Information about the subject

Degree: Bachelor of Science Degree in Psychology

Faculty: Faculty of Psychology

Code: 292028 **Name:** -School Psychology

Credits: 6,00 **ECTS Year:** 3 **Semester:** 1

Module: OPTIONAL

Subject Matter: Educational psychology **Type:** Elective

Field of knowledge: Ciencias de la salud

Department: -

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

Module organization

OPTIONAL

Subject Matter	ECTS	Subject	ECTS	Year/semester
Health psychology	84,00	-Clinical Neuropsychology	6,00	4/1
		-Disorders of Eating Behavior	6,00	4/1
		-Health Psychology	6,00	3, 4/1
		-Legal Psychology	6,00	4/1
		-Main Models of Intervention in Psychotherapy	6,00	This elective is not offered in the academic year 24/25
		Mediation and familiar orientation	6,00	3/1
		-New Directions in Psychotherapy	6,00	This elective is not offered in the academic year 24/25
		-Prevention and Treatment of Addictive Behavior	6,00	3/1
		-Psychogerontology	6,00	This elective is not offered in the academic year 24/25
		-Psychology of the Chronic Disease and of Rehabilitation	6,00	This elective is not offered in the academic year 24/25
		-Psychology, Grieving and Palliative Care	6,00	4/1

Health psychology		-Psychopharmacology	6,00	4/1
		Sleeping disorders	6,00	4/1
		-Therapy Techniques and Behavior Modification	6,00	This elective is not offered in the academic year 24/25
Transversal psychology	42,00	Anthropology of the Person and Health	6,00	This elective is not offered in the academic year 24/25
		Basic Social and Emotional Skills for Professional Practice of Psychology	6,00	This elective is not offered in the academic year 24/25
		History and Philosophy of the Family	6,00	This elective is not offered in the academic year 24/25
		-Psychology of Religion	6,00	This elective is not offered in the academic year 24/25
		Psychology, and Information and Communication Technologies	6,00	This elective is not offered in the academic year 24/25
		-Qualitative Research Methodology	6,00	This elective is not offered in the academic year 24/25
		Scientific English II	6,00	This elective is not offered in the academic year 24/25

Educational psychology	48,00	-Affective Linkages in the Life Cycle	6,00	This elective is not offered in the academic year 24/25
		Development of Cognitive Skills	6,00	4/1
		Education for Interculturality	6,00	This elective is not offered in the academic year 24/25
		Educational Intervention for Students with Special Educational Needs	6,00	This elective is not offered in the academic year 24/25
		-Occupational Guidance	6,00	This elective is not offered in the academic year 24/25
		Preventive Intervention and Early Stimulation	6,00	2/1
		-School Psychology	6,00	3/1
		Strategies and Tools for Effective Learning	6,00	This elective is not offered in the academic year 24/25
Psychology of work and human resources	42,00	-Cooperative Work in Interdisciplinary Teams	6,00	This elective is not offered in the academic year 24/25
		-Intervention Techniques in Human Resources	6,00	This elective is not offered in the academic year 24/25
		Interview and Psychological Counselling	6,00	This elective is not offered in the academic year 24/25

Psychology of work and human resources		Management of the Work Climate in Organisations	6,00	3/1
		Mediation and Intervention in Family Businesses	6,00	This elective is not offered in the academic year 24/25
		-Negotiation and Conflict Resolution	6,00	4/1
		-Psychology of Communication	6,00	2/1
Community psychology and social intervention	54,00	Family and Aid to Dependency	6,00	2/1
		Intervention and Organisation of Socio-cultural Events	6,00	This elective is not offered in the academic year 24/25
		-Psychology of Conflict and Violence	6,00	2/1
		-Psychology of Criminality	6,00	3/1
		-Psychology of Physical Activity and Sport	6,00	This elective is not offered in the academic year 24/25
		-Psychology of Social Intervention	6,00	This elective is not offered in the academic year 24/25
		-Psychology of the Media	6,00	This elective is not offered in the academic year 24/25
		Psychosocial Intervention in Disasters and Emergencies	6,00	3/1

Community psychology and social intervention		-Social Support Theory and Strategies	6,00	This elective is not offered in the academic year 24/25
Speech therapy psychology	30,00	Acquisition and Development of Language	6,00	This elective is not offered in the academic year 24/25
		Assessment of Language, Speech and Voice	6,00	0/1
		-Language and Hearing Disorders	6,00	This elective is not offered in the academic year 24/25
		Linguistic Analysis of Language Disorders	6,00	This elective is not offered in the academic year 24/25
		-Speech and Voice Disorders	6,00	This elective is not offered in the academic year 24/25

Prerequisites

El alumno deberá cursar un mínimo de 30 ECTS de Optatividad entre las asignaturas activadas en el curso académico.

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   Know the main concepts, theories and models of Psychology in the educational field

R2   Being able to design appropriate psychological intervention plans in the different contexts of the field of educational psychology

R3   Know and acquire the necessary skills for an adequate management of the therapeutic relationship.

Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
CG1	The ability to work in interdisciplinary teams.			x	
CG3	Showing interest in the quality of one's performance and being able to develop systems to ensure one's service quality.				x
CG4	Being able to evaluate one's personal performance and knowing one's competencies and limitations.				x

SPECIFIC		Weighting			
		1	2	3	4
CE1	Analyzing needs and requests of addressee functions in different contexts.				x
CE5	Identifying differences, problems and needs.				x
CE8	Identifying group and inter-group problems and needs.				x
CE11	Analyzing the context in which personal behaviors, group and organizational processes take place.		x		
CE15	Defining objectives and devising action plans according to action goals. (prevention, treatment, rehabilitation, insertion, support).				x
CE16	Choosing adequate psychological intervention techniques.				x
CE17	Mastering strategies and techniques to get adressees involved.				x
CE21	Planning programmes and intervention assessment.				x
CE23	Analyzing and collecting important data for intervention assessments.		x		

		1	2	3	4
CE26	Writing oral and written reports.	x			
CE27	Knowing and adapting to the psychology code of ethics.				x
CE37	To know the different specialities of application of Psychology and to have the knowledge necessary to promote quality of life in individuals, groups, communities and organisations in different contexts.			x	

TRANSVERSAL		Weighting			
		1	2	3	4
CT2	Capacity to organize and plan.				x
CT3	Mastering Spanish oral and written communication.			x	
CT7	Problem solving.				x
CT8	Decision making.				x
CT9	Capacity to work in team.			x	
CT13	Understanding multicultural and diverse environment.				x
CT14	Critical capacity.				x
CT15	Ethics.				x
CT16	Capacity to develop and update competences, skills and knowledge following professional standards.			x	
CT17	Capacity to adapt to new situations.				x
CT18	Capacity to produce new ideas (creativity).			x	
CT21	Taking initiatives and enterprising spirit.			x	
CT24	Taking responsibility			x	

CT25	Self-criticism ability: being able to critically assess one's performance.		**x**	
CT30	Social commitment.		**x**	
CT33	Showing concern for the development of individuals, communities and people.			**x**

Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3	60,00%	Oral and/or written tests employed in initial, training and/or summative student assessment.
R1, R2	20,00%	Presentation of practical activities.
R1, R2	10,00%	Oral presentation of assignments.
R2, R3	10,00%	Group assignments.

Observations

To pass the course it will be necessary to meet two requirements:

   1. Pass the minimum mark in the individual assessment test.
   2. Exceed the minimum grade in the total calculation of the final grade for the course, obtained from the sum of the weighted grades of the different evaluation tests (group project, deliverable activities, etc.).

For the Granting of the Honours, it will be necessary to meet two requirements:

   1. Get the highest grade in the group (or one of the highest).
   2. Show levels of excellence in all competences and learning outcomes.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3	70,00%	Final evaluation consisting of essay questions and hypothetical scenarios.
R1, R2, R3	5,00%	Submitted tasks
R1, R2, R3	5,00%	Periodical assessment through questionnaires
R1, R2, R3	20,00%	Attendance and participation in synchronic communication activities.

Observations

To pass the course it will be necessary to meet two requirements:

1.Pass the minimum mark in the individual assessment test.

2.Exceed the minimum grade in the total calculation of the final grade for the course, obtained from the sum of the weighted grades of the different evaluation tests (group project, deliverable activities, etc.).

For the Granting of the Honours, it will be necessary to meet two requirements:

1.Get the highest grade in the group (or one of the highest).

2.Show levels of excellence in all competences and learning outcomes.

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   Teacher presentation of contents, competency analysis, explanation and demonstration of capacities, abilities and knowledge in the classroom (presential modality).

M2   Teacher-supervised groupwork sessions: case studies, diagnostic tests, problems, fieldwork, IT room, visits, data searches, libraries, web, Internet, etc. Building knowledge significantly through interaction and student activities (presential modality).

M3   Supervised monographic sessions with shared participation.

M4   Application of interdisciplinary knowledge.

M6   Personalized attention in small groups. Training and/or orientation period by a teacher aimed at revising and discussing the materials and topics presented in the lessons, seminars, lectures, assignments, etc.

M7   Set of oral and/or written tests employed in initial, training or summative assessment of the student.

M8   Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and/or tutoring sessions in small groups. Tasks done on the platform or other virtual spaces.

M9   Students' independent study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and /or small-group tutoring sessions. Tasks on the platform or other virtual spaces.

M11   Teacher presentation of contents, competencies analysis, explanation and demonstration of capacities, abilities and knowledge on the virtual classroom.

M12   Group work sessions via chat moderated by the teacher. Case studies –both real and fictional– aimed at building knowledge through interaction and students' activities. Critical analysis of values and social commitment.

M13   Monographic sessions throughout the course, focused on current aspects and applications of the subject.

M14   Set of oral and/or written tests employed in initial, training or summative assessment of the student.

M15   Student's individual study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or turned in in electronic format.

M16   Individualized attention for the monitoring and orientation in the learning process, performed by a tutor in order to revise and discuss the materials and topics, seminars, readings and assignments, etc.

M17   Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or handed in.

M18   Participation and contributions to discussion forums related to the subject and moderated by the module's teacher.

M19   Problem resolution, comments, reports to be handed in according to the deadlines throughout the course.

IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
ON-CAMPUS CLASS Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1	R1, R2, R3	32,00	1,28
PRACTICAL CLASSES Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity. M2, M4, M6	R2	15,00	0,60
GROUP WORK EXHIBITION Application of multidisciplinary knowledge. M8	R2, R3	4,00	0,16
OFFICE ASSISTANCE Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, papers, etc. M6	R1, R2, R3	7,00	0,28
ASSESSMENT Set of oral and/or written tests used in initial, formative or additive assessment of the student. M7	R1, R2, R3	2,00	0,08
TOTAL		**60,00**	**2,40**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M4, M8	R2	20,00	0,80
INDEPENDENT WORK Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform. M9	R1, R2, R3	70,00	2,80
TOTAL		**90,00**	**3,60**

ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Virtual session (distance learning) M11, M12	R1, R2, R3	30,00	1,20
Virtual practical session (distance learning) M19	R1, R2	10,00	0,40
In-person or virtual assessment (distance learning) M14	R1, R2, R3	4,00	0,16
Individual tutoring sessions (distance learning) M16	R1, R2, R3	8,00	0,32
Continuous assessment activities (distance learning) M15, M17, M19	R1, R2, R3	8,00	0,32
TOTAL		**60,00**	**2,40**

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work activities (distance learning) M15	R1, R2	60,00	2,40
Teamwork (distance learning) M17	R1, R2, R3	30,00	1,20
TOTAL		**90,00**	**3,60**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
BLOCK 1. Introduction to school psychology	**UNIT 1.** Conceptual and professional framework of school psychology **UNIT 2.** Current structuring of the Spanish educational system: levels of infant, primary, secondary and university education **UNIT 3.** The school psychologist in infant, primary and secondary education: competences, functions and professional deontology
BLOCK 2. School psychology in Early Childhood and Primary Education	**UNIT 4.** Psychoeducational services: advice on school practice / teacher assistance, evaluation, intervention **UNIT 5.** Detection of school needs: attention to diversity and special needs
BLOCK 3. School psychology in Secondary Education	**UNIT 6.** Vocational and professional counselling: educational orientation **UNIT 7.** Advice on school practice: classroom climate, violence and *Bullying* **UNIT 8**. The school context as a framework for prevention: psychoeducational programmes
BLOQUE 4. ORIENTACIÓN ACADEMICA Y PROFESIONAL	**Tema 9.** Orientación y transición entre etapas educativas. Orientación para la empleabilidad y la vida laboral. **Tema 10**. Orientación para la empleabilidad y la vida laboral.

Temporary organization of learning:

Block of content	Number of sessions	Hours
BLOCK 1. Introduction to school psychology	8,00	16,00
BLOCK 2. School psychology in Early Childhood and Primary Education	10,00	20,00
BLOCK 3. School psychology in Secondary Education	6,00	12,00
BLOQUE 4. ORIENTACIÓN ACADEMICA Y PROFESIONAL	6,00	12,00

References

Diaz, R., & Quintanilla, I. (1992). *La identidad Profesional del Psicólogo en el Estado Español*.

Erchul, W. P., & Martens, B. K. (2010). *School consultation: Conceptual and empirical bases of practice*. Springer Science & Business Media.

Flanagan, P. D. R., & Miller, P. D. J. A. (2010). *Specialty competencies in school psychology*. Oxford University Press.

García Martínez, J. M. (2006). Violencia en la escuela: la punta del iceberg. *Cátedra nova: revista de bachillerato*.

Latorre, A, & Rocabert, E. (Coord.) (1997). *Psicología escolar: Ámbitos de intervención*. Valencia: Promolibro.

Lionetti, T. M., Snyder, E. P., & Christner, R. W. (Eds.). (2010). *A practical guide to building professional competencies in school psychology*. Springer Science & Business Media.

Peacock, G. G., Ervin, R. A., Daly, E. J., & Merrell, K. W. (Eds.). (2009). *Practical handbook of school psychology: Effective practices for the 21st century*. Guilford Press.

Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

X	Microsoft Teams

X	Kaltura

Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

X	Microsoft Teams
X	Kaltura

Explanation about the practical sessions:

Course guide

2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

| X | The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus. |

| | The following changes will be made to adapt the subject's assessment to the online teaching. |

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System:

ONLINE WORK

Regarding the Assessment Tools:

| X |

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: