

UNIVERSIDAD DE LAS AMÉRICAS, A.C.
LEARNING OUTCOMES ASSESSMENT
MANUAL
GRADUATE PROGRAM IN PSYCHOLOGY

Presentation

All academic programs offered by *Universidad de las Américas, A.C.*, have identified the expected learning outcomes, evaluate the extent to which they are achieved, and provide evidence of improvements based on the analysis.

&1 Establishment of Expected Learning Outcomes

In order to fulfill its Mission and comply with Mexican regulations, the *Universidad de las Américas, A.C.* Designs and implements academic programs that include: the determination of the expected learning outcomes; procedures and control mechanisms for the operation of the program and the evaluation of results; processes for the careful selection of the faculty that ensure that their academic training and professional experience are consistent with the courses that they teach, ensuring that course contents are linked to the professional context.

For each program that it offers, the *Universidad de las Américas, A.C.* must obtain from the Ministry of Public Education - official body and the highest authority in education matters in Mexico - the authorization to offer these courses through the Recognition of Official Validity of Studies (RVOE), assigned to each program individually.

The Recognition of Official Validity of Studies is granted under the following criteria established in Agreement 17/11/17:

- Programs correspond to an educational level, either Undergraduate or Graduate.
- The general and specific objectives of the programs and of the courses that comprise them correspond, in complexity, to the corresponding levels, whether Undergraduate or Graduate, and are consistent with the profile of the graduated student that has been established.
- Courses must have a coherent organization by training disciplines and have a logical curricular structure. The contents of each course must be consistent with its objectives and be well organized in relation to the progression of knowledge.
- The learning experiences and educational support resources are consistent with the purpose expressed in the objectives of each course and correspond to an educational level, either Undergraduate or Graduate.
- The faculty in charge of the courses must have the necessary academic and professional experience credentials to teach the courses.
- The facilities must be appropriate in relation to the nature of the programs and the courses that comprise them.

Once the program is authorized by the Ministry of Public Education, the learning outcomes of the students are established for each course, as well as the way in which they will be evaluated.

& 2 Evaluation and Analysis of the Expected Learning Outcomes

When the course is taught, the evaluation of student learning outcomes is conducted using the following institutional evaluation systems:

Evaluation of Student Achievement (Student Achievement Evaluation System (SEAA). Quantitative data on the achievement of the expected learning outcomes for each student and for every course that he/she is studying is obtained through this system, The obtained results are used by the Academic Coordinator and by the Professors to evaluate whether the topics of the curriculum have been fully covered and, in consequence, to establish the relevance of each one of the learning outcomes, recommending the pertinent updates to the study program for each course.

Faculty Evaluation Failure to reach a learning outcome can also be due to deficiencies in instruction or teacher performance. The continuous and systematic evaluation of professor performance and of the university environment in which the teaching activities are conducted is the main objective of this Faculty Evaluation System. With the objective of optimizing the quality of teaching, the results of this evaluation are used for the following purposes:

- Summative, that is, retain and provide stimulus for professors of excellent performance and supervise the removal of low-performing professors.
- Formative, which means that it promotes the progressive training and improvement of the professors.

&3 Rubric for student learning outcomes.

Each term, the Academic Coordinator and the Professors make an analysis of the results obtained in the aforementioned systems, establishing the necessary actions to strengthen the learning outcomes and/or learning strategies.

All of the information is integrated in the Rubric for student learning outcomes which includes: the learning outcomes, how they are achieved, how they are evaluated, the findings of the evaluation and the use of the findings to improve the program, such as:

- Rescheduling course sessions for specific learning outcomes.
- An increase in the number of practical learning experiences.
- Providing materials to the students that help them reinforce learning outcomes not reached in 100%
- Feedback interviews with professors with any performance issues.
- The decision of not rehiring professors with low performance.

**TABLE 1. EVALUATION CRITERIA FOR LEARNING OUTCOMES
MASTER'S DEGREE IN CLINICAL PSYCHOLOGY
FALL 2024**

No.	CODE	SEC.	CYCLE	COURSE NAME	PROFESSOR NAME	ROOM	SCHEDULE	ENR.	EVALUATION			
									Final Exam	Documentary Research Work	Classroom Activities	Clinical Case Report
1	PC512	71	1°	CLINICAL PRACTICE I	HERNÁNDEZ MARCOS	201	THURSDAY 2000-2200	11	30%	35%		Clinical Case Report 35%
2	PC597	71	3°	POSTMODERN SYSTEMIC PSYCHOTHERAPY II	DE LA TORRE JAIME / MEDINA MORA PAULINA	201	THURSDAY 1600-1800	7	40%		20%	Clinical Case Report 40%
3	PC530	71	3°	CLINICAL PRACTICE III	VÁZQUEZ JOSELYN	201	THURSDAY 1800-2000	7		30%		Clinical Case Report 70%
4	PC531	71	3°	QUANTITATIVE RESEARCH	ZAPATA JESSICA	207	THURSDAY 2000-2200	7		80%	20%	
5	PC541	71	4°	QUALITATIVE RESEARCH	DÍAZ ISMAEL	211	THURSDAY 2000-2200	12		80%	20%	
6	PC540	72	4°	CLINICAL PRACTICE IV	HERNÁNDEZ MARCOS / MENÉNDEZ LAURA	209	THURSDAY 1800-2000	4		30%		Clinical Case Report 70%
7	PC594	71	4°	PSYCHODYNAMIC PSYCHOTHERAPY III	HERNÁNDEZ MARCOS	209	THURSDAY 1600-1800	4	40%	40%	20%	
8	PC510	71	1°	CLINICAL PSYCHOLOGY	AMADOR ALEJANDRA / ANAYA ANDREA	207	THURSDAY 1600-1800	11	50%	50%		
9	PC511	71	1°	CLINICAL SKILLS I	HERNÁNDEZ MARCOS	207	THURSDAY 1800-2000	11	40%	40%	20%	
10	PC540	71	4°	CLINICAL PRACTICE IV	ZÁRATE PAVEL	211	THURSDAY 1800-2000	8		30%		Clinical Case Report 70%
11	PC598	71	4°	POSTMODERN SYSTEMIC PSYCHOTHERAPY III	SOLTERO DANIEL / LEDÓN SALMA	211	THURSDAY 1600-1800	8	40%	40%	20%	

TABLE 2. EVALUATION FOR LEARNING OUTCOMES
DOCTORATE IN PSYCHOLOGY
FALL 2024

No.	CODE	SEC	CYCLE	COURSE NAME	PROFESOR NAME	SCHEDULE	ENR.	EVALUATION		
1	PS610	71	1°	RESEARCH SEMINAR I	DÍAZ ISMAEL	JUEVES 1800-2000	1		Theoretical foundation of Doctoral Research 50% State of the art of the doctoral research topic 50%	
2	PS630	71	3°	RESEARCH SEMINAR III	SOLTERO DANIEL	JUEVES 1800-2000	1		Data Collection and Analysis Program 50% Scientific Article on the findings obtained from data collection and analysis 50%	
3	PS671	71	2°	RESEARCH IN HEALTH AND PREVENTION	ZÁRATE PAVEL	JUEVES 2000-2200	1	Final Exam 20%	Documentary Research Work 80%	
4	PS676	71	4°	MENTAL HEALTH AND PREVENTION	SOLTERO DANIEL	JUEVES 1600-1800	2	Final Exam 20%	Documentary Research Work 80%	
5	PS677	71	5°	SELECT TOPIC	FUENTES YEMELIN	JUEVES 1600-1800	1	Final Exam 20%	Documentary Research Work 80%	
6	PS650	71	5°	RESEARCH SEMINAR V	DÍAZ ISMAEL	JUEVES 1600-1800	1			Presentation of the Doctoral Thesis 100%

&4 Use of the Expected Learning Outcomes Evaluation

Each term, the *Universidad de las Américas, A.C.* determines the extent of the students' learning outcomes for each academic program using the abovementioned process.

It also determines the learning outcomes of the students from the following class through the Program Review process, which is conducted every five years, taking into account the updates made each semester and the scores obtained by the students in the National Graduation Exams. In accordance with Agreement 17/11/17, this review must be validated and approved by the Mexican Ministry of Public Education.

**MASTER'S DEGREE IN CLINICAL PSYCHOLOGY
LEARNING OUTCOMES**

MASTER'S DEGREE IN CLINICAL PSYCHOLOGY LEARNING OUTCOMES

PC510 CLINICAL PSYCHOLOGY

- **Under the guidance of a professor:**

The following topics will be discussed in a seminar; students will have to complete the assigned reading for this purpose.

- **INTRODUCTION TO CLINICAL PSYCHOLOGY**

- 1.1 General concepts
- 1.2 The importance of psychotherapy
- 1.3 Research on the efficacy of psychotherapy
- 1.4 Therapeutic competences
- 1.5 Epistemological change: modernity and postmodernity

- **COMPETENCES OF THE CLINICAL PSYCHOLOGIST**

- 2.1 Interview
- 2.2 Questions
- 2.3 Data confidentiality
- 2.4 Hypothesis
- 2.5 Therapeutic Alliance
- 2.6 Epistemological competence

- **SENSITIVITY TO CONTEXT**

- 3.1 Feminisms
- 3.2 Third Order Cybernetics
- 3.3 Intersectionality
- 3.4 Relational ethics

It will be sought to ensure that the student obtains the following learning outcomes:

- He or she will identify and explain key concepts such as clinical psychology, psychotherapy, and psychotherapeutic models.
- He or she will evaluate the factors that have an influence on the effectiveness of psychotherapy.
- He or she will evaluate and analyze the competences that a psychotherapist must develop to construct the necessary relational conditions that are required for change.
- He or she will analyze the evolution of the epistemological bases from modernity to postmodernity.
- He or she will learn to conduct clinical interviews and generate hypotheses, as well as formulate questions that facilitate the exploration of experiences and emotions of the consultands.
- He or she will understand the importance of confidentiality in clinical practice, applying ethical principles to ensure the protection of the consultands' information.
- He or she will understand the concept of therapeutic alliance, as well as the factors that have an influence on its construction.
- He or she will explore various currents of feminism and their implications on psychotherapy.
- He or she will become familiar with the concept of third-order cybernetics and intersectionality.

- He or she will analyze the concept of ethics and relational responsibility.

LEARNING OUTCOMES MEASUREMENT

1. 50% Final Exam.
2. 50% Documentary Research Work graded in accordance with the RUBRIC FOR ASSESSMENT.

MASTER'S DEGREE IN CLINICAL PSYCHOLOGY LEARNING OUTCOMES

PC511 CLINICAL SKILLS I

- **Under the guidance of a professor:**

The following topics will be discussed in a seminar; students will have to complete the assigned reading for this purpose.

1. Cultural humility as a clinical skill
 - 1.1 Multicultural Orientation
 - 1.2 Cultural Humility and the Therapeutic Process
 - 1.3 Working with your limit
2. What determines therapeutic change or improvement?
 - 2.1 The Client or Patient
 - 2.2 The Therapeutic Relationship
 - 2.3 Specific Models and Techniques
 - 2.4 Hope and the "placebo effect"
3. The importance of the Therapeutic Alliance and how to establish it
 - 3.1 The Objectives of Therapy
 - 3.2 The "Tasks" of Therapy
 - 3.3 The bond in Therapy
4. Bringing the gender of the patient or client into play
5. The ethics of the therapeutic relationship

It will be sought to ensure that the student obtains the following learning outcomes:

- He or she will identify cultural humility as a clinical skill.
- He or she will identify and evaluate the key therapeutic activities that facilitate change in patients.
- He or she will understand the importance of the Therapeutic Alliance in the treatment process.
- He or she will analyze the way in which gender dynamics can influence the therapeutic relationship and patient management.
- He or she will reflect on the fundamental ethical principles in clinical practice, applying them to patient management.

LEARNING OUTCOMES MEASUREMENT

1. 40% Final Exam.
2. 40% Documentary research work graded in accordance with the RUBRIC FOR ASSESSMENT.
3. 20% Classroom activities, graded in accordance with the RUBRIC FOR ASSESSMENT.

MASTER'S DEGREE IN CLINICAL PSYCHOLOGY

LEARNING OUTCOMES

PC520 CLINICAL SKILLS II

- **Under the guidance of a professor:**

The following topics will be discussed in a seminar; students will have to complete the assigned reading for this purpose.

1. Dialogue in Therapy
2. The language of the client and of the therapist
3. Questions in therapy
 - 3.1 Questions that open and questions that close
 - 3.2 Different types of therapeutic questions
4. Resignification of the experience
 - 4.1 Different ways of understanding resignification
 - a) Insight
 - b) Interpretations
 - c) Reframing
 - d) Metaphors and Analogies
 - e) Generative dialogues
 - f) Retelling stories
5. Different ways of promoting therapeutic change through action:
 - a) Behavioral and cognitive reinforcement
 - b) Information and "psychoeducation"
 - c) Direct guidance
 - d) Therapeutic rituals
6. Recommendations for enhancing extra therapeutic change

It will be sought to ensure that the student obtains the following learning outcomes:

- He or she will learn to establish and maintain a therapeutic and effective dialogue that allows him or her to create an environment of collaboration and trust.
- He or she will recognize and adapt his or her use of language in therapy, to facilitate understanding and change.
- He or she will learn to strategically formulate therapeutic questions that promote the patient's self-knowledge and reflection.
- He or she will acquire skills for guiding the client in the process of re-signification of the client's experience.
- He or she will explore various techniques for promoting therapeutic change through action.
- He or she will learn to provide effective recommendations for promoting change in the client outside of the therapeutic environment.

LEARNING OUTCOMES MEASUREMENT

1. 20% Final Exam.
2. 30% Documentary research work graded in accordance with the RUBRIC FOR ASSESSMENT.
3. 20% Classroom activities, graded in accordance with the RUBRIC FOR ASSESSMENT.
4. 30% Proposal of the student's own therapeutic model.

MASTER'S DEGREE IN CLINICAL PSYCHOLOGY LEARNING OUTCOMES

PC512 CLINICAL PRACTICE I

- **Under the guidance of a professor:**

The following topics will be discussed in a seminar; students will have to complete the assigned reading for this purpose.

If the Psychodynamic Model is followed

1. Preparing a complete clinical history
 - 1.1 Collection of the pertinent data
 - 1.2 Putting information in order
2. In-depth interview
 - 2.1 Diagnostic tests and their clinical usefulness
 - 2.2 In-depth interview for completing data.
3. Clinical diagnosis
 - 3.1 The analysis of symptoms
 - 3.2 Differential diagnosis
 - 3.3 Diagnosis in the three axes of DSM-IV
4. Psychodynamic understanding
 - 4.1 Psychodynamic report of the case
5. Preparation of a line of work to follow
 - 5.1 Chosen psychodynamic elements
 - 5.2 Changes and development of the interpretative process with the patient.

If the Systemic Postmodern Model is followed

1. Establishment of a work alliance with the patient/client
 - a) Initial contact with the client
 - b) Establishing a work relationship
2. Implementing active listening of the client
 - a) Learning to observe
 - b) Learning to ask
 - c) Learning to broaden the focus
 - d) Conversation techniques
3. Assessment and diagnostic techniques
 - a) Implementation of data integration techniques
 - b) Meaning of the obtained data
 - c) Establishing an initial diagnosis
 - d) Planning treatment strategies

It will be sought to ensure that the student obtains the following learning outcomes:

Psychodynamic Model

- He or she will learn to collect and document a complete clinical history, integrating relevant information on the patient's medical, psychological, and social history.
- He or she will develop skills for conducting in-depth interviews, using advanced communication techniques.
- He or she will acquire the ability to formulate precise clinical diagnoses, applying established diagnostic criteria.
- He or she will explore and apply concepts of Psychodynamic theory for interpreting subconscious processes and internal dynamics of the patient.
- He or she will learn to design a structured treatment plan that includes clear therapeutic objectives and intervention strategies.

Systemic Postmodern Model

- He or she will learn to build a solid work alliance with the patient or client.
- He or she will develop skills for the implementation of active listening, learning to understand the client's concerns, emotions, and needs.
- He or she will acquire skills in the use of various assessment and diagnostic techniques.

Regardless of the model, the student will have at least one clinical case in which he or she will have to conduct the corresponding diagnostic interviews or the appropriate psychological test batteries (when necessary), under the supervision of his or her professor, with the objective of preparing a complete clinical report that includes the following sections:

- ** Complete clinical history
- ** The application of diagnostic materials
- ** Clinical diagnosis

LEARNING OUTCOMES MEASUREMENT

1. 30% Final Exam.
2. 35% Clinical case report graded in accordance with the RUBRIC FOR ASSESSMENT.
3. 35% Documentary research work graded in accordance with the RUBRIC FOR ASSESSMENT.

MASTER'S DEGREE IN CLINICAL PSYCHOLOGY LEARNING OUTCOMES

PC521 CLINICAL PRACTICE II

- **Under the guidance of a professor:**

The following topics will be discussed in a seminar; students will have to complete the assigned reading for this purpose.

If the Psychodynamic Model is followed

1. Preparing a complete clinical history

1.1 Preparing a clinical diagnosis

2. Psychodynamic analysis

2.1 Analysis of the psychological functioning of the person

2.2 Predominant defense mechanisms

2.3 Areas of strength and weakness

2.4 Treatment potentialities

3. Interpretive lines

3.1 Preparation of Interpretive lines in accordance with the patient's psychodynamics

3.2 Modifications to the line of work if the case requires it

3.3 Most appropriate work techniques

4. Application of the Psychodynamic intervention technique

4.1 Use of the Psychology of Self model

4.2 Use of the object relations Psychology model

4.3 Use of another work model as appropriate for the case

5. Technical resolution of the difficulties

5.1 Special difficulties of the case

5.2 Alternative solutions to the presented problems

If the Systemic Postmodern Model is followed

1. The student will establish a work alliance with the patient/client

2. He or she will implement active listening to the client

3. He or she will establish assessment and diagnosis tools

It will be sought to ensure that the student obtains the following learning outcomes:

Psychodynamic Model

- He or she will delve deeper on the collection and documentation of a complete clinical history, integrating detailed information on the medical, psychological, and social history of the patient in order to obtain a holistic vision of his clinical situation.
- He or she will continue conducting psychodynamic analysis, applying key concepts for interpreting the patient's subconscious dynamics, internal conflicts, and relational patterns.
- He or she will formulate interpretative lines, developing hypotheses that connect the patient's symptoms and behaviors with his or her subconscious processes and past experiences.
- He or she will apply psychodynamic intervention techniques to facilitate the application of the psychology of self and the object relations psychology model

Systemic Postmodern Model

- He or she will continue to learn to build a solid work alliance with the patient or client.
- He or she develop skills for the implementation of active listening, learning to understand the client's concerns, emotions, and needs.
- He or she will continue to develop skills in the use of various assessment and diagnostic techniques.

Regardless of the psychotherapeutic model chosen by the student, the clinical case that is assigned to the student at the clinical centers, will be supervised.

LEARNING OUTCOMES MEASUREMENT

1. 70% Clinical case report graded in accordance with the RUBRIC FOR ASSESSMENT.
2. 30% Documentary research work graded in accordance with the RUBRIC FOR ASSESSMENT.

MASTER'S DEGREE IN CLINICAL PSYCHOLOGY LEARNING OUTCOMES

PC530 CLINICAL PRACTICE III

- **Under the guidance of a professor:**

The following topics will be discussed in a seminar; students will have to complete the assigned reading for this purpose.

If the Psychodynamic Model is followed

1. Preparing a complete clinical history

1.1 Preparing a clinical diagnosis

2. Psychodynamic analysis

2.1 Analysis of the psychological functioning of the person

2.2 Predominant defense mechanisms

2.3 Areas of strength and weakness

2.4 Treatment potentialities

3. Interpretive lines

3.1 Preparation of Interpretive lines in accordance with the patient's psychodynamics

3.2 Modifications to the line of work if the case requires it

3.3 Most appropriate work techniques

4. Application of the Psychodynamic intervention technique

4.1 Use of the Psychology of Self model

4.2 Use of the object relations Psychology model

4.3 Use of another work model as appropriate for the case

5. Technical resolution of the difficulties

5.1 Particular difficulties of the case

5.2 Alternative solutions to the presented problems

If the Systemic Postmodern Model is followed

1. The Initial Interview

2. Definition of the Problem

3. Objectives of Therapy

4. Attempted Solutions

5. Design of Therapeutic Interventions

6. Assessment of Results

It will be sought to ensure that the student obtains the following learning outcomes:

Psychodynamic Model

- He or she will delve deeper on the collection and documentation of a complete clinical history, integrating detailed information on the medical, psychological, and social history of the patient in order to obtain a holistic vision of his clinical situation.
- He or she will continue conducting psychodynamic analysis, applying key concepts for interpreting the patient's subconscious dynamics, internal conflicts, and relational patterns.
- He or she will formulate interpretative lines, developing hypotheses that connect the patient's symptoms and behaviors with his or her subconscious processes and past experiences.
- He or she will apply psychodynamic intervention techniques to facilitate patient insight, promote the re-signification of experiences and support therapeutic change.

Systemic Postmodern Model

- He or she will learn to conduct an initial interview using techniques to explore the patient's relational context in order to establish a framework of collaboration with the patient.
- He or she will be capable of defining the patient's problem from a systemic perspective, identifying the way in which relational and contextual dynamics contribute to it.
- He or she will formulate clear therapeutic objectives in collaboration with the patient, aligning them with the expectations of the patient's relational system.
- He or she will analyze the solutions previously attempted by the patient, evaluating the way in which they have had an influence on the problem.
- He or she will design creative and effective systemic interventions with the objective of generating positive change.
- He or she will evaluate the results of his or her therapeutic interventions according to systemic criteria.

Regardless of the model, the student will have at least one clinical case in which he or she will have to conduct the corresponding diagnostic interviews or the appropriate psychological test batteries (when necessary), under the supervision of his or her professor, with the objective of preparing a complete clinical report that includes the following sections:

- ** Complete clinical history
- ** The application of diagnostic materials
- ** Clinical diagnosis

LEARNING OUTCOMES MEASUREMENT

1. 70% Clinical case report graded in accordance with the RUBRIC FOR ASSESSMENT.
2. 30% Documentary research work graded in accordance with the RUBRIC FOR ASSESSMENT.

MASTER'S DEGREE IN CLINICAL PSYCHOLOGY LEARNING OUTCOMES

PC540 CLINICAL PRACTICE IV

- **Under the guidance of a professor:**

The following topics will be discussed in a seminar; students will have to complete the assigned reading for this purpose.

If the Psychodynamic Model is followed

1. Preparing a complete clinical history
 - 1.2 Preparing a clinical diagnosis
2. Psychodynamic analysis
 - 2.1 Analysis of the psychological functioning of the person
3. Predominant defense mechanisms
 - 3.1 Areas of strength and weakness
4. Treatment potentialities
5. Interpretative lines of the patient's psychodynamics
 - 5.1 Preparation of interpretive lines in accordance with the patient's psychodynamics
 - 5.2 Modifications to the line of work if the case requires it
 - 5.3 Most appropriate work techniques

If the Systemic Postmodern Model is followed

1. The Initial Interview
2. Definition of the Problem
3. Objectives of the Narrative Therapy
4. Attempted Solutions
5. Design of Therapeutic Interventions
6. Assessment of Results

It will be sought to ensure that the student obtains the following learning outcomes:

Psychodynamic Model

- He or she will prepare clinical histories integrating psychological, medical, and social details of the patient in order to obtain a deep insight of his or her clinical situation.
- He or she will continue conducting psychodynamic analyses, applying key concepts for interpreting the patient's subconscious dynamics, internal conflicts, and relational patterns.
- He or she will learn to identify the patient's predominant defense mechanisms.
- He or she will evaluate potential treatments for the patient developing a therapeutic plan for him or her.

- He or she will apply psychodynamic intervention techniques for connecting the patient's symptoms and behaviors with his or her subconscious processes and internal conflicts.
- He or she will participate in the practical cases of his or her fellow students.

Systemic Postmodern Model

- He or she will delve deeper into conducting interviews, focusing on exploring the patient's narratives and the relational context.
- He or she will learn to co-create therapeutic objectives together with the patient focused on re-writing narratives, sets of problems and empowering the patient.
- He or she will formulate clear therapeutic objectives in collaboration with the patient, aligning them with the expectations of the patient's relational system.
- He or she will analyze the solutions previously attempted by the patient, evaluating the way in which they have had an influence on the problem.
- He or she will design creative and effective systemic interventions with the objective of generating positive change.

Regardless of the model, the student will have at least one clinical case in which he or she will have to conduct the corresponding diagnostic interviews or the appropriate psychological test batteries (when necessary), under the supervision of his or her professor, with the objective of preparing a complete clinical report that includes the following sections:

- ** Complete clinical history
- ** The application of diagnostic materials
- ** Clinical diagnosis

LEARNING OUTCOMES MEASUREMENT

1. 70% Clinical case report graded in accordance with the RUBRIC FOR ASSESSMENT.
2. 30% Documentary research work graded in accordance with the RUBRIC FOR ASSESSMENT.

MASTER'S DEGREE IN CLINICAL PSYCHOLOGY LEARNING OUTCOMES

PC550 CLINICAL PRACTICE V

- **Under the guidance of a professor:**

The following topics will be discussed in a seminar; students will have to complete the assigned reading for this purpose.

If the Psychodynamic Model is followed

1. Preparing a complete clinical history
 - 1.1 Preparing a clinical diagnosis
2. Psychodynamic analysis
 - 2.1 Analysis of the psychological functioning of the person
3. Predominant defense mechanisms
 - 3.1 Areas of strength and weakness
4. Treatment potentialities
5. Interpretative lines of the patient's psychodynamics
 - 5.1 Preparation of interpretive lines in accordance with the patient's psychodynamics
 - 5.2 Modifications to the line of work if the case requires it
 - 5.3 Most appropriate work techniques

If the Systemic Postmodern Model is followed

1. The Initial Interview
2. Definition of the Problem
3. Objectives of Narrative Therapy
4. Attempted Solutions
5. Design of Therapeutic Interventions
6. Assessment of Results

It will be sought to ensure that the student obtains the following learning outcomes:

Psychodynamic Model

- He or she will continue to prepare clinical histories integrating psychological, medical, and social details of the patient in order to obtain a deep insight of his or her clinical situation.
- He or she will continue conducting psychodynamic analyses, applying key concepts for interpreting the patient's subconscious dynamics, internal conflicts, and relational patterns.
- He or she will identify the patient's predominant defense mechanisms.
- He or she will evaluate potential treatments for the patient developing a therapeutic plan for him or her.

- He or she will apply psychodynamic intervention techniques for connecting the patient's symptoms and behaviors with his or her subconscious processes and internal conflicts.
- He or she will interpret transference and the management of countertransference in order to promote insight and change in the patient.

Systemic Postmodern Model

- He or she will delve deeper into conducting interviews, focusing on exploring the patient's narratives and the relational context.
- He or she will learn to co-create therapeutic objectives together with the patient focused on re-writing narratives, sets of problems and empowering the patient.
- He or she will formulate clear therapeutic objectives in collaboration with the patient, aligning them with the expectations of the patient's relational system.
- He or she will analyze the solutions previously attempted by the patient, evaluating the way in which they have had an influence on the problem.
- He or she will design creative and effective systemic interventions with the objective of generating positive change.

Regardless of the model, the student will have at least one clinical case in which he or she will have to conduct the corresponding diagnostic interviews or the appropriate psychological test batteries (when necessary), under the supervision of his or her professor, with the objective of preparing a complete clinical report that includes the following sections:

- ** Complete clinical history
- ** The application of diagnostic materials
- ** Clinical diagnosis

LEARNING OUTCOMES MEASUREMENT

1. 70% Clinical case report graded in accordance with the RUBRIC FOR ASSESSMENT.
2. 30% Documentary research work graded in accordance with the RUBRIC FOR ASSESSMENT.

MASTER'S DEGREE IN CLINICAL PSYCHOLOGY LEARNING OUTCOMES

PC531 QUANTITATIVE RESEARCH

- **Under the guidance of a professor:**

The following topics will be discussed in a seminar; students will have to complete the assigned reading for this purpose.

1. Approaches to scientific research according to the APA model.
 - 1.1 The birth of the idea of research.
2. Analysis of the research process in a research article on clinical psychology.
3. Research problem statement
4. Guidelines for scientific research according to the APA Model.
 - 4.1 Elements of a research project.
 - 4.2 APA format for scientific documents.
5. Theoretical perspective of the research project.
 - 5.1 What is the development of the theoretical perspective?.
 - 5.2 Literature review.
6. Methodological framework of research.
 - 6.1 Conception of the research design.
 - 6.2 Subjects, selection, and sample size.
7. Data analysis.
 - 7.1 The statistical decision.
 - 7.2 Validity and reliability of measurements.
 - 7.3 Parametric and non-parametric contrast hypothesis tests, both univariate and multivariate.
 - 7.4 Bivariate and multivariate correlation tests.
 - 7.5 Regression models.
 - 7.6 Other multivariate analysis techniques.
 - 7.7 Use of the SPSS package for data analysis.
8. Ethical considerations in research.
 - 8.1 Informed consent.

It will be sought to ensure that the student obtains the following learning outcomes:

- He or she will acquire a deep understanding of the different approaches of scientific research.
- He or she will break down and analyze the research process through a clinical psychology scientific paper.
- He or she will develop the ability to formulate a research problem that is relevant in the field of clinical psychology.
- He or she will apply the scientific research guidelines of the American Psychological Association (APA).
- He or she will develop a solid theoretical perspective for his or her research projects.

- He or she will learn to develop a methodological framework for his or her research.
- He or she will acquire competences for the analysis of quantitative data, using appropriate statistical techniques.

LEARNING OUTCOMES MEASUREMENT

1. 80% Documentary research work and final report in accordance with the RUBRIC FOR ASSESSMENT.
2. 20% Classroom activities, graded in accordance with the RUBRIC FOR ASSESSMENT.

MASTER'S DEGREE IN CLINICAL PSYCHOLOGY LEARNING OUTCOMES

PC541 QUALITATIVE RESEARCH

- **Under the guidance of a professor:**

The following topics will be discussed in a seminar; students will have to complete the assigned reading for this purpose.

1. Introduction to Qualitative Research.
 - 1.1 The epistemology underlying qualitative methods. Phenomenology, ethnography, grounded theory, and field studies.
2. Developing qualitative research proposals.
3. Ethical considerations in qualitative research.
4. Analysis of qualitative research designs.
5. Data collection techniques.
 - 5.1 Participant observation, non-participant observation.
 - 5.2 In-depth interview, group interview (focus groups).
 - 5.3 Case studies (life stories, biographies, etc.), other data collection techniques (documents, diaries, photographs, unobtrusive measures, archives, etc.).
6. Qualitative data analysis.
 - 6.1 Content analysis.
 - 6.2 Ethnographic analysis.
 - 6.3 Fundamented theory.
 - 6.4 The analysis of narrative.
 - 6.5 Other forms of analysis.
7. Preparing a research report.

It will be sought to ensure that the student obtains the following learning outcomes:

- He or she will understand the fundamental principles of qualitative research.
- He or she will learn to design qualitative research by formulating relevant research questions and choosing appropriate methodological approaches.
- He or she will develop a deep understanding of the ethical considerations in qualitative research.
- He or she will analyze and evaluate different designs of qualitative research, including case studies ethnography and action research.
- He or she will learn to use qualitative data collection techniques such as interviews, focus groups, participant observation and documentary analysis.
- He or she will learn to analyze qualitative data using different methods.

LEARNING OUTCOMES MEASUREMENT

1. 80% Documentary research work and final report in accordance with the RUBRIC FOR ASSESSMENT.
2. 20% Classroom activities, graded in accordance with the RUBRIC FOR ASSESSMENT.

MASTER'S DEGREE IN CLINICAL PSYCHOLOGY LEARNING OUTCOMES

PC551 THESIS SEMINAR

- **Under the guidance of a professor:**

The following topics will be discussed in a seminar; students will have to complete the assigned reading for this purpose.

1. The case study and its characteristics.
 - 1.1 Objectives of a case study.
 - 1.2 Case study design.
 - 1.3 Case study data analysis.
2. Development of the theoretical framework of their research.
 - 2.1 Bibliographic search for relevant information.
 - 2.2 Writing of the theoretical framework that must include:
 - . Theoretical elements that explain and support the research problem.
 - . An analysis of recent research related to the research.
3. Preparation of the methodology and data collection.
 - 3.1 The student will propose the case study methodology that will be followed in the research.
 - 3.2 He or she will conduct data collection.
 - 3.3 He or she will propose the analysis model.
 - 3.4 He or she will conduct data analysis.
4. Integration of the research work in a final report in order to take his or her degree examination.
 - 4.1 Final review of the theoretical framework.
 - 4.2 Methodology corresponding to a case study.
 - 4.3 Presentation of the findings and discussion of the results and implications of the study.
 - 4.4 Final review of the thesis.

It will be sought to ensure that the student obtains the following learning outcomes:

- He or she will understand the fundamental characteristics of case studies as a qualitative research method and must choose a clinical case that is relevant for the development of his or her thesis.
- He or she will acquire the capability of building a robust theoretical framework that supports his or her case study, integrating psychological theories that are pertinent and relevant for this purpose.
- He or she will develop the necessary competences for designing a proper methodology for the case study, ensuring coherence between the methodology and the research objectives.
- He or she will be capable of writing a research report that includes the analysis and discussion of the results of the case study, integrating the theoretical framework and the obtained data and relevant conclusions for clinical practice.

LEARNING OUTCOMES MEASUREMENT

100% completion of the degree thesis.

MASTER'S DEGREE IN CLINICAL PSYCHOLOGY LEARNING OUTCOMES

PC592 PSYCHODYNAMIC PSYCHOTHERAPY I

- **Under the guidance of a professor:**

The following topics will be discussed in a seminar; students will have to complete the assigned reading for this purpose.

1 Contributions of structural, topological, and other theories.

1.1 Initial understanding of transference.

1.2 First contributions to the technique.

1.3 Psychopathology of everyday life.

1.4 Analysis of Narcissism.

1.5 The interpretation of dreams.

2. Ego Psychology.

2.1 The concept of adaptation.

2.2 Main exponents of the model.

3 Early Object Relations Theories.

3.1 Importance of the change of focus from the pulsional to the interpersonal in understanding the formation of the psychological structure.

3.2 Fundamental technical consequences.

4. Analysis of the similarities and differences of classical and contemporary psychoanalysis.

4.1 The notion of analytical neutrality.

4.2 The role of the psychotherapist as a "real" person.

4.3 Interpretations and their changes of perspective.

4.4 The concept of "cure".

4.5 Other significant differences.

It will be sought to ensure that the student obtains the following learning outcomes:

- He or she will gain a deep understanding of the psychoanalytic therapeutic process in both theory and practice.
- He or she will learn the Structural and Topological Theory of the classical Freudian approach.
- He or she will develop a solid understanding of Object Relations Theory.
- He or she will acquire and understand Winnicott's Theory.
- He or she will learn the knowledge provided by British Psychoanalytic Theory.
- He or she become familiar with the knowledge and roles of Kohurt's Theory.
- He or she will learn and apply Otto Kernberg's Theory and Technique of Thought.

LEARNING OUTCOMES MEASUREMENT

1. 40% Final Exam.
2. 10% Classroom activities, graded in accordance with the RUBRIC FOR ASSESSMENT.
3. 50% Documentary research work graded in accordance with the RUBRIC FOR ASSESSMENT.

MASTER'S DEGREE IN CLINICAL PSYCHOLOGY LEARNING OUTCOMES

PC593 PSYCHODYNAMIC PSYCHOTHERAPY II

- **Under the guidance of a professor:**

The following topics will be discussed in a seminar; students will have to complete the assigned reading for this purpose.

1. Communication and symbolization.
 - 1.1 Work Alliance.
 - 1.2 Communication within sessions.
 - 1.3 The concept of symbolization and meanings.
2. The concept of resistance.
 - 2.1 Modes of resistance in patients.
 - 2.2 Modes of counter-resistance, detection and management.
 - 2.3 The analysis of resistance.
3. Transfer and its management.
 - 3.1 Modes of transference of patients.
 - 3.2 "Timing" aspects, and interpretation of transference and its why.
4. Countertransference, its uses and complications.
 - 4.1 Uses of the therapist's feelings and perceptions in analysis
 - 4.2 Complications of countertransference and its management
 - 4.3 Countertransference and gender.
5. Clarification, the mirror, confrontation and interpretation.
 - 5.1 Clarification and its usefulness.
 - 5.2 The mirror and its afflictions.
 - 5.3 Confrontation "timing", whys and wherefores.
6. Introspection (insight).
 - 6.1 Introspection and its scope.
 - 6.2 Elaboration of introspection.

It will be sought to ensure that the student obtains the following learning outcomes:

- He or she will be capable of analyzing and understanding symbolic communication processes in psychodynamic therapy.
- He or she will identify and work with the resistances that patients present during the therapeutic process, facilitating progress in therapy.
- He or she will develop competences to recognize and manage transferential phenomena in the therapeutic relationship.
- He or she will be able to identify his or her own countertransferential responses, understanding their influence on treatment.
- He or she will master the psychodynamic techniques of clarification, confrontation, the use of mirroring and interpretation, using them appropriately in line with the patient's needs.

LEARNING OUTCOMES MEASUREMENT

1. 40% Final Exam.
2. 20% Classroom activities, graded in accordance with the RUBRIC FOR ASSESSMENT.
3. 40% Documentary research work graded in accordance with the RUBRIC FOR ASSESSMENT.

MASTER'S DEGREE IN CLINICAL PSYCHOLOGY LEARNING OUTCOMES

PC594 PSYCHODYNAMIC PSYCHOTHERAPY III

- **Under the guidance of a professor:**

The following topics will be discussed in a seminar; students will have to complete the assigned reading for this purpose.

1. Projective Identification as a Psychotherapeutic Technique.
 - 1.1 The concept of Projective Identification.
 - 1.2 Problems in its technique.
 - 1.3 Excessive Projective Identification during Development.
2. Melanie Klein's contributions.
 - 2.1 The author's contributions to the understanding of psychological structure and its functions.
 - 2.2 Klein's technical contributions to psychoanalytic technique.
3. Donald Winnicott and his theories and techniques.
 - 3.1 The authors' contributions to the understanding of psychological structure and its functions.
4. Technical contributions of Wilfred Bion, Donald Meltzer, and Heinrich Racker.
5. Direct clinical psychology: Margaret Mahler.
6. Integrative contributions of Otto Kernberg, Heinz Kohut and the psychology of self
 - 6.1 Technical contributions of the mentioned authors.
7. Direct clinical psychology: Margaret Mahler.
 - 7.1 The authors' contributions to the understanding of psychological structure and its functions.
 - 7.2 Mahler's technical contributions to clinical work with children.
8. The integrative contributions of Otto Kernberg.
 - 8.1 The authors' contributions to the understanding of psychological structure and its functions.
 - 8.2 Technical contributions of the Kernbergs to the treatment of patients with narcissistic pathologies.
9. Heinz Kohut and the Psychology of Self
 - 9.1 Kohut's contributions to the understanding of psychological structure and its functions, contributing the Psychology of Self to psychodynamic concepts.
 - 9.2 Kohut technical contributions to the Psychology of Self.

It will be sought to ensure that the student obtains the following learning outcomes:

- He or she will understand Projective Identification as a therapeutic technique.
- He or she will learn to apply the central concepts of Melanie Klein.

- He or she will develop skills for applying the theories and techniques of Donald Winnicott, exploring his concept of "true and false self."
- He or she will learn to use the techniques proposed by Wilfred Bion, Donald Meltzer, and Heinrich Racker.
- He or she will gain an integrative understanding of the contributions of Margaret Mahler, as well as the contributions of Otto Kernberg and Heinz Kohurt in the Psychology of Self.

LEARNING OUTCOMES MEASUREMENT

1. 40% Final Exam.
2. 20% Classroom activities, graded in accordance with the RUBRIC FOR ASSESSMENT.
3. 40% Documentary research work graded in accordance with the RUBRIC FOR ASSESSMENT.

MASTER'S DEGREE IN CLINICAL PSYCHOLOGY LEARNING OUTCOMES

PC595 PSYCHODYNAMIC PSYCHOTHERAPY IV

- **Under the guidance of a professor:**

The following topics will be discussed in a seminar; students will have to complete the assigned reading for this purpose.

1. Problems relating to empathic failures.
 - 1.1 Empathic failures related to transference problems.
 - 1.1 Empathic failures related to the personal life of the psychotherapist.
 - 1.1 Empathic failures related to other circumstances.
2. Failures related to gender positions.
 - 2.1 Confidentiality in the dyad.
 - 2.2 Need to break confidentiality.
 - 2.3 Issues relating to legal aspects.
3. Ethical aspects of psychoanalytically oriented psychotherapy.
 - 3.1 Relationships outside the context of the consultation.
- 4 Other issues related to iatrogenesis.
 - 4.1 Particularly difficult patients.
 - 4.2 Acting patients.
 - 4.3 Sociopathic and psychopathic patients.
 - 4.4 Terminal patients.
5. Unmanageable countertransference.
 - 5.1 Out-of-control situations
 - 5.2 Patient referral.

It will be sought to ensure that the student obtains the following learning outcomes:

- He or she will develop clinical knowledge for the evaluation and treatment of people with self-harming or suicidal behavior.
- He or she will learn and develop the treatment based on mentalization of personality disorders.
- He or she will analyze the current criticisms of Psychoanalysis and the Postmodern paths of Pragmatic Psychodynamic Psychotherapy.

LEARNING OUTCOMES MEASUREMENT

1. 40% Final Exam.
2. 20% Classroom activities, graded in accordance with the RUBRIC FOR ASSESSMENT.
3. 40% Documentary research work graded in accordance with the RUBRIC FOR ASSESSMENT.

MASTER'S DEGREE IN CLINICAL PSYCHOLOGY LEARNING OUTCOMES

PC596 POSTMODERN SYSTEMIC PSYCHOTHERAPY I

- **Under the guidance of a professor:**

The following topics will be discussed in a seminar; students will have to complete the assigned reading for this purpose.

1. First approaches to linear models and systemic models.
 - 1.1 The influence of Gregory Bateson
 - 1.2 A multidisciplinary team.
2. Theoretical and epistemological foundations of the systemic approach in psychotherapy.
 - 2.1 Cybernetic Epistemology.
 - 2.2 Theory of Human Communication.
 - 2.3 Constructivism.
3. General Systems Theory.
4. Structural Systemic Therapy.
 - 4.1 The Initial Interview.
 - 4.2 Definition of the Problem.
 - 4.3 The Objectives of Therapy.
 - 4.4 Attempted Solutions.
 - 4.5 Design of Therapeutic Interventions.
 - 4.6 Assessment of Results.
5. The Genogram.
6. Limits and centrality of family systems.

It will be sought to ensure that the student obtains the following learning outcomes:

- He or she will understand the fundamental differences between linear and systemic models in psychotherapy.
- He or she will acquire a solid understanding of the theoretical and epistemological foundations that support a systemic approach in psychotherapy.
- He or she will apply the General Systems Theory to therapeutic practice, understanding the way in which systems interact and are organized.
- He or she will learn to implement structural systemic therapy, identifying interaction patterns within families.
- He or she will become familiar with the use of the Genogram as a tool for mapping and analyzing the structure and relationships within the family system.
- He or she will explore the importance of boundaries and centrality in family systems, learning to identify boundaries and work with them.

LEARNING OUTCOMES MEASUREMENT

1. 40% Final Exam.
2. 20% Classroom activities, graded in accordance with the RUBRIC FOR ASSESSMENT.
3. 40% Documentary research work graded in accordance with the RUBRIC FOR ASSESSMENT.

MASTER'S DEGREE IN CLINICAL PSYCHOLOGY LEARNING OUTCOMES

PC597 POSTMODERN SYSTEMIC PSYCHOTHERAPY II

- **Under the guidance of a professor:**

The following topics will be discussed in a seminar; students will have to complete the assigned reading for this purpose.

1. The Construction of Solutions.
 - 1.1 Description of the Problem.
 - 1.2 Development of Goals or Objectives
 - 1.3 Search for Exceptions.
 - 1.4 Presuppositional Questions.
2. Solution Focused Interventions.
 - 2.1 The Miracle Question.
 - 2.2 The Use of Scales.
 - 2.3 Interventions on the problem's pattern.
 - 2.4 Generic solution focused tasks.
3. Solution Focused Therapy with Special Populations.
 - 3.1 Children and Adolescents.
 - 3.2 Involuntary Clients.
 - 3.3 Crisis Intervention.

It will be sought to ensure that the student obtains the following learning outcomes:

- He or she will learn to collaborate with the client in the construction of effective solutions, using dialogue techniques.
- He or she will develop skills for designing and implementing solution-focused therapeutic interventions.
- He or she will explore the application of Solution-Focused Therapy on special populations, applying techniques and strategies adapted to the client's needs.

LEARNING OUTCOMES MEASUREMENT

1. 40% Final Exam.
2. 20% Classroom activities, graded in accordance with the RUBRIC FOR ASSESSMENT.
3. 40% Clinical case report graded in accordance with the RUBRIC FOR ASSESSMENT.

MASTER'S DEGREE IN CLINICAL PSYCHOLOGY LEARNING OUTCOMES

PC598 POSTMODERN SYSTEMIC PSYCHOTHERAPY III

- **Under the guidance of a professor:**

The following topics will be discussed in a seminar; students will have to complete the assigned reading for this purpose.

1. The Narrative Paradigm.
2. Key influences:
 - 2.1 Post-Structuralism (Foucault, Derrida).
 - 2.2 The Interpretive Method (Bateson, Bruner).
 - 2.3 Cultural & Anthropological Perspective.
3. Political Position: Dominant Histories and Alternative Histories.
4. Narrative Maps.
 - 4.1 Externalizing conversations.
 - 4.2 Re-authoring conversations.
 - 4.3 Scaffolding conversations.
 - 4.4 Remembrance conversations.
 - 4.5 Defining ceremonies.
5. Therapeutic Documents.
 - 5.1 Letters and counter-documents.
6. Narrative Theory with different populations.

It will be sought to ensure that the student obtains the following learning outcomes:

- He or she will understand the narrative paradigm in Postmodern Systemic Psychotherapy.
- He or she will acquire a deep understanding of Post-structuralism and its influence on narrative therapy through the study of authors such as Michel Foucault and Jacques Derrida.
- He or she will identify and understand the contributions of the interpretive method to the field of narrative practices through the study of authors like Gregory Bateson and Jerome Bruner.
- He or she will understand the importance of cultural and anthropological perspectives that narrative practice retakes in its diagnostic analysis of cases.
- He or she will learn to distinguish between dominant stories and alternative stories in the client's narrative from a political and cultural analysis.
- He or she will develop the ability to use externalizing conversations in therapy.
- He or she will develop the ability to use re-authoring conversations in therapy through the identification of exceptional events and the use of panorama questions.
- He or she will develop the ability to use scaffolding conversations in therapy.
- He or she will develop the ability to use remembrance conversations in therapy.
- He or she will develop the ability to use of defining ceremonies in therapy through working with teams and with external witnesses.

- He or she will learn to create and use therapeutic documents as a tool for consolidating the progress made in therapy.
- He or she will explore the application of narrative therapy with various populations,

LEARNING OUTCOMES MEASUREMENT

1. 40% Final Exam.
2. 20% Classroom activities, graded in accordance with the RUBRIC FOR ASSESSMENT.
3. 40% Documentary research work graded in accordance with the RUBRIC FOR ASSESSMENT.

MASTER'S DEGREE IN CLINICAL PSYCHOLOGY LEARNING OUTCOMES

PC599 POSTMODERN SYSTEMIC PSYCHOTHERAPY IV

- **Under the guidance of a professor:**

The following topics will be discussed in a seminar; students will have to complete the assigned reading for this purpose.

1. Postmodern Criticism and its implications for Psychotherapy.
2. Social constructionist epistemology.
3. Dialogue and cocreation in therapy.
4. The voices of the clients.
5. The use of teams.
- 5.1 Reflective conversations in clinical work.
6. Collaborative therapy with different populations.

It will be sought to ensure that the student obtains the following learning outcomes:

- He or she learn the epistemology of Collaborative Therapy.
- He or she will analyze the importance of human systems as linguistic systems.
- He or she will learn the principles of Collaborative Therapy.
- He or she will learn and evaluate Tom Andersen's Theory and reflective teams.
- He or she will analyze relational responsibility.

LEARNING OUTCOMES MEASUREMENT

1. 40% Final Exam.
2. 20% Classroom activities, graded in accordance with the RUBRIC FOR ASSESSMENT.
3. 40% Documentary research work graded in accordance with the RUBRIC FOR ASSESSMENT.

**DOCTORATE IN PSYCHOLOGY
LEARNING OUTCOMES**

DOCTORATE IN PSYCHOLOGY LEARNING OUTCOMES

PS670 RESEARCH IN PSYCHOTHERAPY.

- **In sessions of the Tutoring Committee*:**

The historical development of psychotherapy research will be analyzed, and its results will be evaluated according to the trends in therapeutic efficiency, therapeutic models, therapeutic processes and the client or patient.

1. Historical overview of Psychotherapy Research: 50 years of scientific research on therapy.
2. Epistemological and Methodological Problems in Psychotherapy Research.
3. The study of therapy results: therapeutic efficacy.
4. Comparative efficacy of different Therapeutic Models.
5. The study of the Therapeutic Process.
6. The Therapeutic Alliance.
7. Client variables and their relationship with the outcome and the therapeutic process.
8. Therapist variables and their relationship with the outcome and the therapeutic process.
9. Specific techniques and interventions and their relationship with the outcome and the therapeutic process.
10. The "Generic Model" of Therapy. Orlinsky and Howard.
11. "Common Factors" in Therapy. Millar, Duncan et al.
12. Current Controversies in Psychotherapy Research.

It will be sought to ensure that the student obtains the following learning outcomes:

- He or she will examine the historical evolution of psychotherapy research, identifying the main methodological approaches and their implications for clinical practice.
- He or she will analyse different measures of therapeutic effectiveness, including the Symptom Checklist, tests of well-being and adaptation, as well as the studies of K. Howard and H Prochaska, evaluating their contributions and limitations in measuring therapeutic change.
- He or she will study different therapeutic models and their assessment methods, using tools such as the Therapeutic Session Report, Progress Reports (Pinsof), Critical Moments (Stiles), Qualitative Analysis (Hill et al.), Linguistic Analysis (Angus et al.) and in-depth interviews (Anderson et al.).
- He or she will explore the processes that facilitate therapeutic change, with special emphasis on the therapeutic alliance and its measurement through the studies of

Horvath et al. and Pinsof & Caherall, understanding its impact on the therapeutic relationship and learning outcomes.

- He or she examine the influence of the client or patient on psychotherapy through the generic model of Orlinsky and Howard, the common factors identified by Miller and Duncan, and the relevance of manualization and empirically supported treatments.
- He or she develop skills to design and evaluate research in psychotherapy, using both quantitative and qualitative methods to understand the effectiveness of treatments and the client's experience in the therapeutic process.
- He or she identify and discuss current trends in psychotherapy research, evaluating their implications for clinical practice and the formulation of new intervention strategies.

LEARNING OUTCOMES MEASUREMENT

1. 20% Final Exam.
2. 80% Documentary research work graded in accordance with the RUBRIC FOR ASSESSMENT

* The Tutoring Committee meets once a week and is made up of:

Dr. Yemelin Fuentes. PRESIDENT 2024-2025

Dr. Ismael Díaz

Dr. Pavel Zárate

Dr. Daniel Soltero

DOCTORATE IN PSYCHOLOGY LEARNING OUTCOMES

PS671 RESEARCH IN HEALTH AND PREVENTION.

- **In sessions of the Tutoring Committee***

It will analyze and evaluate the different trends in research aimed at the prevention of mental health

1. Characteristics of research in mental health prevention.
2. Current trends in preventive research on violence.
3. Lines of suicide prevention
4. Research in addiction prevention
5. Research in depression prevention

It will be sought to ensure that the student obtains the following learning outcomes:

- He or she identifies the key features of mental health prevention research, differentiating between primary, secondary and tertiary approaches, and analyzing their impact on specific populations.
- He or she examines the main lines of research in violence prevention, evaluating evidence-based strategies to reduce the incidence of aggression in different contexts (family, community and school).
- He or she analyzes the risk and protection factors in suicidal behavior, reviewing preventive strategies implemented at different levels and evaluating their effectiveness according to current scientific literature.
- He or she study addiction prevention models, comparing behavioral, cognitive and community approaches in the prevention of problematic alcohol and drug use, and evaluating their impact on public health.
- He or she explore depression prevention strategies, analyzing intervention models aimed at different age groups and at-risk populations, and evaluating their effectiveness based on empirical studies.
- He or she design research projects in mental health prevention, formulating research questions, choosing appropriate methodologies and considering the ethical and social impact of their work.
- He or she discusses current challenges in preventive research, considering methodological limitations, public policies and the implementation of effective strategies in different sociocultural contexts.

LEARNING OUTCOMES MEASUREMENT

1. 20% Final Exam.
2. 80% Documentary research work graded in accordance with the RUBRIC FOR ASSESSMENT

* The Tutoring Committee meets once a week and is made up of:
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Dr. Ismael Díaz
Dr. Pavel Zárate
Dr. Daniel Soltero

DOCTORATE IN PSYCHOLOGY LEARNING OUTCOMES

PS675 WELL-BEING AND QUALITY OF LIFE.

- **In sessions of the Tutoring Committee***

The social and individual factors that lead individuals to create a healthy life from a psychological point of view will be analyzed.

1. Psychological well-being and quality of life
2. Components of psychological well-being
3. Generating conditions for psychological well-being and quality of life.

It will be sought to ensure that the student obtains the following learning outcomes:

- He or she analyzes the definitions and theoretical models of psychological well-being and quality of life, differentiating their dimensions and their impact on mental health.
- He or she Identify and evaluate the main components of psychological well-being (such as sense of purpose, autonomy, positive relationships, personal growth and self-acceptance), contrasting theoretical models such as Ryff and Diener.
- He or she examines the individual determinants (such as personality, emotional regulation and resilience) and social determinants (such as social support, culture and economic environment) that influence well-being and quality of life.
- He or she research and compare different strategies and programs designed to improve psychological well-being and quality of life, based on empirical evidence and psychological intervention models.
- He or she develop proposals for psychological intervention aimed at improving quality of life in different contexts, considering individual, group and community variables.
- He or she discuss the challenges and opportunities in promoting psychological well-being at a global level, considering factors such as cultural diversity, socioeconomic inequalities and the impact of public policies on quality of life.

LEARNING OUTCOMES MEASUREMENT

1. 20% Final Exam.
2. 80% Documentary research work graded in accordance with the RUBRIC FOR ASSESSMENT

* The Tutoring Committee meets once a week and is made up of:
Dr. Yemelin Fuentes. PRESIDENT 2024-2025
Dr. Ismael Díaz
Dr. Pavel Zárate
Dr. Daniel Soltero

DOCTORATE IN PSYCHOLOGY LEARNING OUTCOMES

PS676 MENTAL HEALTH AND PREVENTION.

- **In sessions of the Tutoring Committee***

- Analyze and criticize the conception of mental health based on psychosocial aspects.
- Analyze and integrate into their knowledge the different models of mental health prevention in different risk populations: children, adolescents and adults,

1. Mental health as a psychosocial phenomenon
2. Models of Mental Health Prevention Deficit
3. Primary Intervention Models in Children
4. Primary and Secondary Intervention Models in Adolescents
5. Intervention Models in Adults
6. Towards Positive or Resource Prevention Models

It will be sought to ensure that the student obtains the following learning outcomes:

- He or she examines historical and contemporary concepts of mental health from a psychosocial perspective, identifying the individual, social and cultural factors that affect it.
- He or she analyzes traditional deficit-based models, recognizing their scope, limitations and impact on the design of mental health policies.
- He or she examines primary prevention strategies in childhood, evaluating their effectiveness in strengthening psychological well-being and healthy development.
- He or she integrate and compare primary and secondary intervention models in adolescents, considering the prevention of mental health problems such as anxiety, depression and risk behaviors.
- He or she study approaches to prevention and promotion of mental health in adults, analyzing their applicability in different contexts and populations.
- He or she design strategies based on positive prevention models, focusing on strengthening personal and community resources for the promotion of psychological well-being.

LEARNING OUTCOMES MEASUREMENT

1. 20% Final Exam.
2. 80% Work related to the development of a preventive program.

* The Tutoring Committee meets once a week and is made up of:
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Dr. Ismael Díaz
Dr. Pavel Zárate
Dr. Daniel Soltero

DOCTORATE IN PSYCHOLOGY LEARNING OUTCOMES

PS677 SELECTED TOPIC

- **In sessions of the Tutoring Committee***

He/she will propose a topic that complements the themes addressed in the theoretical part of the Doctorate.

1. Historical overview of the area to be addressed.
2. Epistemological and Methodological Problems in Research in the area addressed.
3. Various theoretical models that have been addressed to explain the selected area of knowledge.
4. Analysis of the possible applications of the knowledge generated in the area for psychotherapy or prevention and psychological well-being, as the case may be.

It will be sought to ensure that the student obtains the following learning outcomes:

- Together with the Tutoring Committee, the student will select a research topic that expands and complements the areas addressed in the PhD, justifying its theoretical and applied relevance.
- The student will carry out a critical review of the scientific literature related to the selected topic, identifying trends, current debates and gaps in knowledge.
- The student will contrast different theoretical and methodological perspectives applicable to the chosen topic, evaluating their relevance for research in psychology.
- The student will develop a proposal that articulates the knowledge acquired in the PhD with the new topic, establishing objectives, methodologies and potential applications.
- The student will present and discuss his/her work in an academic space, defending his/her proposal before the Tutoring Committee and peers, encouraging critical thinking and informed debate.

LEARNING OUTCOMES MEASUREMENT

1. 20% Final Exam.
2. 80% Documentary research work graded in accordance with the RUBRIC FOR ASSESSMENT

* The Tutoring Committee meets once a week and is made up of:

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Dr. Pavel Zárate

Dr. Daniel Soltero

DOCTORATE IN PSYCHOLOGY LEARNING OUTCOMES

PS610 RESEARCH SEMINAR I.

- **In sessions of the Tutoring Committee***

He or she will develop the theoretical foundation of their research and discuss the state of the art of the problems of their doctoral research.

LEARNING OUTCOMES MEASUREMENT

1. 50% Theoretical foundation of Doctoral Research
2. 50% State of the art of the doctoral research topic

* The Tutoring Committee meets once a week and is made up of:

Dr. Yemelin Fuentes. PRESIDENT 2024-2025

Dr. Ismael Díaz

Dr. Pavel Zárate

Dr. Daniel Soltero

DOCTORATE IN PSYCHOLOGY LEARNING OUTCOMES

PS620 RESEARCH SEMINAR II.

- **In sessions of the Tutoring Committee***

He or she will develop their research methodology and discuss methodological suggestions with the Committee members.

LEARNING OUTCOMES MEASUREMENT

1. 100% Doctoral Research Methodology

* The Tutoring Committee meets once a week and is made up of:

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Dr. Ismael Díaz

Dr. Pavel Zárate

Dr. Daniel Soltero

DOCTORATE IN PSYCHOLOGY LEARNING OUTCOMES

PS630 RESEARCH SEMINAR III.

- **In sessions of the Tutoring Committee***

He or she will present the data collection of their research and write a report in the form of a scientific article.

LEARNING OUTCOMES MEASUREMENT

1. 50% Data collection and analysis program
2. 50% Scientific article on the findings obtained from data collection and analysis

* The Tutoring Committee meets once a week and is made up of:

Dr. Yemelin Fuentes. PRESIDENT 2024-2025

Dr. Ismael Díaz

Dr. Pavel Zárate

Dr. Daniel Soltero

DOCTORATE IN PSYCHOLOGY LEARNING OUTCOMES

PS640 RESEARCH SEMINAR IV.

- **In sessions of the Tutoring Committee***

He or she will submit their scientific article to be sent for publication, and he or she will present it in a series of conferences organized by the Tutoring Committee.

LEARNING OUTCOMES MEASUREMENT

1. 100% Presentation of the scientific article at conferences and/or colloquia

* The Tutoring Committee meets once a week and is made up of:

Dr. Yemelin Fuentes. PRESIDENT 2024-2025

Dr. Ismael Díaz

Dr. Pavel Zárate

Dr. Daniel Soltero

DOCTORATE IN PSYCHOLOGY LEARNING OUTCOMES

PS650 RESEARCH SEMINAR V.

- **In sessions of the Tutoring Committee***

He or she will prepare the discussion of their thesis considering the conclusions, the implications of the research work for theory and professional practice, evaluating the scope and limitations of the study, describing the theoretical, methodological and practical proposals of the research, in order to deliver the doctoral thesis completed.

LEARNING OUTCOMES MEASUREMENT

1. 100% completion of the Doctoral Thesis

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