

Degree	Type	Year
2502443 Psychology	OT	4

Contact

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Teachers

Esther Trepal Ancos

Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

We recommend that the students should have already taken the subject of Child and Adolescent Psychopathology.

Objectives and Contextualisation

1. Acquiring the basic knowledge about cognitive-behavioural treatment of the main disorders and behavioural problems in childhood and adolescence.
2. Studying specific characteristics of the therapeutic intervention process in childhood and adolescence.
3. Analysing treatment programs and intervention strategies for the most frequent disorders and behavioural problems in childhood and adolescence.
4. Becoming acquainted with the main cognitive-behavioural techniques applied in the treatment of the main disorders and behavioural problems in childhood and adolescence and the scientific evidence underpinning these techniques
5. Enhancing clinical practice through simulated situations.
6. Focusing on the analysis of cases.
7. Solve clinical challenges.
8. Know the contributions of women to evidence-based Cognitive Behavioral Treatments.
9. Promote the non-sexist use of language and gender perspective.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Apply knowledge, skills and acquired values critically, reflexively and creatively.
- Define objectives and develop the intervention plan based on the purpose of the (prevention, treatment, rehabilitation, integration, support).
- Dominate the strategies and techniques to include in the intervention with recipients.
- Maintain a favourable attitude towards the permanent updating through critical evaluation of scientific documentation, taking into account its origin, situating it in an epistemological framework and identifying and contrasting its contributions in relation to the available disciplinary knowledge.
- Obtain and organise relevant information for the service requested.
- Plan the evaluation of programmes of intervention.
- Select and apply the methods and techniques in the plan for intervention in accordance with the established objective in relevant contexts for the service requested.

Learning Outcomes

1. Apply assessment techniques.
2. Apply communication skills.
3. Apply knowledge, skills and acquired values critically, reflexively and creatively.
4. Assess the impact of the difficulties, prejudices and discriminations that actions or projects may involve, in the short or long term, in relation to certain persons or groups.
5. Critically analyse the principles, values and procedures that govern the exercise of the profession.
6. Differentiate between methods and techniques based on the evidence available to a target of intervention.
7. Explain the explicit or implicit deontological code in your area of knowledge.
8. Formulate treatment goals in operational terms.
9. Maintain a favourable attitude towards the permanent updating through critical evaluation of scientific documentation, taking into account its origin, situating it in an epistemological framework and identifying and contrasting its contributions in relation to the available disciplinary knowledge.
10. Plan post-treatment evaluation.
11. Plan the evaluation to be carried out during the intervention.
12. Recognise how to reach consensus in treatment objectives and techniques among all parties involved in the intervention process.
13. Recognise the appropriateness of an intervention methodology for a therapeutic purpose.
14. Specify an action plan based on the assumptions and objectives previously established.
15. Use techniques for motivating change.
16. Use the specific lexicon of subject.

Content

BLOCK 1: INTRODUCTION TO COGNITIVE BEHAVIOURAL TREATMENT

TOPIC 1: Characteristic aspects of the cognitive behavioural-intervention process in childhood and adolescence.

TOPIC 2: Therapeutic skills.

BLOCK 2: TREATMENT FOR DEVELOPMENTAL DISORDERS.

TOPIC 3: Treatment for Autism Spectrum Disorder (ASD).

TOPIC 4: Treatment for Attention Deficit/Hyperactivity Disorder (ADHD).

BLOCK 3: Behavioural disorders

TOPIC 5: Treatment for Conduct Disorders (CD) and Oppositional Defiant Disorder (ODD).

BLOCK 4: ANXIETY DISORDERS AND MOOD DISORDERS.

TOPIC 6: Treatment for Depressive disorder.

TOPIC 7: Treatment for Generalized Anxiety Disorder and Separation Anxiety Disorder.

TOPIC 8: Treatment for Specific Phobias and Obsessive-Compulsive Disorder (OCD).

BLOCK 5: EATING DISORDERS

TOPIC 9: Treatment for Anorexia Nervosa, Bulimia Nervosa and Avoidant/Restrictive food intake disorder.

BLOCK 6: ELIMINATION DISORDERS

TOPIC 10: Treatment for Enuresis and Encopresis.

BLOCK 7: OTHER PSYCHOLOGICAL TREATMENTS WITH EVIDENCE.

TOPIC 11: Unified protocol for the transdiagnostic treatment of emotional disorders in children and adolescents and Dialectical Behavioral Therapy in adolescents.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Clinical practice	12	0.48	1, 2, 3, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16
Theoretical classes	24	0.96	6, 9, 10, 11, 12, 13, 16
Type: Supervised			
Tutorials	8	0.32	3, 6, 8, 9, 10, 11, 12, 13, 14
Type: Autonomous			
Activities	35.5	1.42	3, 6, 8, 9, 10, 11, 13, 14
Compulsory and recommended reading.	22.5	0.9	3, 6, 8, 9, 10, 11, 13, 14
Studying the program contents	45	1.8	3, 6, 8, 9, 10, 11, 12, 13, 14

THE SUBJECT'S TEACHING PROGRAM COMPRISES 2 TYPES OF ACTIVITIES: GUIDED AND AUTONOMOUS.

GUIDED ACTIVITIES

1. THEORETICAL CLASSES

- Theoretical and participative presentation of the corresponding topic.
- Debate about cases.
- Multimedia format.

Size of the groups: 1/1

2. CLINICAL PRACTICE (6 sessions of 2 hours per group)

- Interviews in simulated situations.
- Functional analysis of the case.
- Planning of the intervention: aims and techniques
- Solving clinical challenges.
- Multiple-choice test and a role play

Size of the groups: seminars in small groups

AUTONOMOUS ACTIVITIES

- Compulsory and recommended reading including articles in English.
- Answering the questions of the multiple-choice test about a case. This test will be in paper format during the clinical practice sessions and prepare the final role play
- Studying the program contents.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Ev 1: Multiple-choice test in the first assessment period. Individual.	30%	1.5	0.06	3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 16
Ev 2: Multiple-choice test in the second assessment period. Individual.	30%	1.5	0.06	3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 16
Ev 3: Individual written multiple-choice tests at the end of each clinical practice session and a role play on one of the cases worked	40%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16

This subject does not consider single assessment.

Evaluable student: evaluable students are those enrolled in the subject who have provided evidences of learning with a weight of 40% or more.

Passed Subject: the requirements for passing the subject are as follows.

1. The student must have been evaluated in EV1 and EV2 in order to aim for the weighted average grade of the continuous evaluation and also to have obtained a grade superior to 3,5 in both evaluations. You will also need to have completed 80% of the practical exercises in evidence 3 and mandatory role play.
2. The average mark for all the evidences (both exams and 5 practical exercises) must be equal to or above 5.
3. If the student does not meet these requirements, the maximum possible grade obtained in continuous evaluation will be 4.5.

Criteria for passing the subject

$$(E1 \times 0,30) + (E2 \times 0,30) + (E3 \times 0,40) \geq 5$$

Re-evaluation process:

To participate in the re-evaluation process, students must have been evaluated on evidences provided during the continuous evaluation Ev1 or Ev2 and 80% of the exercises that make up evidence 3, with role play being mandatory, and must have obtained a grade below 5 but equal to or above 3.5. The resit exam will be a test-type exam of the whole subject. If the recovery is performed, the grade obtained will be added to the weighted grade. The test will be scored between 0 and 2 points. This exam must be passed (obtain a minimum of 1 point) in order for its value to be added to the weighted final grade previously obtained in the subject. No unique final synthesis test for students who enrol for the second time or more is anticipated.

<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

Bibliography

- Friedberg, R. D., & Nakamura, B. J. (2020). *Cognitive Behavioral Therapy in Youth: Tradition and Innovation*. New York: Springer
- Prinstein, M. J, Youngstrom, E. A., Mash, E. J., & Barkley, R. A. (2019). *Treatment of Disorders in Childhood and Adolescence*. New York: The Guilford Press.
- Orgilés, M., Méndez, F.X., & Espada, J.P. (2022). *Tratamiento paso a paso de los problemas psicológicos en la infancia y adolescencia*. Madrid: Pirámide.
- portal.guiasalud.es/actualización-continuada
- nice.org.uk/guidance/

Software

No specific software is required.

Language list

Name	Group	Language	Semester	Turn
(SEM) Seminars	111	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	112	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	113	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	114	Catalan/Spanish	second semester	morning-mixed
(TE) Theory	1	Catalan/Spanish	second semester	morning-mixed

PROVISION