

COURSE GUIDE

4.2 Intervention strategies grieving process

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**MASTER IN RESPECT OF SUPPORT AND
COUNSELLING**

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PRELIMINARY REMARKS:

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.

1.-DATA OF THE SUBJECT

TITLE: Intervention strategies grieving process	6 ECTS
NAME OF MODULE: INTERVENCIÓN EN CRISIS Y RESILIENCIA	6 ECTS
CHARACTER COMPULSORY – ON-LINE	CURSE: 2017-18 SEMESTER: 1º
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2.- SUMMARY OF THE SUBJECT

This subject is addressed in general, strategies of intervention in the processes of grief.

The knowledge and skills that students should acquire to identify any kind of duel and to relate it to the relevant theoretical models are included in items 15 and 16.

In items 17 and 18, deepens in the application of counselling to the accompaniment to people living a process of mourning. It will serve, both the different cases that can complicate this process, different strategies on which it can support the intervention.

In issue 19, demonstrations and, on the other hand, are addressed, on the one hand, the clinical features of grief in children and adolescents, therapeutic interventions in this population.

In issue 20, it will deepen the relationship between spirituality and grief, and the role of it in the management of the duel.

CONTENTS

Exploration of the concept of mourning and the different types of "loss" and "duel processes" that a person can suffer.

Attitudes, techniques and skills to support and care for people in duel of different typology

1. Theoretical and anthropological framework of the duel
2. The duel Neuropsychological bases

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3. Explanatory models for the phenomenon of the duel.

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3.- COMPETENCIES TO BE ACQUIRED BY THE STUDENT

Basics competencies [BC]
<p>CB7 - To be able to apply the acquired knowledges and the ability of problems resolution in new environments inside wider contexts (or multidisciplinary contexts).</p> <p>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.</p>
General competencies [GC]
<p>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</p>
Specific Competencies [SC]
<p>CE2 - Apply the characteristics of the helping relationship techniques, integrating attitudes assistant or counselor for different contexts of exclusion.</p> <p>CE3 - Distinguish the limits of the aid relationship and key criteria for pointing out the need for further assistance strategies.</p> <p>CE4 - promote the person who aids, strategies for self-help and learning in situations of adversity</p> <p>CE6 - Differentiate the different situations of mourning relationship developing strategies for specific support</p> <p>CE12 - Apply Emotional Intelligence and assertive communication in contexts of complexity</p>

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Learning outcomes	COMPETENCIES
RA1. The student understands the concept of emotional intelligence.	CG8, CE3, CE4,CE6,
RA2. The student identifies the elements of emotional intelligence	CG8, CE3, CE4,CE6, CE12
RA3. The student makes an assertive expression of their thoughts and feelings.	CG8,CE2,CE3, CE4,CE6,
RA4. The student identifies the emotions that come into play in the relationship and recognizes its importance in the process.	CB7, CB8, CG8,CE2, CE3, CE4,CE6,
RA5. The student identifies the criteria for applying the Relationship Counselling and support in the geriatric field.	CB7, CB8, CG8,CE2, CE3, CE4,CE6,

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4.- METHODOLOGY

E-PRESENCIAL / ONLINE WORK TRAINING ACTIVITIES			
ACTIVITY	TEACHING METHODOLOGY LEARNING	Relationship with learning outcomes	ECTS
MASTER CLASSES	<p>a) With the real-time participation of students: Synchronous learning (in principle this means that both students and teachers are simultaneously connected through their respective computers) using multimedia resources via interactive web conferencing. Synchronous learning has the obvious advantage of providing immediate access and feedback from the lecturer. Although the activity is synchronous, the webinar is recorded and stored in the Virtual Classroom and therefore can be watched 24 hours a day, 365 days a year.</p> <p>b) Asynchronous learning using videotaped lectures by the lecturer or an invited expert.</p>	RA1, RA2, RA3, RA4, RA5	1.2
WORKSHOPS (GUIDED ACTIVITIES EXCEPT SEMINARS)	<p>METHODOLOGY OF TEACHING AND LEARNING: Synchronous learning (teaching that, in principle, requires that students and teachers are simultaneously at their respective computers) using multimedia resources via interactive web conferencing.</p> <p>The main objective of these practical classes is to help achieve a deep understanding of the theories and</p>	RA1, RA2, RA3, RA4, RA5	1

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	<p>concepts presented in lectures.</p> <p>Although the activity is synchronous, the webinar is recorded and stored in the Virtual Classroom and therefore can be watched 24 hours a day, 365 days a year.</p>		
(INDIVIDUAL OR GROUP) TUTORIALS	<p>METHODOLOGY OF TEACHING AND LEARNING: Individual interview via skype and virtual group interactions via web conferencing:</p> <p>a) For the analysis of the literature;</p> <p>b) For the reparation of assessments;</p> <p>c) For the monitoring of the course progress</p>		0.6
AUTONOMOUS TRAINING ACTIVITIES			
ACTIVIDAD	TEACHING METHODOLOGY LEARNING	Relationship with learning outcomes	ECTS
STUDY, TASK PREPARATION AND TESTING.	<p>Autonomous work: Student study of the proposed bibliography.</p> <p>Preparation of required tasks: reading, text analysis, case study, preparation of tests, realization of memories, etc.</p> <p>Work done on the university platform.</p> <p>Autonomous search of data in libraries, on the Internet, etc.</p>	RA1, RA2, RA3, RA4, RA5	3.2
COMPETITION ACQUISITION EVALUATION SYSTEM AND QUALIFICATION SYSTEM			
EVALUATION INSTRUMENT	LEARNING RESULTS EVALUATED	PERCENTAGE MAXIMUM GRANTED	
E1. Attendance and participation in the activities of synchronous communication	RA1, RA2, RA3, RA4, RA5	10%	
E2. Making deliverables activities	RA1, RA2, RA3, RA4, RA5	80%	
E3. Ongoing assessments using multiple choice questions	RA1, RA2, RA3, RA4, RA5	10%	
TOTAL		100%	

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5.- DESCRIPTION OF CONTENTS

CONTENTS	COMPETENCIES
<p>LESSON 15: THAT IS THE GRIEF AND TYPES OF MOURNING</p> <ul style="list-style-type: none"> - Concept of due - Attachment theory - The grief process - Tasks of mourning - Mediators of mourning - Normal Grief and complicated grief - Types of losses and elaboration of mourning - Myths about grief 	<p>CE2, CE3, CE4, CE6, CE12, CB7, CB8, CG8</p>
<p>LESSON 16: INTERPRETIVE MODELS OF GRIEF</p> <ul style="list-style-type: none"> - Models of mourning as illness - Biological models - Psychodynamic models - Cognitive Models - Models life crisis - Phenomenological models and existentialists 	<p>CE2, CE3, CE4, CE6, CE12, CB7, CB8, CG8</p>
<p>LESSON 17: THE COMPLICATED GRIEF</p>	<p>CE2, CE3, CE4, CE6, CE12, CB7, CB8, CG8</p>
<p>LESSON 18: INTERVENTION IN SPECIFIC SITUATIONS</p> <ul style="list-style-type: none"> - Intervention mutual aid groups - Anticipatory grief: patients in advanced stage 	<p>CE2, CE3, CE4, CE6, CE12, CB7, CB8, CG8</p>

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LESSON 19: CHILDREN AND MOURNING	CE2, CE3, CE4, CE6, CE12, CB7, CB8, CG8
LESSON 20: SPIRITUALITY AND MOURNING	CE2, CE3, CE4, CE6, CE12, CB7, CB8, CG8
SEMINARY	

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6.- TEMPORARY ORGANIZATION

<p>LESSON 15: THAT IS THE GRIEF AND TYPES OF MOURNING</p> <ul style="list-style-type: none"> - Concept of due - Attachment theory - The grief process - Tasks of mourning - Mediators of mourning - Normal Grief and complicated grief - Types of losses and elaboration of mourning - Myths about grief 	4 and 5 of February
<p>LESSON 16: INTERPRETIVE MODELS OF GRIEF</p> <ul style="list-style-type: none"> - Models of mourning as illness - Biological models - Psychodynamic models - Cognitive Models - Models life crisis - Phenomenological models and existentialists 	6 and 7 of February
<p>LESSON 17: THE COMPLICATED GRIEF</p>	11 and 12 and February
<p>LESSON 18: INTERVENTION IN SPECIFIC SITUATIONS</p> <ul style="list-style-type: none"> - Intervention mutual aid groups - Anticipatory grief: patients in advanced stage 	13 and 14 of February
<p>LESSON 19: CHILDREN AND MOURNING</p>	18 and 19 of February
<p>LESSON 20: SPIRITUALITY AND MOURNING</p>	20 and 21 of February
<p>SEMINARY</p>	25 of February

7.- REFERENCE BIBLIOGRAPHY

7.1.- 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.

7.2.- Complementary Bibliography

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