



Universitat de Lleida

DEGREE CURRICULUM  
**COGNITIVE BEHAVIOURAL  
INTERVENTION**

Coordination: MALAS TOLSA, OLGA

Academic year 2023-24

Subject's general information

<b>Subject name</b>	COGNITIVE BEHAVIOURAL INTERVENTION		
<b>Code</b>	102913		
<b>Semester</b>	2nd Q(SEMESTER) CONTINUED EVALUATION		
<b>Typology</b>	Degree	Course	Character
	Bachelor's Degree in Psychology	3	COMPULSORY
			Modality Attendance-based
<b>Course number of credits (ECTS)</b>	6		
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA	TEORIA
	<b>Number of credits</b>	1.8	4.2
	<b>Number of groups</b>	2	1
<b>Coordination</b>	MALAS TOLSA, OLGA		
<b>Department</b>	PSYCHOLOGY, SOCIOLOGY AND SOCIAL WORK		
<b>Teaching load distribution between lectures and independent student work</b>	<p>Presential or in-person work (40%) = 60 hours</p> <ul style="list-style-type: none"> <li>• Sessions (60%) = 36 hours</li> <li>• Seminars (40%) = 24 hours</li> </ul> <p>Autonomous or non-presential work (60%) = 90 hours</p> <ul style="list-style-type: none"> <li>• Reading texts and completing knowledge consolidation tasks (33%) = 30 hours.</li> <li>• Studying content and preparing for exams and tests (33%) = 30 hours.</li> <li>• Searching for information, extensive reading, and writing assignments (22%) = 20 hours.</li> <li>• Tutoring sessions (11%) = 10 hours.</li> </ul>		
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.		
<b>Language</b>	Catalan. The materials provided to students may be in Catalan, Spanish, or English.		

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
MALAS TOLSA, OLGA	olga.malas@udl.cat	7,8	Wednesday from 12 to 1.30 p.m. or by appointment.

## Subject's extra information

### Previous knowledge

It is assumed that third-year students in the Psychology Degree program have acquired prior knowledge according to the curriculum. This implies that students are expected to have a theoretical, conceptual, and competency-based foundation that enables them to understand and address the content and approaches covered in this subject. Among these, research skills, comprehension of scientific articles, and the ability to write scientific papers following the APA citation style are particularly important. It is also essential to have prior knowledge in personality psychology, differential psychology, psychopathology, and psychological assessment. For students coming from outside the UdL, it is recommended that they have taken courses covering these areas.

### Language of instruction

Both the language of instruction and the materials provided to students can be in Catalan, Spanish, or English. In case a student has difficulty understanding specific materials, they are expected to autonomously seek resources that help them comprehend. This encourages student autonomy and initiative in finding additional resources necessary for understanding, which may include consulting dictionaries, seeking online translations, or seeking support from classmates or the professor. The diversity of languages in the materials offered enriches the educational experience and promotes the development of multilingual skills among students.

Regarding assessment tests, students may also submit them in Catalan, Spanish, or English. There is an exception for students enrolled at UdL with the aim of accrediting a language (e.g., foreign students in Erasmus programs). In these cases, they must submit the tests in the language they are seeking accreditation for.

Examination tests will be written in Catalan. Students who require the examination to be translated into Spanish must explicitly inform the professor through the virtual campus.

### Attention to Diversity

The educational and assessment methodology can be modified to facilitate access to learning for all students. To do so, UdL's diversity support plan will be implemented. The measures taken will always be agreed upon with UdL's Attention to Diversity committee. Presenting a medical/psychological certificate or a referral from UdL's Tothom will be necessary for implementing these measures.

Link to the attention plan: [Pla d'actuació per a persones amb discapacitat UdL](#)

### Gender Perspective

Measures related to a gender perspective will be developed, taking as a reference the guide for university teaching with a gender perspective in Psychology studies by Xarxa Vives and UdL. This guide will serve as a reference for adapting content, methodologies, and teaching materials to promote gender equality and prevent gender stereotypes or discrimination.

Link to the guide: [Psicologia \(udl.cat\)](#)

### Culture of Respect, Non-Violence, and Non-Discrimination

The University of Lleida (UdL), in its regulations on university coexistence and with the aim of promoting peaceful coexistence and full respect for democratic values, establishes the need to undertake actions aimed at preventing

and eliminating all forms of violence and discrimination based on origin, race or ethnicity, gender, religion, belief or opinion, age, disability, sexual orientation or identity, gender expression, illness or health condition, language, socioeconomic status, or any other personal or social condition or circumstance. In this subject, in line with UdL's values, no form of violence, discrimination, or harassment will be tolerated, regardless of who the potential victim or alleged perpetrator may be.

It should also be noted that within the competencies that must be developed in the Psychology Degree, as a fundamentally humanistic and social science, includes the ability of students to relate and communicate from a perspective of respect and non-discrimination, with the values of a culture of peace, respect for human rights, and equal opportunities.

Based on these principles and to ensure a safe, respectful, and violence- and discrimination-free learning environment for all students, any form of disrespect towards students or the professor will be prohibited in this subject, including mocking, disrespecting, ridiculing, or other more serious behaviors. In response to such attitudes, the professor may take disciplinary measures ranging from removing the student from the session to initiating a disciplinary procedure.

Link: [Normativa de convivència](#)

## **Alternative Evaluation**

Students who wish to do so have the right to waive continuous assessment but must communicate this at the beginning of the course and opt for the alternative evaluation mode. To do this, they must follow the procedures established by UdL.

It is important to note that if a student decides to waive continuous assessment, they must take responsibility for acquiring knowledge autonomously. The evaluation mode is specified in the corresponding section of the course guide.

It is recommended that students consider the decision to waive continuous assessment responsibly and take into account the implications it may have on the final evaluation of the subject. Students are encouraged to seek advice and guidance from UdL's support services before making a final decision.

## **Communication and Student-Professor Relationships**

Open and continuous communication between the professor and students is expected in the spaces dedicated to the subject. In the case of complaints affecting the entire class, the elected representative will convey the information to the professor through the virtual campus or by requesting an in-person meeting.

Regarding individual consultations that only affect one student, they can raise them with the professor at the beginning or end of classes, or if necessary, request a scheduled tutoring session. Students are encouraged to use tutoring sessions for questions related to the subject matter.

Furthermore, students are encouraged to utilize the various services offered by the virtual campus, which facilitate communication between professors and students, either individually (through private messages) or collectively (via forums).

## **Calendar and Schedule**

The subject's calendar follows the official Academic Calendar, which is available on the faculty's website. The class schedules and the date of the final exam are also indicated on the same website.

You can find the Academic

- Calendar at this link: [Calendari Acadèmic](#)
- Class schedules can be found here: [Horaris](#)
- The date of the final exam is available at: [Exàmens](#)

Deadlines for the submission of other learning evidence will be specified by the professor at the beginning of the course. Whenever possible, all assessment activities that require in-person presence will be scheduled within the subject's timetable.

However, it is possible that due to the number of students or the nature of the activity to be presented, there may not be a sufficiently large classroom to carry out some tests properly within this schedule. In such cases, students will be notified well in advance, and the activity will be scheduled outside the established timetable.

In all cases, students may request a signed certificate from the professor to justify their absence from work if necessary.

## Learning objectives

The subject of Psychological Intervention aims to introduce students of the Bachelor's Degree in Psychology to the theoretical, methodological, and practical foundations of clinical psychology and the application of intervention strategies and techniques to address mental health problems. It aims to equip students with different theoretical approaches and models of psychological intervention, with a particular emphasis on the cognitive-behavioral approach.

The main objective of this subject is to provide students with the knowledge and skills necessary to effectively intervene in improving people's psychological well-being. The subject covers a wide range of topics related to psychological intervention, from designing individualized treatment plans based on clinical assessment, psychological diagnosis, and setting therapeutic goals, to learning and applying specific techniques for change and evaluating treatment outcomes. It also aims to help students develop therapeutic relationship skills, such as empathy, active listening, and effective communication, which are essential for establishing a good therapeutic alliance with patients.

Despite its predominantly clinical origin, the knowledge presented through the content of this subject is applicable in other areas of psychology.

The main learning objectives are as follows:

- Understand the theoretical foundations of psychological intervention and treatment and their practical application.
- Familiarize oneself with different therapeutic approaches and their effectiveness in treating specific disorders.
- Critically evaluate empirical research and scientific literature on the effectiveness of different therapeutic approaches.
- Acquire knowledge of the main cognitive-behavioral techniques and develop effective skills for their application.
- Acquire therapeutic skills necessary for establishing a good therapeutic relationship, communicating satisfactorily, and adequately addressing various issues that may arise during the intervention process.
- Initiate the application of intervention procedures and the practice of therapist-specific skills.
- Identify and understand the individual, family, social, and cultural factors that influence the process of psychological intervention.
- Develop teamwork and collaboration skills with peers in the planning and execution of joint interventions.
- Understand the relevant ethical and legal considerations in psychological intervention and develop self-awareness and self-reflection skills for ethical and effective therapeutic practice.

## Competences

### Basic:

- CB2 Ability to gather and interpret relevant data from clinical psychology to make judgments that include a reflection on relevant scientific issues.
- CB3 Ability to gather and interpret relevant data to issue reflective judgments about their area of study.
- CB4 Be able to transmit information, both to specialized and non-specialized public in the field.
- CB5 Know how to develop those learning skills to undertake subsequent studies with autonomy.

### General:

- CG1 Develop the ability to adapt to new situations and solve problems of an effective manner.

- CG3 Demonstrate interpersonal skills.
- CG5 Demonstrate critical capacity to make relevant decisions.
- CG6 Demonstrate critical capacity to make relevant decisions.
- CG7 Act with creativity, research culture and professional communication.
- CG8 Identify and evaluate their own competences, skills and knowledge, according to the standards of the profession.
- CG9 Recognize diversity and difference as a structural element of the human being, while recognizing, understanding and respecting the cultural complexity of today's society.
- CG10 Respect the fundamental rights of equality between men and women, the promotion of Human Rights and the values of a culture of peace and democratic values.

## Specific:

- CE1 Identify and analyze the characteristics and needs of individuals, groups and organizations.
- CE2 Plan the evaluation of psychological programs and / or interventions, selecting the appropriate indicators and techniques.
- CE3 Apply the techniques of information collection, obtain relevant data for the evaluation.
- CE4 Analyze and interpret the results of the psychological evaluation.
- CE5 Design and implement strategies and intervention plans.
- CE6 Respond adequately and professionally, with respect to the values of the profession (ethical code and professional deontology) in the different intervention processes.
- CE8 Prepare technical reports, oral or written, on the results of the evaluation process.
- CE9 Use the different documentary sources in psychology, show mastery of the necessary strategies to access information and assess the need for documentary updating.
- CE11 Make critical decisions about the application and interpretation of research methods in psychology.

## Transversal:

- CT1 Acquire adequate comprehension and oral and written expression of the Castilian and Catalan language.
- CT3 Acquire training in the use of new technologies and communication.
- CT5 Acquire the essential notions of scientific thought.

## Subject contents

### MODULE 1. FUNDAMENTALS OF PSYCHOLOGICAL INTERVENTION

- Topic 1. Fundamentals of psychological intervention
- Topic 2. Historical perspective: From the beginnings of psychological intervention to evidence-based psychological treatments
- Topic 3. The intervention process
- Topic 4. Basic therapeutic skills
- Topic 5. Ethics, deontology and legal considerations

### MODULE 2. THERAPEUTIC APPROACHES

- Topic 6. Behavioral, cognitive and cognitive-behavioral approach
- Topic 7. Psychodynamic approach
- Topic 8. Humanistic approach
- Topic 9. Systemic approach
- Topic 10. Contextual approach
- Topic 11. Other relevant therapeutic currents.

### MODULE 3. COGNITIVE-BEHAVIORAL TECHNIQUES

- Topic 12. Operant techniques and contingency management
- Topic 13. Activation control techniques
- Topic 14. Exposure techniques
- Topic 15. Self-control techniques
- Topic 16. Modeling and social skills training techniques

- Topic 17. Problem-solving techniques and coping skills
- Topic 18. Stress inoculation techniques
- Topic 19. Cognitive restructuring techniques

## Methodology

The methodology used is based on active learning, which involves fostering active participation of students in the learning process. On one hand, it is established that a significant portion of the knowledge needed to pass the course will be acquired autonomously. This autonomous work will mainly consist of learning theoretical and conceptual content, as well as engaging in activities aimed at establishing the foundations of such learning. It will be the responsibility of the students to manage their personal situation in the course, ensuring proper submission of assignments and meeting the necessary conditions to pass the course.

On the other hand, face-to-face classes, in addition to supporting autonomously acquired knowledge and addressing doubts, will primarily be used for practical activities such as group discussions, debates, case analysis, problem-solving, and simulations, among others. Through these activities, students will have the opportunity to apply learned concepts and techniques, promoting understanding and knowledge transfer. Whenever possible, practical cases and real-life situations will be used to allow students to apply therapeutic approaches and intervention techniques in specific contexts. Clinical cases and professional scenarios will be analyzed, discussed, and exemplified, enabling students to develop assessment, diagnostic, and intervention design skills tailored to the needs of each situation.

There are two types of face-to-face classes: sessions and seminars. Sessions are conducted with all students simultaneously and aim to provide the theoretical and conceptual foundations necessary to pass the course through active learning, building upon the previously acquired autonomous learning of the students. Through interaction, debate, reflection, analysis, and discussion of specific situations and cases, it is expected that students will acquire the required knowledge.

Seminars, on the other hand, consist of smaller groups, comprising approximately 50% of the students, and are intended to generate dynamics that foster practice and consolidation of skills. These seminars will encourage student participation through activities such as role-playing, case simulations, and workshops with practical exercises. Attendance in seminars is mandatory as they are considered a fundamental part of the practical learning in the course. Through these activities, students have the opportunity to put their acquired knowledge into practice, develop skills, and deepen their understanding of the psychological intervention process.

The assessment of autonomous work will be carried out through the collection of 8 pieces of evidence, which will involve various activities such as summaries, report writing, questionnaires, among others. These activities will be designed to allow students to demonstrate their understanding, application, and analysis of the concepts and skills acquired during the autonomous learning process. Each of the 8 pieces of evidence will be designed to represent different aspects of the course content and evaluate the level of mastery achieved by the student in each of them. The collection of these pieces of evidence will allow the instructor to comprehensively assess the student's performance in autonomous work and provide constructive feedback to foster their academic development. It is important to note that not only the quality of the presented content will be evaluated but also the student's ability to apply critical analysis skills, reflective thinking, and information synthesis in each of the proposed activities.

Regarding face-to-face classes, two pencil-and-paper tests will be conducted, including multiple-choice questions along with open-ended questions to assess the consolidation of theoretical-practical knowledge. Additionally, a public presentation will be required, in which a psychoeducational intervention session will be conducted in small groups and open to all faculty members. This evaluation aims to verify the understanding and application of theoretical and practical knowledge acquired during the course. The multiple-choice tests will assess conceptual knowledge, while the open-ended questions will facilitate the expression of analytical and critical thinking skills. The public presentation of the psychoeducational intervention session, on the other hand, aims to evaluate the student's ability to apply theoretical and practical knowledge in a real-life context, as well as demonstrate effective communication skills in front of an audience. With this combination of assessments, the goal is to provide a comprehensive view of the assimilation of theoretical-practical content and evaluate the key skills necessary for therapeutic practice.



## Development plan

Week	Sessions	Seminars	Autonomous work
1	Introduction to psychological intervention and establishment of objectives and functioning of the course. Foundations in psychological intervention	Basic therapeutic skills	Historical perspective.
2	Historical perspective Movement of empirically supported psychological treatments	Basic therapeutic skills	Deontology
3	Intervention process in psychology Ethics, Deontology and legal considerations	Basic therapeutic skills	Therapeutic approaches
4	Therapeutic approaches: Cognitive-behavioral therapy, Psychodynamic psychotherapy, Humanistic therapy, and Systemic therapy	Basic therapeutic skills	Therapeutic approaches
5	Therapeutic approaches: Acceptance and Commitment Therapy and other third-wave therapies; other relevant therapeutic approaches.	Basic therapeutic skills	Study for exams on Modules 1 and 2
6	Exam on Modules 1-2 Introduction to cognitive-behavioral techniques	Practice in cognitive-behavioral techniques	Operant techniques and contingency management
7	Operant techniques and contingency management Exposure techniques	Practice in cognitive-behavioral techniques	Stress inoculation techniques
8	Activation control techniques Stress inoculation techniques Self-control techniques	Practice in cognitive-behavioral techniques	Problem-solving techniques and coping skills
9	Modeling and social skills training techniques Problem-solving techniques and coping skills	Coursework. Organization and selection of the topic. Drawing of presentation days.	Cognitive restructuring techniques
10	Cognitive restructuring techniques	Coursework	Study for Module 3 exam
11	Exam on Module 3 Coursework	Coursework	Coursework
12-15	Public exposure session of intervention	Public exposure session of intervention	

## Evaluation

### Continuous Evaluation

The evaluation of the course will be carried out taking into account the degree of acquisition and the quality of the knowledge and skills required in the course. This evaluation will be carried out considering the work done by the students throughout the year. The assessment evidence will be as follows:

- BLOCK 1. Acquisition of theoretical-practical knowledge (50% of the final grade of the course)
  - Exam of modules 1 and 2 (25% of the final grade of the course): A face-to-face exam will be conducted covering the theoretical and practical contents of these modules. The exam will consist of 40 multiple-choice questions with 4 options (70% of the grade) and 1 written development question (30% of the grade). The student must take the exam with pencil and paper.
  - Exam of module 3 (25% of the final grade of the course): A face-to-face exam will be conducted covering the theoretical and practical contents of this module. The exam will consist of 40 multiple-



choice questions with 4 options (50% of the grade) and 2 written development questions (50% of the grade). The student must take the exam with pencil and paper.

- BLOCK 2. Autonomous work (25% of the final grade of the course): A total of 8 assessment evidence related to the student's autonomous work must be presented, as specified in the virtual campus. These evidence will be presented periodically, either weekly or biweekly, and may include tasks, projects, reports, questionnaires, or other activities that demonstrate the knowledge and skills acquired. The student must submit these evidence on the virtual campus following the instructions provided by the teacher.
- BLOCK 3. Public exposition intervention session (25% of the final grade of the course): Students, in groups, will give a face-to-face public presentation to an audience. This presentation will correspond to a psychoeducational session on one of the techniques studied in the course. The presentation will be evaluated by the attendees, who will provide an evaluation of the overall quality (50% of the grade) and of each team member separately (50% of the grade).

To pass the course, the student must obtain a score equal to or higher than 5 out of 10 in all assessment evidence. If a score lower than 5 is obtained in any of these parts, it will result in the failure of the course. Since minimum grades are established for all blocks, they can be recovered. The seminars are face-to-face and require an 80% attendance to be counted. Failure to attend at least 80% of the seminars without justified cause results in a "not presented" qualification and represents the failure of the course.

## Alternative Evaluation

Similar to continuous evaluation, alternative evaluation will require 4 assessment evidence that seek to quantify the degree of acquisition and the quality of the knowledge and skills set in the learning objectives.

- BLOCK 1. Acquisition of theoretical-practical knowledge (40% of the final grade of the course): A face-to-face exam will be conducted covering the theoretical and practical contents of the entire course. The exam will consist of 60 multiple-choice questions with 4 options (50% of the grade) and 2 written development questions (50% of the grade). The student must take the exam in person with pencil and paper.
- BLOCK 2. Autonomous work (20% of the final grade of the course): A total of 8 assessment evidence related to the student's autonomous work must be presented, as specified in the virtual campus. Just like in continuous evaluation, these evidence will be presented periodically. The student must submit these evidence on the virtual campus following the instructions provided by the teacher.
- BLOCK 3. Seminar-related work (20% of the final grade of the course): A total of 8 assessment evidence related to the work done in the seminars must be presented, as specified in the virtual campus. These evidence will be presented periodically through the virtual campus following the instructions provided by the teacher.
- BLOCK 4. Psychological intervention work (20% of the final grade of the course): Students, individually, must present a written work that will be submitted online, consisting of an intervention plan for a chosen pathology, based on a justification and an analysis of the state of the art.

To pass the course, the student must obtain a score equal to or higher than 5 out of 10 in all assessment evidence. If a score lower than 5 is obtained in any of these parts, it will result in the failure of the course. Since minimum grades are established for all blocks, they can be recovered. The assessment evidence related to learning in the seminars is mandatory. Failure to submit at least 80% of the evidence without justified cause also results in the failure of the course.

## Result Reviews:

Students have the right to request an individual review of the results of the different assessment tests. Each test will have an agreed date and time, and the student can request to attend through an application on the virtual campus. If the student cannot attend the review on the scheduled date and can provide a justification, another date will be assigned. Reviews will only be conducted on the agreed and previously announced dates. This individual review process allows students to review their results, clarify doubts, and gain a deeper understanding of the assessment. Students are encouraged to take advantage of this opportunity to improve their learning and better understand the assessment criteria.

## Recovery

Students in continuous evaluation have the option to take the final exam, either to improve their grade or to recover

the course in case they have failed any of the previous exams. The final exam will be conducted in person and will be in a paper-and-pencil format. It will consist of a total of 60 multiple-choice questions with 4 options (50% of the final grade) and 2 open-ended questions for development (50% of the final grade). It is important to note that the modules will not be examined separately but will be considered as a whole in the final exam.

On the other hand, students in alternative evaluation who fail the final exam will have the option to take a recovery exam. The date and time of this exam will be specified by the teacher, and students will be informed in advance so that they can prepare adequately. This recovery exam will allow students in this evaluation modality to pass this part of the course, but the maximum grade they can achieve will be a 5 out of 10.

The failures in the other blocks will also have a recovery date. In this case, it will involve resubmitting the activity after receiving feedback from the teacher on the necessary modifications to pass. In recovery activities, the maximum grade that can be achieved will be a 5 out of 10 as well. The maximum date and time for the submission of recovery activities will be specified by the teacher well in advance for students to prepare them adequately.

## Penalties

Assessable activities will be penalized as follows:

- Deadline dates will be set for submitting the assessment evidence. If they are submitted after the deadline, a 10% reduction will be applied to the obtained grade for each day of delay, up to a maximum of 5 days.
- If the submission contains more than 20 spelling or grammatical errors, the student will be asked to make the necessary corrections and return it to the teacher. Failure to submit it revised may result in considering it as not submitted (grade = zero for the corresponding test).

An assessed activity will be considered failed (grade = zero for the corresponding test) if any of the following conditions are met:

- If it is submitted with a delay of more than 5 days from the established deadline.
- If a plagiarism exceeding 20% of the total activity is detected.
- If spontaneous copying between students is detected (after applying appropriate measures).

In case of detecting fraud or plagiarism, the teacher, in addition to withdrawing the assessment activity, will notify the degree or master's coordination and the head of studies in writing to proceed, if necessary, with the opening of the disciplinary procedure, following the current regulations. It is important to follow these criteria to maintain academic integrity and ensure fair and transparent evaluation.

## Bibliography

Del Río, C. (2005). *Guía de ética profesional en psicología clínica*. Madrid: Pirámide

García, M. I. D., Fernández, M. Á. R., & Crespo, A. V. (2017). *Manual de técnicas y terapias cognitivo conductuales*. Desclée de Brouwer.

Olivares, J., Maciá, D., Rosa, A. I., & Olivares-Olivares, P. J. (2013). *Intervención psicológica: Estrategias, técnicas y tratamientos*. España: Ediciones Pirámide.