VNIVERSITAT Ġ ID VALÈNCIA

COURSE DATA

Data Subject	
Code	33336
Name	Intervention in educational contexts
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	4	Second term

Subject-matter		
Degree	**Subject-matter**	**Character**
1319 - Degree in Psychology	35 - Intervention in educational contexts	Optional

Coordination	
Name	**Department**
LUCAS MOLINA, BEATRIZ	305 - Developmental and Educational Psychology

SUMMARY

Taking into account the central role of schools in children's and adolescents' cognitive and socio-affective development, the core of the basic competences of the course 'Intervention in educational contexts' focuses on providing the basic and specialized knowledge for the effective intervention in this type of contexts.

In particular, the content of this course aims to provide the required training for an expert in psychology in order to plan specific detection, prevention and intervention strategies, taking into account the developmental level of the students, the particular problems and the characteristics of the educational context.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

Before taking this course, students must have acquired the knowledge and competences specified in the courses of Developmental Psychology, Developmental Disorders and Learning Disabilities, Educational Psychology and Instruction and School Psychology.

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 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.

LEARNING OUTCOMES

1. To specify the similarities and differences of the main intervention models in educational contexts, highlighting the fundamental roles of the different participating elements.

2. To plan adequate educational interventions in the different areas and contexts of intervention.

3. To determine the most appropriate intervention techniques (behavioral, cognitive and socioemotional) in different areas and contexts of educational intervention.

4. To establish action guidelines to train and involve families in the intervention proposals.

DESCRIPTION OF CONTENTS

1. Fundamentals of intervention in educational contexts: Basic principles of intervention. Areas, models and intervention contexts.

This first part has an introductory character and is devoted to review the key concepts that underpin the action in educational contexts. The central core revolves around the areas, models and contexts of intervention.

2. Educational intervention procedures: Intervention principles, procedures and techniques.

Different areas of intervention are proposed, highlighting the application of the principles and main techniques to be considered. Special attention will be given to the socio-emotional interventions given that they have been less developed throughout the rest of the degree courses.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	45,00	100
Development of group work	14,00	0
Development of individual work	14,00	0
Study and independent work	14,50	0
Readings supplementary material	4,00	0
Preparation of evaluation activities	9,00	0
Preparing lectures	7,00	0
Preparation of practical classes and problem	5,00	0
TOTAL	112,50	

TEACHING METHODOLOGY

Active and participative methodology, integrating different instructional methodologies to promote the meaningful learning of the knowledge involved and the development of the area skills. The basic instructional techniques are (1) Expositions and presentations of the course contents, (2) Fulfillment of practical activities (case studies, discussion and text analysis), (3) Scheduled group tutorials, (4) Autonomous preparation of assignments, elaboration and presentation of the reports of the activities undertaken in the classroom (either individually or in groups), (5) Formative and summative assessment.

EVALUATION

The qualification of the subject as well as the review of and appeal against the allotted grades will abide to what is stipulated in the Reglament d'Avaluació i Qualificació de la Universitat de València per a títols d e G r a u i M à s t e r (ACGUV 108/2017 of May 30, 2017). http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf

Exams

The exam grade will represent 50% of the course final grade, integrating open-ended and close-ended questions (Can be re-evaluated at the second evaluation).

In class and other course activities

The activities account for the 25% of the final grade (Can be re-evaluated at the second evaluation by means of a written test).

Compulsory reports

Reports account for the 25% of the final grade (Can NOT be re-evaluated at the second evaluation).

The minimum requirements to pass the course are as follows:

- At the first evaluation:

    - To pass the 50% of the exam (representing 50% of the final grade)

    - To pass the 50% of the Class activities (25% of the final grade)

    - To do the compulsory reports (25% of the final grade)

- At the second evaluation:

    - To pass the 50% of the exam (representing 50% of the final grade)

    - To pass the 50% of the class activities by means of a written test (25% of the final grade).

    - The scores from the Reports already completed will be computed into the final course grade at the second evaluation (25% of the final grade).

REFERENCES

Basic

- Grupo de Aprendizaje emocional (2007). Programa de educación emocional y prevención de la violencia. Primer ciclo de ESO. Alicante: Generalitat Valenciana. Consellería de Educación.

- Lucas-Molina, B. y Giménez-Dasí, M. (Coord.) (2019). La oportunidad de la escuela. Promoción de la salud a través de programas de intervención en contexto educativo. Madrid: Pirámide.

- Miranda, A. (Coord.) (2011). Manual práctico de TDAH. Madrid: Síntesis.

- Olivares, J., Méndez, F. y Macià, D. (2005). Tratamientos conductuales en la infancia y adolescencia. Madrid: Pirámide.

- Santostefano, S. (2006). Terapia de control cognitivo con niños y adolescentes. Madrid: Pirámide.

- Trianes, M. V, Muñoz, A. M. y Jiménez, M. (2000). Competencia social: su educación y su tratamiento. Madrid: Pirámide.

Additional

- Ezpeleta, L. (2005). Factores de riesgo en psicopatología del desarrollo. Barcelona: Masson.

Nathan, P.E., Gorman, J.M. y Salkind, N.J. (2005). Tratamiento de trastornos mentales. Una guía de tratamientos que funcionan. Madrid: Alianza.

Santana, L. E. (2009). Orientación educativa e intervención psicopedagógica: cambian los tiempos, cambian las responsabilidades profesionales. Madrid: Pirámide.

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 initially programmed in the teaching guide are kept.

2. WORKLOAD AND TIME PLANNING

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.

The workload will be adapted to the prevailing model at each moment.

3. TEACHING METHODOLOGY

The necessary material for the preparation of the theoretical classes, as well as for carrying out the different activities, will be uploaded to the virtual classroom. Either the documentation or the information on where to find it, will be provided.

Online sessions will be conducted via synchronous videoconferencing through Blackboard Collaborate (BBC). In these sessions the theoretical contents of the subject will be preferably treated.

The activities and reports will be developed mainly in the face-to-face sessions. These activities and reports will be made either individually or in groups. For the mandatory group report, students will have at their disposal the University's own resources (virtual classroom, Microsoft Teams ...). The activities and reports will be mainly delivered through the virtual classroom. In some cases, students may be required to submit their tasks synchronously through videoconference (BBC)

The tutorials will be carried out virtually, either through the virtual classroom forums, email (answer within 48 working hours) or videoconference.

4. EVALUATION

The evaluation requirements and evidence considered in the original teaching guide are maintained (passing the exam, passing the 50% of the classroom activities and the completion of the mandatory reports), as well as the relative weight of these in the final grade of the subject: classroom activities (25% of the grade), completion of mandatory reports (25% the grade) and exam test (50% of the grade).

The final exams will be held on the basis of what has been agreed in the Government Council.

The aspects of the Evaluation included in the teaching guide, which are not mentioned in this Addendum, remain as they are included in the Guide.

Important considerations:

- The teaching staff may require individual or small group interviews by videoconference to verify the degree of participation and the achievement of the objectives pursued in any task carried out. Decline this verification by the students will mean not passing the task / activity in question.

- 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 in group, that serves for the purpose of evaluation in the subject, will make it impossible to pass it.

5. REFERENCES

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The bibliography considered in the original teaching guide is maintained. The necessary materials for the completion of the tasks and the proper learning development will be incorporated, linked or indicated by the teachers in the virtual classroom.