



Teaching Guide

Teaching Guide				
Identifying Data				2015/16
Subject (*)	Psychotherapy process research		Code	652438018
Study programme	Mestrado Universitario en Psicoloxía Aplicada			
Descriptors				
Cycle	Period	Year	Type	Credits
Official Master's Degree	2nd four-month period	First	Obligatoria	3
Language	Spanish			
Teaching method	Face-to-face			
Prerequisites				
Department	Psicoloxía			
Coordinador	Escudero Carranza, Valentin	E-mail	valentin.escudero@udc.es	
Lecturers	Escudero Carranza, Valentin	E-mail	valentin.escudero@udc.es	
Web				
General description	Uno de los campos de aplicación de la psicología es la intervención psicoterapéutica. Esta materia capacita al alumno en el conociiento de la investigación de proceso en psicoterapia mediante la prfundización en los procedimientos y resultados de investigación más reciente.			

Study programme competences

Code	Study programme competences
A1	To recognize and respect human diversity and to understand that psychological explanations may vary across populations and contexts.
A2	To identify the personal, psycho-social and / or educative factors that may put human health at risk.
A3	Being able to elaborate a scientific report which involves defining a research problem, the hypotheses and variables, and defining the design, the sample and its method of selection, the tools for collecting data and their subsequent analysis and discussion.
A4	Being able to achieve an adequate level of understanding of the recipient's demand in every situation or application context.
A5	Being able to perform a psychological evaluation in the context of a scientific investigation.
A6	Knowing how to specify the demand and the objectives of the case, and to collect the information depending on them.
A7	Knowing to track on a case by choosing appropriate and realistic objectives.
A8	To know the basis for hypotheses establishment with respect to a particular case, and from them to deduce contrastable statements.
A9	Knowing the quasi-quantitative and quantitative methods and techniques for gathering information in applied psychology.
A10	Being able to design instruments for gathering information in programs of psychological intervention.
A11	Knowing all kind of limitations and restrictions (personal, social, economic, ethical, etc.) which has the scientific and technical research.
A12	To acquire a basic theoretical knowledge about the state of the art in the different areas involved in applied psychology.
A13	Knowing and being able to use the different models, theories, methods and assessment and intervention techniques that are specific of the different areas of research in Applied Psychology, and developing a critical attitude typical of the scientific spirit.
A14	Being able to analyze the bibliographic documentation necessary for a research work.
A15	Being able to critically analyze the scientific literature.
A16	To acquire the knowledge and skills necessary for the exposition and defence of a research paper.
A17	Being able to communicate the results of an investigation.
A18	To show an ethical and professional compromise with respect to civic, social and global responsibilities.
A19	Knowing and complying with the deontologic obligations of Applied Psychology.
A20	Knowing the different models of assessment and intervention in the field of Applied Social Psychology.
B1	Capacity for analysis and synthesis.
B2	Capacity for organization and planning.
B3	Teamwork.
B5	Skills in interpersonal relations.
B6	Critical thinking.
B7	Ethical commitment.
B8	Autonomous learning.



B9	Initiative and enterprising spirit.
B10	Motivation for quality.
B11	Troubleshooting.
B12	Decision-making.
B13	Ability to apply knowledge to practice.
B14	Interpersonal skills.
B15	Ability to work with an interdisciplinary team.
B16	Ability to communicate with non-experts in the field.
B17	Valuing diversity and multiculturalism.
B18	Ability to work autonomously.
C3	Using the basic tools of information and communication technologies (ICT) necessary for the exercise of the profession and for lifelong learning.
C4	To develop for the exercise of an open, educated, critical, committed, democratic and supportive citizenship, capable of analyzing reality, diagnose problems, develop and deploy solutions based on knowledge and oriented to common good.
C5	To understand the importance of the enterprising culture, and to know the media within reach of enterprising people.
C6	To critically assess the knowledge, technology and information available to solve the problems they face.
C7	To assume as professionals and citizens the importance of lifelong learning.
C8	Assessing the importance of research, innovation and technology development in the socio-economic and cultural progress of society.

Learning outcomes			
Learning outcomes	Study programme competences		
Conocer la historia y la función de la psicoterapia como un procedimiento de aplicación de la psicología científica	AR1 AR2 AR4 AR9 AR12 AR19	BR1 BR2 BR3 BR6 BR7 BR8 BR10 BR13 BR15 BR16	CC5 CC6 CC7 CC8
Diferenciar la investigación de resultados y la investigación de proceso de forma operativa, saber cómo se aplican ambos tipos de investigación.	AR3 AR4 AR5 AR6 AR7 AR8 AR9 AR11 AR13 AR18 AR20	BR2 BR6 BR7 BR10 BR11	CC6 CC7



El alumno es capaz de realizar una investigación de procesos psicoterapéuticos con un esquema riguroso y científico.	AR3	BR1	CC3
	AR5	BR3	CC4
	AR6	BR5	CC6
	AR7	BR6	CC7
	AR8	BR7	CC8
	AR9	BR8	
	AR10	BR9	
	AR12	BR10	
	AR14	BR11	
	AR15	BR12	
	AR16	BR13	
	AR17	BR14	
	AR19	BR15	
	AR20	BR16	
		BR17	
		BR18	

Contents	
Topic	Sub-topic
La investigación en psicoterapia	Investigación de resultados Investigación de proceso Tratamientos basados en la evidencia
Métodos de investigación de la psicoterapia	Ensayos clínicos controlados Investigación naturalista: observación y cuasi-experimentación Investigación cualitativa
Investigación de proceso	Investigación del progreso de cambio Investigación de factores comunes Proceso-resultado
El estudio de la relación terapéutica	Cómo estudiar la relación terapéutica Noción de alianza terapéutica y alianza de trabajo La alianza terapéutica como variable predictora El modelo SOFTA
Instrumentos para el estudio del proceso de psicoterapia	Autoinformes Instrumentos observacionales

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student's personal work hours	Total hours
Guest lecture / keynote speech	A1 A2 A4 A9 A11 A12 A13 A18 A19 A20 B1 B6 B7 B10 C6	10	15	25
Document analysis	A10 A14 A15 A16 B2 B17 B18 C3 C4 C7 C8	0	4	4
Workbook	A9 A11 A13 A14 A15 B8 B9 C5	0	10	10



Supervised projects	A3 A5 A6 A7 A8 A9 A10 A11 A17 B3 B5 B11 B12 B13 B14 B15 B16	4	12	16
Personalized attention		20	0	20
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies	
Methodologies	Description
Guest lecture / keynote speech	Clases en las que el profesor explica ofrece un esquema teórico que ayuda al alumno a integrar las lecturas y el material documental que se le ha ofrecido
Document analysis	El alumno tiene que conocer fuentes documentales on-line, como los sitios webs de las principales instituciones y asociaciones de investigación de la psicoterapia.
Workbook	Traajo personal del alumno para cumplimentar una serie de lecturas seleccionadas por el profesor junto con una guía de dichas lecturas
Supervised projects	El alumno ha de analizar una investigación de proceso en psicoterapia publicada en una revista de impacto en el campo de estudio. Tendrá una guía para realizar ese análisis y la tutoría del profesor.

Personalized attention	
Methodologies	Description
Workbook Supervised projects	El alumno tendrá una atención de tutoría presencial y on-line para guiar su interpretación de las lecturas recomendadas y durante el proceso de realización de los trabajos tutelados que son individuales.

Assessment			
Methodologies	Competencies	Description	Qualification
Supervised projects	A3 A5 A6 A7 A8 A9 A10 A11 A17 B3 B5 B11 B12 B13 B14 B15 B16	Se hará una valoración del trabajo de análisis de una investigación que ha realizado el alumno de forma individual, valorando la calidad del resultado final y los recursos utilizados para el análisis.	50
Guest lecture / keynote speech	A1 A2 A4 A9 A11 A12 A13 A18 A19 A20 B1 B6 B7 B10 C6	Se evaluará al alumno mediante un test con opción múltiple de respuesta sobre los conocimientos adquiridos en la sesión presencial que su vez están apoyados por las lecturas, con una consideración del 10% por la asistencia	50

Assessment comments

Sources of information	
Basic	Corbella, S., y Botella, L. (2004). Investigación en psicoterapia: Proceso, resultado y factores comunes. Madrid: VisionNet. Friedlander, M., Escudero, V., y Heatherington, L (2009). La alianza terapéutica. Barcelona: Paidós.



Complementary	Asay, T.P., & Lambert, M.J. (1999). The empirical case for the common factors in therapy: Quantitative findings. In M.A. Hubble, B.L.Duncan, & S.D. Miller (Eds.), The heart and soul of change: What works in therapy (pp. 33-56). Washington, DC: American Psychological Association. Beck, M., Friedlander, M. L., & Escudero, V. (2006). Three perspectives of clients' experiences of the therapeutic alliance: A discovery-oriented investigation. <i>Journal of Marital and Family Therapy</i>, 32, 355-368. Carpenter, J. Escudero, V., & Rivett, M (2008). Training family therapy students in conceptual and observation skills relating to the therapeutic alliance: an evaluation. <i>Journal of Family Therapy</i>, 30: 411-424 Castonguay, L. G., Constantino, M. J., & Holtforth, M. G. (2006). The working alliance: Where are we and where should we go? <i>Psychotherapy: Theory, Research, Practice, Training</i>, 43, 271-279. Escudero, V., M. L. Friedlander, Varela, N., & Abascal, A. (2008). Observing the therapeutic alliance in family therapy: associations with participants' perceptions and therapeutic outcomes. <i>Journal of Family Therapy</i>, 30: 194-214 Escudero, V., Heatherington, L., & Friedlander, M. (in press) Therapeutic Alliances and Alliance Building in Family Therapy. En Muran, C. & Barber, J. (Eds.) The therapeutic alliance: An evidence-based approach to practice and training. NY: Guilford. Friedlander, M. L., Escudero, V., Horvath, S., Heatherington, L., Cabero, A., & Martens, M. (2006). System for Observing Family Therapy Alliances: A tool for research and practice. <i>Journal of Counseling Psychology</i>, 53:214-225 Friedlander, M. L., Lambert, J., Escudero, V; Cragun, C. (2008). How do therapists enhance family alliances? Sequential analyses of therapist-client behavior in two contrasting cases. <i>Psychotherapy: Theory, Research, Practice, Training</i>. 45:75-87. Heatherington, L., Friedlander, M. L., & Greenberg, L. S. (2005). Change process research in couples and family therapy: Methodological challenges and opportunities. <i>Journal of Family Psychology</i>, 19, 18-27. Maione, P.V., & Chenail, R.J. (1999), Qualitative Inquiry in Psychotherapy: Research on the Common Factors. In M.A. Hubble, B.L.Duncan, & S.D. Miller (Eds.), The heart and soul of change: What works in therapy (pp. 33-56). Washington, DC: American Psychological Association. Muñiz de la Peña, C., Friedlander, M.L., & Escudero, V. (2009). Frequency, severity, and evolution of split family alliances: How observable are they?. <i>Psychotherapy Research</i>, 19:133-142. Sprenkle, D.H. & Blow, A.J. (2004). Common factors and our sacred models. <i>Journal of Marital and Family Therapy</i>, 30, 113-129.
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Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.