



## 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:** CORE COURSES 64.5 ECTS)

**Subject Matter:** PSICOLOGÍA **Type:** Basic Formation

**Field of knowledge:** Ciencias del comportamiento y psicología

**Department:** Nursing

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

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

**Lecturer/-s:**

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## Module organization

### CORE COURSES 64.5 ECTS)

Subject Matter	ECTS	Subject	ECTS	Year/semester
ANATOMÍA HUMANA	6,00	Human and Functional Anatomy	6,00	1/1
FISIOLOGÍA	12,00	Human Physiology	6,00	1/2
		Physiopathology	6,00	2/1
BIOQUÍMICA	6,00	Clinical Biochemistry	6,00	1/1
ESTADÍSTICA	6,00	Biostatistics and Research Methodology	6,00	1/2
PSICOLOGÍA	6,00	Psychology of Care	6,00	1/1
IDIOMA MODERNO	6,00	English	6,00	1/2
FARMACOLOGÍA	6,00	Pharmacology	6,00	2/1
NUTRICIÓN	6,00	Nutrition and Dietetics	6,00	2/1
SOPORTE VITAL	6,00	Emergency Care and Life Support	6,00	4/1

## Recommended knowledge

Not required



## 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 R18.A. Identificar las respuestas psicosociales de las personas ante las diferentes situaciones de salud (en particular, la enfermedad y el sufrimiento), seleccionando las acciones adecuadas para proporcionar ayuda en las mismas.
- R2 R18.B. Establecer una relación empática y respetuosa con el paciente y familia, acorde con la situación de la persona, problema de salud y etapa de desarrollo. Utilizar estrategias y habilidades que permitan una comunicación efectiva con pacientes, familias y grupos sociales, así como la expresión de sus preocupaciones e intereses.
- R3 R40. Prestar cuidados, garantizando el derecho a la dignidad, privacidad, intimidad, confidencialidad y capacidad de decisión del paciente y familia. Individualizar el cuidado considerando la edad, el género, las diferencias culturales, el grupo étnico, las creencias y valores.
- R4 R46. Identificar los problemas psicológicos derivados de los diferentes tipos de violencia.



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

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	70,00%	Written exams
R1, R2, R3, R4	30,00%	Practical tests and assignments

### Observations

In this course, the option of single assessment is not available, as practical activities and active participation are mandatory.

#### Annex I. USE OF ARTIFICIAL INTELLIGENCE (AI):

Students are permitted to use AI for the following purposes:

- Clarifying doubts related to learning activities.
- Assisted learning, such as alternative explanations or self-assessment exercises.
- Searching for supplementary study resources and references.

Students are NOT permitted to use AI for:

- Recording or transcribing, in whole or in part, any classroom activity with the intention of obtaining summaries or notes generated by AI.
- Generating text for assignments connected to the activities proposed in the course.
- Submitting AI-generated work as their own.
- Providing AI with examination questions, exercises, or assessment tasks in order to obtain automatic answers.

**Citation and Attribution Requirements:** Where AI is utilised in any activity, students must cite the name of the tool, specify the section of the activity in which it was employed, identify the AI used, and clarify the purpose of its use (e.g., source consultation, stylistic analysis, knowledge expansion, etc.).

**Observations** To pass the course it will be necessary to pass the two parts of the evaluation : final exam and assignments.- Theoretical exam (70%): it will consist of objective multiple-choice questions, both on the theoretical content of the course and applied to a clinical case.- Practical tests and assignments (30%): Active participation in the performance of these activities may be valued. The professor will explain in detail this section to the students, as well as how to evaluate it. It will consist of case studies, communication skills exercises, and a seminar on domestic violence. **You must pass this section in order to pass the course.**

Spelling mistakes, grammatical inconsistencies and “sms” language that appear in papers, exams or other evaluation instruments, will result in the loss of 10% of the grade given to the exercise. Those students who enjoy scholarships such as Erasmus, Mundus, etc., will have as an



indispensable condition to take the exam like the rest of their classmates. The proposed works can be done individually, and the score for attendance and participation will be substituted by the participation in virtual tutorials. It is obligatory to communicate to the professor situation and destination.

**DEVELOPMENT OF THE COURSE IN SECOND AND SUBSEQUENT REGISTRATIONS:** The teacher responsible for the group of failed students (second and subsequent enrollments), will contact students through the virtual campus, through which will indicate the / the days and hours of the corresponding tutorials. To pass the course it will be necessary to pass the two parts of the evaluation: final exam and practical evaluation on social skills.- 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	Presentation, explanation, and demonstration of content by the lecturer, and active listening, elaboration, and formulation of questions that organise the information received
M3	Personalised attention and small-group work. Period of instruction and/or guidance provided by a tutor in order to review and discuss the materials and topics presented in classes, seminars, readings, assignments, etc
M4	Set of oral and/or written tests used in the initial, formative, or summative assessment of the student



M5 Student study: Individual preparation of reading materials, essays, problem-solving activities, seminars, assignments, reports, etc., to be presented or submitted in lectures, practical classes, and/or small-groups. Work carried out on the university platform (<https://campusvirtual.ucv.es/>)

M6 Group preparation of reading materials, essays, problem-solving activities, assignments, reports, etc., to be presented or submitted in lectures, practical classes, seminars, and/or small-groups. Work carried out on the university platform (<https://campusvirtual.ucv.es/>)

M7 Group work sessions supervised by the lecturer. Case studies, diagnostic analyses, problem-solving activities, fieldwork, computer lab activities, visits, data searches, online libraries, Internet, etc. Meaningful knowledge construction through student interaction and activity.

M8 Supervised monographic sessions with shared participation

M9 Oral presentation through an argumentative and dialogic discourse of information, ideas, problems, and solutions to both specialised and non-specialised audience



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Participatory lecture Presentation, explanation, and demonstration of content by the lecturer, along with active listening, and the development and formulation of questions that organise the information received. M1	R1, R2, R4	35,00	1,40
Practical classes Group work sessions supervised by the lecturer. Case studies, diagnostic analyses, problem-solving activities, fieldwork, computer lab activities, visits, data searches, libraries, online resources, Internet, etc. Meaningful knowledge construction through student interaction and activity M7	R1, R2, R3, R4	17,00	0,68
Support sessions Personalised and small-group mentoring. Period of instruction and/or guidance provided by a tutor with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings, assignments, etc M3	R4	2,00	0,08
Assessment Set of oral and/or written tests used in the initial, formative, or summative evaluation of the student M4	R1, R2, R3, R4	2,00	0,08
Workshops Supervised monographic sessions with shared participation M8	R1, R3	2,00	0,08
Work Presentation Oral presentation through an argumentative and dialogic discourse of information, ideas, problems, and solutions to both specialised and non-specialised audiences M9	R1, R2, R3, R4	2,00	0,08



<b>TOTAL</b>	<b>60,00</b>	<b>2,40</b>
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### LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Independent work Individual preparation of reading materials, essays, problem-solving activities, seminars, assignments, reports, etc., to be presented or submitted in lectures, practical classes, and/or small-group sessions. Work carried out on the university platform (www.plataforma.ucv.es). M5	R1, R4	60,00	2,40
Group work Group preparation of reading materials, essays, problem-solving activities, assignments, reports, etc., to be presented or submitted in lectures, practical classes, seminars, and/or small-group tutorials. Work carried out on the university platform (www.plataforma.ucv.es) M6	R1, R4	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: HELPING RELATIONSHIP	-The helping relationship: communication and nurse-patient relationship.-Social skills: active listening, empathy, assertiveness, compassion.-Cognitive restructuring techniques. Coping techniques.
UNIT 2: PSYCHOLOGY AS A SCIENCE AND THE BASES OF HUMAN BEHAVIOR	-Basic fundamentals of human psychology.-Basic psychological processes.-Personality psychology.-Social psychology.-Developmental psychology.-Violence towards people.
UNIT 3: PSYCHOLOGY APPLIED TO HEALTH.	- The approach to care from a biopsychosocial perspective.- Psychological aspects of the patient in the different stages of life and their psychosocial care.- Caring for the caregiver.

### Temporary organization of learning:

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



## References

### UNIT 1. Helping relationship.

- Bermejo JC . El arte de sanar a las personas. Salterae;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. 7<sup>a</sup> Edición. Mexico: Cengage 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

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