



**COURSE DATA**

**DATA SUBJECT**

**Code:** 43343  
**Name:** Intervention programmes with the families and direct caregivers of dependent people  
**Cycle:** Master's Degree  
**ECTS Credits:** 3.5  
**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	Annual, 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**

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**SUMMARY**

The course "Intervention Programs with Family Members and Personnel Providing Direct Care for Dependent People" consists of a total of 3.5 theoretical and practical credits. It is taught in the second year during the first semester and is a part of courses that make up the module "Psychological Assessment and Intervention in Disabilities and the Elderly." The aim of this course is to provide students with up-to-date training in the areas of psychological assessment and intervention for caregivers of dependent people, providing them with knowledge of the main theoretical models, assessment, prevention, and intervention strategies, as well as the latest research advances in these areas.

In summary, this course aims to provide advanced and specialized training in a body of conceptual, procedural, technical, and attitudinal knowledge that will enable professionals to operate in the field of intervention with caregivers of dependent people.

**PREVIOUS KNOWLEDGE**

**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**



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

## OTHER REQUIREMENTS

Requisites: Having passed 60% of the first-year course content and having completed the advanced specialized training course "Psychological Assessment and Intervention in Women and Social Minorities."

## 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.

Diseñar y gestionar los canales de marketing y las actividades logísticas

Entender las bases biológicas de los procesos psíquicos y comportamientos tanto en su funcionamiento normal como patológico así como los principios y elementos básicos para la aplicación de técnicas de intervención aplicadas a la salud física y mental.

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



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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.

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-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.

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. Theoretical framework for caring for dependent people

- 1 Definitions of the term caregiver
- 2 Types of caregivers
- 3 The process of becoming a caregiver.
- 4 theoretical models in the field of caregivers of dependent people

#### 2. Assessment of relevant variables in caregivers of dependent people

1. Càrrega o sobrecàrrega del cuidador
2. Temps lliure
3. Vida familiar



- 4. Àmbit professional i economia
- 5. Salut física
- 6. Estat emocional
- 7. Efectes positius

**3. Intervention programs for family members and staff providing direct care to dependent people**

- 1. Support programs.
- 2. Psycho-educational programs.
- 3. Psychotherapeutic programs.
- 4. Mutual help programs.
- 5. Programs evaluation

**WORKLOAD**

**PRESENCIAL ACTIVITIES**

Activity	Hours
Tutorials	10,00
Theoretical and practical classes	25,00
<b>Total hours</b>	<b>35,00</b>

**NON PRESENCIAL ACTIVITIES**

Activity	Hours
Attendance at other activities	5,00
Individual or group project	15,00
Independent study and work	15,00
Preparation of lessons	10,00
Preparation for assessment activities	10,00
Resolution of case studies	5,00
<b>Total hours</b>	<b>60,00</b>

**TEACHING METHODOLOGY**

Face to face sessions. These consist of a presentation of the corresponding theoretical topic. This is a lecture model that allows the instructor to present the most relevant aspects of each topic. Participation will be encouraged as knowledge is shared. Furthermore, in these face to face sessions, students who have independently worked on various theoretical and practical aspects related to the topics studied will be able to present and present their work in class. Also, in these face to face sessions, students will be able to participate in activities related to their internships and Master's thesis.



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Online sessions. These sessions aim to encourage students to build their knowledge. The purpose is to guide students in activities geared toward their own learning. The activity may consist of searching for specialized documentary information, conducting a verified and justified reflection on a specific topic, or applying their knowledge from class.

Tutorials. Students have access to a large number of tutorial hours in which the instructor guides them individually or in small groups in building their knowledge. It guides students in preparing assignments and resolves any questions or difficulties related to the subject matter. The Virtual Classroom forum is also available for queries. In this virtual space, students can find documents, information, and relevant news about the subjects in the different modules.

In addition to these learning methods, complementary activities will be offered to complement student training with lectures, expert panels, seminars-workshops, visits, and film forums.

Complementary Activities: To complement student training with lectures, expert panels, seminars, workshops, visits, and film forums.

### EVALUATION

Process assessment: The knowledge, skills, and competencies acquired will be assessed continuously through the student's participation in individual and group training activities for the module's subjects. They will complete exercises, discuss texts, and complete case studies related to the contents of this module, including the theoretical and methodological foundations of psychological intervention in social settings. Maximum weighting: 60%.

Performance assessment: In addition to the continuous assessment of the student's theoretical and practical work in the different subjects of the module, at the end of the module, the student will take a performance test based on the level of skills or learning acquired. Maximum weighting: 40%.

To pass the course, you must submit all cases and earn a grade of 5 out of 10.

To pass the course, you must obtain a grade of 5 out of 10 in both types of assessments.

All assessment activities will be recoverable whenever it is possible to design an assessment test that assesses the acquisition of the learning outcomes at the second sitting.

In the case of fraudulent practices, the following procedure will be followed in accordance with what is determined by the Protocol d'actuació davant de pràctiques fraudulentes a la Universitat de València (ACGUV 123/2020): <https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

### REFERENCES

#### Basic Referències

**43343 Intervention programmes with the families and direct caregivers of dependent people**

Díaz, A., Ponsoda, J.M. & Beleña, A. (2020). Optimism as a key to improving mental health in family caregivers of people living with Alzheimer's disease. *Aging and Mental Health*, 24(10), 1662-1670. <https://doi.org/10.1080/13607863.2020.1715342>

European Commission (2021). Study on exploring the incidence and costs of informal long-term care in the EU. *Employment, Social Affairs & Inclusion*. <https://ec.europa.eu/social/main.jsp?catId=738&langId=es&pubId=8423&furtherPubs=yes>

INE (2022). Encuesta de Discapacidad, Autonomía Personal y Situaciones de Dependencia (EDAD) 2020. Instituto Nacional de Estadística. Gobierno de España. [https://www.ine.es/dyngs/INEbase/es/operacion.htm?c=Estadistica\\_C&cid=1254736176782&idp=1254735573175](https://www.ine.es/dyngs/INEbase/es/operacion.htm?c=Estadistica_C&cid=1254736176782&idp=1254735573175)

Roche, R. y Escotorin, P. (Eds). (2017). *Cuidar con actitud prosocial. Nuevas propuestas para cuidadores*. Madrid: Ciudad Nueva.

**Complementary References**

Bru-Luna, Ll.; Martí-Vilar, M.; Merino-Soto, C.; Salinas-Escudero, G.; Toledano-Toledano, F. (2022). Variables impacting the quality of care provided by professional caregivers for people with mental illness: A systematic review. *Healthcare* (en prensa).

Cejalvo, E.; Martí-Vilar, M.; Merino-Soto, C.; Aguirre-Morales, M.T. (2021). Covering role and psychosocial and individual factors: A systematic review. *Healthcare* 9 (12), 1690. Doi: 10.3390/healthcare9121690.

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Crespo, M. & López, J. (2006). *Intervención con cuidadores*. Madrid. Portal Mayores. Informe Portal Mayores. Nº 54.

Crespo, M. & López, J. (2007). *El estrés en cuidadores de mayores dependientes*. Madrid: Pirámide.



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Díaz, A. & Ponsoda, J.M. (2017). Perceived physical health in family caregivers of Alzheimer patients: Mediator variables. *European Journal of Health Research*, 3(1), 5-15.

Encinas-Monge, C., Hidalgo-Fuentes, S., Cejalvo, E., & Martí-Vilar, M. (2024). Interventions to Relieve the Burden on Informal Caregivers of Older People with Dementia: A Scoping Review. *Nursing Reports*, 14(3), 2535-2549. <https://doi.org/10.3390/nursrep14030187>

Herrero, R., Díaz, A., & Zueco, J. (2024). The Burden and Psychological Distress of Family Caregivers of Individuals with Autism Spectrum Disorder: A Gender Approach. *Journal of Clinical Medicine*, 13(10), 2861. <https://doi.org/10.3390/jcm13102861>