



Information about the subject

Degree: Official Master's Degree in the Relationship of Aid and Counselling

Faculty: Faculty of Psychology

Code: 1420004 **Name:** Analysis of Cases

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

Module: MODULE 3: APPLICATION OF THE RELATIONSHIP COUNSELLING AND SUPPORT

Subject Matter: 3.1 Analysis of cases **Type:** Compulsory

Department:

Type of learning: Online

Languages in which it is taught: Spanish

Lecturer/-s:



Module organization

MODULE 3: APPLICATION OF THE RELATIONSHIP COUNSELLING AND

SUPPORT

Subject Matter	ECTS	Subject	ECTS	Year/semester
3.1 Analysis of cases	6,00	Analysis of Cases	6,00	1/1
3.2 External practice	6,00	External Practice Period	6,00	1/2

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 The student identifies the intervention styles presented in the proposed cases.
- R2 The student develops improvement proposals to the cases presented according to the aid relationship model.
- R3 The student recognizes the attitudes of the help relationship in the case presented.
- R4 The student is able to transcribe real cases and analyze them in order to identify the style of intervention used.
- R5 The student analyzes correctly the proposed cases.



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
CB7	To be able to apply the acquired knowledges and the ability of problems resolution in new environments inside wider contexts (or multidisciplinary contexts).				X
CB8	To be able to integrate different knowledges in order to face the complexity of making judgments from incomplete or limited information, that includes reflections about social and ethical responsibilities related to their knowledges and judgements.				X
GENERAL		Weighting			
		1	2	3	4
CG3	Design creatively intervention and research projects, helping to expand the frontiers of knowledge of the relationship of help and counseling.		X		
CG7	Develop new knowledge and techniques Relationship Counselling help and suitable for intervention.				X
CG8	Mastering the skills and techniques and social skills necessary to foster a climate that facilitates the relationship, and that is participatory and promoter of change in crisis.				X
CG11	Integrate efficient attitudes and skills for collaborative and team work towards synergy and to promote the learning of all those involved in the aid relationship.				X
SPECIFIC		Weighting			
		1	2	3	4



CE2	Apply the characteristics of the helping relationship techniques, integrating attitudes assistant or counselor for different contexts of exclusion.				X
CE4	Promote the person who aids, strategies for self-help and learning in situations of adversity .			X	
CE9	Develop attitudes and skills effective for intervention with groups of people within the helping relationship.				X

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5	10,00%	Attendance and participation in the activities of synchronous communication.
R1, R2, R3, R4, R5	90,00%	Making deliverables activities.

Observations

Learning activities

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

M5	Individual attention to resolve doubts and orientation of the learning process.
M6	Transcription of interviews and discussion in the forum.
M11	Colloquia on presented cases.
M12	Viewing interviews and individual and group conducting analysis.



- M13 Analysis of real cases and groups discussion.
- M14 Recording of student interviews and group or individual analysis.
- M15 Assessment tests.



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
SYNCHRONOUS VIRTUAL SESSION: Content exposure by the teacher. M11, M12, M13, M14	R1, R2, R3, R4, R5	18,00	0,72
PRACTICAL SYNCHRONOUS VIRTUAL SESSION: Group work sessions through chat moderated by the teacher. M6, M11, M12, M13, M14	R1, R2, R3, R4, R5	18,00	0,72
SYNCHRONOUS VIRTUAL VIDEO CONFERENCE AND SEMINAR: Monographic sessions throughout the course, oriented to current aspects and applications of the subject. M11, M13	R2, R5	3,00	0,12
SYNCHRONOUS INDIVIDUAL OR GROUP TUTORIES: Individual attention for monitoring and orientation of the learning process, carried out by a tutor in order to review and discuss the materials and topics, seminars, readings, works, etc. M5, M13	R1, R2, R3, R4, R5	24,00	0,96
TOTAL		63,00	2,52



ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
INDIVIDUAL WORK ACTIVITIES: Preparation of topics on the materials presented for discussion or delivery in electronic format. M6, M11, M12, M14, M15	R1, R2, R3, R4, R5	60,00	2,40
GROUP WORK: Group preparation of readings, essays, problem solving, seminars, papers, memories, etc. for discussion or delivery. M6, M11, M12, M14	R1, R2, R3, R4, R5	20,00	0,80
DISCUSSION FORUMS: Participation and contributions to discussion forums related to the subject, moderated by the teacher of the subject. M6, M11, M13	R1, R2, R3, R4, R5	7,00	0,28
TOTAL		87,00	3,48

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
LESSON 11: CASE ANALYSIS	<ul style="list-style-type: none">· Personal Development counselor in the context of aid effectiveness· Self-awareness exercises aimed at personal exploration helper· Analysis of praxis itself on intervention in cases of various types· Analysis of interviews counselor in different areas· Accompanying case management and expert feedback· Monitoring the application of techniques from the counselor
SEMINAR CARE AND DIALOGUE:	<ul style="list-style-type: none">· Ethics of dialogue in the aid relationship.



Temporary organization of learning:

Block of content	Number of sessions	Hours
LESSON 11: CASE ANALYSIS	30,00	60,00
SEMINAR CARE AND DIALOGUE:	1,50	3,00

References

Basic Bibliography

eText of the subject, by Ernolando Parra and Marisa Magaña, accessible in the Virtual Classroom.

Complementary Bibliography

Higuera Bermejo, J.C. y Martínez Cuevas, Ana (1998): Relación de ayuda, acción social y marginación. Santander, Salt Terrae.

Bermejo, J.C. (2011): Introducción al counselling. Santander, Salt Terrae.

Costa, M., López, E (2003) Consejo Psicológico, Madrid, Síntesis.

Dietrich, G. (1986) Psicología general del counselling. Barcelona, Herder.

Higuera Bermejo, J.C. (2004): La relación de ayuda a la persona mayor. Santander, Salt Terrae.

Higuera Bermejo, J.C. y Maza Carabias, Rosa (1998): Relación de ayuda y enfermería.

Santander, Salt Terrae.

Higuera Bermejo, J.C. y Ribot, Pere (2007): La relación de ayuda en el ámbito educativo.

Santander, Salt Terrae.

Madrid Soriano, J. (2005) Los procesos de la relación de ayuda. Bilbao, Desclée de Brouwer.

Magaña Loarte, M. y Higuera Bermejo, J.C. (2013): Modelo Humanizar de intervención en duelo. Santander, Salt Terrae.

Okun, B. (2001) Ayudar de forma efectiva. Barcelona, Paidós.

Patterson, C.H. (1974) Teorías del counselling y psicoterapia. Bilbao, Desclée de Brouwer.



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:



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: