



## Information about the subject

**Degree:** Bachelor of Science Degree in Nursing

**Faculty:** Faculty of Medicine and Health Sciences

**Code:** 1211107 **Name:** Psychology of Care

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

**Module:** Common basic training

**Subject Matter:** Psychology **Type:** Basic Formation

**Field of knowledge:** Health sciences

**Department:** Nursing

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

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

### Lecturer/-s:

1211A	<u>Marta Botella Navas</u> (Responsible Lecturer)	marta.botella@ucv.es
1211B	<u>Marta Botella Navas</u> (Responsible Lecturer)	marta.botella@ucv.es
1211C	<u>Marta Botella Navas</u> (Responsible Lecturer)	marta.botella@ucv.es
1211E	<u>David Sancho Cantus</u> (Responsible Lecturer)	david.sancho@ucv.es
	<u>Laura Cubero Plazas</u>	laura.cubero@ucv.es
1211F	<u>Laura Cubero Plazas</u> (Responsible Lecturer)	laura.cubero@ucv.es
	<u>David Sancho Cantus</u>	david.sancho@ucv.es



## Module organization

### Common basic training

Subject Matter	ECTS	Subject	ECTS	Year/semester
Anatomy	6,00	Human and Functional Anatomy	6,00	1/1
Physiology	12,00	Human Physiology	6,00	1/2
		Physiopathology	6,00	2/1
Biochemistry	6,00	Clinical Biochemistry	6,00	1/1
Biostatistic	6,00	Biostatistics and Research Methodology	6,00	1/2
Psychology	6,00	Psychology of Care	6,00	1/1
Pharmacology	6,00	Pharmacology	6,00	2/1
Nutrition	6,00	Nutrition and Dietetics	6,00	2/1
ICT	4,50	ICT	4,50	This elective is not offered in the academic year 24/25
English	6,00	English	6,00	1/2
Life support	6,00	Emergency Care and Life Support	6,00	4/1



## 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 To individualize care considering age, gender, cultural differences, ethnic group, beliefs, and values.
- R2 To identify the psychosocial responses of individuals to different health situations (particularly illness and suffering), selecting appropriate actions to provide assistance.
- R3 To identify psychological problems resulting from different types of violence.
- R4 To establish an empathetic and respectful relationship with the patient and their family, in line with the individual's situation, health issue, and stage of development.
- R5 To use strategies and skills that enable effective communication with patients, families, and social groups, as well as the expression of concerns and interests.
- R6 To convey information, ideas, problems, and solutions to the class-group.



## 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
CB1	Students have demonstrated possession and understanding of knowledge in an area of study that is at the core of general secondary education, and is often at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.			X	
CB2	Students are able to apply their knowledge to their work or vocation in a professional way and possess the skills usually demonstrated by developing and defending arguments and solving problems within their area of study.				X
CB3	Students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant social, scientific or ethical issues.			X	
CB4	That students can convey information, ideas, problems and solutions to both specialized and non-specialized audiences.				X
CB5	Students have developed those learning skills necessary to undertake further study with a high degree of autonomy.				X

GENERAL		Weighting			
		1	2	3	4
4	To understand the interactive behaviour of the person regarding gender, group or community within a social and multicultural context.				X
6	To base interventions in nursing on scientific evidence and on the available means.				X
7	To understand people without prejudices, taking into account their physical, psychological, and social aspects, as independent and autonomous individuals, ensuring respect for their opinions, beliefs or values, always guaranteeing their right to privacy through professional confidentiality and secrecy.				X



9 To promote healthy life spans, to promote taking care of each person by themselves and support the maintenance of preventive and therapeutic measures.

X

11 To establish efficient communication with patients, family, social groups, and companions to promote education for health.

X

## SPECIFIC

## Weighting

1 2 3 4

11b 11. To identify psychosocial answers to questions of persons facing different health situations (in particular, disease and suffering) selecting the most adequate actions to give help.

X

12b To establish an empathic relationship with the patient and family in agreement with the situation of each person, each health problem, and each stage in their development.

X

13b To use strategies and abilities to allow an effective communication with patients, families, and social groups as well as an expression of their worries and interests.

X

15b To know and identify physiological and physical problems derived from gender violence and to train the students in prevention, early detection, assistance, and rehabilitation of victims of this form of violence.

X



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

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R5	70,00%	Theoretical written exams
R1, R2, R3, R4, R5, R6	30,00%	Practical tests and works

### Observations

In order to pass the course it will be necessary to pass the exam and assignments.

- Theoretical exam (70%): will be a multiple-choice exam with objective multiple-choice questions, both on the theoretical content of the subject and applied to a clinical case.

- Practical tests and assignments (30%): Active participation in these activities may be assessed.

The teacher will explain this section in detail to the students, as well as how to evaluate it.

Misspellings, grammatical inconsistencies and "sms" language to appear in exams or other assessment tools, entail the loss of 10% of the rating for the exercise.

Students who benefit from an Erasmus, Mundus, etc. scholarships must pass the exam just like the rest of students. The teamwork proposed may be individually carried out, and the marks for attendance and participation may be substituted by participation in virtual workshops. It is compulsory to inform the teacher about the situation and place of scholarship.

DEVELOPMENT OF THE SUBJECT IN SECOND AND SUCCESSIVE ENROLMENTS: There will be a special group for students who are not enrolling for the first time. The professor in charge of this group will contact the students through the virtual campus, and he/she will indicate the days and times of the corresponding sessions.

In order to pass the course, it will be necessary to pass the exam and assignments.

- The exam (100%) will consist of multiple-choice objective test questions, both on the theoretical content of the course and applied to a clinical case and a practical evaluation regarding the block of social skills and communication.



## MENTION OF DISTINCTION:

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 Exposition of contents by the teacher, analysis of competencies, explanation and demonstration of abilities, skills and knowledge in the classroom.
- M2 Group work sessions supervised by the teacher. Case study, diagnostic analysis, problems, field study, computer room, visits, data search, libraries, network, Internet, etc. Significant construction of knowledge through student interaction and activity.
- M3 Supervised monographic sessions with shared participation.
- M6 Personalized attention and in small groups. Period of instruction and/or orientation carried out by a tutor with the objective of reviewing and discussing the materials and topics presented in the classes, seminars, readings, completion of assignments, etc.
- M7 Set of oral and/or written tests used in the initial, formative or summative evaluation of the student.
- M8 Student study: Individual preparation of readings, essays, problem solving, seminars, papers, memoirs, etc. To expose or deliver in the theoretical classes, practical classes and/or small group tutorials. Work done on the university platform ([www.plataforma.ucv.es](http://www.plataforma.ucv.es)).
- M9 Group preparation of readings, essays, problem solving, papers, memoirs, etc. To present or deliver in the theoretical classes, practical classes, seminars and/or small group tutorials. Work done on the university platform ([www.plataforma.ucv.es](http://www.plataforma.ucv.es)).



M11 An oral presentation through an argumentative and dialogic discourse of information, ideas, problems, and solutions to specialised and non-specialized audience.

## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
In-campus interactive lecture M1	R1, R2, R6	35,00	1,40
Practice Classes M2	R1, R2, R4, R5, R6	17,00	0,68
Seminar M3	R1, R3	2,00	0,08
Exhibition of group works M11	R6	2,00	0,08
Tutorial M6	R1, R2, R3, R4, R5	2,00	0,08
Evaluation M7	R1, R2, R3, R4, R5, R6	2,00	0,08
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Student's self-employment M8	R1, R2, R3, R4, R5	60,00	2,40
Group work M9	R1, R2, R3, R4, R5, R6	30,00	1,20
<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: COUNSELLING.	<ul style="list-style-type: none"><li>·Counselling: communication and nurse-patient relationship.</li><li>·Social skills: active listening, empathy, assertiveness, compassion.</li><li>·Cognitive restructuring techniques. Coping techniques.</li></ul>
UNIT 2. PSYCHOLOGY AS A SCIENCE AND THE BASIS OF HUMAN BEHAVIOR.	<ul style="list-style-type: none"><li>·Basic fundamentals of human psychology.</li><li>·Basic psychological processes.</li><li>·Personality psychology.</li><li>·Social psychology.</li><li>·Life-span developmental psychology.</li><li>·Violence towards persons.</li></ul>
UNIT 3: PSYCHOLOGY APPLIED TO HEALTH.	<ul style="list-style-type: none"><li>·The approach to care from a biopsychosocial perspective.</li><li>·Psychological aspects of the sick person in the different stages of life and their psychosocial care.</li><li>·Caring for the caregiver.</li></ul>



## Temporary organization of learning:

Block of content	Number of sessions	Hours
UNIT 1: COUNSELLING.	14,00	28,00
UNIT 2. PSYCHOLOGY AS A SCIENCE AND THE BASIS OF HUMAN BEHAVIOR.	3,00	6,00
UNIT 3: PSYCHOLOGY APPLIED TO HEALTH.	13,00	26,00



## References

### UNIT 1. Counselling.

Bermejo JC . El arte de sanar a las personas. Salterrae;2013.

Roca E . Cómo mejorar tus habilidades sociales. Programa de asertividad, autoestima e inteligencia emocional.ACDE;2015.

Ruiz Moral R . Comunicación clínica. Ed. Panamericana;2015

López Pérez et al. Comportamiento no verbal. Más allá de la comunicación y el lenguaje.Ediciones pirámide.ISBN: 978-8436835298

### UNIT 2. Psychology as a science and the bases of human behavior.

Delgado ML. Fundamentos de Psicología. Ed. Panamericana ; 2014.

Papalia E, WendkosS. et al. Desarrollo humano. Bogotá: McGraw Hill.

Papalia, E., Wendkos, S. Psicología. México: McGraw Hill.

Polaino A. Familia y autoestima. Hospitalet. Ariel psicología;2008.

Shaffer,D & Kipp K. Psicología del desarrollo. Infancia y adolescencia. 7ª Edición. Mexico: Cengeage learnin;2008.

### UNIT 3. Psychology applied to health.

Amigo I. Manual de Psicología de la salud. Ed. Pirámide; 2002.

Gil Roales-Nieto. Psicología de la salud. Ed. Pirámide; 2004.

Ortigosa JM., et al. Manual de Psicología de la salud con niños, adolescentes y familia. Ed. Pirámide; 2003.

Pelechano, V. Enfermedades crónicas y psicología: Klinik; 2008.

Rodríguez Marín, J. . Psicología social de la salud. Madrid: Síntesis;2001

Tazón Ansola,P. Ciencias psicosociales. Barcelona: Masson;2004

### ONLINE RESOURCES

ClinicalKey Student Nursing. Elsevier