COURSE DATA

Data Subject

Code	33314
Name	School psychology
Cycle	Grade
ECTS Credits	4.5
Academic year	2020 - 2021

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 educación 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

1. **CONTENTS**

The contents of the original teaching guide for the subject are maintained.

2. **WORKLOAD AND TIME PLANNING OF TEACHING**

The activities foreseen in the original guide are maintained, adapting the modality and the number of hours of theoretical and practical classes to the hybrid teaching modality approved by the CCA for the degree of Psychology (adding a total of 12 hours of face-to-face and 22 hours of synchronous non-presential classes) and increasing the number of hours for non-presential activities considered in the original guide (increasing a total of 11 hours with respect to the original guide).

3. **TEACHING METHODOLOGY:**

Always respecting the basic principles highlighted in the original teaching guide, given the hybrid teaching model based on alternate weeks of attendance and distance learning, proposed for the first four-month period of the 2020-21 academic year. During the weeks of attendance, half of the students in the group will attend classes on one of the two days scheduled each week, while the other half will work autonomously at a distance/online, carrying out the activities and tasks prepared by the teaching staff. During the weeks of non-attendance, students will have to connect synchronously via BBC video conference. Nevertheless, the classes will adapt to the ONLINE format and will be extended the time determined by the Academic Committee of the Degree following the guidelines received from the Rector's Office.

For the development and supervision of the online activities, the tools available in the Virtual Classroom of the University of Valencia will be used. The corresponding materials will be uploaded (and/or a link will be provided to them) to the Virtual Classroom, as well as the activities and their corresponding instructions. Among the potential teaching materials to be considered for the development of activities are (1) working documents prepared by the teaching staff, (2) links to materials, readings, videos and other web resources, (3) presentations with audio or complementary information, (4) documents with activities and works/projects to be developed, as well as (5) models that serve as a guide/orientation for the development of works and reports. The workload will be adapted to the prevailing model at each moment.

In the event that it is necessary to modify the conditions for the development of the subject from a hybrid mode to a totally remote mode, in accordance with the safety guidelines stipulated by the health authorities in the event of a possible health regression situation, identical resources to those highlighted in the hybrid model would be used for the development and supervision of non-presential activities, although prioritizing the development of synchronous sessions with the students at the time specified for the group's presence (at least one session per week).

4.   **EVALUATION**

The evaluation requirements and evidence considered in the original teaching guide are maintained (passing the exam, submission of the report and at least 70% of the activities), as well as the relative weight of these in the final grade of the subject: development of preparatory and classroom learning activities (25% of the grade), completion of the subject report (25% grade) and exam test (50% of the grade).

Only in case it is necessary to modify the conditions for the development of the examination test according to the safety guidelines stipulated in a situation of health regression, going from the initial forecast of carrying it out in person within the framework of the hybrid model of development of the subject to a modality of remote evaluation, the resources of the Virtual Classroom of the UV would be used. More specifically, the test would be available as a Task in the virtual classroom of the subject on the date and time stipulated for its completion, and should be downloaded by the student to his personal computer, duly completed and uploaded again to the virtual classroom in the time set for its completion. In this last case, the objective test would be eliminated from the exam and it would only consist of a test that would integrate between 3-6 high level open questions (e.g., application, analysis, comparison, integration, evaluation, judgment) related to cases/situations/examples about the knowledge and learning activities developed in the subject. In this line, in the event that it is essential to take the examination test online (just in case it was indicated by the Rector), if any student does not have the means to establish the relevant connections and access the virtual classroom, or if there is a proven connection error attributable to overloading or downtime of the network/virtual classroom, the teacher should be contacted by e-mail immediately to inform him/her of this issue, with the teacher reserving the right to take the test orally at a later date. Throughout the exam students will be able to ask their questions to the teachers during the tests through the chat, being connected by BBC video conference with their camera deactivated and the microphone muted.

The teaching staff will use the plagiarism detection systems contracted by the UV in the evaluation evidence. The obvious copy of any test, task, activity or report, whether individual or group, that serves for the purpose of evaluation in the subject, will make it impossible to pass it.

5. BIBLIOGRAPHY

The bibliography considered in the original guide is maintained. In the event that for health reasons it is necessary to develop the subject completely at a distance, it will be replaced by own materials provided by the teaching staff, notes and presentations with additional information, as well as by articles available in open or in the databases subscribed to by the UV (requires VPN)