



## 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

**Subject Matter:** Health psychology **Type:** Elective

**Field of knowledge:** Ciencias de la salud

**Department:** -

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

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

**Lecturer/-s:**



## Module organization

### OPTIONAL

Subject Matter	ECTS	Subject	ECTS	Year/semester
Health psychology	84,00	-Clinical Neuropsychology	6,00	4/1
		-Disorders of Eating Behavior	6,00	4/1
		-Health Psychology	6,00	3, 4/1
		-Legal Psychology	6,00	4/1
		-Main Models of Intervention in Psychotherapy	6,00	This elective is not offered in the academic year 24/25
		Mediation and familiar orientation	6,00	3/1
		-New Directions in Psychotherapy	6,00	This elective is not offered in the academic year 24/25
		-Prevention and Treatment of Addictive Behavior	6,00	3/1
		-Psychogerontology	6,00	This elective is not offered in the academic year 24/25
		-Psychology of the Chronic Disease and of Rehabilitation	6,00	This elective is not offered in the academic year 24/25
-Psychology, Grieving and Palliative Care	6,00	4/1		



Health psychology		-Psychopharmacology	6,00	4/1
		Sleeping disorders	6,00	4/1
		-Therapy Techniques and Behavior Modification	6,00	This elective is not offered in the academic year 24/25
Transversal psychology	42,00	Anthropology of the Person and Health	6,00	This elective is not offered in the academic year 24/25
		Basic Social and Emotional Skills for Professional Practice of Psychology	6,00	This elective is not offered in the academic year 24/25
		History and Philosophy of the Family	6,00	This elective is not offered in the academic year 24/25
		-Psychology of Religion	6,00	This elective is not offered in the academic year 24/25
		Psychology, and Information and Communication Technologies	6,00	This elective is not offered in the academic year 24/25
		-Qualitative Research Methodology	6,00	This elective is not offered in the academic year 24/25
		Scientific English II	6,00	This elective is not offered in the academic year 24/25



Educational psychology	48,00	-Affective Linkages in the Life Cycle	6,00	This elective is not offered in the academic year 24/25
		Development of Cognitive Skills	6,00	4/1
		Education for Interculturality	6,00	This elective is not offered in the academic year 24/25
		Educational Intervention for Students with Special Educational Needs	6,00	This elective is not offered in the academic year 24/25
		-Occupational Guidance	6,00	This elective is not offered in the academic year 24/25
		Preventive Intervention and Early Stimulation	6,00	2/1
		-School Psychology	6,00	3/1
		Strategies and Tools for Effective Learning	6,00	This elective is not offered in the academic year 24/25
		Psychology of work and human resources	42,00	-Cooperative Work in Interdisciplinary Teams
	-Intervention Techniques in Human Resources	6,00		This elective is not offered in the academic year 24/25
	Interview and Psychological Counselling	6,00		This elective is not offered in the academic year 24/25



Psychology of work and human resources		Management of the Work Climate in Organisations	6,00	3/1
		Mediation and Intervention in Family Businesses	6,00	This elective is not offered in the academic year 24/25
		-Negotiation and Conflict Resolution	6,00	4/1
		-Psychology of Communication	6,00	2/1
Community psychology and social intervention	54,00	Family and Aid to Dependency	6,00	2/1
		Intervention and Organisation of Socio-cultural Events	6,00	This elective is not offered in the academic year 24/25
		-Psychology of Conflict and Violence	6,00	2/1
		-Psychology of Criminality	6,00	3/1
		-Psychology of Physical Activity and Sport	6,00	This elective is not offered in the academic year 24/25
		-Psychology of Social Intervention	6,00	This elective is not offered in the academic year 24/25
		-Psychology of the Media	6,00	This elective is not offered in the academic year 24/25
		Psychosocial Intervention in Disasters and Emergencies	6,00	3/1



Community psychology and social intervention		-Social Support Theory and Strategies	6,00	This elective is not offered in the academic year 24/25
Speech therapy psychology	30,00	Acquisition and Development of Language	6,00	This elective is not offered in the academic year 24/25
		Assessment of Language, Speech and Voice	6,00	0/1
		-Language and Hearing Disorders	6,00	This elective is not offered in the academic year 24/25
		Linguistic Analysis of Language Disorders	6,00	This elective is not offered in the academic year 24/25
		-Speech and Voice Disorders	6,00	This elective is not offered in the academic year 24/25

## Recommended knowledge

It is not required

## Prerequisites

El alumno deberá cursar un mínimo de 30 ECTS de Optatividad, entre las asignaturas activadas en el curso académico.



## 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 that are adequate to the specific demands presented in each area based on the learned theoretical models.
- R3 Being able to design psychological prevention plans in the different contexts of the health field.
- R4 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):

BASIC		Weighting			
		1	2	3	4
CB1	Students must show that they have and understand knowledge in a field of study that is based on general secondary education on a level that, although supported by advanced textbooks, includes also some aspects that involve knowledge belonging to the vanguard of their field of study.				X
CB2	Students can apply their knowledge to their work or vocation in a professional manner and possess the skills typically demonstrated through devising and sustaining arguments and solving problems within their field of study.				X
CB3	Students have the ability to gather and interpret relevant data usually within their field of study to inform judgments that include reflection on relevant social, scientific or ethical.			X	
CB4	Students can communicate information, ideas, problems and solutions to both specialist and non-specialist.				X
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
CE18	Putting into practice direct intervention strategies and methods: psychological advice, therapy, negotiation mediation...			X
CE19	Putting into practice direct intervention strategies and methods in contexts: building healthy environment...			X
CE21	Planning programmes and intervention assessment.		X	
CE23	Analyzing and collecting important data for intervention assessments.			X
CE24	Analyzing and interpreting assessment results.			X
CE25	To be able to measure and to collect relevant data for the evaluation of the interventions			X
CE26	Writing oral and written reports.	X		
CE27	Knowing and adapting to the psychology code of ethics.			X
CE32	To know the psycho-social principles of group operation and of organisations.	X		



CE34 To know different evaluation methods, psychological diagnoses and treatments in different applied domains of Psychology. X

CE37 To know the different specialities of application of Psychology and to have the knowledge necessary to promote quality of life in individuals, groups, communities and organisations in different contexts. X

## TRANSVERSAL

## Weighting

1 2 3 4

CT1 Capacity to analyze and synthesize. X

CT2 Capacity to organize and plan. X

CT3 Mastering Spanish oral and written communication. X

CT6 Capacity to manage information (capacity to look for and analyze information coming from different types of sources) X

CT7 Problem solving. X

CT8 Decision making. X

CT9 Capacity to work in team. X

CT10 Capacity to work in interdisciplinary teams. X

CT12 Interpersonal skills. X

CT13 Understanding multicultural and diverse environment. X

CT14 Critical capacity. X

CT15 Ethics. X

CT16 Capacity to develop and update competences, skills and knowledge following professional standards. X

CT17 Capacity to adapt to new situations. X



CT18	Capacity to produce new ideas (creativity).								X
CT20	Knowing foreign cultures.					X			
CT21	Taking initiatives and enterprising spirit.								X
CT23	Sensitivity to environmental issues					X			
CT24	Taking responsibility								X
CT25	Self-criticism ability: being able to critically assess one's performance.								X
CT26	Assessing our behavior and knowing our competences and limits.							X	
CT27	Capacity to express feelings.								X
CT28	Capacity to overcome possible frustrations.								X
CT29	Interpreting other's intentions.								X
CT30	Social commitment.							X	
CT31	Sensitivity to problems facing mankind.							X	
CT32	Sensitivity to personal, environmental and institutional injustices.							X	
CT33	Showing concern for the development of individuals, communities and people.					X			
CT34	Professional relationships: being able to build and maintain relationships with other professionals and important organizations					X			
CT36	Being able to collect information using different kinds of sources.							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, R3, R4	60,00%	Oral and/or written tests employed in initial, training and/or summative student assessment.
R1, R3, R4	10,00%	Presentation of practical activities.
R3, R4	20,00%	Attendance and active participation: lessons, group assignments and tutoring sessions. It will be monitored and registered by the teacher.
R1, R4	10,00%	Oral presentation of assignments.

### Observations

- In order to pass the subject, you must attend 100% of the practices.
- You must submit the reflective journal proving that you have read the proposed readings .
- To pass the subject, the student must separately pass the different evaluation systems (attendance and active participation, practices and exam).
- The exam consists of 10 development questions.
- To obtain honors, levels of excellence must be demonstrated in all competencies and learning outcomes.

### Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R3, R4	75,00%	Final evaluation consisting of essay questions and hypothetical scenarios.
R1, R3, R4	5,00%	Submitted tasks
R1, R3, R4	0,00%	Periodical assessment through questionnaires
	20,00%	Attendance and participation in synchronic communication activities.



## Observations

In order to pass the subject, you must attend 100% of the practices.

You must submit the reflective journal proving that you have read the proposed readings.

To pass the subject, the student must separately pass the different evaluation systems (attendance and active participation, practices and exam).

The exam consists of 10 development questions.

To obtain honors, levels of excellence must be demonstrated in all competencies and learning outcomes.

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 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, R3, R4	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, R3, R4	24,00	0,96
<b>SEMINAR</b> Supervised monographic sessions with shared participation. M3	R1	4,00	0,16
<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	R4	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, R4	2,00	0,08
<b>TOTAL</b>		<b>64,00</b>	<b>2,56</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, M6, M7, M8	R1, R3, R4	42,00	1,68
<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, M9	R1, R3, R4	44,00	1,76
<b>TOTAL</b>		<b>86,00</b>	<b>3,44</b>





## ON-LINE LEARNING

### SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Virtual session (distance learning) M11, M12, M13, M18	R1, R3, R4	27,00	1,08
Virtual practical session (distance learning) M12, M15, M18, M19	R1, R4	19,00	0,76
Seminar and virtual videoconference (distance learning) M11	R1, R4	2,00	0,08
In-person or virtual assessment (distance learning) M14, M19	R1, R4	3,00	0,12
Individual tutoring sessions (distance learning) M16	R1, R3, R4	7,00	0,28
Discussion forums (distance learning) M12, M17	R1, R3, R4	1,00	0,04
Continuous assessment activities (distance learning) M12, M14, M15	R1, R3, R4	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, R3, R4	50,00	2,00
Teamwork (distance learning) M12, M15, M18	R1, R3, R4	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
UNIT 1: INTRODUCTION	<p>Concept of death, death as an archetype of losses. The disease as a threat, the social attitude to grief and mourning. Pain and suffering. Role of the psychologist in palliative care.</p>
UNIT 2: THE DUEL, DEFINITIONS, MODELS AND INTERVENTION	<p>The psychoanalytic model of grief. Psychosocial models of grief. Grief as an adaptive process. Variables that affect the elaboration of the duel. Grief and grief processes in childhood.</p>
UNIT 3: COMMUNICATION ABOUT SUFFERING	<p>Learning to accompany. Communication skills around the terminal patient and the grieving patient. Communicate the bad news</p>
UNIT 4: PALLIATIVE CARE	<p>Basic aspects of the helping relationship. Information and communication Communicating the bad news. Fears, Psychological-emotional reactions of the terminally ill. Stages that a person goes through after knowing their diagnosis of terminal illness. The family as a component of the multidisciplinary palliative care team The family as a therapeutic objective How to accompany the dying;</p>



## Temporary organization of learning:

Block of content	Number of sessions	Hours
UNIT 1: INTRODUCTION	10,00	20,00
UNIT 2: THE DUEL, DEFINITIONS, MODELS AND INTERVENTION	8,00	16,00
UNIT 3: COMMUNICATION ABOUT SUFFERING	7,00	14,00
UNIT 4: PALLIATIVE CARE	7,00	14,00



## 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.

Bermejo, J.C. (2005) *Estoy en duelo*. Madrid: PPC Bayés, R. (2001) *Psicología del Sufrimiento y de la Muerte*. Barcelona: Martínez Roca.

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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:



## 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: