

**COURSE DATA****Data Subject**

Code	33346
Name	Clinical psychology
Cycle	Grade
ECTS Credits	4.5
Academic year	2023 - 2024

Study (s)

Degree	Center	Acad. year	Period
1319 - Degree in Psychology	Faculty of Psychology and Speech Therapy	4	Other cases

Subject-matter

Degree	Subject-matter	Character
1319 - Degree in Psychology	45 - Clinical psychology	Optional

Coordination

Name	Department
ETCHEMENDY KASTEN, ERNESTINA	295 - Personality, Evaluation and Psychological Treatment

SUMMARY

Clinical Psychology is an optional subject in the itinerary "Introduction to Clinical Psychology and Health," which is taught in the fourth year of the Degree in Psychology. Its 4.5 theoretical and practical credits are taught along a semester.

The student will have the opportunity to acquire basic knowledge, along with those taught in subjects such as Psychological Assessment, second year, Intervention and Psychological Treatment and Psychopathology, taught in third year, and Children Clinical Psychology, and Clinical Psychology, fourth year, will provide a solid basis for the development of their professional training in Clinical and Health Psychology.

Students will be trained in acquiring skills and competencies to assess, diagnose and effectively treat different disorders and psychological problems, using procedures based on empirical evidence, which, in turn, is based, also, in clinical practice.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

It is recommended that students have completed the following core subjects: Psychological Assessment, Psychopathology, and Psychological Treatments.

OUTCOMES

1319 - Degree in Psychology

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Be able to make a diagnosis according to professional criteria
- Know how to choose the appropriate psychological intervention techniques to achieve the intended goals.
- Be able to use strategies and techniques to involve patients in the intervention.
- Know how to apply direct intervention strategies and methods: psychological counselling, therapy, negotiation, mediation, etc.
- Be able to measure and obtain relevant data for the assessment of interventions.
- Know how to analyse and interpret the results of assessment.
- Be able to prepare oral and written reports.
- Know and comply with professional ethics of Psychology.
- Promote and contribute to the health, quality of life and well-being of individuals, groups, communities and organisations.



- Be able to work in interdisciplinary teams.
- Know how to assess personal performance and be aware of one's own competences and limitations.

LEARNING OUTCOMES

Students will learn the basics to integrate the assessment, diagnosis and treatment of psychological problems and more relevant today, as the scientific literature, so that will be exercised in the use of procedures and assessment tools for diagnosis, and implementation of interventions, therapy and psychological treatments. Students will learn how to manage clinical cases, to make therapeutic decisions and to deal with therapeutic dilemmas.

DESCRIPTION OF CONTENTS

1. INTRODUCTION TO CLINICAL PSYCHOLOGY

Unit 1. History of Clinical Psychology.

- 1.1. Origin of Clinical Psychology
- 1.2. Clinical Psychology and Profession

Unit 2. Definition and concepts of Clinical Psychology. Evidence-based treatments.

- 2.1. Definition and clinical disciplines.
- 2.2. Necessity and obligation to use Evidence-based treatments. Clinical Guides

2. APPLICATIONS

Unit 3. Anxiety disorders: evaluation and treatment.

- 3.1. Evaluation
- 3.2. Models and Treatment

Unit 4. Depressive and bipolar disorders: evaluation and treatment.

- 4.1. Evaluation
- 4.2. Models and Treatment

Unit 5. Stressor- and trauma-related disorders: evaluation and treatment.

- 5.1. Evaluation
- 5.2. Models and Treatment

Unit 6. Obsessive-compulsive spectrum disorders: evaluation and treatment.

- 6.1. Evaluation
- 6.2. Models and Treatment

Unit 7. Somatoform disorders: evaluation and treatment.

- 7.1. Evaluation

**7.2. Models and Treatment**

Unit 8. Psychotic spectrum disorders: evaluation and treatment.

8.1. Evaluation

8.2. Models and Treatment

Unit 9. Eating disorders: evaluation and treatment.

9.1. Evaluation

9.2. Models and Treatment

Unit 10. Personality disorders: evaluation and treatment.

10.1. Evaluation

10.2. Models and Treatment

Unit 11. Other mental and behavioral disorders: evaluation and treatment.

11.1. Impulse-control disorders

11.2. Substance-related and other addictive disorders

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	45,00	100
Attendance at events and external activities	2,00	0
Development of group work	5,00	0
Development of individual work	6,00	0
Study and independent work	25,00	0
Readings supplementary material	5,50	0
Preparation of evaluation activities	5,00	0
Preparing lectures	5,00	0
Preparation of practical classes and problem	2,00	0
Resolution of case studies	10,00	0
Resolution of online questionnaires	2,00	0
TOTAL	112,50	

TEACHING METHODOLOGY

Teaching is delivered through a system of lessons, both theoretical and practical. It also complements non-classroom hours, with seminars, workshops and other activities suggested by teachers, to work, which encourages independent study and group work.

The activities used are: role-playing to train in the use of clinical procedures, case studies, problem-based learning, making treatment decisions and therapeutic dilemma resolution.

During academic tutoring, teachers will guide the students in building their knowledge. They will guide



in the preparation of the work, resolve any doubts or difficulties related to the subject.

Teachers will use the master class model in group learning, especially lectures. Teacher will, also, indicate those resources to students most suitable for further preparation of the subject in depth.

The small group work will include practical sessions and seminars.

The academic tutoring will be run individually and in small groups to solve problems, directing work, etc. If possible, Virtual Classroom forum will be used to facilitate consultations and clarifications, which may be of interest to the working groups.

The use of mobile devices, tablets and laptops shall be available for the teaching methodology proposed by each teacher.

EVALUATION

EVALUATION SYSTEMS

The evaluation will be based on the following sections in both First and second call:

SE1. Assessment of theoretical and practical content through written tests (70%). The exam can be recovered in 2nd attempt.

SE2. Written presentation of reports on study and analysis of clinical cases (20%). Each case accounts for 10% of the final grade. The qualification of the report can be recovered in 2nd attempt.

SE.3 Active participation in class activities, seminars and workshops, participation in research tasks, and motivation for the quality of learning outcomes (10%). Class activities are also recoverable in the second sitting.

MINIMUM REQUIREMENTS

In order to pass the course in the 1st or 2nd call, it will be necessary to achieve a minimum mastery of 50% in sections SE1 (Exam), SE2 (Report) and SE3 (Activities):

(SE1) Pass the exam, achieving a minimum of 50% in it (minimum exam 3.5 out of 7).

(SE2) Perform and pass the mandatory report (minimum rating of 1 out of 2).

(SE3) Perform and pass the class activities (SE3) (minimum rating of 0.5 out of 1).

RATING SYSTEM:

To pass the course will need to achieve a minimum 50% proficiency in each of the sections of evaluation.

Only the different sections referred to in the assessment will be added when the minimum requirements are exceeded for each of them.



If a student do not pass some of the sections at the first call, the points of the other exceed sections will be saved for the second call.

If not approved on first call the required in the Section 1, will be saved for the second call points earned in the other sections.

The number of activities and the date of realisation will be established by the professor along the course. These activities will be able to have an individual character or group and have to comprise contents of the educational guide.

The evaluation of the subject and the review of and appeal against the allotted grades are subject to the provisions of the Reglament d'Avaluació i Qualificació de la Universitat de València per a títols de Grau i Màster (ACGUV 108/2017 of May 30, 2017).

http://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio.pdf

According to this, it is specified in numerical expression from 0 to 10 with one decimal place, using the following grading scale:

- From 0 to 4.9: fail (D).
- From 5 to 6.9: pass (C).
- From 7 to 8.9: remarkable (B).
- From 9 to 10: excellent (A) or First Honors (A+).

In the event of fraudulent practices, the Action Protocol for fraudulent practices at the University of Valencia will be applied (ACGUV 123/2020):

<https://www.uv.es/sgeneral/Protocols/C83.pdf>

The marks obtained in the FIRST CALL will be incorporated in the minutes of the subject according to the following rules:

- If there is no qualification evaluation section with greater weight, the rating will not be presented, regardless of the rest.
- If there's rating in the evaluation section with greater weight and does not reach the minimum requirements shall be entered SUSPENSE and base 10 numerical grade qualification of this section.
- If there's rating in the evaluation section with greater weight, and this exceeds the minimum requirements, but those requirements are met in any of the remaining sections consist SUSPENSE and numerical note will be based 10 qualifying paragraph by which does not exceed the subject.



SECOND CALL, proceed according to the following rules:

- Only fit the PRESENTED NO option when has not been presented to more than one of the sections of assessment, including among these the highest weighting.
- If scores in all sections of assessment and no minimum requirements are met in any of them, and the note will consist SUSPENSE base 10 corresponding to the section that has not been surpassed. If more than one section, the unsurpassed, consist the maximum score within the suspense in base 10.
- If you do not exceed one or more of the minimum requirements and lack a section evaluation shall be recorded and numerical note SUSPENSE base 10 of qualification paragraph not exceeded.
- If two evaluation points are exceeded and there is a third party that has not presented evidence evaluation shall be recorded SUSPENSE and as rating, the average score being 0.0 part not presented (maximum possible 4.9).
- If the test higher weight is exceeded, but evidence is lacking in one or more of the other sections, consist SUSPENSE. Parts are added together and: a) if the sum is less than 5, it will be recorded as a result; b) if the sum is greater than 5, shall be recorded 4.9.

FIRST HONORS

The final grade and the awarding of an honours degree will be based, in addition to the exam grades, on individual and group work, activities, class attendance and participation, as well as attendance at tutorials. In accordance with ACGUV 108/2017, the mention of matriculation with honours (*MH) may be awarded to the student who has obtained a grade equal to or higher than 9.0, and in strict order of the grade in the grade report.

WARNING ABOUT PLAGIARISM:

The copying or plagiarism manifest any part of the evaluation task will make it impossible to pass the course, then submitting to the appropriate disciplinary procedures.

Note that, according to Article 13 d) of the Statute of the University Student (RD 1791/2010, of December 30), it is the duty of a student abstain from the use or cooperation in fraudulent testing procedures evaluation in the work carried out in official documents or college.

In tutoring schedule, teachers may require individual or group interviews provided to verify the degree of participation and achievement in the objectives set for any task performed. Not accept such verification, will not exceed the task or activity in question.



REFERENCES

Basic

- American Psychiatric Association [APA] (2014). DSM-5. Manual Diagnóstico y Estadístico de los Trastornos Mentales. Madrid: Editorial Médica Panamericana.
- Caballo, V.E. (Ed.) (2005). Manual para la evaluación clínica de los trastornos psicológicos: estrategias, habilidades, problemas infantiles y de ansiedad. Madrid: Pirámide
- Caballo, V. E. (Ed.). (2008). Manual para el tratamiento cognitivo-conductual de los trastornos psicológicos (Vol. 1). Siglo Veintiuno de España. Signatura Biblioteca UV: PEm159.97MAN
- Caballo, V.E., Salazar, I.C., & Carrobles, J.A.I. (2014). Manual de psicopatología y trastornos psicológicos. Madrid: Pirámide.
- Muñoz, M. (2003). Manual práctico de evaluación psicológica clínica. Madrid: Síntesis. Programa de Guías de Práctica Clínica en el Sistema Nacional de Salud:
<http://www.guiasalud.es/web/guest/gpc-sns>
- Pérez-Álvarez, M.J., Fernández-Hermida, R., Fernández-Rodríguez, C., & Amigo-Vázquez, I. (Eds.) (2003). Guía de tratamientos psicológicos eficaces 1. Adultos. Madrid: Pirámide
- Rodríguez-Testal, J.F y Mesa, P. (Coords) (2011). Manual de psicopatología Clínica. Madrid: Pirámide.
- Fonseca-Pedrero, E. (coord.) (2021). Manual de tratamientos psicológicos. Adultos. Pirámide
- Barlow, D. H., Farchione, T. J., Fairholme, C. P., Ellard, K. K., Boisseau, C. L., Allen, L. B., Ehrenreich-May, J., Osma, J., y Crespo, E. (2015). Protocolo unificado para el tratamiento transdiagnóstico de los trastornos emocionales: Manual del terapeuta y Manual del paciente. Alianza Editorial.

Additional

- Labrador, F.J., & Crespo, M. (2012). Psicología clínica basada en la evidencia. Madrid: Pirámide
- Haynes, S., Godoy, A., & Gavino, A. (2011). Cómo elegir el mejor tratamiento psicológico. Madrid: Pirámide.

Labrador, F.J., Echeburúa, E., & Becoña, E. (2000). Guía para la elección de tratamientos psicológicos efectivos. Hacia una nueva psicología clínica. Madrid: Dykinson.

Psicothema (2001): Monográfico sobre tratamientos psicológicos eficaces. Volumen 13, nº 3.

Labrador, F.J. (Ed.) (2011). Situaciones difíciles en terapia. Madrid: Pirámide.

Bulbena, A., Berrios, G., Fernández de Larrinosa, P. (2000). Medición clínica en psiquiatría y psicología. Barcelona: Masson.

Muñoz, M., Roa, A., Pérez, E., Santos-Olmo, A. y De Vicente, A. (2002). Instrumentos de evaluación en salud mental. Madrid: Pirámide.



Belloch, A., Sandín, B., y Ramos F. (Eds.) (2009). Manual de Psicopatología (2ª edición). Vols I y II. Madrid: McGraw Hill Interamericana.

- Vallejo, M.A. (1998). Manual de Terapia de Conducta. Vol. I y II. Madrid: Dykinson.
- Barlow, D.H., y Durand, V.M. (2003). Psicopatología. Madrid: Thomson.

