

## IDENTIFICATION DETAILS

Degree:	Psychology		
Field of Knowledge:	Arts and Humanities		
Faculty/School:	Education and Psychology		
Course:	THE CLINICAL CONTEXT AND THE THERAPEUTIC ENCOUNTER		
Type:	Optional	ECTS credits:	6
Year:	3	Code:	7748
Teaching period:	Sixth semester		
Area:	Clinical Psychology		
Module:	In-depth Exploration		
Teaching type:	Classroom-based		
Language:	Spanish		
Total number of student study hours:	150		

## SUBJECT DESCRIPTION

La práctica clínica, es decir, la relación terapéutica con una persona (un paciente), es una actividad muy enriquecedora y a la par compleja. Esta complejidad se debe a la interacción de varios factores. Por un lado, están los factores relacionados con el paciente, como su motivación y su implicación en el tratamiento, que son determinantes para el éxito del proceso terapéutico. Además, los factores temporales juegan un papel crucial; el tiempo que transcurre desde que el paciente comienza a experimentar malestar hasta que decide buscar ayuda puede influir significativamente en la naturaleza y la severidad de sus problemas. Por otro lado, los factores relacionados con el psicólogo son igualmente importantes. La empatía, la capacidad de escucha activa y la habilidad para adaptarse a situaciones nuevas son competencias esenciales que permiten al terapeuta establecer una conexión auténtica y efectiva con el paciente. Así mismo, el respeto por el paciente, la buena praxis y la responsabilidad terapéutica son principios fundamentales que garantizan un tratamiento ético y profesional. La capacidad del psicólogo para guiar al paciente en la búsqueda del sentido del ser humano y su autoconocimiento

es vital para el crecimiento y la mejora personal del paciente. En conjunto, estos factores subrayan la riqueza y la complejidad de la práctica clínica, destacando la importancia de una formación integral y una autoconciencia desarrollada en los profesionales de la psicología.

Así mismo, conocernos a nosotros mismos es fundamental en la práctica clínica de la psicología. El autoconocimiento nos permite identificar nuestras propias emociones, prejuicios y limitaciones, lo cual es esencial para ofrecer un tratamiento objetivo y efectivo. Al comprender nuestras propias reacciones y tendencias, podemos evitar que estas interfieran en el proceso terapéutico, asegurando así que las necesidades del paciente sean siempre la prioridad. Además, la autoconciencia facilita el desarrollo de la empatía, permitiéndonos conectar de manera más profunda y genuina con nuestros pacientes. Esta conexión no solo mejora la relación terapéutica, sino que también fomenta un entorno de confianza y seguridad, imprescindible para el éxito del tratamiento. En resumen, el autoconocimiento no solo enriquece nuestra práctica profesional, sino que también potencia nuestra capacidad para ayudar a otros de manera más efectiva y ética.

## **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.

### **Cross Skills**

To develop individual social skills.

Capacity for self-awareness and emotional management.

An ability to adapt to new situations.

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

To show a commitment to quality in one's actions and to be able to develop systems to ensure the quality of the services one provides.

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

To identify the process of personal accomplishment and the goals to be attained by organising a plan of action to this end.

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To forge attitudes of respect, tolerance and dialogue with regard to other cultures and religions in the search for the truth.

To identify technical vocabulary related to various disciplines.

An ability to solve problems.

An ability to take on responsibility and make decisions.

To be able to correctly express oneself orally 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 describe and measure interaction processes, group dynamics and group and intergroup structures.  
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 able to select and use appropriate psychological intervention techniques to reach individual, group-based and organisational objectives.

To be able to apply indirect intervention strategies and methods through other people: counselling, educator training and other agents.

To be able to plan the assessment of programmes and interventions and define indicators, assessment techniques and analyses of results.

To be able to prepare oral and written reports and to provide feedback for recipients appropriately and accurately.

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**

<b>CLASSROOM-BASED ACTIVITY</b>	<b>INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY</b>
60 hours	90 hours