



## COURSE DATA

### DATA SUBJECT

**Code:** 43341  
**Name:** Psychosocial rehabilitation of severe mental illnesses  
**Cycle:** Master's Degree  
**ECTS Credits:** 3  
**Academic year:** 2025-26

### 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 and intervention in the disabled and the elderly	COMPULSORY

### COORDINATION

FUENTES DURA INMACULADA

## SUMMARY

The subject Psychosocial Rehabilitation of Severe Mental Illness is a subject of

core character and of four-monthly duration, which consists of a total of 3 credits. The aim of this course is for students to receive specialised training in the area of psychosocial rehabilitation/recovery of people with severe mental disorders from a fundamentally applied perspective.

The contents include, firstly, an introduction to the process of psychosocial rehabilitation and recovery and then focus on the development of psychosocial rehabilitation/recovery plans, on intervention programmes in different areas and on stigma and self-stigma.

In short, this subject aims to provide advanced and specialised training in a body of conceptual, procedural, technical and attitudinal knowledge that will enable psychologists to work in the field of psychological assessment and intervention in the psychosocial rehabilitation/recovery of people with severe mental disorders. In addition to the training in the contents of this subject, the aim is to train students in critical and reflective skills that will lead to an improvement in their professional practice.

## PREVIOUS KNOWLEDGE



## RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

## OTHER REQUIREMENTS

No enrolment restrictions with other subjects in the curriculum have been specified.

## COMPETENCES / LEARNING OUTCOMES

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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.

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.

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.

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

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 implementar y coordinar planes y programas inter-disciplinares 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.



## **DESCRIPTION OF CONTENTS**

### **1. Introduction to psychosocial rehabilitation/recovery**

Historical development of interventions in severe mental disorders

Psychiatric reform and the foundations of psychosocial rehabilitation

Key concepts in psychosocial rehabilitation/recovery

Socio-sanitary resources

Communication

### **2. Elaboration of the individual rehabilitation/recovery plan** *Nombre de la unidad temática*

Diathesis-stress model

Objectives and areas of assessment

Assessment techniques and instruments

Treatments/interventions

Other frameworks or approaches

### **3. Psychosocial rehabilitation/recovery intervention programmes**

Integrated Psychological Therapy (IPT)

Neurocognitive enhancement programmes

Social cognition enhancement programmes

Psychoeducational programmes

Intervention in first episodes

### **4. Stigma associated with people with TMG and self-stigma**



Types of stigma

Consequences of the stigmatisation process

Intervention strategies

Stigma and self-stigma reduction programmes

## 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	0,00
Individual or group project	0,00
Independent study and work	15,00
Preparation of lessons	15,00
Preparation for assessment activities	8,00
Resolution of case studies	7,00
<b>Total hours</b>	<b>45,00</b>

## TEACHING METHODOLOGY

The working methodology is classified into 4 different sections:

a) Group learning with the teacher.

This will be used in theory classes, as this model offers the possibility of providing a global vision of the subject and focusing on the key concepts for its understanding. Likewise, students will be shown the most recommendable resources for the subsequent in-depth preparation of the subject. The strategy used in the practical sessions and activities is to work in small groups. This strategy is more useful than other methods to achieve three objectives: the development of communication skills, the development of intellectual and professional competences and personal growth

b) Individual study

This involves directing the student in learning-oriented activities. The activity will focus on the search, location, analysis, elaboration and presentation of the information worked on.

c) Attendance at tutorials

Tutorials will be held individually and in small groups to solve problems, direct work, etc.



d) Preparation of work

The student must carry out group work during class and outside class, which he/she will present to his/her classmates.

## EVALUATION

Assessment will be based on two complementary criteria: assessment of results and assessment of the learning process.

1. The assessment of results will be carried out at the end of the module by means of a multiple-choice test with four alternative answers. For the multiple-choice test, the standard correction formula for 4-alternative tests will be applied:  $A-(E/3)$ , with no penalties for omissions. The exam will account for 40% of the mark (4 points).

2. The evaluation of the process (continuous evaluation) in each subject will be carried out by means of the activities and work (individual and/or group) carried out in the classroom and/or outside the classroom. This section will constitute 60% of the mark (6 points).

The activities and assignments may consist of:

- Reading recommended texts and their subsequent presentation in the classroom.
- Activities carried out in the classroom and the preparation of reports.
- Presentations and debates in the classroom.
- Resolution of assumptions and practical cases.
- Application work on the contents of the subjects.
- Empirical research work on the contents of the subject.

Final qualification: In order to pass this module, it will be an essential requirement to obtain a minimum mark of 2 out of 4 in the final exam (evaluation of the results) and a 3 out of 6 in the activities and assignments (evaluation of the process).

In the case of not passing the continuous assessment of the module, the student will have to make up that part of the subject, not having passed the whole module until he/she has passed that part.

As indicated in the regulations for the awarding of honours, this will be done in strict order of marks. Thus, in the first instance, the final mark will be used. In the event of a tie in the final mark, the student with the highest mark in section 1 (multiple-choice test) will be awarded the registration.

If there is still a tie, the teacher may give an additional test to the students involved.

In the case of fraudulent practices, the procedure will be as determined by the Protocol for action in the case of

fraudulent practices at the University of Valencia (ACGUV)



123/2020): <https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

## REFERENCES

### **Bàsic references:**

González, J. y Sanz, M. (Coords.) (2018). Rehabilitación psicosocial de personas con trastornos mentales graves. Psimática.

Roder, V., Brenner, H.D., Kienzle, N y Fuentes, I. (2007). Terapia Psicológica Integrada para la Esquizofrenia. Granada: Alborazn

### **Complementary references:**

Muñoz, M. (coord.) (2025). Estigma y salud mental. Pirámide

Fonseca, E. (coord.) (2018). Evaluación de los trastornos del espectro psicótico. Pirámide.

Longden, E. (2010). Making sense of voices: A personal story of recovery. *Psychosis*, 2(3), 255-259. <https://doi.org/10.1080/17522439.2010.512667>

Medalia, A., & Saperstein, A. (2020). Cognitive remediation to improve functional outcome. In J.C. Badcock & G. Paulik, *A clinical introduction to psychosis* (pp. 395-418). Academic Press.

Moro, M. y Mezquita, L. (2013). Pon en forma tus neuronas. Programa de rehabilitación cognitiva en grupo para trastorno mental grave. Publicacions de la Universitat Jaume I.