

PROGRAM: MASTER IN CLINICAL PSYCHOLOGY

Course name Clinical Interview	Course ID
--	------------------

Placement in the curricular map
Concentration in Clinical psychology

Course characteristics
This is a course in which the student is exposed to the clinical interview fundamentals, defined as “a conversation with a purpose”, or a conversation between an expert and a patient with the objective of clarifying the characteristic patterns that conform the life-style of an individual to determine if such patterns are pathological, how severe they are, and what actions are needed for the patient’s benefit.

Learning general objectives
In this course the students will develop the knowledge and abilities necessary to perform interviews with different customers, as well as to organize and register the information obtained.

Thematic content:	Hours
1. Clinical interview definition	4
a. Differences between conversation and interview	
b. Advantages of the clinical interview	
c. Abilities of a good interviewer	4
2. Fundamental parts of the interview	
a. Establishment of a helping relationship with the patient	
b. Obtaining information	
c. Psychopathology assessment	4
d. Formulating conclusions	
3. Knowing how to listen	
a. Eliminating distractions	
b. Being alert	
c. Concentration	
d. Patience	8
e. Compassion	
f. Opening to the experience	
4. Important dimensions of the interview	
a. Structure (structured vs. unstructured).	
b. Relevance for the treatment	
c. Temporality (Present vs. past).	
d. Formality (formal vs. informal).	

<ul style="list-style-type: none"> e. Medical vs. non-medical. f. Searching information vs. Promoting information 	
5. Types of interview <ul style="list-style-type: none"> a. First interview b. Mental state exam <ul style="list-style-type: none"> i. Areas to evaluate in the mental status. 	4
6. Types of clinical interview <ul style="list-style-type: none"> a. Diagnostic interview b. Case history c. Crisis intervention d. Recruit interview e. Orientation Interview 	8
7. Therapist behavior that affects the interview	4

Learning activities guided by the instructor	Hours
	36
1. Thematic presentation	16
2. Lab practice and/or workshop	16
3. Presentation plenary and /or debates	4
4. Small group activities	OP
5. Individual activities	OP

Independent learning activities	Hours
<ol style="list-style-type: none"> 1. Reading of material selected by the instructor <ol style="list-style-type: none"> a. The student will read individually the material suggested by the instructor to understand more deeply the importance of the clinical interview as a basic tool in psychology. 2. Writing article, essay or summary <ol style="list-style-type: none"> a. The student will write a weekly recension about the readings assigned by the instructor. The paper will give place to a discussion for class. 3. Field work <ol style="list-style-type: none"> a. The student will do a supervised practice in a psychological service center to practice the interview techniques reviewed in class. 4. Interview theme assigned by the instructor <ol style="list-style-type: none"> a. The student must perform an interview with a determined theme by the instructor. It can be an interview to recruit personnel, a clinical one with certain kinds of patients, or a child or an elder person. 	<p>20</p> <p>10</p> <p>20</p>

Assessment tools and procedure
<p>The procedures and tools for assessment are listed as follows:</p> <ol style="list-style-type: none"> 1. Deliverables <ol style="list-style-type: none"> a. The student will hand in a report every class about readings assigned by the instructor. b. The student will hand in a report about the supervised practice attended during the semester. He will have written a journal to validate what he learnt. c. The student will hand in a performed interview description (special interview) and a video of it. 2. Presentation <ol style="list-style-type: none"> a. Every student must present his technical article the day and time agreed between the instructor and the class. 3. Participation in group activities and role plays <ol style="list-style-type: none"> a. This instrument won't be subject to assessment

Assessment criteria

1. The assessment tools and procedures are centered in the learning activities, whether guided or independent.
2. The instructor will assess grade each aspect. The grade given must be from 0 to 100.
 - a. Report (one daily): 15 points
 - b. Report of the supervised practice. 60 points
 - c. Transcript and video of the interview with assigned topic 25 points
3. The instructor will report to the Department of Graduate Studies the average grade of all the instruments of assessment obtained by each student.
4. The minimum grade to pass this course is 80.
5. A student can't fail the course because of accumulated absences

Bibliography

	Type	Title	Author	Publisher	Year
	Reference	How to do an effective interview (Cómo lograr una entrevista eficaz.)	Chevalier, A.	Granica	1997
	Reference	Therapist interview strategies: basic abilities and cognitive-conductive interventions (Estrategias de entrevista para terapeutas: habilidades básicas e intervenciones cognitivo-conductuales.)	Cormier, W	Desclée de Brouwer.	1996
	Reference	The motivational interview: prepare to the change of addictive behavior (La entrevista motivacional: preparar para el cambio de conductas adictivas.)	Miller, W.R. y Rollnick, S.	Paidos	1999
	Reference	Exercises for human communication (Ejercicios para la comunicación humana.)	Satir, V.	Ed. Pax	1991
	Reference	Clinical interview techniques (Técnicas de entrevista clínica.)	Wilson, P.H., Spense, S. H. y Kavanagh, D.J.	Ediciones Martínez Roca.	1995

Course curriculum

Course name	Course ID
Clinical work with children and adolescents	

Placement in the curricular map
Concentration in Clinical Psychology

Course characteristics
In this course students will be introduced to therapeutic work with children and adolescents. Problems related to diagnosis will be checked from a psychological development approach. A revision of the psychological and behavioral disorders from these stages of development will be done and prevention strategies and treatment generated in the last years will be reviewed, which are part of the clinics in the daily performance.

Learning general objectives
By the end of the course the student will: <ol style="list-style-type: none">1. Develop knowledge on a series of aspects related to assessment and diagnosis in children and adolescents.2. Know how an approach of psychological development allows the understanding of concepts such as normality, abnormality and the changes related with the individual's maturation.3. Know the newest treatment approaches.4. Distinguish the manner to classify the psychological and behavioral disorders in teenagers.5. Know and apply prevention strategies and children's and adolescents' treatment with problems, in a performance context.

Thematic content	Hours
1. General aspects of children and adolescent assessment	4
2. Psychological and diagnostic development	4
3. Treatment approaches	8
a. Biological	
b. Dynamic	
c. Conductive	
d. Cognitive	
e. Familiar	
f. Psycho-educational.	
4. Behavioral disorders in children and adolescents.	14
5. Prevention and intervention strategies on children and adolescents' disorders.	6

Learning activities guided by the teacher	Hours
	36
6. Thematic presentation	16
7. Lab practice and/ or workshop	16
8. Presentation plenary and/ or debates	4
9. Small group activities	OP
10. Individual activities	OP

Independent learning activities	Hours
<p>5. Reading material selected by the teacher</p> <p>a. Students will have to read individually to deeply understand the main concepts managed in children and adolescents disorder area. It is strongly recommendable to read Nelson e Israel's book, as well as Fishman's, due to the different approaches.</p>	20
<p>6. Writing an article, essay or summary</p> <p>a. Students must write a paper in which they select a treatment they prefer (agreed by the teacher). It is recommendable to emphasize a primary prevention approach in a way to allow the application of psycho-educational approaches in children and adolescents' disorder treatment.</p>	10
<p>7. Field work</p> <p>a. Due to the nature of the course, the continuity of the practice must be in an applied context that allows students to experiment direct contact with children and adolescents with serious adaptation problems. Mental hospital and rehab centers will be allowed to be visited so the personnel of these centers get to know these people and their relatives and the applied concepts learnt in the course.</p>	30
<p>8. Course integrator project</p> <p>a. As part of the practice, a journal must be kept from an ethnographic approach to recover information of the work and formulate theories about it in order to make generalizations to other concepts. In this course this activity is elective, and it is about implementing the solution proposed in the technical article. However, the time can be exchanged with the activity 3, previously arranged with the teacher.</p>	10

Assessment procedure and tools

The assessment procedures and tools of the course are listed as follows:

4. Written or oral exam
 - a. Students must prove before the teacher, orally or in writing, that they understand the main themes of the course.
5. Deliverables
 - a. Students must hand in a paper in which they develop a topic of a treatment approach: research literature citation must be used in relation to the effectiveness, and pros and cons of it, as well as its application in our area. It must follow the APA style and a length agreed with the teacher.
 - b. Students will hand in a report about the experience on the psychological services center or a hospital where children with behavioral problems are assisted.
6. Class presentation
 - a. All students must present their report to the class the day and time agreed with the teacher.
7. Participation in discussion sessions
 - a. Active participation in group dynamics and activities

Assessment criteria

6. The tools and procedures for assessment are centered in the learning activities whether guided or independent.
7. The teacher will grade every assessment tool. The grade given will go from 0 to 100.
 - a. Exam 15 Points
 - b. Paper writing 20 points.
 - c. Fieldwork in a Health center 50 points.
 - d. Class presentation 15 points
8. The teacher will report to the Department of Graduate Studies the average grade of all the assessment tools obtained for each student.
9. The minimum passing grade for the course will be 80.
10. A student cannot fail the course because of accumulated absences

Bibliography

	Type	Title	Author	Publisher	Year
	Book	Psychopathology of children and adolescents, 3 rd edition (Psicopatología del niño y del adolescente, 3a. Ed.)	Wicks-Nelson, R. e Israel, A. C.	Prentice Hall	1997
	Reference	Clinical psychology: Concepts, methods and practice, 2 nd edition (Psicología clínica: Conceptos, métodos y práctica, 2a. Ed.)	Phares y Hull	El Manual Moderno	1999
	Reference	Addictions: dimension, impact, and approach (Las adicciones: Dimensión, impacto y perspectivas.)	Tapia y Conyer	El Manual Moderno	2000
	Reference	Clinical assessment of personality and behavior of children and adolescents (Evaluación clínica de la personalidad y la conducta del niño y del adolescente.)	Kamphaus y Frick	El Manual Moderno	
	Reference	Treatment of adolescents with problems: a family therapy approach (Tratamiento de adolescentes con problemas: Un enfoque de terapia familiar.)	Fishman, H. Ch.	Piados	1990

Course curriculum

Course name Diagnostic Integration	Course ID
--	------------------

Placement in the curricular map
Concentration in Clinical Psychology

Course characteristics
In this course the elements that include a diagnosis will be checked, as well as its theoretical- methodological fundamentals. Ethics and social implications of the diagnosis are considered as reference, as well as the advantages and disadvantages for strategies and intervention planning.

Learning general objectives
By the end of the course students will: <ol style="list-style-type: none">1. Be able to do diagnose by using different techniques of reaching information and writing report cases in different fields of application.

Thematic content	Hours
<p>1. The psycho-diagnosis as a professional field.</p> <ul style="list-style-type: none"> a. Its situation in the history of psychology b. The psycho-diagnosis and the psychological assessment c. Traditional and post-modern concepts of psycho-diagnosis. d. The psycho-diagnosis as an instrument in clinical performance 	4
<p>2. Diagnosis integration.</p> <ul style="list-style-type: none"> a. Components of the diagnostic integration format. <ul style="list-style-type: none"> i. Process stages: beginning, development, and closure ii. Conditionals: Demand characteristics, age of the consultant, objectives iii. Psycho-diagnostic strategy. iv. Strategy planning and selecting the psychological tools to be used 	10
<p>3. The psycho-diagnosis in the clinic</p> <ul style="list-style-type: none"> a. The clinical interview and other assessment techniques in the psycho-diagnosis process with different peoples. b. The differential diagnosis 	4
<p>4. Diagnosis integration elaboration.</p> <ul style="list-style-type: none"> a. Clinical differentiation criteria and indicators for the diagnosis, forecast elaboration, and recommendations in the clinical performance. b. Communication with other professionals. c. Return and report d. Ethical implications 	14
<p>5. The psychological assessment as an answer to different social demands.</p> <ul style="list-style-type: none"> a. The psychology participation in non-clinical fields as adviser, expert and consultant. b. The role of diagnosis in education, work, and legal decision-making. c. The labor assessment 	4

Learning activities guided by the instructor	Hours
--	-------

	36
11. Thematic presentation	16
12. Lab practice and/or workshop	16
13. Presentation plenary and/or debates	4
14. Small group activities	OP
15. Individual activities	OP

Independent learning activities	Hours
9. Reading material selected by the instructor	
a. The student will have to read individually to understand deeply the most important material of the course	20
b. The student will do a bibliography about a psycho-diagnosis topic given by the instructor. The student must cover the readings of the last ten years regarding the topic and he will include published material in Spanish and English.	15
10. Writing an article, essay, or summary	10
a. The student will write a paper based on the bibliography where he summarizes the most important publications in this matter. Post- modern tendencies are very important in this topic.	
11. Field practice	
a. The student will have to perform professionally in the area in a psychological center, educational organization, industry, or in a justice department, applying what was learnt.	20
12. Investigation and development of a topic given by the instructor	
a. Students will survey, at least, 10 professionals in the psychological field to know their opinion about psychological diagnosis. The survey will show how important this activity is.	10

Assessment procedures and tools

The assessment procedures and tools of the course are listed as follows:

8. Deliverables
 - a. The student will have to hand in a bibliography as described previously
 - b. The student will hand in a paper based on the bibliography as mentioned in the previous paragraph.
 - c. The outcome of the field practice will be two psycho-diagnoses including: fundamentals, planning, subject, objectives, procedure, test election, diagnosis integration and recommendations.
 - d. Report of the survey outcomes to professionals.
9. Presentation to the class
 - a. Every student must present their group survey conclusions, the day and time agreed with the instructor.
10. Participation in cases session
 - a. This instrument won't be subject to assessment

Assessment criteria

11. The assessment procedure and tools will be centered in the learning activities whether guided or independent:
12. The instructor will grade each aspect. The grade given will go from 0 to 100.
 - a. Bibliography: 15 points.
 - b. Integrative work: 20 points.
 - c. Two psycho-diagnosis: 50 points
 - d. Survey report: 15 points
13. The instructor will report to the Department of Graduate Studies the average grade of all the assessment tools for each student.
14. The minimum passing grade will be 80
15. A student can't fail the course because of accumulated absences.

Bibliography

	Type	Title	Author	Publisher	Year
	Reference	The Rorschach: A comprehensive system. Vols. I, II, y III.	Exner, J. E.	Wiley	1990
	Reference	Psychological assessment: Models and techniques (Evaluación psicológica: Modelos y técnicas.)	Kirchner, T., Torres, M., y Foros, M.	Paidós	1998
	Reference	Mind disorders diagnostic and statistic Manual (Manual diagnóstico y estadístico de los trastornos mentales.)	Asociación Psiquiátrica Americana.	Toray Masson	1995
	Reference	MMPI application to psychopathology (Aplicación del MMPI a la psicopatología.)	Nuñez, R.	El Manual Moderno	2000
	Reference	Wechsler Intelligence scale (children and adults) (Escala de Inteligencia Wechsler (Niños, Adultos).)	Wechsler, D.	El Manual Moderno.	2000
	Reference	New Contributions to clinical diagnosis (Nuevas aportaciones al diagnóstico clínico.)	García Arseno, M. E.	Nueva Visión.	1993
	Reference	Psychological diagnosis (Diagnóstico psicológico.)	Sendin, M. C.	Psimática	2000
	Reference	The TAT, CAT and SAT in clinical use.	Bellak, L. M.	Allyn and Bacon	1993
	Reference	Clinical assessment of children intelligence.	Kamphaus, R. W.	Allyn & Bacon	
	Reference	Handbook of psycho-diagnostic testing.	Kellerman, H., & Burry, A.	Allyn & Bacon	1991

Course curriculum

Course name Group therapy	Course ID
-------------------------------------	------------------

Placement in the curricular map
Concentration in Clinical Psychology

Course characteristics
Group therapy is presented as an effective approach for diverse personality disorders treatments, as well as an experience of personal and group development obtaining very important learning applicable in personal and interpersonal life. Students will be introduced to group and couple psychological intervention from a multidisciplinary approach.

Learning general objectives
By the end of the course students will: <ol style="list-style-type: none">1. Be able to design and perform group therapeutic sessions.2. Distinguish between different approaches of group therapy used normally in the daily clinical performance.3. Appreciate the effectiveness of group therapy and contrast with the individual and family therapy.4. Obtain conceptual and methodological elements to assess the effectiveness of group therapy with fundamentals on the field work investigation.

Thematic content	Hours
1. Psychotherapy and group therapy.	4
2. Group therapy evolution.	
3. Different psychological ideas contributions to group therapy theories and performance	4
a. Psychoanalysis	
b. Humanist Psychology	
c. Gestalt therapy	
d. Social psychology	4
4. The group as social microcosms	
5. The role of the therapist	4
a. Group experience preparation	
b. Group norms establishment	
c. Working with the here and now	
d. Transference and counter-transference	
6. Patient selection: Inclusion and exclusion criteria	4
7. Starting a group experience	4
a. Time, size, place	
b. Preparation, procedure, and structure	
8. Finishing an experience	4
9. Group therapy and its distinction with other group treatment ways	4
a. Meeting group	
b. T group	
c. Relation between meeting group and therapeutic group.	
10. Ethical aspects about group therapy	4

Learning activities guided by the teacher	Hours
	36
16. Thematic presentation	16
17. Lab practice and/ or workshop	16
18. Presentation plenary and/ or debates	4
19. Small group activities	OP
20. Individual activities	OP

Independent learning activities	Hours
<p>13. Reading material selected by the teacher.</p> <p>a. Students will have to read individually to understand deeply group therapy. Yalom's book is strongly recommendable. (1995).</p>	20
<p>14. Writing an essay, article or a summary.</p> <p>a. Students must write an essay where they will state their personal opinion regarding group therapy and contrast it with other group approaches. They will emphasize on the relative importance that this mode has in the clinical performance and will give different approaches related to context such as organizational approaches. The essay must be written in APA style.</p>	20
<p>15. Field work</p> <p>a. Students must have a group experience at a community psychological center and will keep a field work journal of it, so they can recover properly and systematically of their own practice. For these experiences, students will follow Yalom's norms proposal (1995).</p>	10
<p>16. Participation in group activities.</p> <p>a. Students will participate in a group experience proposed by the teacher as a learning tool of the group process.</p>	OP

Assessment procedures and tools

The assessment procedures and tools of the course are listed as follows:

11. Deliverables

- a. Students must hand in work as previously described.
- b. Students will hand in a report about the group experience that took place in the community psychological center of mental health. The report must contain in detail the beginning, the middle and the final stage, as well as the criteria to include and/or exclude patients, as well as techniques and procedures used. This performance can't be done unless the teacher authorizes it. Therefore, students will present an organized design on the experience of group therapy to be performed. Finally, students will take in consideration the ethics regarding therapeutic experiences reviewed in the course.

12. Class presentation

- a. All students must present their experience results they had in the group therapy to the class the day and time agreed with the teacher.

13. Participation in the groups sessions held in class.

- a. This instrument won't be subject to assessment

Assessment criteria

16. The tools and procedures for assessment are centered in the learning activities whether guided or independent.

17. The teacher will grade every assessment tool. The grade given will go from 0 to 100.

- | | |
|--|------------|
| a. Writing an article | 25 Points |
| b. Group experience design and performance | 60 points. |
| c. Class presentation | 15 points. |

18. The teacher will report to the Department of Graduate Studies the average grade of all the assessment tools obtained for each student.

19. The minimum passing grade for the course will be 80.

20. A student cannot fail the course because of accumulated absences.

Bibliography

	Type	Title	Author	Editorial	Year
	Book	The theory and practice of group psychotherapy	Yalom, I.	Basic Books.	1995
	Reference	Group development. 2nd. Ed.	Bradford, L. P.	University Associates	1991
	Reference	Group psychotherapy in the clinical performance (Psicoterapia de grupo en la práctica clínica.)	Alonso, A., y Swilleer, H. I.	El Manual Moderno	1995
	Reference	Group psychotherapy Manual (Manual de psicoterapia de grupo.)	Kadys, A. L., Krasner, J. D., Winick, Ch., y Foulkes, S. H.	FCE	1986

Course Curriculum

Course name Psychotherapy Principles and Methods I (Dynamic approach)	Course ID
--	------------------

Placement in the curricular map
Concentration in Clinical Psychology

Course characteristics
Psychotherapeutic approaches will be checked from a psychodynamic perspective as well as the correct technique for these approaches. Therapeutic process, therapeutic contract, transference and counter- transference, and process termination.

Learning general objectives
By the end of the course the students will: <ol style="list-style-type: none"> 1. Have developed a deeper understanding of psychotherapy as science and art. 2. Have obtained competencies in the application of psychotherapeutic procedures 3. Have distinguished psychotherapy between other ways of psychological intervention.

Thematic content	Hours
1. Nature and goals of psychotherapy <ol style="list-style-type: none"> a. The patient b. The therapist c. Theory and process in psychotherapy 	6
2. The starting stage of psychotherapy <ol style="list-style-type: none"> a. Assessment b. The therapeutic contract c. The first interview 	10
3. The middle stage of psychotherapy <ol style="list-style-type: none"> a. Communicating understanding: the interpretation role. b. Interference with communication or resistance c. The therapeutic relationship: Transference and counter-transference 	10
	10

4. The final stage of psychotherapy	
--	--

Learning activities guided by the instructor	Hours
	36
21. Thematic presentation	16
22. Lab practice and/ or workshop	16
23. Presentation plenary and/ or debates	4
24. Small group activities	OP
25. Individual activities	OP

Independent learning activities	Hours
17. Reading material selected by the instructor	20
<ul style="list-style-type: none"> a. The student will have to read individually to understand deeply the psychotherapy field. b. The diversification of psychotherapy has produced several approaches. It is required that the student generally knows the field and research in the one he selects. To do so, it is necessary to keep a bibliography to make the studying field possible in a more specialized way according to students' preferences and ideals. 	
18. Videos from famous therapists	10
<ul style="list-style-type: none"> a. Students will be requested to watch, at least, a video per week and to extract conclusions regarding the therapeutic approach, the conceptual fundamentals and the effect that the therapist seems to have in the person. 	
19. Problem solution and development of a topic selected by the instructor.	20
<ul style="list-style-type: none"> a. The instructor can propose the topic on the effectiveness of psychotherapy due to its importance. The student will have to find support in the specialized bibliography to prove that psychotherapy is effective, in what cases, circumstances, with what kind of patients and other factors. 	
20. Field work	10
<ul style="list-style-type: none"> a. The student must get involved in a center of psychological community services where he can assist people in therapy and where he can be supervised, attend case supervision meetings, and where he can present a case 	

Assessment procedures and tools

The assessment procedures and tools of the course are listed as follows:

14. Written or oral exam

- a. The student must prove before the instructor, orally or in writing, that he understands the main themes of the course.

15. Deliverables

- a. The student will have to hand in a bibliography as detailed as mentioned in the previous paragraph.
- b. The student will hand in a report in which he expresses the conclusions out of his research, regarding the effectiveness of therapy.
- c. Conclusions from videos of famous therapists will be handed in.

16. Presentation to the class.

- a. Every student will have to show the result of the field work before the group the day and time agreed with the instructor.

17. Participation in debate sessions

- a. This instrument won't be subject to assessment

Assessment criteria

21. The tools and procedures for assessment are centered in the learning activities whether guided or independent.

22. The instructor will grade every assessment tool. The grade given will go from 0 to 100.

- | | |
|--|------------|
| a. Exam | 20 Points |
| b. Bibliography: | 20 points. |
| c. Report about the effectiveness of therapy | 30 points. |
| d. Conclusions of the videos. | 15 points |
| e. Presentation of the result from the field work. | 15 points |

23. The instructor will report to the Graduate Studies Department the average grade of all the assessment tools obtained for each student.

24. The minimum passing grade for the course will be 80.

25. A student can't fail the course by accumulating absences

Bibliography

	Type	Title	Author	Publisher	Year
	Reference	Current psychotherapies	Corsini, Raymond, J.	F. E. Peacock Publishers	1984
	Reference	Psychotherapist's casebook	Kutash, I. L. & Wolf, A. (Eds.).	Jossey-Bass Publishers	1986
	Reference	Psychotherapy centered in the costumer (Psicoterapia centrada en el cliente.)	Rogers, C. R.		1980
	Reference	Understanding psychotherapy; The science behind the art.	Basch, M. F	Basic Books.	1987
	Reference	The technique of psychotherapy.	Wolberg, L. R.	Grune & Stratton	1972

Course curriculum

Course name Techniques and methods in Psychotherapy II	Course ID
--	------------------

Placement in the curricular map
Concentration in Clinical Psychology

Course characteristics
Brief approaches of psychotherapy will be checked such as cognitive behavior, making emphasis on its application to different problems such as depression, ingestion disorder, obesity, posttraumatic stress disorder, among others. Its pros and cons will be emphasized.

Learning general objectives
By the end of the course the student will: 1. Obtain competencies that allow him to assist people in therapy more effectively

Thematic content	Hours
1. Philosophical and historical basis of cognitive- behavioral therapies	8
a. Definition of cognitive -behavioral therapy	
b. Constitutive elements of cognitive- behavioral therapy	
c. Historical bases of cognitive behavioral therapy	
d. A Chronology of the most recent approaches	
e. Similarities and differences of the different approaches in cognitive- behavioral therapy	
2. Methods and problems in the cognitive assessment.	4
3. Therapy oriented to problem solution.	4
4. Cognitive- behavioral therapy with children and adolescents.	4
5. Rational and emotional therapy	4
6. Cognitive therapy	4
7. Cognitive therapy and System therapy.	4
8. The present and the future of therapies cognitively oriented	4

Learning activities guided by the teacher	Hours
	36
26. Thematic presentation	16
27. Lab practice and/ or workshop	16
28. Presentation plenary and/ or debates	4
29. Small group activities	OP
30. Individual activities	OP

Independent learning activities	Hours
<p>21. Reading material selected by the teacher</p> <ul style="list-style-type: none"> a. The student will have to read individually to understand deeply the psychotherapy field. b. The diversification of psychotherapy has produced several approaches. It is required that the student generally knows the field and research the one he selects. To do so, it is necessary to keep a bibliography to make studying the field possible in a more specialized way according to preferences and ideals. 	20
<p>22. Videos from famous therapists</p> <ul style="list-style-type: none"> a. Students will be required to watch, at least, a video per week and to extract conclusions regarding the therapeutic approach, the conceptual fundamentals and the effect that the therapist seems to have in the person. 	10
<p>23. Problem solution and development of a topic selected by the teacher.</p> <ul style="list-style-type: none"> a. The teacher can propose the topic on the effectiveness of psychotherapy for its importance. Students will have to find support in the specialized bibliography to prove that psychotherapy is effective, in what cases, circumstances, with what kind of patients and other factors. 	20
<p>24. Field work</p> <ul style="list-style-type: none"> a. Students must get involved in a center of psychological community services where they can assist people in therapy and where it can be supervised, attend case supervision meetings, and where a case can be presented. 	10

Assessment procedures and tools

The assessment procedures and tools of the course are listed as follows:

18. Written or oral exam

- a. Students must prove before the teacher, orally or in writing, that they understand the main themes of the course.

19. Deliverables

- a. Students will have to hand in a technical article where they must present a system interconnection problem that may be solved with the technology reviewed in the course, in addition to explaining in detail how it will be used.
- b. Students will hand in a report, and the programs made to solve each of the interconnection problems proposed by the teacher.
- c. Alternatively to point b, students can make a technical report and hand in the programs made to solve the problem of application presented in the technical article.

20. Presentation to the class.

- a. Every student will have to show the result of the field work before the group the day and time agreed with the teacher.

21. Participation in debate sessions

- a. This instrument won't be subject to assessment

Assessment criteria

26. The tools and procedures for assessment are centered in the learning activities whether guided or independent.

27. The teacher will grade every assessment tool. The grade given will go from 0 to 100.

- a. Exam 20 Points
- b. Bibliography: 20 points.
- c. Report about the effectiveness of therapy 30 points.
- d. Conclusions of the videos. 15 points
- e. Presentation of the result from the field work. 15 points

28. The teacher will report to the Department of Graduate Studies the average grade of all the assessment tools obtained for each student.

29. The minimum passing grade for the course will be 80.

30. A student cannot fail the course by accumulated absences

Bibliography

	Type	Title	Author	Publisher	Year
	Text	Cognitive therapy of personality disorder (Terapia cognitiva de los trastornos de la personalidad.)	Beck, A.	Piados	2000
	Reference	Constructivism on psychotherapy (Constructivismo en psicoterapia)	Neimeyer, R. A. Y Mahoney, M. J.	Paidúa	1998
	Reference	Handbook of cognitive behavioral therapies.	Dobson, K. S. (Ed.)	The Guilford Press	1988

Course curriculum

Course name The Therapist's Family of Origin	Course ID
--	------------------

Placement in the curricular map
Concentration in Family therapy

Course characteristics
In this course, students are introduced to know their own origins as individuals. The analysis of their own family where they come from, in the nuclear and generational aspect, will allow them to manage those feelings, thoughts, and activities generated along with the vital course stages of their own family and submit them to the therapeutic process.

Learning general objectives
By the end of the course the students will: <ol style="list-style-type: none">1. Establish a relation between the personal and therapeutic style and the influences received in the family where they come from.2. Accomplish a differentiation of the family where they come from3. Use the "family of origin" concept to explain transference situations in therapy with families and couples

Thematic content	Hours
I. THE FAMILY OF ORIGIN AS A STUDY APPROACH 1. The family therapist and his family of origin 2. The concept inter-generational transmission conflict	4
II. THE PROCESS AND STRUCTURE OF THE FAMILY IN THREE GENERATIONS. 1. Significant relation patterns 2. Important family events 3. Inter-generational patterns of influence 4. Outstanding family topics 5. The place of the family members and its effect in their own personality 6. The nuclear family as a result of the inter-generational product	14
III. THE DIFERENTIATION OF THE ORIGIN FAMILY 1. Processes and results 2. Objectives to be reached 2.1 De-triangulation 2.2 Improving the relation person to person with significant adults. 2.3 Analyzing the inter-generational family links and loyalties. 2.4 Understanding the influence of the therapist's place in his family. 2.5 Assessing the family justice topic.	4
IV. THE ANALYSIS OF THE FAMILY OF ORIGIN AND THE MANAGEMENT OF TRANSFERENCE SITUATIONS IN THERAPY.	14

Learning activities guided by the teacher	Hours
	36
31. Thematic presentation	20
32. Presentation plenary and/ or debates	10
33. Small group activities	6
34. Individual activities	OP

Independent learning activities	Hours
1. Build a Genogram of the family of origin including information of at least three generations, and make a presentation of it in class	20
2. Answer questionnaires containing specific questions related to situations lived in his family of origin.	10
3. Write a “field work journal” in which situations by participants and /or families in therapy are registered, as well as their management, where topics of their own family have been introduced.	10
4. Participate in group discussion	
5. Reading of texts regarding the topics, especially M. Bowen’s book (1999) <u>From the family to the individual</u> (De la familia al individuo)	10

Assessment procedures and tools

The assessment procedures and tools of the course are listed as follows:

22. Deliverables

- a. Students will have to hand in a Genogram of his origin family including at least three generations. The Genogram can be done using the software "GenoPro"
- b. Students will hand in an essay about the Genogram in which they conceptualize the events in their family, in terms of the relevant theory of family therapy reviewed in the course. The essay must follow the APA style.

23. Class presentation

- a. All students must present their Genogram to the class the day and time agreed with the teacher.

24. Participation in discussion sessions

- a. Active group participation in group dynamics and activities

Assessment criteria

31. The tools and procedures for assessment are centered in the learning activities whether guided or independent.
32. The teacher will grade every assessment tool. The grade given will go from 0 to 100.
 - a. Genogram essay 30 Points
 - b. Genogram building 40 points.
 - c. Genogram presentation 10 points.
 - d. Participation 20 points
33. The teacher will report to the Department of Graduate Studies the average grade of all the assessment tools obtained for each student.
34. The minimum passing grade for the course will be 80.
35. A student cannot fail the course for accumulated absences

Bibliography

Type	Title	Author	Publisher	Year
Book	From the family to the individual (De la familia al individuo.)	Bowen, M.	Paidós	1999
Book	Family of Origin and psychotherapy (Familia de Origen y Psicoterapia)	Framo, J. L.	Paidós	1999
Reference	Towards a differentiation of a Self in One's Own family of origin.	Anónimo. In Framo, J.L. (Ed.), <u>Family interaction: A dialogue between family researchers and family therapists.</u> (Págs. 111-173).	New York, NY, Springer Publishing Company, Inc.	1972
Reference	Family of origin as a therapeutic resource for adults in marital and family therapy: You can and should go home again.	Framo, J.L.	<u>Family Process</u> , 15, 193-210	1976
Book	<u>Genograms in family assessment</u> (Genogramas en la evaluación familiar.)	McGoldrick, M., y Gerson, G	Gedisa.	1987
Reference	<u>Family constellation.</u>	Toman, W.	Springer Publishing Co.	1984
Reference	<u>Between give and take: A clinical guide to contextual therapy.</u>	Boszormenyi-Nagy, I. & Krasner, B.J.	Brunner/Mazel Publishers.	1986