



## Information about the subject

**Degree:** Bachelor of Science Degree in Nursing

**Faculty:** Faculty of Medicine and Health Sciences

**Code:** 1211107 **Name:** Psychology of Care

**Credits:** 6,00 **ECTS Year:** 1 **Semester:** 1

**Module:** Common basic training

**Subject Matter:** Psychology **Type:** Basic Formation

**Field of knowledge:** Health sciences

**Department:** -

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

### Lecturer/-s:

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## Module organization

### Common basic training

Subject Matter	ECTS	Subject	ECTS	Year/semester
Anatomy	6,00	Human and Functional Anatomy	6,00	1/1
Physiology	12,00	Human Physiology	6,00	1/2
		Physiopathology	6,00	2/1
Biochemistry	6,00	Clinical Biochemistry	6,00	1/1
Biostatistic	6,00	Biostatistics and Research Methodology	6,00	1/2
Psychology	6,00	Psychology of Care	6,00	1/1
Pharmacology	6,00	Pharmacology	6,00	2/1
Nutrition	6,00	Nutrition and Dietetics	6,00	2/1
ICT	6,00	ICT	6,00	3/1
English	6,00	English	6,00	1/2
Life support	6,00	Emergency Care and Life Support	6,00	4/1

## Recommended knowledge

There is no proposal of previous knowledge.



## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 That students understand the interactive behavior of the person as a function of gender, group or community, within their social and multicultural context.
- R2 Students are able to base nursing interventions on scientific evidence and available resources.
- R3 That students understand people without prejudice, considering their physical, psychological and social aspects, as autonomous and independent individuals, ensuring respect for their opinions, beliefs and values, guaranteeing the right to privacy, through confidentiality and professional secrecy.
- R4 That students are able to promote healthy lifestyles, self-care, supporting the maintenance of preventive and therapeutic behaviors.
- R5 That students are able to establish effective communication with patients, family, social groups and peers and promote health education.
- R6 Students should be able to identify the psychosocial responses of individuals to different health situations (in particular, illness and suffering), selecting appropriate actions to provide help in these situations.
- R7 Students should be able to establish an empathic and respectful relationship with the patient and family, according to the person's situation, health problem and stage of development.
- R8 That students are able to use strategies and skills that enable effective communication with patients, families and social groups, as well as the expression of their concerns and interests.
- R9 That students know and identify the psychological and physical problems derived from gender violence to train the student in prevention, early detection, assistance, and rehabilitation of victims of this form of violence.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
CB1	Students have demonstrated possession and understanding of knowledge in an area of study that is at the core of general secondary education, and is often at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.		X		
CB2	Students are able to apply their knowledge to their work or vocation in a professional way and possess the skills usually demonstrated by developing and defending arguments and solving problems within their area of study.				X
CB3	Students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant social, scientific or ethical issues.				X
CB4	That students can convey information, ideas, problems and solutions to both specialized and non-specialized audiences.				X
CB5	Students have developed those learning skills necessary to undertake further study with a high degree of autonomy.				X
GENERAL		Weighting			
		1	2	3	4
CG0	Good Public Speaking.		X		
SPECIFIC		Weighting			
		1	2	3	4
11b	11. To identify psychosocial answers to questions of persons facing different health situations (in particular, disease and suffering) selecting the most adequate actions to give help.				X



12b	To establish an empathic relationship with the patient and family in agreement with the situation of each person, each health problem, and each stage in their development.				X
13b	To use strategies and abilities to allow an effective communication with patients, families, and social groups as well as an expression of their worries and interests.				X
15b	To know and identify physiological and physical problems derived from gender violence and to train the students in prevention, early detection, assistance, and rehabilitation of victims of this form of violence.				X

TRANSVERSAL		Weighting			
		1	2	3	4
4	To understand the interactive behaviour of the person regarding gender, group or community within a social and multicultural context.				X
6	To base interventions in nursing on scientific evidence and on the available means.				X
7	To understand people without prejudices, taking into account their physical, psychological, and social aspects, as independent and autonomous individuals, ensuring respect for their opinions, beliefs or values, always guaranteeing their right to privacy through professional confidentiality and secrecy.				X
9	To promote healthy life spans, to promote taking care of each person by themselves and support the maintenance of preventive and therapeutic measures.			X	
11	To establish efficient communication with patients, family, social groups, and companions to promote education for health.			X	



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5, R6, R7, R8, R9	70,00%	Theoretical written exams
R1, R2, R3, R4, R5, R6, R7, R8, R9	30,00%	Practical tests and works
	0,00%	Attendance and active participation

### Observations

In order to pass the course it will be necessary :

To pass the theoretical exam and that the sum of all the evaluation instruments reaches at least 5 out of 10.

The theoretical exam (70%) will be a multiple-choice exam with 30 objective multiple-choice questions (50%). The wrong answers will be discounted according to the following correction formula:  $A-(E/n-1)$ , where n is the number of alternative answers, and the exam will also contain 2 short questions to solve (10%).

Practical tests and assignments (30%): individual and group work and practical tests, based on contents exposed in class.

The teacher will explain in detail this section to the students, as well as how to evaluate it.

### Score considerations:

- For students who fail the exam, the score that will appear in the qualification report will be the score of the exam.

Misspellings, grammatical inconsistencies and "sms" to appear on papers, tests or other assessment tools, language entail the loss of 10% of the rating for the year.

Students who benefit from an Erasmus, Mundus etc. scholarship, must pass the exams just like the rest of students. The teamwork proposed may be individually carried out. The marks for assistance and participation, may be substituted by virtual workshops.

It is compulsory to inform the teacher about the situation and place of scholarship.

### DEVELOPMENT OF THE SUBJECT IN SECOND AND SUBSEQUENT ENROLLMENTS:

There will be a special group for students who are not enrolling for the first time if they exceed the occupancy limit of the classroom and a teacher is assigned to that group.

The professor in charge of this group will contact the students through the virtual campus, and



he/she will indicate the days and times of the corresponding sessions.

In order to pass the course, it will be necessary to pass the exam and assignments.

- The exam (70%) will be a multiple-choice exam with 40 objective multiple-choice questions, both on the theoretical content of the subject and applied to a clinical case.

- The practical assessment of the social skills and communication block (30%) will be explain in detail in the corresponding tutorials.

Misspellings, grammatical inconsistencies and "sms" language to appear in exams or other assessment tools, entail the loss of 10% of the rating for the exercise.

## MENTION OF DISTINCTION:

According to Article 22 of the Regulations governing the Evaluation and Qualification of UCV Courses, the mention of "Distinction of Honor" may be awarded by the professor responsible for the course to students who have obtained, at least, the qualification of 9 over 10 ("Sobresaliente"). The number of "Distinction of Honor" mentions that may be awarded may not exceed five percent of the number of students included in the same official record, unless this number is lower than 20, in which case only one "Distinction of Honor" may be awarded.

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- |    |   |
|----|---|
| M1 | Exposition of contents by the teacher, analysis of competencies, explanation and demonstration of abilities, skills and knowledge in the classroom.   |
| M2 | Group work sessions supervised by the teacher. Case study, diagnostic analysis, problems, field study, computer room, visits, data search, libraries, network, Internet, etc. Significant construction of knowledge through student interaction and activity.     |
| M3 | Supervised monographic sessions with shared participation.  |
| M4 | Application of interdisciplinary knowledge.   |
| M6 | Personalized attention and in small groups. Period of instruction and/or orientation carried out by a tutor with the objective of reviewing and discussing the materials and topics presented in the classes, seminars, readings, completion of assignments, etc. |
| M7 | Set of oral and/or written tests used in the initial, formative or summative evaluation of the student.   |





- M8 Student study: Individual preparation of readings, essays, problem solving, seminars, papers, memoirs, etc. To expose or deliver in the theoretical classes, practical classes and/or small group tutorials. Work done on the university platform ([www.plataforma.ucv.es](http://www.plataforma.ucv.es)).
- M9 Group preparation of readings, essays, problem solving, papers, memoirs, etc. To present or deliver in the theoretical classes, practical classes, seminars and/or small group tutorials. Work done on the university platform ([www.plataforma.ucv.es](http://www.plataforma.ucv.es)).

## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Face-to-face class M1	R1, R2, R3, R4, R6	35,00	1,40
Practice Classes M2	R2, R3, R4, R5, R6, R7, R8	19,00	0,76
Seminar M3	R1, R2, R3, R4, R6, R8, R9	2,00	0,08
Tutorial M6	R1, R2, R3, R4, R6, R8	2,00	0,08
Evaluation M7	R1, R2, R3, R4, R5, R6, R7, R8, R9	2,00	0,08
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Student's self-employment M8	R1, R2, R3, R4, R5, R6, R7, R8, R9	60,00	2,40
Group work M9	R1, R2, R3, R4, R6, R9	30,00	1,20
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
UNIT 3 PSYCHOLOGY APPLIED TO HEALTH	<p>The approach to care from a biopsychosocial perspective.</p> <p>Nursing care in the process of health care, hospitalization and rehabilitation.</p> <p>Quality of life.</p> <p>Family and social support.</p> <p>Caring for the caregiver.</p>
UNIT 1 COUNSELLING	<ul style="list-style-type: none"><li>·The aid relationship.</li><li>·Social skills. Cognitive restructuring techniques.</li><li>·Communication. Coping techniques.</li></ul>
UNIT 2. PSYCHOLOGY AS A SCIENCE AND THE BASIS OF HUMAN BEHAVIOR	<p>Basic fundamentals of human psychology.</p> <p>Basic psychological processes.</p> <p>Personality psychology.</p> <p>Life-span developmental psychology.</p> <p>Psychological aspects of the patient in the different stages of life.</p>



## Temporary organization of learning:

Block of content	Number of sessions	Hours
UNIT 3 PSYCHOLOGY APPLIED TO HEALTH	11,00	22,00
UNIT 1 COUNSELLING	8,00	16,00
UNIT 2. PSYCHOLOGY AS A SCIENCE AND THE BASIS OF HUMAN BEHAVIOR	11,00	22,00



## References

### BLOCK I.

Aid relationship

BermejoJC. The art of healing people. Salterrae;2013.

Roca, E .How to improve your social skills. Assertiveness, self-esteem and emotional intelligence program. ACDE;2005

Ruiz MoralR. Clinical communication. Panamerican Ed;2015

López Pérez et al.. Comportamiento no verbal. Más allá de la comunicación y el lenguaje.Ediciones pirámide.ISBN: 978-8436835298

### BLOCK II.

Psychology as a science and the bases of human behavior.

Slim ML. Fundamentals of Psychology. Panamerican Ed;2014

Papalia E, Wendkos S. et al. Human development. Bogotá: McGraw Hill;2001

Papalia E, Wendkos S. Psychology. Mexico: McGraw Hill;1997

Polaino A. Family and self-esteem. Hospitalet. Ariel psychology; 2008

Shaffer, D & Kipp, K. Developmental psychology. Childhood and adolescence. 7th Edition. Mexico: Cengage learnin; 2007.

### BLOCK III.

Psychology applied to health. Psychological well-being. Quality of life.

Pelechano V . Chronic diseases and psychology: Klinik;2008

Rodríguez Marín J. Social psychology of health. Madrid: Synthesis;2001

Tazón Ansola,P. Ciencias psicosociales. Barcelona: Masson;2004

Movies related to the content of the subject

Clockwork Orange (Stanley Kubrick)

Denisse calls you (Hal Schwen)

The miracle of Anna Sullivan (Arthur Penn)

The Wave (Dennis Gansel)

### ONLINE RESOURCES

ClinicalKey Student Nursing. Elsevier



## Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

### 1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☒ Kaltura



## **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

### **1. Educational Activities of Onsite Work:**

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☒ Kaltura

Explanation about the practical sessions:

#### **SEMI-PRESENTIALITY SITUATION**

The dates and sessions are kept, the group of students is divided into 2 in the Center itself, doing the same practices, but in 2 different rooms and with two responsible instructors. The evaluation will normally be carried out through the proposed checklist.

#### **SITUATION OF NO PRESENTIALITY**

The dates and sessions are kept, each subgroup is added to their session through the TEAMS platform. It will work through the visualization of videos, resolution of clinical cases (with active participation), and kahoot-type activities. The evaluation will be carried out by completing the planned checklist, but with the support of the clinical cases worked on and uploaded as attachments, together with the responses recorded in the online activities and



participation in the session to validate the items.

## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:

☒

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System: