



## Information about the subject

**Degree:** Bachelor of Science Degree in Psychology

**Faculty:** Faculty of Psychology

**Code:** 292019 **Name:** Mediation and familiar orientation

**Credits:** 6,00 **ECTS Year:** 3, 4 **Semester:** 1

**Module:** OPTIONAL

**Subject Matter:** Health psychology **Type:** Elective

**Field of knowledge:** Ciencias de la salud

**Department:** Personality Psychology, Treatments, and Methodology

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

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

**Lecturer/-s:**

OPP08

[Maria Gloria Bernabe Valero](#) (**Responsible Lecturer**)

[gloria.bernabe@ucv.es](mailto:gloria.bernabe@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, 4/1
		-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		



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



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, 3/1
		-School Psychology	6,00	2, 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



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	0, 4/1
		-Psychology of Communication	6,00	2/1
Community psychology and social intervention	54,00	Family and Aid to Dependency	6,00	2, 3/1
		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	2/1
		-Psychology of Criminality	6,00	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



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	0/1
		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 area of Clinical Psychology and Health Psychology.
- R2 Being able to design psychological prevention plans that are adequate to the specific demands presented in each area based on the learned theoretical models.
- R3 Being able to design psychological prevention plans in the different contexts of the health field.
- R4 Knowing and acquiring the necessary skills for the adequate management of therapeutic relationships.



## 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
CB3	Students have the ability to gather and interpret relevant data usually within their field of study to inform judgments that include reflection on relevant social, scientific or ethical.				X
CB4	Students can communicate information, ideas, problems and solutions to both specialist and non-specialist.				X

SPECIFIC		Weighting			
		1	2	3	4
CE3	Planning and carrying out interviews.				X
CE5	Identifying differences, problems and needs.				X
CE7	Analyzing and assessing interaction processes, group dynamics and group and inter-group structures.			X	
CE11	Analyzing the context in which personal behaviors, group and organizational processes take place.			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
CE25	To be able to measure and to collect relevant data for the evaluation of the interventions			X	





TRANSVERSAL	Weighting			
	1	2	3	4
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
CT15 Ethics.				X
CT17 Capacity to adapt to new situations.			X	
CT18 Capacity to produce new ideas (creativity).			X	
CT29 Interpreting other's intentions.			X	
CT34 Professional relationships: being able to build and maintain relationships with other professionals and important organizations			X	
CT37 Being able to collect information from other people.			X	



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

### In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	60,00%	Oral and/or written tests employed in initial, training and/or summative student assessment.
R1, R2, R3, R4	10,00%	Presentation of practical activities.
R1, R2, R3, R4	20,00%	Attendance and active participation: lessons, group assignments and tutoring sessions. It will be monitored and registered by the teacher.
R2, R3, R4	10,00%	Oral presentation of assignments.

### Observations

#### Regular Assessment

This is the primary mode of assessment and will be applied under normal circumstances unless there are justified reasons preventing the student from attending classes in person or synchronously. A minimum of **40% in-person attendance is required for this assessment.**

Continuous assessment will be based on active participation in both theoretical and practical classes, submission of practical assignments, and oral presentations of projects.

The final assessment will consist of a multiple-choice exam on the subject matter specified by the instructor.

To pass the course, students must pass each component of the assessment system separately (attendance and active participation, practical assignments, and the final exam).

**Criteria for awarding "Honors":** Students must demonstrate excellence across all competencies and learning outcomes.

#### Alternative/Single Assessment

The single assessment is an exceptional option for students who, due to accredited and justified reasons, are unable to meet the minimum attendance requirement. Students wishing to request this option must submit a written request to the course instructor, who will respond in writing.

The alternative/single assessment system will be as follows:

- 60%** – Oral and/or written assessments adapted to online delivery, ensuring the achievement of learning outcomes and including initial, formative, and/or summative evaluations.
- 10%** – Submission of practical assignments, with flexibility in submission deadlines according to the student's evaluation process under this modality.
- 20%** – The component related to attendance and participation in synchronous communication



activities may be fulfilled through the submission and/or oral presentation of a project, as specified by the instructor.

- 10%** – Oral presentation of projects scheduled according to the alternative assessment timeline.

### Use of Artificial Intelligence

All use of AI tools must be explicitly declared in the submitted document (e.g., in a footnote or appendix). The declaration should include:

- The name of the tool,
- The purpose of its use (e.g., grammar checking, idea organization, drafting examples),
- The specific parts of the work where it was used.

Responsible use of AI will be assessed as part of the originality and academic integrity criteria.

### Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	75,00%	Final evaluation consisting of essay questions and hypothetical scenarios.
R1, R2, R3, R4	5,00%	Submitted tasks
R1, R2, R3, R4	20,00%	Attendance and participation in synchronic communication activities.

### Observations

#### Regular Assessment

This is the primary mode of assessment and will be applied under normal circumstances unless there are justified reasons preventing the student from attending classes in person or synchronously. A minimum of 40% in-person attendance is required for this assessment.

Continuous assessment will be based on active participation in both theoretical and practical classes, submission of practical assignments, and oral presentations of projects.

The final assessment will consist of a multiple-choice exam on the subject matter specified by the instructor.

To pass the course, students must pass each component of the assessment system separately (attendance and active participation, practical assignments, and the final exam).

**Criteria for awarding "Honors":** Students must demonstrate excellence across all competencies and learning outcomes.

#### Alternative/Single Assessment

The single assessment is an exceptional option for students who, due to accredited and justified reasons, are unable to meet the minimum attendance requirement. Students wishing to request this option must submit a written request to the course instructor, who will respond in writing.

The alternative/single assessment system will be as follows:

- 75%** – Final exam adapted for online delivery, ensuring the achievement of learning outcomes.
- 5%** – Submission of deliverable activities, with flexibility in deadlines according to the alternative assessment process.



·**20%** – The component related to attendance and participation in synchronous communication activities may be fulfilled through the submission and/or oral presentation of a project, as specified by the instructor.

#### Use of Artificial Intelligence

All use of AI tools must be explicitly declared in the submitted document (e.g., in a footnote or appendix). The declaration should include:

- The name of the tool,
- The purpose of its use (e.g., grammar checking, idea organization, drafting examples),
- The specific parts of the work where it was used.

Responsible use of AI will be assessed as part of the originality and academic integrity criteria .

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
<b>ON-CAMPUS CLASS</b> Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1	R1, R2, R3, R4	30,00	1,20
<b>PRACTICAL CLASSES</b> 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. M2	R2, R3, R4	15,00	0,60
<b>GROUP WORK EXHIBITION</b> Application of multidisciplinary knowledge. M2	R1, R2, R3, R4	8,00	0,32
<b>OFFICE ASSISTANCE</b> 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, R4	5,00	0,20
<b>ASSESSMENT</b> Set of oral and/or written tests used in initial, formative or additive assessment of the student. M7	R1, R2, R3, R4	2,00	0,08
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>



## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
<b>GROUP WORK</b> 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	R1, R2, R3, R4	30,00	1,20
<b>INDEPENDENT WORK</b> 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, R4	60,00	2,40
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>





## ON-LINE LEARNING

### SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Virtual session (distance learning) M11	R1, R2, R3, R4	25,00	1,00
Virtual practical session (distance learning) M12	R2, R3, R4	12,50	0,50
Seminar and virtual videoconference (distance learning) M13	R1, R2, R3, R4	3,00	0,12
In-person or virtual assessment (distance learning) M14	R1, R2, R3, R4	2,00	0,08
Individual tutoring sessions (distance learning) M16	R1, R2, R3, R4	7,50	0,30
Discussion forums (distance learning) M18	R1, R2, R3, R4	5,00	0,20
Continuous assessment activities (distance learning) M19	R1, R2, R3	5,00	0,20
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

### ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work activities (distance learning) M15	R1, R2, R3, R4	50,00	2,00
Teamwork (distance learning) M17	R1, R2, R3, R4	40,00	1,60
<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 1: FAMILY SYSTEM	The family as an evolutionary system; Family functioning.
Unit 2: FAMILY ORIENTATION	Functions of the family counselor and family intervention techniques; Family orientation strategies.
Unit 3: FAMILY MEDIATION.	Theoretical bases of mediation; Essential techniques in family mediation.

### Temporary organization of learning:

Block of content	Number of sessions	Hours
Unit 1: FAMILY SYSTEM	8,00	16,00
Unit 2: FAMILY ORIENTATION	16,00	32,00
Unit 3: FAMILY MEDIATION.	6,00	12,00



## References

### MAIN REFERENCES:

#### Spanish

- Ciscar E., Martínez C., Cánovas P., Sahuquillo P., Beyeback M., De Vega Saenz J. (2009). *Orientación Familiar*. Ed. Tirant Lo Blanch.
- Ríos González JA. (2014). *Manual de orientación y terapia familiar*. Ed. ACCI.
- De Bofarull (2013). *Fortalezas y competencias de la familia: Bases para la orientación y mediación familiar*. Barcelona. Ed: Instituto de Estudios Superiores de la Familia.
- Diego, R. y Guillén, C. (2012): *Mediación. Proceso, tácticas y técnicas*. Ed.: Pirámide. Madrid.

#### English:

- Gladding, Samuel T. (2015). *Family therapy: History, theory and practice*. Ed: Pearson
- Roberts, Marian. (2014): *Mediation in Family Disputes*. Ed: Ashgate.

### ADDITIONAL REFERENCES

- Aguilar, J.M. (2004): "Síndrome de Alienación Parental. Hijos manipulados por un cónyuge para odiar al otro". Ed. Almuzara. Córdoba.
- Bolaños Cartujo, I.: *Conflicto familiar y ruptura matrimonial: Aspectos psicolegales*. En *Psicología Jurídica de la familia*. Coordinador Juan Luís Marrero. Editorial Universidad-Empresa (UNED). Madrid, 1998.
- Bolaños Cartujo, I.: *La persona mediadora*. Material del Curso de Mediación Familiar. UIMP Valencia 2001.
- Boqué, M<sup>a</sup> C. (2002): *Guía de la Mediación Escolar*. Ed.: Octaedro. Barcelona.
- Dolto, Françoise (1989). *Cuando los padres se separan*. Barcelona, Paidós.
- Farré, S. (2004): *Gestión de conflictos: Taller de mediación*. Ed.: Ariel. Barcelona.
- Fernández, J.M. y Ortiz, M. (2010): *Los conflictos. Cómo desarrollar habilidades como mediador*. Ed.: Pirámide. Madrid.
- Freeman, J., Epston, D., & Lobovits, D. (2001). *Terapia narrativa para niños*. Barcelona: Editorial Paidós.
- Gladding S. (2015, Third edition). *Family Therapy: History, theory and practice*. Ed: Pearson
- Martínez, M; Alvarez, B. y Fernández, P. (2009): *Orientación Familiar. Contextos, evaluación e intervención*. Ed. Sanz Torres. Uned. Madrid.
- Haynes, J. (1995): *Fundamentos de la mediación familiar*. ED.: Gaia. Madrid.
- Haynes, J.M. y Haynes, G. (1997): *La mediación en el divorcio*. Editorial Granica. Barcelona.
- Hernández-Córdoba, Á. (1997). *Familia, ciclo vital y psicoterapia sistémica breve*. Editorial El Búho. Bogotá
- Herrero Romero, Pablo (2005): "¿Por qué riñen las parejas?". *Rev. Redes*. Diciembre 2005- Segunda Época – Número 15.
- López, S. y Escudero, V. (1997). "El conflicto de pareja y su repercusión en los hijos: Una



- revisión". Cuadernos de Terapia Familiar. Nº 35-36.
- Parkinson, L. (2005): *Mediación familiar. Teoría y práctica: principios y estrategias operativas*. Ed.: Gedisa. Barcelona.
  - Perrow, S. (2022). *101 cuentos sanadores*. Ed. Ing. Ediciones.
  - Pubill, M. J. (2018). *Herramientas de terapia familiar: Técnicas narrativo-experienciales para un enfoque sistémico integrador*. Ed. PAIDÓS.
  - Pimentel, R. (2013): *Resolución de conflictos. Técnicas de Mediación y Negociación*. Ed.: Plataforma Editorial. Barcelona.
  - Ramos, R. (2016). *Terapia narrativa con familias multiproblemáticas*. Ediciones Morata.
  - Ríos, J.A. (2005). *Los ciclos vitales en la familia y en la pareja*. Madrid.
  - Roberts, M. (2008). *Mediation in family disputes: Principles of practice*. Ed: Ashgate e-Book
  - Rodríguez, L. y Soto R. (1999): *La separación: otro cambio en el proceso vital de la persona*. Rev. Sistémica. Número 6-7.
  - Sandí, M. A. (2019). *Intervenciones psicoterapéuticas basadas en la teoría del apego*. *Revista Cúpula*, 33(1), 33-53.
  - Silva, Irene "La Técnica de la Entrevista de Juego en la Clínica Infantil". *Informació Psicològica* núm.80. Pág.60-63.
  - Soleto, H.; Carretero, E. y Ruiz C. (2013): *Mediación y resolución de conflictos: Técnicas y ámbitos*. Ed.: Tecnos. Madrid.
  - Velasco, M y cols (2004 ): *Duelo y esperanza en la separación o divorcio: los grupos de auto-ayuda*. Rev. Mosaico. Tercer cuatrimestre, número 30.
  - Verbitz, T. (2012). *Psicopatología de la vida amorosa*. Ed. Herder.