



## Information about the subject

**Degree:** Bachelor of Science Degree in Psychology

**Faculty:** Faculty of Psychology

**Code:** 293403 **Name:** Practicum III

**Credits:** 6,00 **ECTS Year:** 4 **Semester:** 2

**Module:** INTERNSHIP

**Subject Matter:** PRACTICUM **Type:** Internship

**Department:** -

**Type of learning:** Classroom-based learning / Online

**Languages in which it is taught:** Spanish

**Lecturer/-s:**



## Module organization

### INTERNSHIP

| Subject Matter | ECTS  | Subject       | ECTS | Year/semester |
|----------------|-------|---------------|------|---------------|
| PRACTICUM      | 18,00 | Practicum I   | 6,00 | 4/2           |
|                |       | Practicum II  | 6,00 | 4/2           |
|                |       | Practicum III | 6,00 | 4/2           |

## Recommended knowledge

To have approved 75% of the credits corresponding to the first three courses of the degree (minimum approved 135 ECTS).

## 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 Knowing a professional reality area of the psychologist, being able to compare and apply the knowledge acquired during the degree in psychology and adapting them to the specific area of the internship.
- R2 Demonstrating having acquired practical experience in the area of psychology of the internship.
- R3 Showing that one follows the ethical principles, initiative, commitment and update in the area of the internship.
- R4 Being able to work in teams and considering the interdisciplinary approach to the psychological assessment and treatment.



## 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):

| BASIC |   | Weighting |   |   |   |
|-------|---|-----------|---|---|---|
|       |   | 1         | 2 | 3 | 4 |
| CB1   | Students must show that they have and understand knowledge in a field of study that is based on general secondary education on a level that, although supported by advanced textbooks, includes also some aspects that involve knowledge belonging to the vanguard of their field of study. |           | X |   |   |
| CB2   | Students can apply their knowledge to their work or vocation in a professional manner and possess the skills typically demonstrated through devising and sustaining arguments and solving problems within their field of study.   |           |   |   | X |

| SPECIFIC |   | Weighting |   |   |   |
|----------|---|-----------|---|---|---|
|          |   | 1         | 2 | 3 | 4 |
| CE1      | Analyzing needs and requests of addressee functions in different contexts.  |           |   |   | X |
| CE2      | Establishing psychological action goals in different contexts, proposing and negotiating the goals with addressees.                                     |           |   |   | X |
| CE3      | Planning and carrying out interviews.   |           |   |   | X |
| CE4      | Analyzing and measuring variables (personality, intelligence and other aptitudes) and cognitive, emotional, psychobiological and behavioral processes . |           |   |   | X |
| CE5      | Identifying differences, problems and needs.  |           |   |   | X |
| CE6      | Diagnosing following professional principles.   |           |   |   | X |
| CE7      | Analyzing and assessing interaction processes, group dynamics and group and inter-group structures.   |           |   |   | X |



|      |   |  |  |   |   |
|------|---|--|--|---|---|
| CE8  | Identifying group and inter-group problems and needs.   |  |  |   | X |
| CE9  | Analyzing and assessing interaction processes, organizational and inter-organizational dynamics and structure.                            |  |  | X |   |
| CE10 | Identifying organizational and inter-organizational problems and needs.   |  |  | X |   |
| CE11 | Analyzing the context in which personal behaviors, group and organizational processes take place.   |  |  | X |   |
| CE12 | Selecting and correctly using tools, products and services and identifying those people and group concerned.                              |  |  | X |   |
| CE13 | Designing and adapting tools, products and services to requirements and restrictions.   |  |  | X |   |
| CE14 | Contrasting and checking tools, products and services (prototypes and pilot studies).   |  |  | 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 addressees involved.   |  |  |   | X |
| CE18 | Putting into practice direct intervention strategies and methods: psychological advice, therapy, negotiation mediation...                 |  |  |   | X |
| CE19 | Putting into practice direct intervention strategies and methods in contexts: building healthy environment...                             |  |  |   | X |
| CE20 | Putting into practice indirect intervention strategies and methods through other people: advising, training of trainers and other agents. |  |  |   | X |
| CE21 | Planning programmes and intervention assessment.  |  |  |   | X |
| CE22 | Selecting and designing indicators and measuring techniques to assess programmes and interventions.                                       |  |  |   | X |
| CE23 | Analyzing and collecting important data for intervention assessments.   |  |  |   | X |
| CE24 | Analyzing and interpreting assessment results.  |  |  |   | X |
| CE25 | To be able to measure and to collect relevant data for the evaluation of the interventions  |  |  |   | 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 |   |   |
| CT20 | Knowing foreign cultures.   |  | X |   |   |
| CT21 | Taking initiatives and enterprising spirit.   |  |   |   | X |
| CT22 | Knowing how to guarantee high quality tasks and services.   |  |   |   | X |
| CT24 | Taking responsibility   |  |   |   | X |
| CT25 | Self-criticism ability: being able to critically assess one's performance.  |  |   |   | X |
| CT26 | Assessing our behavior and knowing our competences and limits.  |  |   |   | X |
| CT27 | Capacity to express feelings.   |  |   | X |   |
| CT28 | Capacity to overcome possible frustrations.   |  |   | X |   |
| CT29 | Interpreting other's intentions.  |  |   |   | X |
| CT30 | Social commitment.  |  | X |   |   |
| CT31 | Sensitivity to problems facing mankind.   |  |   |   | X |
| CT32 | Sensitivity to personal, environmental and institutional injustices.  |  |   |   | X |
| CT33 | Showing concern for the development of individuals, communities and people.   |  |   |   | X |
| CT34 | Professional relationships: being able to build and maintain relationships with other professionals and important organizations |  |   |   | X |
| CT35 | Being able to develop audio-visual presentations.   |  | X |   |   |
| CT36 | Being able to collect information using different kinds of sources.   |  |   | X |   |



CT37 Being able to collect information from other 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, R4             | 20,00%             | Attendance and active participation: lessons, group assignments and tutoring sessions. It will be monitored and registered by the teacher. |
| R1, R2, R3, R4             | 20,00%             | Oral presentation of assignments.  |
| R1, R2, R3, R4             | 40,00%             | Final individual assignment.   |
| R1, R2, R3, R4             | 20,00%             | Evaluation by external tutors.   |

### Observations

To be able to pass the course it is necessary to exceed 50% of each of the assessment instruments.

Note: The general qualification of memory shall be taken into account aspects such as: a) general structure of the document and the presence of the most relevant sections, b) grade that reflects the activity developed in the Practicum, c) ability to descriptive and argumentative, d) presence of critical perspective, e) suggestions for improvements, f) presence of relevant annexes, and g) relevant properly referenced citations (follow the standards of the APA).

The overall score of the POSTER shall be taken into account aspects such as: a) content for presentation, structuring and selection, b) level of the submitted references (Organization of schemes...), c) fitness contents - space- size - presentation and d) expressive and expository clarity.

### Online teaching

| Assessed learning outcomes | Granted percentage | Assessment method  |
|----------------------------|--------------------|--|
| R1, R2, R3, R4             | 70,00%             | Final evaluation consisting of essay questions and hypothetical scenarios. |
| R1, R2, R3, R4             | 5,00%              | Submitted tasks  |
| R1, R2, R3, R4             | 5,00%              | Periodical assessment through questionnaires                               |
| R1, R2, R3, R4             | 20,00%             | Attendance and participation in synchronic communication activities.       |





## Observations

These evaluation criteria are subject to the correct realization of the external practices in their entirety, which will be evaluated by the professional tutor, the academic tutor and the practice coordinators.

To be able to pass the course it is necessary to exceed 50% of each of the assessment instruments.

Note: The general qualification of memory shall be taken into account aspects such as: a) general structure of the document and the presence of the most relevant sections, b) grade that reflects the activity developed in the Practicum, c) ability to descriptive and argumentative, d) presence of critical perspective, e) suggestions for improvements, f) presence of relevant annexes, and g) relevant properly referenced citations (follow the standards of the APA).

The overall score of the POSTER shall be taken into account aspects such as: a) content for presentation, structuring and selection, b) level of the submitted references (Organization of schemes...), c) fitness contents - space- size - presentation and d) expressive and expository clarity.

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:

- 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).
- 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.
- M10 Training activities related with the competencies that the student must acquire throughout the module.
- 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.
- 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.
- 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        |
|---|-------------------|--------------|-------------|
| <b>ON-CAMPUS CLASS</b><br>Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.<br>M2   | R1, R2, R3, R4    | 5,00         | 0,20        |
| <b>GROUP WORK EXHIBITION</b><br>Application of multidisciplinary knowledge.<br>M7   | R1, R2, R3, R4    | 2,00         | 0,08        |
| <b>OFFICE ASSISTANCE</b><br>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.<br>M6 | R1, R2, R3, R4    | 15,00        | 0,60        |
| <b>ASSESSMENT</b><br>Set of oral and/or written tests used in initial, formative or additive assessment of the student.<br>M7   | R1, R2, R3, R4    | 5,00         | 0,20        |
| Internships in professional centers.<br>M10   | R1, R2, R3, R4    | 70,00        | 2,80        |
| <b>TOTAL</b>  |                   | <b>97,00</b> | <b>3,88</b> |



## LEARNING ACTIVITIES OF AUTONOMOUS WORK

|   | LEARNING OUTCOMES | HOURS        | ECTS        |
|---|-------------------|--------------|-------------|
| <b>GROUP WORK</b><br>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<br>M8                            | R1, R2, R3, R4    | 8,00         | 0,32        |
| <b>INDEPENDENT WORK</b><br>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.<br>M9 | R1, R2, R3, R4    | 45,00        | 1,80        |
| <b>TOTAL</b>  |                   | <b>53,00</b> | <b>2,12</b> |

## ON-LINE LEARNING

### SYNCHRONOUS LEARNING ACTIVITIES

|   | LEARNING OUTCOMES | HOURS        | ECTS        |
|---|-------------------|--------------|-------------|
| Virtual practical session (distance learning)<br>M12        | R1, R2, R3, R4    | 15,00        | 0,60        |
| In-person or virtual assessment (distance learning)<br>M14  | R1, R2, R3, R4    | 5,00         | 0,20        |
| Individual tutoring sessions (distance learning)<br>M15     | R1, R2, R3, R4    | 45,00        | 1,80        |
| Continuous assessment activities (distance learning)<br>M14 | R1, R2, R3, R4    | 30,00        | 1,20        |
| <b>TOTAL</b>  |                   | <b>95,00</b> | <b>3,80</b> |



## ASYNCHRONOUS LEARNING ACTIVITIES

|   | LEARNING OUTCOMES | HOURS        | ECTS        |
|---|-------------------|--------------|-------------|
| Individual work activities (distance learning)<br>M15 | R1, R2, R3, R4    | 45,00        | 1,80        |
| Teamwork (distance learning)<br>M17                   | R1, R2, R3, R4    | 10,00        | 0,40        |
| <b>TOTAL</b>  |                   | <b>55,00</b> | <b>2,20</b> |



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

| Content block | Contents   |
|---------------|--|
| UNIT 1        | Presentation of the external practices module. Issues of structure, procedural and attitudinal training centre. Resource and systematization of the report and the oral exposure of Practicum. |
| UNIT 2        | Profiles careers in Psychology: educational, clinical and health, work and organizations, social-community intervention and other.   |
| UNIT 3        | Job search training workshops: resume, professional interviews, social networking, etc.  |
| UNIT 4        | Information, care and guidance prior to the election and assignment of center,   |
| UNIT 5        | Follow-up interviews individualized and group.   |
| UNIT 6        | Exhibition and presentation of reports and posters.  |
| UNIT 7        | External practicum.  |



## Temporary organization of learning:

| Block of content | Number of sessions | Hours |
|------------------|--------------------|-------|
| UNIT 1           | 1,00               | 2,00  |
| UNIT 2           | 2,00               | 4,00  |
| UNIT 3           | 1,00               | 2,00  |
| UNIT 4           | 3,00               | 6,00  |
| UNIT 5           | 2,00               | 4,00  |
| UNIT 6           | 1,00               | 2,00  |
| UNIT 7           | 20,00              | 40,00 |

## References

- Boylan, J. C. & Scott, J. (2009). *Practicum and Internship. Textbook at Resource Guide for Counseling and Psychotherapy*. NY: Routledge.
- Matthews, J.R (2006). *Your practicum in psychology: a guide for maximizing knowledge and competence*. Washington, DC: American Psychological Association.
- Mendez Zaballos, L. (2011): *Practicum de Psicología. La formación de los profesionales de la enseñanza no presencial*. Madrid: Sanz y Torres.
- Merino Madrid, H. y Dominguez Rey, J.L., coordinadores (2007): *El Practicum de Psicología en el Espacio Europeo de Educación Superior*. Santiago de Compostela: Axencia para a Calidade do Sistema Universitario de Galicia.
- Moreno, F. (2002). *Practicum de psicología: Guía de iniciación a la profesión*. Madrid: Prentice Hall.
- Villar, E. (Ed) (2007). *Practicum de Psicología fonaments, reflexions i propostes*. Girona: Documenta Universitaria.



## 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:

Microsoft Teams

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:

Microsoft Teams

Kaltura

Explanation about the practical sessions:

In the event that a state of alarm is decreed or the presence of the practices is impeded, the training activity "Practices in professional centers" will be complemented by the following training activities:

- o non-face-to-face practices in professional centers (through videoconferences and other means of communication),
- o design of materials for psychological intervention according to the characteristics of the practice center,
- o virtual work sessions and seminars supervised by internship tutors,
- o other work related to the professional role of the psychologist.



For the training activity Practices in professional centers that could not be completed in the period prior to the entry into force of the State of Alarm, the following activities may be considered extraordinary:

- o volunteering
- o extracurricular practices
- o research practices, etc.

As long as they meet the criteria established by the internship commission.

The group work exhibition training activity referring to the exhibition of the practical poster will be adapted according to the possibilities of the virtual media available.



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

### ONSITE WORK

#### Regarding the Assessment Tools:

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:

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: