psychological treatments in different areas applied to Psychology.

(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 psychological assessment, diagnosis and intervention techniques in its possible fields of application.

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

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

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

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

Basic knowledge:

Know the conceptual and methodological aspects of the Psychological Evaluation.

Know the main techniques of Psychological Evaluation.

Know the theoretical foundations of the application of Psychological Assessment to different areas (clinical, school and organizations)

Specific competences:

Evaluate, contrast and make decisions about the choice of methods and appropriate measuring instruments in each situation or context of evaluation.

Make critical decisions about the choice, application and interpretation of the results derived from the different psychological evaluation procedures.

Write technical reports on the results of the evaluation, research or services requested.

Test the product and assess the utility, validity and reliability taking into account the needs of the recipient and the context that is applied.

Select and apply the appropriate instruments to evaluate the intervention plan.

Respond and act in an appropriate and professional manner, taking into account the ethical and deontological code of the profession, in each and every one of the intervention processes.

Transversal competences:

Think critically and creatively, with the ability to investigate and adopt a scientific and ethical approach.

Critically and reflexively apply their knowledge, skills and values.

Interpret the content and scope of the information received or requested, orally or in writing, and the treatment that must be given according to the nature of the fact in question.

Integrate the knowledge and advances of psychology

Acquire independence and autonomy as an apprentice, and take responsibility for their own learning and the development of their skills.

Use different information and communication technologies for different purposes.

Interpret the content of the information received or requested, orally or in writing, and the treatment that must be given according to the fact in question.

Develop a scientific and research mentality, based on knowledge of scientific activity in general.

Learning goals

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

Know the conceptual and methodological aspects of the Psychological Evaluation.

Know the main techniques of Psychological Evaluation.

Know the theoretical foundations of the application of Psychological Assessment to different areas (clinical, school and organizations)

Importance of learning goals

The objectives of the practices and of the self-formative activities of this subject are the learning of the evaluation process in the different areas and the return of the information obtained through written reports. The skills acquired here will be essential in any of the future basic and applied areas of psychology.

Assessment (1st and 2nd call)

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

The student must demonstrate that he has achieved the expected learning outcomes through the following assessment activities.

The evaluation of the subject will be carried out in the following way:

- Obtaining 4 points by performing the student's work. These works will consist of different options, both individual and group: case analysis, role playing, psychological testing applications, reporting, etc.
- Obtaining 6 points by performing a final theory exam that will be carried out on a date established by the Dean's Office. In this exam the contents of the course will be evaluated, consisting of an objective test of questions with four alternative answers.

To know the success rate and performance of previous academics can see the following links:

<http://www.unizar.es/academico/transvga/rendex.html>

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

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

Methodology, learning tasks, syllabus and resources

Methodological overview

The learning process that has been designed for this subject is based on the following: The methodology used will be adjusted to the theoretical and practical content of the subject, through the use of the following strategies:

-For the theoretical part, master classes in which the different units of the syllabus will be addressed, providing unity and internal coherence to the subject that has to be developed throughout the course. Reflection and exposition work by the students.

-For the practical part, presentation and explanation by the teacher of the content and procedure of the practice; case analysis, video analysis, role-playing, group work and / or individual work; sharing and general discussion of the work done

Learning tasks

In addition to master classes, part of the teaching will be based on documents, reports and teaching materials. The reading of these texts and the realization of the proposed activities, as well as their subsequent discussion in the classroom are part of the teaching methodology.

- It will include presentations of theories and explanatory models, and analysis and resolution of practical cases, both in writing and through audiovisual material, with work and group discussion.

- The students will have virtual tutorials with which to complement the teachings. - Voluntarily and anonymously, students will be asked for their opinion on teaching methods and capacity put into practice during class

Syllabus

I. Introduction to psychological assessment

1. Concept and models in psychological assessment

1.1. Introduction

1.2. historical overview of psychological assessment

1.3. Psychological evaluation models

1.4. Alternatives polemics psychological evaluation

1.5. conceptual synthesis

Recommended study literature:

- Fernández Ballesteros, R. (2000). Introducción a la Evaluación Psicológica I. Madrid: Pirámide. Tema

2. The evaluation process as a scientific procedure

2.1. Introduction

2.2. The process according to the evaluation goals

2.3. correlational approach

2.4. experimental approach

2.5. Suitable techniques to process

Recommended study literature:

- Fernández Ballesteros, R. (2000). Introducción a la Evaluación Psicológica I. Madrid: Pirámide. Tema 2: El proceso como procedimiento científico y sus variantes.

3. The report of the psychological evaluation

3.1. Introduction

3.2. Features report

3.3. Report Types

3.4. Content and organization of the report

3.5. recommendations

Recommended study literature:

- Fernández Ballesteros, R. (2000). Introducción a la Evaluación Psicológica I. Madrid: Pirámide. Tema 3: Comunicación de los resultados del proceso: el informe.

4. scientific and ethical guarantees of psychological assessment

4.1. scientific guarantees

4.2. ethical safeguards

Recommended study literature:

- Fernández Ballesteros, R. (2000). *Introducción a la Evaluación Psicológica I*. Madrid: Pirámide. Tema 4: Garantías científicas y éticas de la Evaluación Psicológica.

5. The interview

5.1. Introduction

5.2. Concept. Advantages and limitations of the interview

5.3. Classification of interviews

5.4. Reliability and validity of the interview

5.5. Biases and recommendations in conducting the interview

5.6. The course of the interview

5.7. Interviewing techniques

Recommended study literature:

- Fernández Ballesteros, R. (2000). *Introducción a la Evaluación Psicológica I*. Madrid: Pirámide. Tema 8: La entrevista.

- Rojí, M^a B. (1991). *La entrevista terapéutica: comunicación e interacción en psicoterapia*. Madrid: Cuadernos de la UNED. Tema 4. Técnicas de intervención verbal durante la entrevista.

6. Observation

6.1. Introduction

6.2. Test Units

6.3. Recording techniques

6.4. Sampling

6.5. Place of observation

6.6. Assurances scientific observation

Recommended study literature:

- Fernández Ballesteros, R. (2000). *Introducción a la Evaluación Psicológica I*. Madrid: Pirámide. Tema 5: La observación.

7. Self-reports

7.1. Introduction

7.2. Basic concepts

7.3. Classes variables

7.4. Conditions of self

7.5. Main types of self

7.6. Questions about the quality of self-reports

Recommended study literature:

- Fernández Ballesteros, R. (2000). *Introducción a la Evaluación Psicológica I*. Madrid: Pirámide. Tema 7: Los autoinformes.

8. objective Techniques

8.1. Introduction

8.2. cognitive instrumentation

8.3. instrumentation motor

8.4. psychophysiological instrumentation

8.5. The computer psychological evaluation

Recommended study literature:

- Fernández Ballesteros, R. (2000). Introducción a la Evaluación Psicológica I. Madrid: Pirámide. Tema 6: Técnicas objetivas: instrumentación y aparatos.

9. Subjective Techniques

9.1. Introduction

9.2. The lists of adjectives (LA)

9.3. The classification-Q

9.4. The semantic differential technique (DS)

9.5. Tests of Personal Constructs (REP)

Recommended study literature:

- Fernández Ballesteros, R. (2000). Introducción a la Evaluación Psicológica I. Madrid: Pirámide. Tema 9. Técnicas subjetivas.

10. Projective Techniques

10.1. Introduction

10.2. Characteristics and types of projective techniques

10.3. structural techniques

10.4. thematic techniques

10.5. expressive techniques

10.6. construction techniques

10.7. associative techniques

Recommended study literature:

- Fernández Ballesteros, R. (2000). Introducción a la Evaluación Psicológica I. Madrid: Pirámide. Tema 10: Técnicas proyectivas.

2. Practice:

Throughout the academic year they will be held various practices, which will be compulsory for all students. You will be dedicated to handling techniques and assessment tools, as well as the study and analysis of psychological evaluation processes in different areas of application.

Course planning and calendar

The timetable and key dates of the subject can be consulted on the website of the Faculty of Social and Human Sciences

fcsch.unizar.es/

ORGANIZACIÓN DOCENTE SEMANAL (primer cuatrimestre)								
Primer Semestre	Nº de horas de sesiones Teóricas	Nº de horas sesiones prácticas	Nº de horas Exposiciones y seminarios	Nº de horas Visita y excursiones	Nº de horas Tutorías especializadas	Nº de horas de laboratorios	Exámenes	Temas del temario a tratar
1ª Semana	2	2	-	-	6	1	-	Bloque 1
2ª Semana	2		-	-	6	1	-	Bloque 2
3ª Semana	2	2	-	-	6	1	-	Bloque 2
4ª Semana	2	2	-	-	6	1	-	Bloque 2
5ª Semana	2	2	-	-	6	1	-	Bloque 3
6ª Semana	2		-	-	6	1	-	Bloque 3
7ª Semana	2		-	-	6	1	-	Bloque 3
8ª Semana	2	2	-	-	6	1	-	Bloque 4
9ª Semana	2		-	-	6	1	-	Bloque 4
10ª Semana	2	2	-	-	6	1	-	Bloque 4
11ª Semana	2	2	-	-	6	1	-	Bloque 4
12ª Semana	2	2	-	-	6	1	-	Bloque 4

13ª Semana	2	2	-	-	6	1	-	Bloque 4
14ª Semana	2	2	-	-	6	1	1	Bloque 5
15ª Semana	2	2	-	-	6	1	-	Bloque 5
16ª Semana			-	-			3	Revisión examen

Bibliography and recommended resources

Bibliografía básica:

Fernández Ballesteros, R. (Ed.), *Introducción a la Evaluación Psicológica. Vol. 1*. Madrid: Pirámide.

Bibliografía complementaria:

Anastasi, A. (1980). *Los test psicológicos*. Madrid: Aguilar. Buela-Casal, G. y Sierra, J.C. (1997). *Manual de Evaluación Psicológica: Fundamentos,*

técnicas y aplicaciones. Madrid: Siglo XXI. Carretié, L. e Iglesias, J. (1995). *Psicofisiología. Fundamentos metodológicos*. Madrid:

Pirámide. Del Barrio, V. (2003). *Evaluación Psicológica aplicada a diferentes contextos*. Madrid:

UNED. Fernández Ballesteros, R. (1992). *Introducción a la Evaluación Psicológica. Vol. 1 y 2*.

Madrid: Pirámide. Fernández-Ballesteros, R. (1994). *Evaluación Conductual hoy. Un enfoque para el cambio en psicología clínica y de la salud*. Madrid: Pirámide. Fernández Ballesteros, R. (2004). *Evaluación Psicológica. Conceptos, métodos y estudio de casos*. Madrid: Pirámide.

França-Tarragó, O. (1996). *Ética para psicólogos. Introducción a la psicoética*. Bilbao: Descleé de Brouwer. Garaigordobil, M. (1998), *Evaluación Psicológica: Bases teórico-metodológicas, situación actual y direcciones de futuro*. Salamanca: Amarú.

García Riaño, D. (1997). *Evaluación Psicológica: Fundamentos Básicos*. Valencia: Promolibro.

Gregory, R.J. (2001). *Evaluación Psicológica: Historia, principios y aplicaciones*. Méjico: Manual Moderno.

Kirchner, T., Torres, M. y Forns, M. (1998). *Evaluación Psicológica: Modelos y técnicas*. Barcelona: Paidós.

Moreno Rosset, C. (2003). *Evaluación Psicológica. Concepto, proceso y aplicación en las áreas del desarrollo y la inteligencia*. Madrid: Sanz y Torres.

Peñate, W., Matud, M. e Ibáñez, I. (1993). *Evaluación Psicológica: Concepto y técnicas de análisis*. Valencia: Alfaplús.

Silva, F. (1999). *Avances en Evaluación Psicológica*. Valencia: Promolibro.