

## Introduction to Psychological Treatment

Code: 102573  
ECTS Credits: 9

**2025/2026**

Degree	Type	Year
Psychology	OB	3

### Contact

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### Teachers

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### Teaching groups languages

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

### Prerequisites

Students will have already studied mandatory subjects such as Psychopathology across the Lifes Cycle (2nd course, 3rd semester) and Psychological Assessment (2nd course, 4th semester) in previous courses. Both are subjects in the second year of the Psychology Degree at the UAB. Students who come from outside the UAB are recommended to have studied subjects with basic knowledge on psychological assessment and psychopathology.

### Objectives and Contextualisation

- *Identify the intervention process in clinical practice and the main therapeutic skills involved.*
- *Understand the main techniques of intervention and psychological treatment, their theoretical and experimental bases, the intervention process and the areas of application.*
- *Learn to evaluate them in a critical way.*
- *Undertake some of the intervention procedures.*
- *Understand the issues and main available data on the efficacy of different psychological treatments.*

### 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.
- Criticise the effects of personal practice on people, taking into account the complexity of human diversity.
- Distinguish and relate the different focuses and theoretical traditions that have contributed to the historical development of psychology as well as its influence on the production of knowledge and professional practice.
- Formulate hypotheses about the demands and needs of the recipients.
- Identify and recognise the different methods of treatment and intervention in the different applied areas of psychology.
- 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.
- 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.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Work in a team.

## Learning Outcomes

1. Apply knowledge, skills and acquired values critically, reflexively and creatively.
2. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
3. Critically analyse interventions in published cases.
4. Criticise the effects of personal practice on people, taking into account the complexity of human diversity.
5. Describe the basic procedure for administration of basic treatment techniques.
6. Differentiate between the main evidence on the effectiveness of different psychological treatments.
7. Distinguish between the effects due to common factors of the specific effects of different treatments based on evidence.
8. Explain the explicit or implicit deontological code in your area of knowledge.
9. Identify and assess indicators of functionality demanded by the different techniques of psychological intervention, taking into account criteria of success and suitability.
10. Identify constraints and contraindications of various treatment techniques.
11. Identify the main contributions of the different psychotherapeutic models of modern psychological treatment.
12. Identify the main techniques of psychological treatment.
13. 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.
14. Recognise possible common factors of the different psycho therapeutic models.
15. Recognise the different applications and indications of basic psychological treatment techniques.
16. Recognise the different theoretical and experimental treatment techniques fundamentals.
17. Recognise the stages of intervention.
18. Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
19. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
20. Work in a team.

## Content

### SESSIONS TE (GROUP 1/1) AND GROPUS PAUL (DISCUSSION 1/2)

Lesson 1. Efficacy and evidence-based practice.

Lesson 2. The therapeutic skills.

Lesson 3. The intervention process.

Lesson 4. Relaxation techniques and Mindfulness.

Lesson 5. Exposure techniques.

Lesson 6. Social skills Training.

Lesson 7. Operants conditioning techniques.

Lesson 8. Self-control techniques.

Lesson 9. Cognitive techniques.

Lesson 10. Problem solving techniques.

### SESSIONS GROUPS PL (1/4)

1. Difficult situations in psychological treatment

2. Relaxation

3. Exposure I

4. Exposure II

5. Social Skills Training

6. Cognitive Restructuring

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
D.1. Introductory sessions in large group 1/1	18	0.72	3, 7, 5, 6, 9, 10, 11, 12, 13, 19, 16, 14, 15, 17
D.2. Workshops (groups PAUL 1/2) i treball en equip	24	0.96	1, 7, 4, 5, 6, 9, 10, 11, 12, 13, 18, 19, 16, 14, 15, 17, 20
D.3. Sessions groups SEM (1/4) and teamwork	12	0.48	3, 1, 4, 13, 18, 19, 20
Type: Supervised			
Individual supervisions and optional project supervisions	10	0.4	
Type: Autonomous			
A.1. Mandatory readings and flipped classroom's	80	3.2	7, 5, 6, 9, 10, 11, 12, 13, 19, 16, 14, 15, 17

videos

A.2. Study	76	3.04	7, 5, 6, 9, 10, 11, 12, 13, 16, 14, 15, 17
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The "IPT" course aims to promote autonomy and critical attitude. The flipped classroom methodology is used.

The methodology is addressed at understanding the main therapeutic techniques, their theoretical bases, implementation procedures, areas of application and efficacy data. Content in the videos and mandatory bibliography, which is a central axis of the course, will be combined with introductory flipped classroom and the work with applied cases. The seminars (groups 1/4) will be focused on the implementation of different techniques of psychological treatment.

Directed activities:

- 1) Introductory flipped classroom sessions in a large group (Group TE 1/1): 1.5 hours addressed to all the students in each module. Students must watch a group of videos (total about 45-60 minutes) prior to the session, in addition to doing the corresponding compulsory reading. During the session, doubts will be clarified, and some information will be completed. A continuous assessment related to compulsory readings and videos will be held. The students have up to 8 hours per week of autonomous dedication to carry out the prior autonomous activities for these sessions.
- 2) Seminar sessions (Groups PAUL 1/2) to discuss mandatory readings, introductory session and teamwork with applied cases. Two hours long, with half for each module. One workshop for each introductory session will be scheduled. It is essential to review the corresponding reading previously to each workshop session. A Work Guideline is available with questions to guide the reading and to encourage critical thinking, and guided work with applied cases. It is mandatory to attend with the corresponding mandatory reading and the Work Guideline. A continuous assessment related to participation in teamwork with applied cases will be held.
- 3) Practice classes (groups PL 1/4), 2 hours. Implementation of different techniques. A continuous assessment related to participation in teamwork will be held.

Students can find the following materials at Virtual Campus: Readings not available in the Library; the Work Guide with guided reading questions, reflection questions and activities by subject, which will be basic in the workshop sessions, and a Dossier of Seminar Sessions.

Autonomous activities (total 156h) include studying, readings, and watching the videos.

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

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1. Multiple choice exam, subjects 1st part of the course/ individual assessment / first assessment period	20%	1.25	0.05	5, 9, 10, 11, 12, 13, 16, 14, 15, 17
EV2. Multiple choice exam 2nd part of the course / Individual assessment / Second assessment period	20%	1.25	0.05	7, 5, 6, 9, 10, 12,

					16, 14, 15
EV3. 5 short open-answer questions 1st part of the course / Individual assessment / First assessment period	25%	1.25	0.05	1, 5, 10, 12, 18, 19, 15	
EV4. 5 short open-answer questions 2nd part of the course / Individual assessment / Second assessment period	25%	1.25	0.05	1, 5, 10, 12, 18, 19, 15	
EV5. Continuous assessment (multiple choice questions each flipped classroom session) / individual assessment	10%	0	0	2, 5, 8, 10, 11, 12, 16, 15, 17	
EV6. Continuous assessment of participation in teamwork during PAUL and SEM sessions in each PAUL and SEM session / Dichotomous evaluation: "Participated" or "Did not participated" in teamwork	10%	0	0	3, 1, 2, 4, 5, 10, 12, 13, 18, 19, 15, 17, 20	

In addition to the following criteria, the [Pautes d'avaluació de les titulacions de la facultat](#) must be taken into account, available at:

<chrome-extension://efaidnbmnnibpcajpcglclefindmkaj/https://www.uab.cat/doc/DOC\_Pautes\_Avaluacio\_2025-2

Individual assessment activities: (Ev1, Ev2)

- There will be two multiple-choice partial examinations (worth 20% of final grade each)
- Exams with 30 questions, four choices, only one correct and penalty of 1/3. Questions will not be only about descriptions or identification. They will include reflections, associations of different concepts and applications of main topics worked in all sessions to date.

Individual assessment activities: (Ev3, Ev4)

- There will be two open-answer exams with 5 questions. A short answer (not essay-answer) will be required (worth 25% of final grade each one).
- The questions will be based on brief descriptions of applied cases, which will be similar to those worked in the workshops (PAUL groups 1/2). There will be no penalties, but incorrect answers, answers without the use of an appropriate technical language, and/or long answers written outside the established margins, will be scored with 0 points.

Continuous assessment of flipped classrooms: (Ev5)

- There will be 5 multiple choice questions in each flipped classroom session, four choices, only one correct, related to contents of videos and compulsory readings. The group of 50 questions (5 x 10 sessions) will worth 10% of final grade.

Continuous Assessment of Teamwork in PAUL and SEM Sessions: (Ev6)

Participation in teamwork will be assessed in each PAUL session (1 = Participated; 0 = Did not participate) during the flipped classrooms. The total of 10 PAUL sessions linked to the flipped classrooms will account for 6% of the final grade. Participation in each teamwork in SEM sessions will also be assessed (1 = Participated; 0 = Did not participate). The total of 6 SEM sessions will account for 4% of the final grade. Therefore, the total weight of Ev6 will be 10%. To be considered as having participated in the teamwork activity, students must be involved from the beginning to the end of the activity. Partial participation will be recorded as 0 = Did not participate.

Feedback

FEEDBACK	EV modality	WEEK
Publication results analysis + classroom	EV1 (test)	10, 14
Publication results analysis	EV2 (test)	21
Rubric publication + classroom	EV3 (open short answer)	9, 14
Rubric publication	EV4 (open short answer)	20

#### Use of AI

In this course, the use of Artificial Intelligence (AI) technologies is not permitted at any stage. Any use of AI in TE, PAUL, or SEM sessions will be considered a breach of academic integrity and may result in partial or total penalties on the activity grade, or more severe sanctions in serious cases.

#### Assessed / Not assessed

- Students will be assessed if they have attended to at least 40% of the theoretical total grade.
- If a student is finally assessed, all not attended assessment activities will be graded 0

#### FINAL GRADE /Pass criteria

- Final Grade =  $[(Grade\ Ev1 \times 0.20) + (Grade\ Ev2 \times 0.20) + (Grade\ Ev3 \times 0.25) + (Grade\ Ev4 \times 0.25)] + (Grade\ Ev5 \times 0.10) + (Grade\ Ev6 \times 0.10)]$ .
- To pass this course students must achieve a Final Grade  $\geq 4,85$  in the continuous assessment.
- Note that final grade is 110% (maximum grade 11 punts). You can achieve the highest grade even with a "0" on Ev5 or EV6

#### Reassessment process:

- Reassessment will be offered for not passed assessment activities Ev1 and/or Ev2 and/or Ev3 and/or Ev4 (grade  $< 4.95$ ).
- It will not be possible to retake Ev5 and Ev6.
- The students can opt to the reassessment process only if: (1) Final Grade in the continuous assessment is not passed; (2) assessed of a minimum weight of 2/3 of the Final Grade; (3) Final Grade  $\geq 3.5$  in the continuous assessment. All the requisites must be fulfilled.
- The reassessment process will consist in assessment activities with the same characteristics as in the continuous assessment. The same criteria will be applied.
- Students with more than one assessment activity not passed could opt to do all of them or choose between them. The obtained grade in the reassessment process will substitute the previous grade in any case. Not retaken assessment activities will retain the previous grade in order to estimate the new final grade.
- The pass criteria will be the same as in the previous continuous assessment. All new grades will be calculated with the same previous criteria, replacing the grades of the retaken assessment activities.
- In any case the reassessment process can be used to improve passed subject.

No unique final synthesis test for students who enrol for the second time or more is anticipated.

#### Single Assessment

This subject does not consider single assessment.

Grade review process. After all grading activities have ended, students will be informed of the date and way in which the course grades will be published. Students will be also be informed of the procedure, place, date and time of grade review in line with University regulations.

N.B. Except for exceptional situations, and only if previously agreed with a student, one week before the assessments, and until the end of the ordinary review, "content" questions will not be answered by email or Moodle. Students must attend teachers office hours.

THE DELIVERY OF THE TRANSLATION OF THE IN-PERSON ASSESSMENT TESTS WILL TAKE PLACE IF THE REQUIREMENTS ESTABLISHED IN ARTICLE 263 ARE MET, AND THE REQUEST IS MADE ELECTRONICALLY DURING WEEK 4 (VIA THE ONLINE FORM) (more information on the Faculty's website)

## Bibliography

Subject 1: Efficacy and evidence-based practice

M. Pérez Álvarez, J.R. Fernández Hermida, C. Fernández Rodríguez y I. Amigo Vázquez (2003) *Guía de tratamientos psicológicos eficaces I*. Madrid: Pirámide. (1 capítulo) (Virtual Campus)

Sánchez-Carracedo, D. (2020). *Eficacia de los tratamientos psicológicos y práctica basada en evidencia*. Unpublished documento. (Moodle)

Subjects 2-10:

Labrador, F.. J (2008). *Técnicas de Modificación de Conducta*. Madrid: Pirámide (Chapters 2, 15, 29) (Moodle).

Díaz García, M.I., Ruiz, M.A., Villalobos, A. (2017). *Manual de Técnicas y Terapias Cognitivo Conductuales*. Bilbao: Desclée de Brouwer. (Chapters 3, 4, 5, 6, 8, 9) / eBook

Acces from UAB catalogue: <https://elibro.net/es/lc/uab/titulos/127910>

Additional documents can be provided by the teaching team for some subjects.

Detailed bibliography and recommended web pages are available at the WORK GUIDE for each subject.

## Software

Basic Office.

Microsoft Forms (Office 365)

## Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	11	Catalan	first semester	morning-mixed

(PAUL) Classroom practices	12	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	21	Catalan/Spanish	first semester	morning-mixed
(PAUL) Classroom practices	22	Catalan/Spanish	first semester	morning-mixed
(PAUL) Classroom practices	31	Spanish	first semester	morning-mixed
(PAUL) Classroom practices	32	Spanish	first semester	morning-mixed
(PAUL) Classroom practices	41	Spanish	first semester	morning-mixed
(PAUL) Classroom practices	42	Spanish	first semester	morning-mixed
(SEM) Seminars	111	Spanish	first semester	morning-mixed
(SEM) Seminars	112	Spanish	first semester	morning-mixed
(SEM) Seminars	113	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	114	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	211	Spanish	first semester	morning-mixed
(SEM) Seminars	212	Spanish	first semester	morning-mixed
(SEM) Seminars	213	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	214	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	311	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	312	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	313	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	314	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	411	Catalan	first semester	morning-mixed
(SEM) Seminars	412	Catalan	first semester	morning-mixed
(SEM) Seminars	413	Catalan	first semester	morning-mixed
(TE) Theory	1	Catalan	first semester	morning-mixed
(TE) Theory	2	Catalan/Spanish	first semester	morning-mixed
(TE) Theory	3	Spanish	first semester	morning-mixed
(TE) Theory	4	Spanish	first semester	morning-mixed