

**COURSE DATA****Data Subject**

Code	33291
Name	External internships
Cycle	Grade
ECTS Credits	6.0
Academic year	2023 - 2024

Study (s)

Degree	Center	Acad. year	Period
1004 - Degree in Philosophy	Faculty of Philosophy and Educational Sciences	4	Second term
1012 - Degree in Philosophy	Faculty of Philosophy and Educational Sciences	4	Second term

Subject-matter

Degree	Subject-matter	Character
1004 - Degree in Philosophy	32 - External internship	Optional
1012 - Degree in Philosophy	29 - External internships	External Practice

Coordination

Name	Department
CUBO UGARTE, OSCAR	359 - Philosophy

SUMMARY

The objective of external internships is to ensure that the students who participate in them access some ways of doing close to professional practice, under certain control by tutors, and considering that the approach to professional practice will allow them learning that they include knowing (new knowledge and/or deepening those already acquired); knowing how to do (handling tools, situations, dealing with people, project design, application of knowledge and procedures); knowing how to be (working with others, directing and coordinating teams, fulfilling work routines) and lastly, knowing how to act (responsible exercise, respect for the code of ethics).



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

120 credits of the degree must have been passed.

OUTCOMES

1004 - Degree in Philosophy

- Be able to apply knowledge to work in a professional manner and have competences for preparing and defending arguments and for solving problems within the field of study.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Capacidad de comunicación profesional oral y escrita en las lenguas propias de la Universitat de València.
- Be able to communicate in a foreign language.
- Be able to organise and plan work times.
- Be able to convey information, ideas, problems and solutions to others (experts or not).
- Be able to improve and develop professionally.
- Know how to work in a team avoiding gender discrimination.
- Be able to communicate with experts in the area of knowledge and in other areas.
- Be respectful of difference and plurality and avoid gender discrimination.
- Be able to apply knowledge to practice.
- Be able to adapt to new situations.
- Be able to take on leadership, coordination and representation tasks.
- Be able to detect needs and situations that require the professional's intervention.
- Be able to identify the useful resources that allow the professional's intervention to be carried out.
- Know how to apply and develop the professional's intervention.
- Be able to apply the knowledge acquired to clarify or solve certain problems outside one's own field of knowledge.
- Acquire suitable professional skills.
- Know how to manage the different relationships with a client or another party taking account of gender equality.



- Develop skills to cooperate with other professionals promoting gender equality.
- Work with an increasing degree of self-motivation and self-demand.
- Be able to take on social and ethical commitments.
- Experience the routine and less attractive aspects of the profession.
- Become aware of the ethical component and deontological principles of professional practice.

LEARNING OUTCOMES

At the culmination of the external internship process, the student will have acquired the skills of real and effective application of the skills, competencies and knowledge acquired during their training period. With this, you will have been able to relate the theoretical knowledge – practices received with the experiences of the practicum, and will have been able to analyze, assess and apply fundamental rights and equality between men and women in the workplace. Likewise, you will be able to analyze the professional role in the context of the intervention, and you will be able to describe, analyze and critically review the intervention developed in the internship center, in collaboration with the professionals, and translate it into the Practice Report.

WORKLOAD

ACTIVITY	Hours	% To be attended
Internship		100
Development of individual work	30,00	0
Preparation of evaluation activities	20,00	0
TOTAL	50,00	

TEACHING METHODOLOGY

1. Presential hours:

- 1.a) Orientation interview and intermediate follow-up activities
- 1.b) Attendance at the practice center
- 1.c) Contact and meetings with the tutor of the collaborating center
- 1.d) Seminar assistance, and
- 1.e) Meetings, tutorial assistance, etc.

*Number of credits: 3,60

*Teaching and learning methodology: participation of the students, under the guidance of the tutors.



Operational autonomy of each student, with the assistance of tutors when required. Personal exchanges on oral or written contributions of the students with other students or the tutors.

*Competences to acquire: 1-24

2. Autonomous work: preparation of the final practice report.

*Number of credits: 2,40

*Teaching and learning methodology: Personal interviews to agree on the autonomous work of their students and their preparation requirements, and to monitor its evolution.

*Competences to acquire: 1-4, 6-8, 11, 14-18, 23, 24.

EVALUATION

The following evaluation methods will be used, combining them in order to achieve the evaluation of the competences implied in this subject:

1. Report or memory of practices attending to:

1.a) Description of the organization, company or collaborating center: basic data, organization chart, fundamental activities, mission, vision, values, functions, processes, procedures, and fundamental records.

1.b) Planning of the practices: objectives, planned work plan indicating the tasks or activities to be carried out, schedule, etc.

1.c) Development of the practices: description of the functions, roles, activities, and tasks performed; analysis of the actions carried out including reflections on the facilities, obstacles or difficulties encountered in developing the work plan and the competencies associated with its fulfillment; level of participation and involvement in the activities of the organization, company or collaborating center.

1.d) Assessment of the experience: differential analysis between expectations or training needs identified by the students and those actually satisfied; evolution in their perception of the organization and the professional activity carried out; main contributions made to the organization company or center; level of knowledge and integration in the profession.

1.e) Assessment of the training and advice received from the collaborating organization, company or center, from the professionals who work there and, especially, from the professional tutor.

2. Interviews by the university tutor in order to check the level of acquisition of the competences reached by the students, including the assessment of the external tutor.

Each of these assessment instruments will be assigned a percentage of the final grade according to the importance given and the possible learning contract established with the student.



Fraudulent performance in the of evaluation tests and plagiarism in any evaluation work will be considered in accordance with the ACGUV 108/2017 and ACGUV 123/2020 regulation. The use of technologies (including AI), which is not previously authorised by the teaching staff, to create assessment materials will mean that these will not be considered as self-authored and will be treated according to current regulations.

REFERENCES

Basic

- ANECA (2005). Libro Blanco del título de Grado en Filosofía. Madrid: Aneca.
- CHARTIER, R. (1998): Escribir las prácticas: discurso, práctica, representación. Valencia: Cañada Blanch.
- ZABALZA, M. (2003). El aprendizaje experiencial como marco teórico para el prácticum. En Actas del VII Simposium Internacional sobre el Prácticum. Poio: Universidad de Santiago de Compostela.

Additional

- GARCÍA, E. (2006). "Prácticas externas". En Metodología de enseñanza y aprendizaje para el desarrollo de competencias. Coordinación de M. de Miguel. Madrid: Alianza, pp. 103-131.
- SANTOS, M. A.; MANTECÓN, B. & GONZÁLEZ, C. (1997). Libro de estilo para universitarios. Málaga: Manuel Gómez Ediciones.
- SCHÖN, D. (1992). El práctico reflexivo. Barcelona: Paidós.
- SCHÖN, D. (1992). La formación del práctico reflexivo. Barcelona: Paidós.