



## Information about the subject

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

**Faculty:** Faculty of Psychology

**Code:** 292038 **Name:** -Psychology, Grieving and Palliative Care

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

**Module:** OPTIONAL ITINERARY 1: CLINICAL AND HEALTH PSYCHOLOGY

**Subject Matter:** CLINICAL AND HEALTH PSYCHOLOGY **Type:** Elective

**Field of knowledge:** Health Sciences

**Department:** -

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

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

**Lecturer/-s:**

OPP19 Blanca Gallego Hernández De Tejada (**Responsible Lecturer**)

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## Module organization

### OPTIONAL ITINERARY 1: CLINICAL AND HEALTH PSYCHOLOGY

Subject Matter	ECTS	Subject	ECTS	Year/semester
CLINICAL AND HEALTH PSYCHOLOGY	54,00	-Disorders of Eating Behavior	6,00	3, 4/1
		Family and Aid to Dependency	6,00	2/1
		-Health Psychology	6,00	3, 4/1
		-Legal Psychology	6,00	4/1
		Mediation and familiar orientation	6,00	3, 4/1
		-Prevention and Treatment of Addictive Behavior	6,00	3/1
		-Psychology, Grieving and Palliative Care	6,00	4/1
		-Psychopharmacology	6,00	4/1
		Sleeping disorders	6,00	4/1

## Recommended knowledge

Not required

## Prerequisites



The student must take 24 credits of itinerary 1 clinical and health psychology and 6 credits of 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 area of Clinical Psychology and Health Psychology.
- R2 Being able to design psychological prevention plans in the different contexts of the health field.
- R3 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):

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
CE4 Analyzing and measuring variables (personality, intelligence and other aptitudes) and cognitive, emotional, psychobiological and behavioral processes .		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			
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







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	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.
R2, R3	20,00%	Attendance and active participation: lessons, group assignments and tutoring sessions. It will be monitored and registered by the teacher.
R1, R3	10,00%	Oral presentation of assignments.

### Observations

In order to pass the subject, 100% of the practices must be attended.

### Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
	75,00%	Final evaluation consisting of essay questions and hypothetical scenarios.
	5,00%	Submitted tasks
	0,00%	Periodical assessment through questionnaires
	20,00%	Attendance and participation in synchronic communication activities.

### Observations

In order to pass the subject, 100% of the practicals must be carried out.



## 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. M2, M3, M6, M7, M8	R1, R2, R3	27,00	1,08
<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, M4, M9	R1, R2, R3	19,00	0,76
<b>SEMINAR</b> Supervised monographic sessions with shared participation. M3	R1	2,00	0,08
<b>GROUP WORK EXHIBITION</b> Application of multidisciplinary knowledge. M2, M4, M6, M8	R2, R3	3,00	0,12
<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	R3	7,00	0,28
<b>ASSESSMENT</b> Set of oral and/or written tests used in initial, formative or additive assessment of the student. M7	R1, R3	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 M2	R1, R2, R3	50,00	2,00
<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. M2, M3	R1, R2, R3	40,00	1,60
<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, M12, M13, M18	R1, R2, R3	27,00	1,08
Virtual practical session (distance learning) M12, M15, M18, M19	R1, R3	19,00	0,76
Seminar and virtual videoconference (distance learning) M11	R1, R3	2,00	0,08
In-person or virtual assessment (distance learning) M14, M19	R1, R3	3,00	0,12
Individual tutoring sessions (distance learning) M16	R1, R2, R3	7,00	0,28
Discussion forums (distance learning) M12, M17	R1, R2, R3	1,00	0,04
Continuous assessment activities (distance learning) M12, M14, M15	R1, R2, R3	1,00	0,04
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

### ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work activities (distance learning) M15, M16	R1, R2, R3	50,00	2,00
Teamwork (distance learning) M12, M18	R1, R2, R3	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
INTRODUCTION.	Death concept. The disease as a threat. Pain and suffering. Role of the psychologist in palliative care.
COMMUNICATION SURROUNDING GRIEF	Skills, communication around the terminal patient and patient in mourning. Communicate the bad news.
ACCOMPANIMENT	Aspectos básicos de la relación de ayuda. Miedos y reacciones. Etapas tras el diagnóstico de enfermedad terminal. La familia del paciente terminal. Acompañamiento al final de la vida.

### Temporary organization of learning:

Block of content	Number of sessions	Hours
INTRODUCTION.	10,00	20,00
COMMUNICATION SURROUNDING GRIEF	10,00	20,00
ACCOMPANIMENT	10,00	20,00



## References

- Bermejo, J.C. (2005) Estoy en duelo. Madrid: PPC
- Bayés, R. (2001) Psicología del Sufrimiento y de la Muerte. Barcelona: Martínez Roca.
- Didion, J., & Bonet, P. (2019). El año del pensamiento mágico (edición ilustrada). Literatura Random House.
- García Alandete y Gallego Pérez (coords) (2009) Adversidad, sentido y resiliencia. Logoterapia y afrontamiento en situaciones límite. Valencia: EDICEP.
- Gómez Sancho, M. (1998) Cómo comunicar las malas noticias en medicina. Madrid: Arán.
- Frankl, V. (1979) El hombre en busca de sentido. Barcelona: Herder.
- Kübler-Ross, E. (1987) La muerte: un amanecer. Barcelona: Luciérnaga.
- Tolstoi, L. (2014). La muerte de Iván Ilich. e-artnow.
- Vigan, D. (2012). Nada se opone a la noche. Barcelona: Anagrama.
- Worden, W. (1997) El tratamiento del duelo: Asesoramiento psicológico y terapia. Barcelona: Paidós.



## 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: