



## 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:** 2 **Semester:** 1

**Module:** OPTIONAL ITINERARY 2: EDUCATIONAL PSYCHOLOGY

**Subject Matter:** EDUCATIONAL PSYCHOLOGY **Type:** Elective

**Department:** -

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

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

**Lecturer/-s:**



## Module organization

### OPTIONAL ITINERARY 2: EDUCATIONAL PSYCHOLOGY

| Subject Matter            | ECTS  | Subject  | ECTS | Year/semester  |
|---------------------------|-------|--|------|--|
| EDUCATIONAL<br>PSYCHOLOGY | 90,00 | -Affective Linkages in the<br>Life Cycle                                   | 6,00 | This elective is not<br>offered in the<br>academic year<br>23/24 |
|                           |       | Development of<br>Cognitive Skills   | 6,00 | This elective is not<br>offered in the<br>academic year<br>23/24 |
|                           |       | Educational Intervention<br>for Students with Special<br>Educational Needs | 6,00 | This elective is not<br>offered in the<br>academic year<br>23/24 |
|                           |       | -Occupational Guidance   | 6,00 | This elective is not<br>offered in the<br>academic year<br>23/24 |
|                           |       | Preventive Intervention<br>and Early Stimulation                           | 6,00 | This elective is not<br>offered in the<br>academic year<br>23/24 |
|                           |       | -School Psychology   | 6,00 | 2/1  |
|                           |       | Strategies and Tools for<br>Effective Learning                             | 6,00 | This elective is not<br>offered in the<br>academic year<br>23/24 |



## 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 the concepts, theories and main models of Psychology in the area of education.
- R2      Being able to design psychological intervention plans that are adequate in the different contexts of educational psychology.
- R3      Knowing and acquiring the necessary skills for the adequate management of therapeutic relationships.



## 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):

| SPECIFIC  | Weighting |   |   |   |
|---|-----------|---|---|---|
|   | 1         | 2 | 3 | 4 |
| 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 |
| CE8 Identifying group and inter-group problems and needs.   |           |   | 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 |
| CE25 To be able to measure and to collect relevant data for the evaluation of the interventions   |           |   |   | X |
| CE27 Knowing and adapting to the psychology code of ethics.   |           |   |   | 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

CT25 Self-criticism ability: being able to critically assess one's performance.

x

CT36 Being able to collect information using different kinds of sources.

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                 | 75,00%             | Final evaluation consisting of essay questions and hypothetical scenarios. |
| 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.

## 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        |
|--|-------------------|--------------|-------------|
| <b>ON-CAMPUS CLASS</b><br>Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.<br>M1  | R1, R2, R3        | 32,00        | 1,28        |
| <b>PRACTICAL CLASSES</b><br>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.<br>M2, M4, M6 | R2                | 15,00        | 0,60        |
| <b>GROUP WORK EXHIBITION</b><br>Application of multidisciplinary knowledge.<br>M8  | R2, R3            | 4,00         | 0,16        |
| <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        | 4,00         | 0,16        |
| <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        | 5,00         | 0,20        |
| <b>TOTAL</b>   |                   | <b>60,00</b> | <b>2,40</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>M4, M8                        | R2                | 20,00        | 0,80        |
| <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        | 70,00        | 2,80        |
| <b>TOTAL</b>  |                   | <b>90,00</b> | <b>3,60</b> |



## ON-LINE LEARNING

### SYNCHRONOUS LEARNING ACTIVITIES

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

### ASYNCHRONOUS LEARNING ACTIVITIES

|   | LEARNING OUTCOMES | HOURS        | ECTS        |
|---|-------------------|--------------|-------------|
| Individual work activities (distance learning)<br>M15 | R1, R2            | 60,00        | 2,40        |
| Teamwork (distance learning)<br>M17                   | R1, R2, R3        | 30,00        | 1,20        |
| <b>TOTAL</b>  |                   | <b>90,00</b> | <b>3,60</b> |



## 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                          | <b>UNIT 1.</b> Conceptual and professional framework of school psychology<br><b>UNIT 2.</b> Current structuring of the Spanish educational system: levels of infant, primary, secondary and university education<br><b>UNIT 3.</b> The school psychologist in infant, primary and secondary education: competences, functions and professional deontology |
| BLOCK 2. School psychology in Early Childhood and Primary Education | <b>UNIT 4.</b> Psychoeducational services: advice on school practice / teacher assistance, evaluation, intervention<br><b>UNIT 5.</b> Detection of school needs: attention to diversity and special needs   |
| BLOCK 3. School psychology in Secondary Education                   | <b>UNIT 6.</b> Vocational and professional counselling: educational orientation<br><b>UNIT 7.</b> Advice on school practice: classroom climate, violence and <i>Bullying</i><br><b>UNIT 8.</b> The school context as a framework for prevention: psychoeducational programmes   |



## Temporary organization of learning:

| Block of content  | Number of sessions | Hours |
|---|--------------------|-------|
| BLOCK 1. Introduction to school psychology                          | 5,00               | 10,00 |
| BLOCK 2. School psychology in Early Childhood and Primary Education | 13,00              | 26,00 |
| BLOCK 3. School psychology in Secondary Education                   | 12,00              | 24,00 |

## References

- Díaz, 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:

☒ 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:



## 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: