



Teaching Guide

| Identifying Data | | | | | 2017/18 |
|----------------------------|--|---------------|--------------------------|----------------|---------|
| Subject (*) | Research in Psychotherapy Processes | 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 conocimiento de la investigación de proceso en psicoterapia mediante la profundización en los procedimientos y resultados de investigación más reciente. | | | | |

Study programme competences

| Code | Study programme competences |
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| 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. |



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| 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 |



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| 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 | |
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| 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 |



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|---|--|----|----|----|
| 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 |
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| 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. |



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| Complementary | <p>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.), <i>The heart and soul of change: What works in therapy</i> (pp. 33-56). Washington, DC: American Psychological Association.</p> <p>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.</p> <p>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</p> <p>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.</p> <p>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</p> <p>Escudero, V., Heatherington, L., & Friedlander, M. (in press) <i>Therapeutic Alliances and Alliance Building in Family Therapy</i>. En Muran, C. & Barber, J. (Eds.) <i>The therapeutic alliance: An evidence-based approach to practice and training</i>. NY: Guilford.</p> <p>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</p> <p>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.</p> <p>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.</p> <p>Maione, P.V., & Chenail, R.J. (1999), <i>Qualitative Inquiry in Psychotherapy: Research on the Common Factors</i>. In M.A. Hubble, B.L.Duncan, & S.D. Miller (Eds.), <i>The heart and soul of change: What works in therapy</i> (pp. 33-56). Washington, DC: American Psychological Association.</p> <p>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.</p> <p>Sprenkle, D.H. & Blow, A.J. (2004). Common factors and our sacred models. <i>Journal of Marital and Family Therapy</i>, 30, 113-129.</p> |
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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.