



Information about the subject

Degree: Bachelor of Science Degree in Psychology

Faculty: Faculty of Psychology

Code: 292016 **Name:** Psychosocial Intervention in Disasters and Emergencies

Credits: 6,00 **ECTS Year:** 3 **Semester:** 1

Module: OPTIONAL ITINERARY 4: COMMUNITY PSYCHOLOGY AND SOCIAL INTERVENTION

Subject Matter: COMMUNITY PSYCHOLOGY AND SOCIAL INTERVENTION **Type:** Elective

Department: -

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

OPP17

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Module organization

OPTIONAL ITINERARY 4: COMMUNITY PSYCHOLOGY AND SOCIAL INTERVENTION

Subject Matter	ECTS	Subject	ECTS	Year/semester
COMMUNITY PSYCHOLOGY AND SOCIAL INTERVENTION	24,00	-Psychogerontology	6,00	3/1
		-Psychology of Communication	6,00	2/1
		-Psychology of Physical Activity and Sport	6,00	
		Psychosocial Intervention in Disasters and Emergencies	6,00	3/1

Prerequisites

The student must take 24 credits from itinerary 4: community psychology and social intervention and 6 credits from the elective common itinerary.

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 Knowing the concepts, theories and main models of Psychology in the community and social intervention context.
- R2 Being able to design intervention plans that are adequate to the different contexts of the community environment.
- R3 Knowing and acquiring the necessary skills for the correct management of the therapeutic relationship.



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):

SPECIFIC		Weighting			
		1	2	3	4
CE2	Establishing psychological action goals in different contexts, proposing and negotiating the goals with addressees.		X		
CE7	Analyzing and assessing interaction processes, group dynamics and group and inter-group structures.		X		
CE8	Identifying group and inter-group problems and needs.				X
CE27	Knowing and adapting to the psychology code of ethics.		X		

TRANSVERSAL		Weighting			
		1	2	3	4
CT1	Capacity to analyze and synthesize.		X		
CT2	Capacity to organize and plan.			X	
CT6	Capacity to manage information (capacity to look for and analyze information coming from different types of sources)				X
CT7	Problem solving.				X
CT8	Decision making.			X	
CT9	Capacity to work in team.				X
CT10	Capacity to work in interdisciplinary teams.				X
CT12	Interpersonal skills.				X



CT16 Capacity to develop and update competences, skills and knowledge following professional standards.

x

CT23 Sensitivity to environmental issues

x



Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3	60,00%	Oral and/or written tests employed in initial, training and/or summative student assessment.
R1, R2, R3	10,00%	Presentation of practical activities.
R1, R2, R3	20,00%	Attendance and active participation: lessons, group assignments and tutoring sessions. It will be monitored and registered by the teacher.
R1, R2, R3	10,00%	Group assignments.

Observations

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3	70,00%	Final evaluation consisting of essay questions and hypothetical scenarios.
	5,00%	Submitted tasks
	5,00%	Periodical assessment through questionnaires
	20,00%	Attendance and participation in synchronic communication activities.

Observations



Learning activities

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

- M1 Teacher presentation of contents, competency analysis, explanation and demonstration of capacities, abilities and knowledge in the classroom (presential modality).
- M2 Teacher-supervised groupwork sessions: case studies, diagnostic tests, problems, fieldwork, IT room, visits, data searches, libraries, web, Internet, etc. Building knowledge significantly through interaction and student activities (presential modality).
- M3 Supervised monographic sessions with shared participation.
- M4 Application of interdisciplinary knowledge.
- M6 Personalized attention in small groups. Training and/or orientation period by a teacher aimed at revising and discussing the materials and topics presented in the lessons, seminars, lectures, assignments, etc.
- M7 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M8 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and/or tutoring sessions in small groups. Tasks done on the platform or other virtual spaces.
- M9 Students' independent study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and /or small-group tutoring sessions. Tasks on the platform or other virtual spaces.
- M11 Teacher presentation of contents, competencies analysis, explanation and demonstration of capacities, abilities and knowledge on the virtual classroom.
- M12 Group work sessions via chat moderated by the teacher. Case studies –both real and fictional– aimed at building knowledge through interaction and students' activities. Critical analysis of values and social commitment.
- M13 Monographic sessions throughout the course, focused on current aspects and applications of the subject.



- M14 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M15 Student's individual study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or turned in in electronic format.
- M16 Individualized attention for the monitoring and orientation in the learning process, performed by a tutor in order to revise and discuss the materials and topics, seminars, readings and assignments, etc.
- M17 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or handed in.
- M18 Participation and contributions to discussion forums related to the subject and moderated by the module's teacher.
- M19 Problem resolution, comments, reports to be handed in according to the deadlines throughout the course.



IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
ON-CAMPUS CLASS Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1, M2, M4, M6, M7	R1, R2, R3	90,00	3,60
PRACTICAL CLASSES Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity. M1, M2	R1, R2, R3	10,00	0,40
SEMINAR Supervised monographic sessions with shared participation. M3, M4	R1, R2, R3	5,00	0,20
GROUP WORK EXHIBITION Application of multidisciplinary knowledge. M4	R1, R2, R3	10,00	0,40
OFFICE ASSISTANCE Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, papers, etc. M6	R1, R2, R3	5,00	0,20
ASSESSMENT Set of oral and/or written tests used in initial, formative or additive assessment of the student. M7	R1, R2, R3	5,00	0,20
TOTAL		125,00	5,00



LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M8, M9	R1, R2, R3	15,00	0,60
INDEPENDENT WORK Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform. M9	R1, R2, R3	10,00	0,40
TOTAL		25,00	1,00



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Virtual session (distance learning) M11, M12	R1, R3	80,00	3,20
Virtual practical session (distance learning) M11	R2, R3	5,00	0,20
Seminar and virtual videoconference (distance learning) M11, M13	R1	5,00	0,20
In-person or virtual assessment (distance learning) M11	R1, R2, R3	10,00	0,40
Individual tutoring sessions (distance learning) M11	R1, R2	5,00	0,20
Discussion forums (distance learning) M12	R1	5,00	0,20
Continuous assessment activities (distance learning) M11, M12	R1, R2, R3	10,00	0,40
TOTAL		120,00	4,80

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work activities (distance learning) M12	R2	20,00	0,80
Teamwork (distance learning) M12	R2	10,00	0,40
TOTAL		30,00	1,20



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Theoretical Framework for Crisis Intervention: Emergencies and Disasters	<ul style="list-style-type: none">· Awareness of one's own death.· Life and death.· Basic concepts: crises, emergencies, disasters and catastrophes· Responses to a catastrophe.· Concept of resilience.· Primary and secondary victimization.· Basic aspects of the aid relationship.· Psychological needs of victims.· Styles of the Helping Relationship.
Typology of Disasters Emergencies in the field of psychosocial intervention	<ul style="list-style-type: none">· Trauma facilitating variables.· Reactions to a disaster.· Stages of psychological response to the disaster.· The evolutionary course of the disaster.· Immediate reactions.· Post-traumatic reactions.· Mediators of psychological damage.· Types of guilt.· Classification of the victims.
The role of the psychologist in disasters and emergencies: profile and professional skills	<ul style="list-style-type: none">· Profile of the emergency psychologist.· Intervention areas.· Principles for immediate intervention.· Objectives to be achieved during accompaniment.· Functions of the psychologist according to protocol.· Phases of the emergency.· Levels of intervention.· Psychological first aid.· Help actions,· Eight steps of intervention.· Samples of the intervention from experience.



THE STAFF INVOLVED: EMOTIONAL DISTURBANCES AND SELF-CARE STRATEGIES

Communication skills and assistance
strategies in disaster and emergency
situations

- Impact on the participant
- Typology of the victims.
- Mediational factors of psychological impact.
- Normal reactions during and after the intervention.
- Consequences of the impact.
- Levels of prevention.
- Asocial reactions to emotional burnout.
- Emotional ventilation techniques: defusing and debriefing.

- Communication of bad news.
- Fears of the professional.
- Communication techniques in emergency situations.
- Phases of communication in emergencies.
- Communication of bad news in children.
- Special population: children and the elderly.
- Action guides.
- Suicide crisis intervention.
- Suicide intervention strategies.
- Telephone intervention in suicidal crises.
- The mourning process.
- Normal manifestations in grief.
- Clues to identifying unresolved grief
- Complications of grief.
- The tasks of grief.



Temporary organization of learning:

Block of content	Number of sessions	Hours
Theoretical Framework for Crisis Intervention: Emergencies and Disasters	4,00	8,00
Typology of Disasters Emergencies in the field of psychosocial intervention	6,00	12,00
The role of the psychologist in disasters and emergencies: profile and professional skills	8,50	17,00
THE STAFF INVOLVED: EMOTIONAL DISTURBANCES AND SELF-CARE STRATEGIES	8,00	16,00
Communication skills and assistance strategies in disaster and emergency situations	36,00	72,00

References

Robles Sánchez, José Ignacio. Medina Amor, José Luis (2002). Intervención Psicológica en las Catástrofes. Madrid. Síntesis

Cuadernos de Crisis: www.cuadernosdecrisis.com

Fernández Millán, Juan M. (2005). Apoyo Psicológico en Situaciones de Emergencia. Madrid: Pirámide.

Pacheco Tabuena, Teresa. (Coord.) (2012). Atención Psicológica en Emergencias. Madrid. Síntesis.

Parada Torres, Enrique. (Coord.) (2008). Psicología y Emergencia. Habilidades psicológicas en las profesiones de socorro y emergencia. Bilbao: Desclée de Brouwer.

WEB PSICOEMERGENCIAS-CV: www.psicoemergenciascv.org

WEB SEPADEM: www.sepadem.com



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:



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:



ONLINE 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: