



## 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 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 PSYCHOLOGY	90,00	-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	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	
		-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



## 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.

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:

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|----|---|
| 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> 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
<b>PRACTICAL CLASSES</b> 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
<b>GROUP WORK EXHIBITION</b> Application of multidisciplinary knowledge. M8	R2, R3	4,00	0,16
<b>OFFICE ASSISTANCE</b> 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	4,00	0,16
<b>ASSESSMENT</b> Set of oral and/or written tests used in initial, formative or additive assessment of the student. 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> 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
<b>INDEPENDENT WORK</b> 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
<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) M11, M12	R1, R2, R3	30,00	1,20
Virtual practical session (distance learning) M19	R2, R3	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
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

### 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
<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 <b>UNIT 2.</b> Current structuring of the Spanish educational system: levels of infant, primary, secondary and university education <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 <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 <b>UNIT 7.</b> Advice on school practice: classroom climate, violence and <i>Bullying</i> <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.