



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

Subject Matter: Community psychology and social intervention **Type:** Elective

Field of knowledge: Ciencias de la salud

Department: Basic, Social, and Neuropsychology

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

OPP17 Mariano Rafael Navarro Serer (**Responsible Lecturer**) mariano.navarro@ucv.es



Module organization

OPTIONAL

| Subject Matter | ECTS | Subject | ECTS | Year/semester |
|-------------------|-------|--|------|---|
| Health psychology | 84,00 | -Clinical Neuropsychology | 6,00 | 0, 4/1 |
| | | -Disorders of Eating Behavior | 6,00 | 3, 4/1 |
| | | -Health Psychology | 6,00 | 3, 4/1 |
| | | -Legal Psychology | 6,00 | 0, 4/1 |
| | | -Main Models of Intervention in Psychotherapy | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Mediation and familiar orientation | 6,00 | 3/1 |
| | | -New Directions in Psychotherapy | 6,00 | This elective is not offered in the academic year 25/26 |
| | | -Prevention and Treatment of Addictive Behavior | 6,00 | 0, 2, 3/1 |
| | | -Psychogerontology | 6,00 | This elective is not offered in the academic year 25/26 |
| | | -Psychology of the Chronic Disease and of Rehabilitation | 6,00 | This elective is not offered in the academic year 25/26 |
| | | -Psychology, Grieving and Palliative Care | 6,00 | 4/1 |



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|------------------------|-------|---|------|---|
| Health psychology | | -Psychopharmacology | 6,00 | 4/1 |
| | | Sleeping disorders | 6,00 | 4/1 |
| | | -Therapy Techniques and Behavior Modification | 6,00 | This elective is not offered in the academic year 25/26 |
| Transversal psychology | 42,00 | Anthropology of the Person and Health | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Basic Social and Emotional Skills for Professional Practice of Psychology | 6,00 | This elective is not offered in the academic year 25/26 |
| | | History and Philosophy of the Family | 6,00 | This elective is not offered in the academic year 25/26 |
| | | -Psychology of Religion | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Psychology, and Information and Communication Technologies | 6,00 | This elective is not offered in the academic year 25/26 |
| | | -Qualitative Research Methodology | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Scientific English II | 6,00 | This elective is not offered in the academic year 25/26 |



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|--|-------|--|------|--|
| Educational psychology | 48,00 | -Affective Linkages in the Life Cycle | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Development of Cognitive Skills | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Education for Interculturality | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Educational Intervention for Students with Special Educational Needs | 6,00 | This elective is not offered in the academic year 25/26 |
| | | -Occupational Guidance | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Preventive Intervention and Early Stimulation | 6,00 | 2/1 |
| | | -School Psychology | 6,00 | 3/1 |
| | | Strategies and Tools for Effective Learning | 6,00 | This elective is not offered in the academic year 25/26 |
| Psychology of work and human resources | 42,00 | -Cooperative Work in Interdisciplinary Teams | 6,00 | This elective is not offered in the academic year 25/26 |
| | | -Intervention Techniques in Human Resources | 6,00 | This elective is not offered in the academic year 25/26 |



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|--|-------|--|------|--|
| Psychology of work and human resources | | Interview and Psychological Counselling | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Management of the Work Climate in Organisations | 6,00 | 3/1 |
| | | Mediation and Intervention in Family Businesses | 6,00 | This elective is not offered in the academic year 25/26 |
| | | -Negotiation and Conflict Resolution | 6,00 | 4/1 |
| | | -Psychology of Communication | 6,00 | 2/1 |
| Community psychology and social intervention | 54,00 | Family and Aid to Dependency | 6,00 | 2/1 |
| | | Intervention and Organisation of Socio-cultural Events | 6,00 | This elective is not offered in the academic year 25/26 |
| | | -Psychology of Conflict and Violence | 6,00 | 0, 2/1 |
| | | -Psychology of Criminality | 6,00 | 0, 3/1 |
| | | -Psychology of Physical Activity and Sport | 6,00 | This elective is not offered in the academic year 25/26 |
| | | -Psychology of Social Intervention | 6,00 | This elective is not offered in the academic year 25/26 |
| | | -Psychology of the Media | 6,00 | This elective is not offered in the academic year 25/26 |



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|--|-------|--|------|---|
| Community psychology and social intervention | | Psychosocial Intervention in Disasters and Emergencies | 6,00 | 3/1 |
| | | -Social Support Theory and Strategies | 6,00 | This elective is not offered in the academic year 25/26 |
| Speech therapy psychology | 30,00 | Acquisition and Development of Language | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Assessment of Language, Speech and Voice | 6,00 | 0/1 |
| | | -Language and Hearing Disorders | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Linguistic Analysis of Language Disorders | 6,00 | This elective is not offered in the academic year 25/26 |
| | | -Speech and Voice Disorders | 6,00 | This elective is not offered in the academic year 25/26 |

Recommended knowledge

Not required

Prerequisites

El alumno deberá cursar un mínimo de 30 ECTS de Optatividad, entre las asignaturas activadas en el curso académico.



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):

| GENERAL | | Weighting | | | |
|---------|--|-----------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| CG1 | The ability to work in interdisciplinary teams. | | | | X |
| CG2 | The ability to develop and constantly update one's competencies, skills and knowledge according to the profession's standards. | | | X | |
| CG3 | Showing interest in the quality of one's performance and being able to develop systems to ensure one's service quality. | | | | X |
| CG4 | Being able to evaluate one's personal performance and knowing one's competencies and limitations. | | | | X |

| SPECIFIC | | Weighting | | | |
|----------|---|-----------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| CE1 | Analyzing needs and requests of addressee functions in different contexts. | | | X | |
| CE2 | Establishing psychological action goals in different contexts, proposing and negotiating the goals with addressees. | | | X | |
| CE3 | Planning and carrying out interviews. | | X | | |
| CE5 | Identifying differences, problems and needs. | | | X | |
| CE6 | Diagnosing following professional principles. | | 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 |
| CE9 | Analyzing and assessing interaction processes, organizational and inter-organizational dynamics and structure. | | | | X |



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|------|---|---|---|---|---|
| CE11 | Analyzing the context in which personal behaviors, group and organizational processes take place. | | | | X |
| CE12 | Selecting and correctly using tools, products and services and identifying those people and group concerned. | X | | | |
| CE15 | Defining objectives and devising action plans according to action goals. (prevention, treatment, rehabilitation, insertion, support). | | | | X |
| CE16 | Choosing adequate psychological intervention techniques. | | X | | |
| CE17 | Mastering strategies and techniques to get addressees involved. | | | | X |
| CE18 | Putting into practice direct intervention strategies and methods: psychological advice, therapy, negotiation mediation... | | | | X |
| CE19 | Putting into practice direct intervention strategies and methods in contexts: building healthy environment... | | X | | |
| CE21 | Planning programmes and intervention assessment. | X | | | |
| CE23 | Analyzing and collecting important data for intervention assessments. | | | | X |
| CE24 | Analyzing and interpreting assessment results. | | | | X |
| CE25 | To be able to measure and to collect relevant data for the evaluation of the interventions | | X | | |
| CE26 | Writing oral and written reports. | X | | | |
| CE27 | Knowing and adapting to the psychology code of ethics. | | | X | |
| CE32 | To know the psycho-social principles of group operation and of organisations. | | | X | |
| CE34 | To know different evaluation methods, psychological diagnoses and treatments in different applied domains of Psychology. | X | | | |
| CE37 | To know the different specialities of application of Psychology and to have the knowledge necessary to promote quality of life in individuals, groups, communities and organisations in different contexts. | | | X | |



| TRANSVERSAL | Weighting | | | |
|--|-----------|---|---|---|
| | 1 | 2 | 3 | 4 |
| CT1 Capacity to analyze and synthesize. | | X | | |
| CT2 Capacity to organize and plan. | | | X | |
| CT3 Mastering Spanish oral and written communication. | | 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 |
| CT13 Understanding multicultural and diverse environment. | | | X | |
| CT14 Critical capacity. | | | X | |
| CT15 Ethics. | | | | X |
| CT16 Capacity to develop and update competences, skills and knowledge following professional standards. | | | | X |
| CT17 Capacity to adapt to new situations. | | | X | |
| CT18 Capacity to produce new ideas (creativity). | | | X | |
| CT20 Knowing foreign cultures. | | | X | |
| CT21 Taking initiatives and enterprising spirit. | | 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

Final test: multiple-choice exam

The student must pass separately the different evaluation systems (attendance and active participation, practices and exam)' to pass the course.

Criteria for the awarding of Honor Grades "Evidence of levels of excellence in all competencies and learning outcomes"

Online teaching

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



Observations

Final test: multiple-choice exam

The student must pass separately the different evaluation systems (attendance and active participation, practices and exam)' to pass the course.

Criteria for the awarding of Honor Grades "Evidence of levels of excellence in all competencies and learning outcomes"

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded.

Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

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, M8, M9 | 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 CATASTROPHES | Consciousness of one's own death.Life and death.Basic concepts: crisis, emergencies, disasters and catastrophe.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 IN CATASTROPHES AND EMERGENCIES IN THE FIELD OF PSYCHOSOCIAL INTERVENTION | Facilitating variables of trauma.Reactions to a disaster.Stages of psychological response to disaster.Evolutionary course of the catastrophe.Immediate reactions.Post-traumatic reactions.Mediators of psychological damage.Types of guilt.Classification of victims. |
| THE ROLE OF THE PSYCHOLOGIST IN CATASTROPHES AND EMERGENCIES: PROFILE AND PROFESSIONAL COMPETENCES | Profile of the emergency psychologist.Areas of intervention.Principles for immediate intervention.Objectives to be achieved during the accompaniment.Psychologist's functions according to protocol.Phases of the emergency.Levels of intervention.Psychological first aid.Actions of help,Eight steps of intervention.Samples of intervention from experience. |
| THE INTERVENING PERSONNEL: EMOTIONAL DISTURBANCES AND SELF-CARE STRATEGIES | Impact on the intervener.Typology of the victims.Mediational factors of psychological impact.Normal reactions during and after the intervention.Consequences of the impact.Levels of prevention.Associative reactions to emotional exhaustion.Emotional ventilation techniques: defusing and debriefing. |



COMMUNICATION SKILLS AND ASSISTANCE STRATEGIES IN DISASTER AND EMERGENCY SITUATIONS.

Communication of bad news. Fears of the professional. Communication techniques in emergency situations. Phases of communication in emergencies. Communication of bad news in childhood. Special population: children and elderly. Guidelines for action. Suicide crisis intervention. Suicide intervention strategies. Telephone intervention in suicidal crises. The grieving process. Normal manifestations of grief. Clues to identify 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 CATASTROPHES | 6,00 | 12,00 |
| TPOLOGY IN CATASTROPHES AND EMERGENCIES IN THE FIELD OF PSYCHOSOCIAL INTERVENTION | 10,00 | 20,00 |
| THE ROLE OF THE PSYCHOLOGIST IN CATASTROPHES AND EMERGENCIES: PROFILE AND PROFESSIONAL COMPETENCES | 15,00 | 30,00 |
| THE INTERVENING PERSONNEL: EMOTIONAL DISTURBANCES AND SELF-CARE STRATEGIES | 10,00 | 20,00 |
| COMMUNICATION SKILLS AND ASSISTANCE STRATEGIES IN DISASTER AND EMERGENCY SITUATIONS. | 21,50 | 43,00 |



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

Parada Torres, Enrique. (Coord.) (2008). Psychology and Emergency. Psychological skills in the relief and emergency professions. Bilbao: Desclée de Brouwer.

PSICOEMERGENCIAS-CV WEB: www.psicoemergenciascv.org

SEPADEM WEB: www.sepadem.com