

# Teaching guide

## IDENTIFICATION DETAILS

|                                      |                                     |               |      |
|--------------------------------------|-------------------------------------|---------------|------|
| Degree:                              | Psychology                          |               |      |
| Field of Knowledge:                  | Arts and Humanities                 |               |      |
| Faculty/School:                      | Education and Psychology            |               |      |
| Course:                              | INTRODUCTION TO CLINICAL PSYCHOLOGY |               |      |
| Type:                                | Compulsory                          | ECTS credits: | 6    |
| Year:                                | 2                                   | Code:         | 7719 |
| Teaching period:                     | Fourth semester                     |               |      |
| Area:                                | Intervention and Treatment          |               |      |
| Module:                              | Specific training                   |               |      |
| Teaching type:                       | Classroom-based                     |               |      |
| Language:                            | Spanish                             |               |      |
| Total number of student study hours: | 150                                 |               |      |

## SUBJECT DESCRIPTION

La Psicología Clínica es, tal y como la define la Orden SAS/1620/2009, de 2 de junio, "una especialidad sanitaria de la Psicología que se ocupa de los procesos y fenómenos psicológicos y relacionales implicados en los procesos de salud y enfermedad de los seres humanos". Su campo de acción abarca desde la investigación hasta la prevención, pasando por la evaluación, la comprensión, el diagnóstico o el tratamiento de los trastornos mentales. Esta asignatura pretende que los alumnos se familiaricen con esta disciplina: 1) que conozcan su origen, su desarrollo, su situación actual, su "objeto" de estudio y de trabajo; 2) que tomen conciencia de las diferentes polémicas y controversias que tienen lugar en su seno; 3) que reflexionen acerca de sus principales aportaciones, limitaciones y retos de futuro; 4) que identifiquen y analicen, de manera crítica, los distintos modelos teórico-prácticos planteados; 5) que se acerquen al ámbito de la evaluación psicológica y diagnóstico, sin perder de vista la necesidad de comprender y empatizar con la persona que tenemos enfrente, de contemplarla en todas sus dimensiones (bio-psico-social-espiritual) y de albergar, por tanto, "una concepción integral y multi-determinada de

## **SKILLS**

### **Basic Skills**

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

### **General Skills**

To be familiar with psychological diagnosis, treatment and assessment methods in various fields applied to psychology.

To be familiar with the different fields of application of psychology and have the skills to influence and promote the quality of life and social commitment of individuals, groups, communities and organisations in the different educational, clinical and health, work and organisational, and social and community contexts.

To be familiar with the various theoretical models of psychology: authors, contributions, influences and limitations.

To be familiar with the foundations of the biological dimension of human beings.

### **Cross Skills**

An ability to search for and select information critically and effectively.

To develop individual social skills.

An ability to develop one's abilities, skills and knowledge according to professional standards and to keep them up-to-date.

Ethical commitment and social improvement.

An ability to think creatively and come up with new ideas and concepts.

To nurture an attitude of intellectual curiosity and a quest for the truth in all areas of life.

To correctly engage with university work tools: text commentary, analysis, summary and the preparation of a research project.

To identify technical vocabulary related to various disciplines.

An ability to organise and plan well.

To be able to correctly express oneself orally in Spanish and in another language, preferably English.

To be able to correctly express oneself in writing in Spanish and in another language, preferably English.

To be able to use technical means such as computer programmes and audio-visual systems, among others.

Capacity for disciplinary and interdisciplinary teamwork.

### Specific skills

To be able to define the therapeutic framework in which to place psychological intervention: the psychological interview.

To be able to describe and gauge variables in cognitive, emotional, psychobiological, behavioural, social and existential processes and to identify the problems and needs arising.

To be able to set goals for psychological practice in different contexts, proposing and negotiating objectives with patients and parties affected.

To be familiar with the public health and education system, social services, employment agencies, training services, etc. within which psychologists conduct their activities.

To be familiar with private alternatives and non-profit institutions in which psychologists carry out their work: private institutions, consulting firms, companies, private schools, etc.; their features and differences with respect to the public sector.

### DISTRIBUTION OF WORK TIME

| CLASSROOM-BASED ACTIVITY | INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY |
|--------------------------|---|
| 60 hours                 | 90 hours                                    |