Information about the subject

Degree: Bachelor of Science Degree in Psychology

Faculty: Faculty of Psychology

Code: 293401 **Name:** Practicum I

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

Module: INTERNSHIP

Subject Matter: PRACTICUM **Type:** Internship

Department: Personality Psychology, Treatments, and Methodology

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

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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 adressees 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

					4
CE26	Writing oral and written reports.				x
CE27	Knowing and adapting to the psychology code of ethics.				x
CE34	To know different evaluation methods, psychological diagnoses and treatments in different applied domains of Psychology.				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
CT1	Capacity to analyze and synthesize.	x			
CT2	Capacity to organize and plan.			x	
CT3	Mastering Spanish oral and written communication.				x
CT6	Capacity to manage information (capacity to look for and analyze information coming from different types of sources)		x		
CT7	Problem solving.			x	
CT8	Decision making.			x	
CT9	Capacity to work in team.				x
CT10	Capacity to work in interdisciplinary teams.				x
CT12	Interpersonal skills.				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		
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, envirnomental 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 contens - space- size - presentation and d) expressive and expository clarity.

Criteria for granting Honor CertificatesDemonstrate levels of excellence in all competencies and learning outcomes

In accordance with the regulations governing the evaluation and grading of the subjectcurrent at the UCV, the mention of "Honors" may be awarded to students who have obtained a grade equal to or greater than 9.0. The number of "Honor Registrations" cannot beexceed five percent of the students enrolled in the group in the corresponding academic year, unless the number of students enrolled is less than 20, in which case a single "Honors Registration" may be granted. Exceptionally, assign honors among different groups of the same subject globally. However, the total number of honors to be awarded will be the same as if they were assigned by group, but these may be distributed among all students based on a common criterion, regardless of the group to which they belong. The granting criteria "Honors" will be carried out according to the criteria stipulated by the teacher responsible for the subject detailed in the "Observations" section of the evaluation system of the

teaching guide.
Students must use AI ethically. Uploading personal data derived from practice documentation, practice reports, and posters to AI platforms is prohibited. It may be used for reference purposes, with explicit declaration of its use in the submitted documents (for example, in a footnote or an appendix). The name of the tool, the purpose of use (e.g., grammar check, organization of ideas, writing sample), and the section of the work where it was used must be indicated. Responsible use of AI will be assessed as part of the criteria for originality and academic honesty.

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 contens - space- size - presentation and d) expressive and expository clarity.

Criteria for granting Honor CertificatesDemonstrate levels of excellence in all competencies and learning outcomes

In accordance with the regulations governing the evaluation and grading of the subjectcurrent at the UCV, the mention of "Honors" may be awarded to students who have obtained a grade equal to or greater than 9.0. The number of "Honor Registrations" cannot beexceed five percent of the students enrolled in the group in the corresponding academic year, unless the number of students enrolled is less than 20, in which case a single "Honors Registration" may be granted. Exceptionally, assign honors among different groups of the same subject globally. However, the total number of honors to

be awarded will be the same as if they were assigned by group, but these may be distributed among all students based on a common criterion, regardless of the group to which they belong. The granting criteria "Honors" will be carried out according to the criteria stipulated by the teacher responsible for the subject detailed in the "Observations" section of the evaluation system of the teaching guide.

Students must use AI ethically. Uploading personal data derived from practice documentation, practice reports, and posters to AI platforms is prohibited. It may be used for reference purposes, with explicit declaration of its use in the submitted documents (for example, in a footnote or an appendix). The name of the tool, the purpose of use (e.g., grammar check, organization of ideas, writing sample), and the section of the work where it was used must be indicated. Responsible use of AI will be assessed as part of the criteria for originality and academic honesty.

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
ON-CAMPUS CLASS Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M2	R1, R2, R3, R4	5,00	0,20
GROUP WORK EXHIBITION Application of multidisciplinary knowledge. M7	R1, R2, R3, R4	2,00	0,08
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, R4	15,00	0,60
ASSESSMENT Set of oral and/or written tests used in initial, formative or additive assessment of the student. M7	R1, R2, R3, R4	5,00	0,20
Internships in professional centers. M10	R1, R2, R3, R4	70,00	2,80
TOTAL		**97,00**	**3,88**

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 M8	R1, R2, R3, R4	8,00	0,32
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, R4	45,00	1,80
TOTAL		**53,00**	**2,12**

ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

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

Course guide

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work activities (distance learning) M15	R1, R2, R3, R4	45,00	1,80
Teamwork (distance learning) M17	R1, R2, R3, R4	10,00	0,40
TOTAL		**55,00**	**2,20**

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

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References

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·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.

·Project Zero. PZ's Thinking routines Toolbox. https://pz.harvard.edu/thinking-routines

·Ritchhart, R., Church, M. y Morrison, K. (2014). Hacer visible el pensamiento. Cómo promover el compromiso, la comprensión y la autonomía de los estudiantes. Paidós.

·Rodríguez, M. Á. J., Angelini, M. L. y Tasso, C. (2021). Orientaciones metodológicas para eldesarrollo del pensamiento crítico. Ediciones Octaedro.

·Villar, E. (Ed) (2007). *Practicum de Psicología fonaments, reflexions i propostes*. Girona: Documenta Universitaria.