



Information about the subject

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

Faculty: Faculty of Psychology

Code: 1420006 **Name:** Intervention Strategies in Grieving Processes

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

Module: MODULE 4. CRISIS INTERVENTION AND RESILIENCE

Subject Matter: 4.2. Intervention strategies in grieving process **Type:** Compulsory

Department:

Type of learning: Online

Languages in which it is taught: Spanish

Lecturer/-s:



Module organization

MODULE 4. CRISIS INTERVENTION AND RESILIENCE

Subject Matter	ECTS	Subject	ECTS	Year/semester
4.1. Crisis intervention	3,00	Crisis Intervention	3,00	1/1
4.2. Intervention strategies in grieving process	6,00	Intervention Strategies in Grieving Processes	6,00	1/1
4.3 Resilience	3,00	Resilience	3,00	1/1

Recommended knowledge

Not required. The teaching of this course is online. As specified in the section on Teaching Methodology of this guide, it is interactive teaching mediated primarily audiovisual resources.

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 types of grief.
- R2 The student manages his own feelings regarding the loss experience of his personal biography.
- R3 The student selects the skills of the helping relationship to the grieving person needs for effective help.
- R4 The student identifies the particular characteristics of grief in different groups: children, adolescents, immigrants, etc.
- R5 The student is able to define what strategies to accompany grieving processes in mutual aid groups.



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
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
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	
CE3	Distinguish the limits of the aid relationship and key criteria for pointing out the need for further assistance strategies.				X
CE4	Promote the person who aids, strategies for self-help and learning in situations of adversity .				X
CE6	Differentiate the different situations of mourning relationship developing strategies for specific support.			X	



CE12 Apply Emotional Intelligence and assertive communication in contexts of complexity.

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	80,00%	Making deliverables activities.
R1, R2, R3, R4, R5	10,00%	Ongoing assessments using multiple choice questions.
	0,00%	Continuous evaluations with questions of development, deepening, introspection, self-knowledge or practical cases.

Observations

Learning activities

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

- M1 Content exposure by the teacher.
- M2 Preparation of topics on presented materials: readings, viewing of films or documentaries.
- M3 Introspection exercises.
- M4 Realization of deepening exercises and analysis.



M5 Individual attention to resolve doubts and orientation of the learning process.



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
SYNCHRONOUS VIRTUAL SESSION: Content exposure by the teacher. M1, M2	R1, R2, R3	18,00	0,72
PRACTICAL SYNCHRONOUS VIRTUAL SESSION: Group work sessions through chat moderated by the teacher. M1, M3, M4	R1, R2, R3, R4	18,00	0,72
SYNCHRONOUS VIRTUAL VIDEO CONFERENCE AND SEMINAR: Monographic sessions throughout the course, oriented to current aspects and applications of the subject. M1, M2	R1, R2, R3, R4	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. M1, M2, M3, M4	R1, R2, R3, R4	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. M1, M2, M3, M4	R1, R2, R3, R4	60,00	2,40
GROUP WORK: Group preparation of readings, essays, problem solving, seminars, papers, memories, etc. for discussion or delivery. M1, M2, M3, M4	R1, R2, R3, R4	20,00	0,80
DISCUSSION FORUMS: Participation and contributions to discussion forums related to the subject, moderated by the teacher of the subject. M1, M2, M3, M4	R1, R2, R3, R4	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 15: GRIEF AND TYPES OF DUEL	<ul style="list-style-type: none">·Concept of grief·Attachment theory·The grief process·Tasks of grief·Mediators of grief·Normal grief and complicated grief·Types of losses and elaboration of grief·Myths about grief
LESSON 16: INTERPRETIVE MODELS OF GRIEF	<ul style="list-style-type: none">·Models of mourning as illness·Biological models·Psychodynamic models·Cognitive Models·Models life crisis·Phenomenological models and existentialists
LESSON 17: THE COMPLICATED GRIEF	<ul style="list-style-type: none">·Complicated grief·Which is sadness·Types of losses and processing of grief
LESSON 18: INTERVENTION IN SPECIFIC SITUATIONS	<ul style="list-style-type: none">·Traumatic grief·Which are the emotions·What is stress·Posttraumatic stress·Development and maintenance of PTS·Posttraumatic stress symptoms·Early intervention: the role of the Counsellor·the impact of social distance·Suicide·Misconceptions about suicide·Warning signs



LESSON 19: CHILDREN AND MOURNING

- Clinical characteristics of the grieving child
- Bereavement and psychopathology in children
- Diagnosis of pathological bereavement according to official manuals (dsm5). Persistent complex mourning.
- Differential Diagnosis: Childhood Depression, Destructive Mood Deregulation Disorder, Defiant Negativity Disorder
- Psychotherapeutic intervention in the grieving process in children and adolescents

LESSON 19: SPIRITUALITY AND MOURNING

- Bless you. Spirituality. Spiritual intelligence
- Religious dimension and spiritual dimension. Spirituality. Religious spirituality
- Spiritual needs
- Spirituality, Grief and Psychology. Other duels.
- Constructivist models
- Spirituality in mourning. Hope in grief

SEMINAR: Anthropological and cultural dimension of mourning

- The treatment of the deceased as an anthropological issue inherent to hominization.
- Cultural and historical evolution of death rites
- Exposing the rites of treatment of the deceased as elements of the culture of each place.
- To interpret the rites as part of the elaboration of the mourning



Temporary organization of learning:

Block of content	Number of sessions	Hours
LESSON 15: GRIEF AND TYPES OF DUEL	5,00	10,00
LESSON 16: INTERPRETIVE MODELS OF GRIEF	5,00	10,00
LESSON 17: THE COMPLICATED GRIEF	5,00	10,00
LESSON 18: INTERVENTION IN SPECIFIC SITUATIONS	5,00	10,00
LESSON 19: CHILDREN AND MOURNING	5,00	10,00
LESSON 19: SPIRITUALITY AND MOURNING	5,00	10,00
SEMINAR: Anthropological and cultural dimension of mourning	1,50	3,00



References

Basic Bibliography:

Text of the subject, prepared by Dr. Ms. Esperanza Collado Dongil accessible on the Virtual Classroom.

Text of the subject, prepared by Dr. Ms. Worship-Reyes Moliner Albero accessible on the Virtual Classroom.

Complementary Bibliography:

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- Lozano, L. M., & Chaskel, R. El diagnóstico y manejo del duelo en niños y adolescentes en la práctica pediátrica. Reconocimiento y manejo. CCAP. 8(3): 19-31. Disponible en: http://www.scp.com.co/precop/precop_files/modulo_8_vin_3/Dx_y_manejo_duelo_ninos.pdf
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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:

The teaching of this course is online. Not affected by a new alarm state.



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
E1. Attendance and participation in the activities of synchronous communication	10	Not necessary	Blackboard
E2. Making deliverables activities	80	Not necessary	Blackboard
E3. Ongoing assessments using multiple choice questions	10	Not necessary	Blackboard

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System:

In the event of a new state of alarm, the evaluation will be the same since the degree is taught online.