



COURSE DATA

DATA SUBJECT

Code: 44192
Name: Psychological assessment and intervention in special situations
Cycle: Master's Degree
ECTS Credits: 6
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
2244 - Master's Degree in General Psychology Health	Facultat de Psicologia i Logopèdia	1	Second quarter
2255 - Master's Degree in General Psychology Health (Ontinyent)	Facultat de Psicologia i Logopèdia	1	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2244 - Master's Degree in General Psychology Health	Psychological assessment and intervention in special situations	ELECTIVES
2255 - Master's Degree in General Psychology Health (Ontinyent)	Psychological assessment and intervention in special situations	ELECTIVES

COORDINATION

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SUMMARY

The course focuses on the process of assessment and intervention in various special situations that in the future the General Health Psychologist face. Situations begin with the assessment and intervention of caregivers who devote a significant part of their time to care for other dependents. Second, the work of the health psychologist focuses on extreme situations such as that produced by disasters, crisis or emergency situations, in which the psychologist has a key role since the beginning of this situation. Third, the psychologist will form in the neuropsychological assessment and intervention and neurodegenerative disorders associated with aging. Fourthly it will be trained in the assessment and intervention in families at risk. Then the situation of persons and families who are in the final phase of his life, palliative care and bereavement be treated. Finally, the training ends in the field of psychological adaptation to chronic diseases.



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 prerequisites

COMPETENCES / LEARNING OUTCOMES

2191 -

: Design, develop and, where appropriate, monitor and evaluate plans and programmes of psychological intervention, according to the psychological assessment and the individual and social variables occurring in each case.

Acquire, develop and implement a comprehensive health concept that includes the biopsychosocial components of health, in accordance with the guidelines established by WHO.

Have a concern for achieving quality work.

Have a good command of effective oral communication skills in multiple formats (e.g., group discussion, debate, conference, etc.) and for multiple purposes (e.g., inform, defend, explain, persuade, argue, teach, etc.).

Know how to use information and communication technology with different objectives for improving professional skills (relationships with other professionals, gathering of information, dissemination of knowledge, etc.)

Learn more about the different models of assessment and intervention in the field of general health psychology, as well as the techniques and procedures deriving from them for addressing behaviour disorders and the psychological factors associated with health problems.

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

Students should possess and understand foundational knowledge that enables original thinking and research in the field.

Use information and communication technology in professional practice.



Work from the perspective of quality and continuous improvement, with a self-critical capacity, necessary for a responsible professional performance.

2244 - Master's Degree in General Psychology Health

: Design, develop and, where appropriate, monitor and evaluate plans and programmes of psychological intervention, according to the psychological assessment and the individual and social variables occurring in each case.

Adquirir, desarrollar y poner en práctica un concepto de salud integral, en donde tengan cabida los componentes biopsicosociales de la misma, de acuerdo con las directrices establecidas por la OMS

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2255 - Master's Degree in General Psychology Health (Ontinyent)

: Design, develop and, where appropriate, monitor and evaluate plans and programmes of psychological



intervention, according to the psychological assessment and the individual and social variables occurring in each case.

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DESCRIPTION OF CONTENTS

1. Intervention programs in caregivers

1. Basic Concepts

1.1. Dependency

1.2. Concept of caregiver and types of caregivers



- 1.3.Process of caring for a dependent person
2. The cost of caring. Caregiver assessment
 - 2.1 Relevant variables: depression, anxiety, anger, burden, satisfaction,...
- 3.Intervention programs for caregivers
 - 3.1.Relieve
 - 3.2.Psychoeducational
 - 3.3.Self-help
 - 3.4.Psychotherapeutical

2. Psychological intervention in crisis situations, emergencies and disasters

1. Introduction to Psychology emergency.
2. Psychological impact on victims.
3. Statement by the emergency-disaster psychologist.
4. Intervention in traumatic pathologies.

3. Neuropsychological Evaluation and Intervention in neurodegenerative disorders associated with aging

1. Brain health as a key factor for active aging:
 - Concepts of brain health and cognitive reserve
 - Brain plasticity and neurogenesis
 - Risk factors and factors of brain health promoters
2. Alzheimer's disease and other neurodegenerative disorders: diagnostic criteria and evaluation
 - Diagnostic Criteria for Disease Alzheimer
 - Need for Biomarkers
 - Evaluation instruments
3. New perspectives in the prevention and treatment of Alzheimer's disease and other dementias
 - Drugs for treatment of Alzheimer's disease
 - Clinical trials on the prevention of Alzheimer's Disease
 - Multi-component treatments

4. Assessment and intervention for families at risk

- 1.Family life, relationship styles and risk in the family
 - a)Family lifestyle in different types of families (biological, single-parent, adoptive, immigrants, reconstructed ...)
 - b)Families at risk, at-risk families: household vulnerability
- 2.Tools for evaluating styles and parenting practices: analysis and early detection of risk factors.
- 3.Orientation, education and intervention in families:
 - a)Factors to be developed in intervention programs to reduce risk factors, taking into account the familiar configuration and environment.
 - b)Preventive intervention strategies.



5. Palliative Care and Bereavement

1. Coping death by patients, families and professionals
 - Assuming death as part of life
2. The psychological care to patients at end of life. Modes of intervention
 - General Interventions aimed at global welfare
 - Specific interventions on specific issues: pain, anxiety, depression
3. The family, before and after death. Prevention of complicated grief
 - Risk factors and protection.
 - The anticipatory grief
 - Therapeutic for complicated grief
4. Caring for the health personnel. Preventing compassion fatigue
 - Risks quality care
 - Prevention of burnout and compassion fatigue
 - Treatment of burnout and compassion fatigue

6. Psychological adaptation to chronic diseases

1. Characterization and impact of chronic disease. It describes what is meant by EC, which is currently prevalence and areas that impact.
2. Delimiting the adjustment to chronic disease. multidimensional, dynamic, positive and negative indicators, contextualized and heterogeneous: the characteristics of the adjustment to the EC are addressed.
3. Contributing factors in adjustment to chronic disease. the main theoretical frameworks presented in the study of the determinants of adjustment to the EC and the existing results are discussed regarding the determinants of adjustment to the EC: (i) main cognitive variables studied: perceived threat to the vital goals, expectations related to the disease and search for meaning; (ii) coping processes and (iii) coping resources: dispositional factors and social support.
4. Psychological interventions to improve adjustment to disease. some interventions that are collected exposed the theoretical aspects are illustrated.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	5,00



Individual or group project	15,00
Independent study and work	30,00
Preparation of lessons	15,00
Preparation for assessment activities	10,00
Resolution of case studies	15,00
Total hours	90,00

TEACHING METHODOLOGY

Group learning with the teacher. In class attendance lecture model will be used, since this model offers the ability to provide an overview of the topic and influence those key concepts for understanding. Also, students indicate those most suitable for further preparation of the subject in depth resources.

Also, teaching is complemented by attending regulated tutorials. In the tutorials teachers guide students in building their knowledge; orient in the elaboration of the work, resolve doubts or difficulties related to the subject. They will be in groups to solve problems, to work, etc.

Virtual Classroom (<http://pizarra.uv.es>). In this virtual space, students can find documents relevant information or news subjects. Teachers deposited all the information they consider appropriate for the development of matter.

Preparation of cases in group.

most innovative as the case study teaching, solving exercises and problems, problem-based learning, project-oriented and cooperative learning using interdisciplinary learning groups

EVALUATION

EVALUATION SYSTEM

Assessment of theoretical and practical contents by written test of response alternatives.
Attendance at seminars/conferences. Activities.

WEIGHING

Assessment of theoretical and practical content through written test of response alternatives (50% of the final score, recoverable). Attendance at seminars/conferences (5% of the final score, not recoverable). Activities (45% of the final score). On second call, the activities that consist of tasks to be carried out outside the classroom will be recoverable. On second call, the activities that consist of tasks to be carried out in the classroom will be recoverable if their characteristics allow it.

MINIMUM REQUIREMENTS

To pass the subject in 1st or 2nd call, it will be necessary to achieve a minimum mastery of 50% in the valuation of theoretical and practical contents by means of written test of response alternatives (50% of the final score, recoverable).



RATING SYSTEM

The qualification of the subject will be subject to the provisions of the Evaluation and Qualification Regulations of the Universitat de València for degrees and master degrees (ACGUV 108/2017).

Only the different sections included in the evaluation will be added when the minimum requirements established.

The granting of an Honor Qualification will be based on the regulations regarding the University of Valencia, which takes into account the number of Honor Qualification per group. The evaluation of theoretical and practical contents by means of a written test of response alternatives will also include a development question that can be considered for the Honors Qualification (QH) award. In this regard, we will start with the number of MH that can be granted in each of the groups. Based on this, the possibility of granting the MH to the students will be assessed based on the total score obtained by the student on 10 points, and only in those cases in which the grade is 9 points or higher. In order to qualify for Honor Qualification, students must have completed the development question whose assessment will serve to determine the Honor Qualification assignment in those cases in which the students that can accede to it are superior to the ones of qualifications of honor that can be awarded and / or in case of a tie in the grade obtained by the student about 10 points.

The grade of the subject will incorporate the grade obtained in first call according to the following rules:

- If there is no qualification in the assessment section of theoretical and practical contents, by means of a written test of response alternatives, the grade will be NOT PRESENTED, regardless of attendance at seminars/conferences and of activities carried out.

- If there is a qualification in the assessment section of theoretical and practical contents by means of a written test of response alternatives, and this does not meet the minimum requirements, a SUSPENSIVE and numerical note will be recorded on base 10 of the qualification of this section.

In the second call, proceed according to the following rules:

- If there is no qualification in the assessment section of theoretical and practical contents, by means of a written test of response alternatives, the grade will be NOT PRESENTED, regardless of attendance at seminars/conferences and of activities carried out.

- If there is a qualification in the assessment section of theoretical and practical contents by means of a written test of response alternatives, and this does not meet the minimum requirements, a SUSPENSIVE and numerical note will be recorded on base 10 of the qualification of this section.

- If there is a qualification in the assessment section of theoretical and practical contents by means of a written test of response alternatives, and this meets the minimum requirements, the assessment for attendance at seminars/conferences and/or assessment of activities.

The consultation and challenge of the qualification obtained in evaluation tasks, will be subject to the provisions of the Rules of Challenging Qualifications (ACGUV of april 29, 2008). <http://www.uv.es/=sgeneral/Reglamentacio/Doc/Estudis/C9.pdf>

The assignments, activities, or exercises submitted by students in this subject must be their own and



original work. In case of using artificial intelligence (ChatGPT or others), the student must provide a statement of responsible use.

REFERENCES

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- Reference b3: 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
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- Reference b13: Robles Sánchez; J.I. & Medina Amor, J.L. (2002), *Intervención Psicológica en las Catástrofes*. Editorial Síntesis. Madrid.
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- S., ... & Mukadam, N. (2020). Dementia prevention, intervention, and care: 2020 report of the Lancet Commission. *The Lancet*, 396(10248), 413-446.
- Reference b16: Arranz, P., Barbero, J.J., Barreto, P y Bayés R. (2003) *Intervención emocional en Cuidados Paliativos*. Barcelona. Ariel Ciencias Médicas
 - Reference b17: Bayés R (2011) *Aprender a investigar, aprender a cuidar. Una guía para estudiantes y profesioales de la salud*. Barcelona, Plataforma Editorial.
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 - Reference b21: Vázquez Marrufo M., Borges Guera, M.& González Rosa J. (2018). *Neuropsicología del deterioro cognitivo en esclerosis múltiple*. Ed Síntesis.
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