

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

Code	33314
Name	School psychology
Cycle	Grade
ECTS Credits	4.5
Academic year	2023 - 2024

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.

The thematic unit tries to identify, first, the field of school psychology from the analysis of its historical development as well as addressing the conceptual aspects of it and the influences it has received from other psychological and educational disciplines. Second, the whole vast body of knowledge required by the school psychologist to perform their functions and are related to the educational system, the organization and operation of the centers, "location" of the professional in this structure is addressed, etc.

Finally, the psychoeducational intervention models are analyzed, trying to present a clear relationship between them and the characteristics of the intervention. And on the other hand, the functions of school psychologists in educational centers are discussed, trying to present them in a structured way that facilitates the student's understanding of them.

2. Psychoeducational Assessment

In this thematic unit are analyzed, first, the characteristics of the psychoeducational evaluation, the most common situations of accomplishment and differences with traditional evaluation. Second, the process of preparing the assessments is addressed, differentiating between the initial demand for assessment (e.g., referral protocols), the assessment of the center / classroom, socio-family and student contexts. Finally, the processes to identify the educational needs of the evaluated student as well as the orientations and proposals derived from the evaluation process are analyzed.

**3. Attention to diversity and educational inclusion**

The unit focuses, first, on the conceptualization of attention to diversity, as well as the new scenario on equity and inclusion in the school contexts of our country. Next, the different levels of support for inclusion, the educational response measures -access, participation and learning- as well as the levels of concretion of the educational response are analyzed. Finally, the link between psychoeducational evaluation is addressed, taking into account both the situations in which it has to be carried out and the measures of attention to diversity that are foreseen in our educational system. All these contents are addressed taking into account the role of the school psychologist in the adoption of measures in all educational stages.

4. Counseling and intervention by teachers (tutorial action, curricular guidance, vocational guidance and personal and social development)

Representative in the unit interventions are developed in the school psychologist in the field of counseling teachers. In the first place, we focus on the advice in the development of the Tutorial Action and practical examples of how to carry it out are addressed, taking into account the competences of the school psychologist related to the development of the PAT.

The areas that are analyzed are focused on Vocational Counseling, Personal and Social Development and the improvement of Planning and Time Management strategies. To address the contents, different intervention proposals in each of these areas are analyzed and discussed.

5. Community and family counseling and intervention.

The last Unit is focused on interventions aimed at the family and socio-community context. Family Counseling, its contents, strategies, procedures, etc., is addressed, attending to the competences of the school psychologist at the same time that intervention proposals are developed aimed at parent training. Interventions in the socio-community context are also reviewed and the different areas of intervention that can be approached from the perspective of the functions of the school psychologist are highlighted.

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.

The use of mobile devices, tablets and laptops will be at the disposal of the teaching methodology proposed by each teacher.

EVALUATION

Assessment systems:

- (1) Exam, 70% of the final grade, comprising open-ended and multiple-choice questions. Recoverable in the second call.
- (2) Final report, 15 % of the final qualification. Recoverable in the second call by submitting an individual work.
- (3) Classroom activities throughout the course, 15% of the final qualification. Recoverable in the second call by means of a competence test.

Minimum requirements in first and second announcement:

- (1) To pass the Exam (reaching a minimum mastery of 50%).
- (2) To pass the Final report (reaching a minimum mastery of 50%).
- (3) To pass the Classroom activities (reaching a minimum mastery of 50%).

The marks of each assessment section shall be summed up to the others provided the minimum requirement for each one is fulfilled.

System of qualification

The qualification of the subject will be subject to the provisions of the Regulation of Evaluation and Qualification of the Universitat de València for Bachelor and Master Degrees (ACGUV 108/2017 of 30 May 2017).

http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf



The mention of Honours will follow the provisions of Article 17 of the UV Assessment and Grading Regulations. The mentions will be assigned to the students following a strict order of final grade in the subject. In the event of a tie in the grade, the mention of Honour will be given to the student with the higher score in the exam, then in the classroom activities and finally in the report. If they were identical, then the teacher, notifying the students concerned, will ask them to complete and additional written or oral test in which the contents of the subject will be assessed.

In the event of fraudulent practices, the procedure will be as determined by the Protocol for action in the event of fraudulent practices at the University of Valencia (ACGUV123/2020): <https://www.uv.es/sgeneral/Protocols/C83sp.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: ESTÉVEZ, E.; MUSITU, G. (coords.) (2016). Intervención Psicoeducativa en el ámbito familiar, social y comunitario. Madrid: Paraninfo.
- Referencia b4: GALVE, J.L. (coord.) (2008). Evaluación e Intervención Psicopedagógica en Contextos Educativos. Madrid: EOS.

Additional

- Referencia c1: BRAY, M.A., & KEHLE, T.J. (2011). The Oxford Handbook of School Psychology. Oxford: University Press.
- Referencia c2: 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 c3: GRAPIN, S.L.; KRANZLER, J.H. (2018). School Psychology: Professional Issues and Practices. New York: Springer Publishing.
- Referencia c4: MARTÍN, E., i MAURI, T. (Coord.) (2011). Orientació Educativa. Atenció a la diversitat i educació inclusiva. Barcelona: Graó.