



Teaching Guide

| Identifying Data | | | | | 2020/21 |
|--------------------------|---|--------|--------------------------|---------|---------|
| 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 | Obligatory | 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 | Un dos campos de aplicación da psicoloxía é a intervención psicoterapéutica. Esta materia adestra ao estudante no coñecemento da investigación de procesos en psicoterapia profundizando nos últimos procedementos e resultados de investigación. | | | | |
| Contingency plan | <p>1. Modifications to the contents</p> <p>2. Methodologies</p> <p>*Teaching methodologies that are maintained</p> <p>*Teaching methodologies that are modified</p> <p>3. Mechanisms for personalized attention to students</p> <p>4. Modifications in the evaluation</p> <p>*Evaluation observations:</p> <p>5. Modifications to the bibliography or webgraphy</p> | | | | |

Study programme competences / results

| Code | Study programme competences / results |
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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. |



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| 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 / results | | |
| Coñecer a historia e a función da psicoterapia como procedemento de aplicación da psicoloxía científica | AR1 | BR1 | CC5 |
| | AR2 | BR2 | CC6 |
| | AR4 | BR3 | CC7 |
| | AR9 | BR6 | CC8 |
| | AR12 | BR7 | |
| | AR19 | BR8 | |
| | | BR10 | |
| | | BR13 | |
| | | BR15 | |
| | | BR16 | |



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| Diferenciar de xeito operativo a investigación de resultados e a investigación de proceso, saber como se aplican os dous tipos de investigación. | AR3 AR4 AR5 AR6 AR7 AR8 AR9 AR11 AR13 AR18 AR20 | BR2 BR6 BR7 BR10 BR11 | CC6 CC7 |
| O alumno é capaz de realizar unha investigación de procesos psicoterapéuticos cun esquema rigoroso e científico. | AR3 AR5 AR6 AR7 AR8 AR9 AR10 AR12 AR14 AR15 AR16 AR17 AR19 AR20 | BR1 BR3 BR5 BR6 BR7 BR8 BR9 BR10 BR11 BR12 BR13 BR14 BR15 BR16 BR17 BR18 | CC3 CC4 CC6 CC7 CC8 |

| Contents | |
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| Topic | Sub-topic |
| 1. Deseños de investigación valorativa | 1.1 Investigación de resultados 1.2 Investigación de procesos 1.3 Tratamentos baseados na evidencia |
| 2. Diferenzas entre a investigación de procesos e resultados: deseños e técnicas | 2.1 Ensaio clínico controlado 2.2 Investigación naturalista: observación e cuasi experimentación 2.3 Investigación cualitativa |
| 3. Investigación naturalista do proceso | 3.1 Investigación do progreso do cambio 3.2 Investigación de factores comúns 3.3 Proceso-resultado |
| 4. Investigación cuasi-experimental en psicoterapia | 4.1 Razóns para a investigación case-experimental 4.2 Modelos actuais 4.3 Aplicacións |
| 5. O estudo de factores comúns e específicos en psicoterapia | 5.1 O común e o específico: dunha dicotomía a unha dualidade 5.1 Noción de alianza terapéutica e de traballo 5.2 A alianza terapéutica como variable predictora 5.3 O modelo SOFTA |

| Planning | | | | |
|-----------------------|------------------------|--------------------------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies / Results | Teaching hours (in-person & virtual) | 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 | 17 | 8 | 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 nas que o profesor explica un tema con axuda de esquemas e exemplos. |
| Document analysis | Os alumnos han de revisar e facer procura de artigos e outros documentos técnicos (sobre todo instrumentos de investigación e avaliación) para o traballo tutelado. |
| Workbook | Traballo individual de lectura dos documentos indicados polo profesor. |
| Supervised projects | Realización da análise da investigación dun factor determinado que tivo unha especial relevancia no campo da investigación en psicoterapia (por exemplo, características do cliente) preparando un traballo rigoroso e ben organizado, xunto cunha presentación do mesmo que dará lugar a un debate en clase. |

| Personalized attention | |
|---------------------------------|---|
| Methodologies | Description |
| Workbook Supervised projects | O alumno contará cunha atención presencial e en liña para orientar a súa interpretación das lecturas recomendadas e durante o proceso de realización do traballo tutorizado individual. |

| Assessment | | | |
|--------------------------------|--|--|---------------|
| Methodologies | Competencies / Results | Description | Qualification |
| Supervised projects | A3 A5 A6 A7 A8 A9 A10 A11 A17 B3 B5 B11 B12 B13 B14 B15 B16 | Farase unha valoración do traballo de análise dunha investigación que o alumno realizou individualmente, valorando a calidade do resultado final e os recursos empregados para a análise. | 50 |
| Guest lecture / keynote speech | A1 A2 A4 A9 A11 A12 A13 A18 A19 A20 B1 B6 B7 B10 C6 | O alumno será avaliado mediante unha proba con opción múltiple de resposta sobre os coñecementos adquiridos na sesión presencial que á súa vez é apoiada polas lecturas, cunha consideración do 10% pola asistencia. | 50 |

| Assessment comments |
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| Sources of information |
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| Basic | <p>- Escudero V. y Friedlander, M (2019). Alianza Terapéutica con Familias . Barcelona: Herder</p> <p>- Rodríguez A. (2019). Manual de Psicoterapias. Barcelona: Herder</p> <p>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.</p> |
| 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.), 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. Journal of Marital and Family Therapy, 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. Journal of Family Therapy, 30: 411-424Castonguay, L. G., Constantino, M. J., & Holtforth, M. G. (2006). The working alliance: Where are we and where should we go? Psychotherapy: Theory, Research, Practice, Training, 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. Journal of Family Therapy, 30: 194-214Escudero, 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. Journal of Counseling Psychology, 53:214-225Friedlander, 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. Psychotherapy: Theory, Research, Practice, Training. 45:75-87. Heatherington, L., Friedlander, M. L., & Greenberg, L. S. (2005). Change process research in couples and family therapy: Methodological challenges and opportunities. Journal of Family Psychology, 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?. Psychotherapy Research, 19:133-142.Sprenkle, D.H. & Blow, A.J. (2004). Common factors and our sacred models. Journal of Marital and Family Therapy, 30, 113-129.</p> |

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.