COURSE DATA

Data Subject

Code	33314
Name	School psychology
Cycle	Grade
ECTS Credits	4.5
Academic year	2017 - 2018

Study (s)

Degree	Center	Acad. year	Period
1319 - Degree in Psychology	Faculty of Psychology and Speech Therapy	3	Second term

Subject-matter

Degree	Subject-matter	Character
1319 - Degree in Psychology	14 - Psychology of education	Obligatory

Coordination

Name	Department
PEREZ GONZALEZ, FRANCISCO	305 - Developmental and Educational Psychology

SUMMARY

This course is a part of the subject area of Educational Psychology and seeks to offer an overview of psychology's contributions in educational contexts, either formal or non-formal. The course provides students with the scientific and methodological criteria of psychoeducational intervention, in an attempt to bring it closer to professional training for practicing school psychology in the education system.

Therefore it focuses, first, on the description and analysis of the functions and intervention models on which the activity of the school psychologist is based, as well as on the mastery of tools, strategies and intervention methods, adopting either an individual approach to students or a global approach which considers students, teachers, parents and other educational agents together.

Secondly, this course addresses the interventions that best represent the work of a school psychologist in the different areas, such as educational centers, students, teachers and families.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

It is recommended that students have acquired the skills specified in the subject areas of the first two years of the degree, especially those related to Developmental Psychology and Developmental Disorders and Learning Disabilities. It is also advisable to have previously studied Educational Psychology and Instruction.

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

1319 - Degree in Psychology

- Be able set goals for psychological treatment in different contexts and in collaboration and agreement with those involved.

- Be able to identify differences, problems and needs.

- Know how to analyse the context where individual behaviour and group and intergroup processes are developed.

- Know how to select and manage tools, products and services, and identify stakeholders.

- Be able to establish the goals of intervention and develop a basic work plan according to its purpose (prevention, therapy, rehabilitation, insertion, guidance, etc.).

- Know how to choose the appropriate psychological intervention techniques to achieve the intended goals.

- Be able to use strategies and techniques to involve patients in the intervention.

- Know how to apply direct intervention strategies and methods: psychological counselling, therapy, negotiation, mediation, etc.

- Be able to plan the assessment of programmes and interventions.

- Be able to prepare oral and written reports.

- Know and comply with professional ethics of Psychology.

- Carry out specific interventions for attention to diversity, for the promotion of coeducation and for the eradication of gender inequality.

LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

(1) To know the various epistemological approaches of the field and the professional practice, by enhancing personal and group knowledge-building, recognizing the value of theory to understand practice, and of practice to generate theory.

(2) To design, develop and evaluate contextualized psychoeducational intervention plans.

(3) To provide tools and strategies to perform the functions of assessment of students, classrooms, schools and different educational contexts.

(4) To use counseling and intervention strategies and processes in the school psychologist's areas of intervention.

(5) To present and analyze specific information about the most relevant authors, programs, techniques and tools on the theory and practice of school psychology.

(6) To distinguish the different aspects of psychoeducational intervention from other related psychological constructs and contents.

(7) To analyze and evaluate the most recent lines of intervention in the field.

DESCRIPTION OF CONTENTS

1. Theoretical and conceptual foundations of school psychology

Conceptualization and development, terminology and key concepts. Contextualization and intervention models

Unit 1 - Theoretical and conceptual foundations of school psychology

Unit 2 - Contextualization of interventions

Unit 3 - Intervention models

2. Intervention areas

Unit 4 - Psychoeducational assessment

Unit 5 - Attention to diversity

Unit 6 - Counseling and intervention by teachers (tutorial action, curricular guidance, vocational guidance and personal and social development)

Unit 7 - Community and family counseling and intervention

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	45,00	100
Attendance at events and external activities	2,50	0
Development of group work	10,00	0
Development of individual work	10,00	0
Study and independent work	18,00	0
Readings supplementary material	2,00	0
Preparation of evaluation activities	5,00	0
Preparing lectures	10,00	0
Preparation of practical classes and problem	10,00	0
TOTAL	**112,50**	

TEACHING METHODOLOGY

Active and participatory methodology that integrates different instructional methodologies with a view to promoting the meaningful learning of the knowledge involved and the development of area-specific skills.

Some of the basic instructional techniques used are (1) Expositions and presentations of the course contents, (2) Carrying out of practical activities (case studies, discussion and text analysis), (3) Scheduled group tutorials, (4) Autonomous preparation of assignments, preparation and presentation of reports on practical sessions (either individually or in groups), (5) Formative and summative assessment.

EVALUATION

Minimum required

- To pass the exam.

- To hand in compulsory reports.

- To do at least 70% of classroom activities. In case of not reaching this percentage, the student must pass an additional specific test on the competences worked in the classroom activities.

Exams

The exam accounts for 50% of the final grade and combines open-ended and multiple-choice

questions.

Reports and activities throughout the course

Reports and activities account for 50% of the final grade.

The teacher can propose the realization of optional activities whose qualification will be added to that obtained in the obligatory criteria -exam, reports and activities-. The maximum qualification in them can not exceed 10% of the maximum qualification that can be obtained in the obligatory ones.

The qualification of the subject will abide to what is stipulated in the Reglament d'Avaluació i Qualificació de la Universitat de València per a títols de Grau i Màster (ACGUV 108/2017 of May 30, 2017). Http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf

REFERENCES

Basic

- Los recursos informáticos y el resto de herramientas TICs se informaran en clase o en el Aula Virtual / Els recursos informàtics i la resta de ferramentes TICs s'informaran en classe o a l'Aula Virtual.

- BADIA, A.; MAURI, T. I MONEREO, C. (Coord.) (2004). La pràctica psicopedagògica en educació formal. Barcelona: Editorial UOC.
MARTÍN, E., i MAURI, T. (Coord.) (2011). Orientació Educativa. Atenció a la diversitat i educació inclusiva. Barcelona: Graó.
MARTÍN, E., i SOLE, I. (Coord.) (2011). Orientació Educativa. Models i estratègies d'intervenció. Barcelona: Graó.
MONEREO, C. y SOLE, I. (Coord.) (1996). El asesoramiento psicopedagógico: Una perspectiva profesional y constructivista. Madrid: Alianza.

Additional

- BISQUERRA, R. (Coord.) (1998). Models d'Orientació i Intervenció Psicopedagògica. Barcelona: Praxis.
GRAÑERAS, M. y PARRAS, A. (coords.), Orientación educativa: fundamentos teóricos, modelos institucionales y nuevas perspectivas. Madrid: Secretaría General Técnica/Ministerio de Educación, Política Social y Deporte.
BRAY, M.A., & KEHLE, T.J. (2011). The Oxford Handbook of School Psychology. Oxford: University Press.
GIMPEL, G., ERVIN, R.A., DALY, E.J., & MERRELL, K.W. (2010). Practical Handbook of School Psychology: Effective practices for the 21st century. New York: The Guilford Press.