



Teaching Guide

Teaching Guide				
Identifying Data				2023/24
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		E-mail		
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.			

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		
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	
Diferenciar de xeito operativo a investigación de resultados e a investigación de proceso, saber como se aplican os dous tipos de investigación.	AR3	BR2	CC6
	AR4	BR6	CC7
	AR5	BR7	
	AR6	BR10	
	AR7	BR11	
	AR8		
	AR9		
	AR11		
	AR13		
	AR18		
	AR20		



O alumno é capaz de realizar unha investigación de procesos psicoterapéuticos cun esquema rigoroso e 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
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 cuasi-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	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	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	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

Sources of information	
Basic	- Escudero V. y Friedlander, M (2019). Alianza Terapéutica con Familias . Barcelona: Herder - Rodríguez A. (2019). Manual de Psicoterapias. Barcelona: Herder - 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. 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: 411-424 Castonguay, 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: 194-214 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. Journal of Counseling Psychology, 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. 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.
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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.