

**43336 Psychological assessment and intervention in battered women and women in difficult situations****COURSE DATA****DATA SUBJECT****Code:** 43336**Name:** Psychological assessment and intervention in battered women and women in difficult situations**Cycle:** Master's Degree**ECTS Credits:** 3**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
2151 - Master's degree in Psychological Intervention in the Social Environment	Facultat de Psicologia i Logopèdia	2	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
2151 - Master's degree in Psychological Intervention in the Social Environment	Psychological assessment of and intervention in women and social minorities	COMPULSORY

**COORDINATION**

BELEÑA MATEO M ANGELES

**SUMMARY**

The course *Psychological Assessment and Intervention in Abused Women and Women with Other Issues* consists of a total of 3 theoretical-practical credits. It is a semester-long course taught in the second year during the first semester and is part of the group of subjects that make up the module *Psychological Assessment and Intervention in Women and Social Minorities*.

The aim of this course is for students to receive up-to-date training in the fields of psychological assessment and intervention with abused women and women facing other issues. Students are expected to become familiar with the main theoretical models, key assessment, prevention, and intervention strategies, as well as the latest research developments in these areas.

In summary, the course seeks to provide advanced and specialized training in a body of conceptual, procedural, technical, and attitudinal knowledge that enables professionals to work effectively in the field of intervention with abused women and those experiencing other difficulties.

**PREVIOUS KNOWLEDGE**



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### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

### OTHER REQUIREMENTS

Having completed the first module of advanced basic training and the first two subjects of advanced specialized training: *Psychological Assessment and Intervention in Family and Childhood* and *Psychological Assessment and Intervention in Youth*.

At least 60% of this content must have been successfully completed.

### COMPETENCES / LEARNING OUTCOMES

#### 2151 - Master's degree in Psychological Intervention in the Social Environment

Capacidad de búsqueda y de gestión de la información a través de diferentes fuentes documentales especializadas.

Capacidad para exponer en público con rigor conceptual y con el uso adecuado del vocabulario específico de la disciplina.

Capacidad para plantear y elaborar un trabajo escrito comprensible, organizado y coherente.

Capacidad para trabajar en equipo sobre la base de la colaboración, respeto por las diferencias y resolución negociada de conflictos.

Conocer y saber aplicar métodos y técnicas de análisis cualitativo y cuantitativo para obtener, integrar y valorar información individual, grupal y/o comunitaria.

Conocer y saber identificar los factores psicosociales relacionados con la promoción del bienestar psicológico y social de las personas, grupos, comunidades y poblaciones en general.

Conocer y saber organizar, desarrollar, adaptar y valorar servicios y programas de asesoramiento e intervención psicosocial de acuerdo con las demandas y el contexto en el que se aplican.

Conocer y ser capaz de identificar recursos, estrategias y técnicas individuales, microsociales y/o macrosociales, aplicadas a la intervención psicológica en ámbitos sociales.

Poseer las habilidades de aprendizaje que permitan continuar estudiando de un modo que deberá ser en gran medida autodirigido y autónomo en el área de estudio de la psicología de la intervención social y comunitaria.

Saber aplicar los conocimientos adquiridos y su capacidad de resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con el área de estudio de la intervención psicosocial.

Saber comunicar en el contexto de la intervención psicológica en ámbitos sociales, las conclusiones (y los conocimientos y razones últimas que las sustentan) a públicos especializados y no especializados de un modo claro y sin ambigüedades.



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Saber justificar, diseñar, planificar, implementar, evaluar y divulgar planes y programas de intervención psicosocial con diferentes objetivos, niveles de acción y destinatarios.

Saber seleccionar, diseñar, adaptar y validar instrumentos de diagnóstico psicológico y social adaptados a los sectores propios de la intervención psicosocial.

Ser capaz de definir objetivos y de aplicar metas de intervención atendiendo a los grupos, poblaciones y contextos donde se desarrolla la intervención psicosocial.

Ser capaz de identificar, analizar y evaluar de una manera crítica y reflexiva las necesidades, problemas y demandas sociales de poblaciones de riesgo e interés, propios de la intervención psicosocial

Ser capaz de implementar y coordinar planes y programas inter-disciplinarios y/o inter-institucionales de intervención psicosocial.

Ser capaz de integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información que, siendo incompleta o limitada, incluya reflexiones sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios en el ámbito de la intervención psicosocial.

Ser capaz de utilizar recursos, estrategias y técnicas de intervención individual, microsocia y/o macrosocia para promover el desarrollo positivo de las personas, grupos y comunidades y/o para prevenir conductas de riesgo en los sectores propios de la intervención psicosocial.

### DESCRIPTION OF CONTENTS

#### 1. Gender-based Violence within Intimate Partner Relationships (Part I)

Gender-Based Violence and Victimization Concept and types of gender-based violence. Victimization resulting from gender-based violence: background and scope of the problem. Main explanatory models.

#### 2. Gender-based Violence within Intimate Partner Relationships (Part II)

Consequences of gender-based violence. Psychosocial assessment. Mediating variables: sociodemographic factors and individual differences. Psychosocial prevention and intervention strategies.

#### 3. Sexual harassment

Definition and typology of workplace sexual harassment. Leading explanatory models. Individual characteristics: perpetrators, victims, and witnesses. Epidemiological data. Evaluation methods. Overall impact. Physical and mental health consequences.



#### 4. Intervention Strategies for Violence and Harassment

The significance of prevention and intervention at the socio-cultural level. Individual-focused intervention strategies: cognitive restructuring, emotional regulation techniques, social and assertiveness skills, and training in interpersonal problem-solving abilities.

### WORKLOAD

#### PRESENCIAL ACTIVITIES

Activity	Hours
Tutorials	9,00
Theoretical and practical classes	21,00
<b>Total hours</b>	<b>30,00</b>

#### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	2,00
Individual or group project	13,00
Independent study and work	15,00
Preparation of lessons	8,00
Preparation for assessment activities	4,00
Resolution of case studies	3,00
<b>Total hours</b>	<b>45,00</b>

### TEACHING METHODOLOGY

Active and participatory methodology, integrating various instructional methods aimed at enhancing meaningful learning of the subject matter and the development of subject-specific competencies.

Among the core instructional techniques are:

1. Lectures and presentations of course content.
2. Practical activities (case studies, debates, and text analysis).
3. Scheduled group tutoring sessions.
4. Independent work preparation, including the development and presentation of reports on classroom practicals (both individual and group-based).
5. Formative and summative assessment.

### EVALUATION

Assessment is common to all subjects that make up the module "Psychological Evaluation and Intervention in Women and Social Minorities."



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Assessment will be based on two complementary criteria: outcome evaluation and learning process evaluation.

1. Outcome evaluation will take place at the end of the module through a multiple-choice exam. This exam will account for 40% of the final grade (4 points).
2. Process evaluation (continuous assessment) for each subject will be conducted through activities and assignments (individual or group-based) completed in or outside the classroom. This component will account for 60% of the final grade (6 points).

Activities and assignments may include:

- Reading of recommended texts and critical analysis.
- Classroom-based practical exercises and report writing.
- Presentations and classroom debates.
- Seminars, lectures, visits, and film forums.
- Resolution of case studies and practical scenarios.
- Applied assignments related to course content.
- Empirical research projects related to the subject matter.

### Final grade:

To pass this module, students must attend at least 80% of classes, and obtain a minimum score of 2 out of 4 on the final exam (outcome evaluation) and a minimum of 3 out of 6 in the continuous assessment (process evaluation) for each subject. If a student fails to meet the requirements of the continuous assessment for any subject, they must recover that part. The module will not be considered passed until all components have been successfully completed.

The 'Matrícula de Honor' distinction will be awarded to the student with the highest final grade, provided it exceeds 9.0 on a 10-point scale. In the event of a tie, the teacher will ask the students to carry out a reflection essay and will award the honours mark according to the quality of the essays.

In the event of fraudulent practices, action will be taken in accordance with the Protocol for Action Against Fraudulent Practices at the University of Valencia (ACGUV 123/2020): <https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

## REFERENCES

### BASIC REFERENCES:

Esteve Mallent, Lara (2025). Manual Práctico sobre violencia de género, violencia doméstica y sobre la infancia. Editorial Tirant Lo Blanch, Valencia.

Loinaz, I. & Aizipitarte, A. (2020). La violencia contra la pareja en las relaciones adultas. En Tamarit, J.M. & Pereda, N. (coords.), *Violencia y género en las relaciones de pareja* (pp. 65-86) Marcial Pons.

Echeburúa, E. (2004). *Superar un trauma. El tratamiento de las víctimas de sucesos violentos*. Pirámide,



Madrid.

Matud, M. P., Padilla, V. & Gutiérrez, A. B. (2009). *Mujeres maltratadas por su pareja. Guía de tratamiento psicológico*. Minerva Ediciones, Madrid.

Course materials prepared by the instructors, available on the Virtual Learning Environment (VLE).

#### COMPLEMENTARY REFERENCES:

Barroso, O. (2024). *El amor no maltrata*. Editorial Shackleton Books, Barcelona.

Delegación del Gobierno para la Violencia de Género. (2025). *XVII Informe Anual del Observatorio Estatal de Violencia sobre la Mujer 2023*. Ministerio de Igualdad. [https://violenciagenero.igualdad.gob.es/wp-content/uploads/XVII\\_Anuario\\_2023.pdf](https://violenciagenero.igualdad.gob.es/wp-content/uploads/XVII_Anuario_2023.pdf)

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Mosquera, D. (2013). *Diamante en bruto. (I). Un acercamiento al trastorno límite de la personalidad*. Manual informativo para profesionales, pacientes y familiares. (2ª ed.). Ediciones Pléyades, S.A.

Fariña, F., Arce, R. & Buela-Casal, G. (2009). *Violencia de género. Tratado psicológico y legal*. Biblioteca Nueva, Madrid.

Martínez García E., Gómez Villora, J.M., Borges Blázquez, R., (2022). *Protocolos de actuación ante la violencia de género*, 2ªed, Tirant lo Blanch, Valencia.

Instituto de las mujeres (2022). *Guía de actuación frente al acoso sexual y acoso por razón de sexo en el trabajo*. Ministerio de Igualdad. Gobierno de España.

Vaca Ferrer, R., Ferro García, R. y Valero Aguayo, L. (2025). *Tratando... violencia de género desde las terapias contextuales*, Editorial Pirámide, Madrid.

Vives-Cases, C. (2011). *Un modelo ecológico integrado para comprender la violencia contra las mujeres*. *Feminismo/s*, 18, 291-299. <https://doi.org/10.14198/fem.2011.18.16>



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