

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

Code	33314
Name	School psychology
Cycle	Grade
ECTS Credits	4.5
Academic year	2019 - 2020

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.

OUTCOMES

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



- (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 - It will be necessary to achieve a minimum 50% proficiency in each of the sections of evaluation-.

- To pass the exam
- To hand in compulsory reports
- To do at least 70% of classroom activities

Exams - Rating theoretical and practical written tests-.

The exam accounts for 60% of the final grade and combines open-ended and multiple-choice questions.



Reports – Elaboration and reporting, individual or group work, case studies and problem solving.

Classroom activities – Preparation and presentation of activities proposed in class. Active participation in development activities and motivation for the quality of learning outcomes will be assessed. Perform at least 70% of classroom activities. In case of not reaching this percentage, the student, in second call, must pass a specific additional test on the competences worked in the classroom activities. The score obtained in this test may not exceed 50% of the score awarded to this criterion.

The reports and the activities provide 40% of the final grade.

The qualification of the subject will be subject to the provisions of the Regulation of Evaluation and Qualification of the University of Valencia- Grado and Master- (ACGUV 108/2017 May 30, 2017).

http://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio.pdf

REFERENCES

Basic

- Referencia b1: BADIA, A.; MAURI, T. I MONEREO, C. (Coord.) (2004). La práctica psicopedagógica en educación formal. Barcelona: Editorial UOC.
- Referencia b2: BONALS, J.; SÁNCHEZ-CANO, M. (coords.) (2017). Manual de Asesoramiento Psicopedagógico. Barcelona: Graó.
- Referencia b3: GALVE, J.L. (coord.)(2008). Evaluación e Intervención Psicopedagógica en Contextos Educativos. Madrid: EOS.
- Referencia b4: MARTÍN, E., i SOLE, I. (Coord.) (2011). Orientació Educativa. Models i estratègies d'intervenció. Barcelona: Graó.

Additional

- Referencia c1: BISQUERRA, R. (Coord.) (1998-2019). Models d'Orientació i Intervenció Psicopedagògica. Barcelona: Praxis.
- Referencia c2: BRAY, M.A., & KEHLE, T.J. (2011). The Oxford Handbook of School Psychology. Oxford: University Press.
- Referencia c3: 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.
- Referencia c4: GRAPIN, S.L.; KRANZLER, J.H. (2018). School Psychology: Professional Issues and Practices. New York: Springer Publishing.
- Referencia c5: MARTÍN, E., i MAURI, T. (Coord.) (2011). Orientació Educativa. Atenció a la diversitat i educació inclusiva. Barcelona: Graó.



ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

CONTENIDOS

Se mantienen los contenidos inicialmente recogidos en la guía docente.

VOLUMEN DE TRABAJO Y PLANIFICACIÓN TEMPORAL DE LA DOCENCIA

Se mantienen las actividades previstas adaptadas al formato no presencial.

Se desarrollarán sesiones programadas en las mismas fechas y horarios pero con menor duración. Se trasladan esas horas al tiempo de aprendizaje autónomo del estudiante con los materiales subidos al aula virtual.

Los estudiantes tendrán disponibles en aula virtual los materiales y actividades a desarrollar, disponiendo de total libertad para autorregularse de acuerdo a su propia programación, siempre efectuando las correspondientes entregas en el periodo previamente destacado por el profesorado.

METODOLOGIA DOCENTE

Se utilizarán las herramientas docentes disponibles en Aula Virtual de la Universitat de València. Los materiales correspondientes a utilizar se subirán (y/o se proporcionará un enlace a los mismos) al Aula virtual, así como las actividades y sus correspondientes instrucciones de realización.

Entre los mismos se utilizarán (1) documentos de trabajo elaborados por el profesorado, (2) enlaces a materiales, lecturas, videos y otros recursos web, (3) presentaciones locutadas o con información complementaria, (4) documentos con actividades y trabajos/proyectos a desarrollar, así como (5) modelos que sirvan como guía/orientación para el desarrollo de trabajos e informes.

Se utilizará el foro de discusión del aula virtual para promover el debate y/o solventar dudas que puedan surgir en el desarrollo de los trabajos/proyectos. Se mantiene el sistema de tutorías virtuales individuales a través de correo electrónico.

EVALUACIÓN

Se mantienen las notas resultantes de la evaluación continua obtenidas antes de la entrada en vigor del estado de alarma aunque su peso cambia.

Se incrementa el peso de la evaluación continua que es del 40% en la guía docente a un 70%. Se mantienen las actividades evaluables de manera continua de la guía original (análisis de situaciones, casos prácticos, informes). El estudiante deberá realizar, al menos, el 70% de estas actividades.

Se reduce el peso del examen final que pasa del 60% al 30%.



Se desarrollará una prueba de evaluación final. El examen integrará preguntas abiertas de alto nivel (p.e., análisis y discusión de casos, comparación, valoración, juicio) relativas a casos/situaciones/ejemplos relativos a los conocimientos y actividades de aprendizaje desarrollados en la materia). El enunciado se subirá a la hora prevista para el inicio del examen al aula virtual y será depositado con un margen de 2 minutos respecto a la hora de finalización del examen. Será la hora que figure en la "actividad/tarea" del aula virtual como hora de entrega la que se tenga en cuenta para entender que se ha entregado en plazo. Los estudiantes deberán estar conectados mediante videoconferencia BBC con la cámara activada y el micrófono silenciado.

Si una persona no dispone de los medios para establecer esta conexión y acceder al aula virtual, deberá contactar con el profesorado por correo electrónico en el momento de publicación de este anexo a la guía docente.

En caso de que las dificultades sean sobrevenidas, durante la prueba, el alumnado deberá avisar de forma inmediata al profesorado por correo electrónico o por la vía que el profesorado indique para establecer el momento para realizar la prueba oral.

De acuerdo con la normativa de evaluación y calificación, en la segunda convocatoria el estudiante que no supere, al menos el criterio del 70% de las actividades, deberá realizar una prueba específica adicional sobre las competencias trabajadas en las actividades de aula. La puntuación obtenida en esta prueba no podrá superar el 50% de la puntuación otorgada a este criterio.

BIBLIOGRAFÍA

La bibliografía recomendada se sustituye por materiales propios del profesorado, apuntes y transparencias con información complementaria, así como por artículos/lecturas online que se ofrecen en abierto o disponibles en las bases de datos que tiene suscrita la UV (requiere VPN).