

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

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|----------------------|--------------------------------------|
| Code | 33336 |
| Name | Intervention in educational contexts |
| 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 | 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, 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

It is recommended that students have previously 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

- Understand the different problems - characteristics and causal factors - that schoolchildren may have linked to their evolutionary development.
- Use relevant assessment approaches to identify specific difficulties in development and learning.
- Know the main models to design and implement a psychoeducational intervention.
- Integrate the information obtained in the assessment process to design a specific intervention plan for developmental disorders and learning difficulties.
- Know how to provide technical advice to both teachers and families as to how to manage educational diversity.
- Carry out specific interventions for attention to diversity, for the promotion of coeducation and for the eradication of gender inequality.

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 design and 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 the review the key concepts that underpin the action in educational contexts. The central core revolves around the areas, models and contexts of intervention.

Unit 1. Contextualization of intervention in educational contexts.

Unit 2. Models of intervention in educational contexts

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

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

Unit 3. Elaboration and evaluation of intervention programs in educational contexts.

Unit 4. Psychological intervention programs in educational contexts.

4.1. Improvement of school coexistence and peer harassment prevention.

4.2. Intercultural education, attention to diversity and prevention of learning difficulties.

4.3. Health promotion and prevention of risk behaviors.

4.4. Vocational counseling.

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

Assessment systems:

The assessment of the subject will be carried out through three elements:

Exams

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

Classroom activities

Individual or group activities carried out by the student throughout the semester and proposed by the teacher in the classroom. The activities section represents 20% of the final grade. Recoverable on second call by means of a competence test.

Mandatory report

Mandatory group report consisting of the analysis of an educational intervention program. It will involve its oral and written presentation. The report represents 20% of the final grade. Recoverable on second call by submitting an individual work.

The minimum requirements to pass the subject will be the following:

In first and second call:

- To achieve a 50% in the exam (with a weight of 60%).
- To achieve a 50% in the report (with a weight of 20%).
- To achieve a 50% in the class activities (with a weight of 20%).

Grading system:



The different assessment sections will be added up only if the student reaches the minimum required conditions for each one of them.

If a student does not pass some of the sections at the first call, the points of the other exceeded sections will be saved for the second call.

The evaluation of the subject and the review of and appeal against the allotted grades are subject to the provisions of 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

According to this, it is specified in numerical expression from 0 to 10 with one decimal place, using the following grading scale:

- From 0 to 4.9: fail (D).
- From 5 to 6.9: pass (C).
- From 7 to 8.9: remarkable (B).
- From 9 to 10: excellent (A) or First Honors (A+).

The different sections contemplated in the evaluation will only be added when the minimum requirements established for each one of them are exceeded.

The grade obtained in the first call of the course will be included in the grade of the course according to the following rules:

- If the element of assessment with the highest weighting has not been assessed, the subject will be graded as ABSENT, irrespective of the rest.
- If the element of assessment with the highest weighting has been assessed but it does not meet the minimum requirements, the subject will be given a mark of FAIL and the numerical mark on the 0-10 scale for that element.
- If the element of assessment with the highest weighting has been assessed and it does meet minimum requirements but any of the remaining elements does not, the subject will be given a mark of FAIL and the numerical mark on the 0-10 scale for the element failed.

For the second call, the following rules shall apply:

- The mark of ABSENT can only be awarded when more than one element of assessment including that with the highest weighting has not been assessed.
- If all the elements of assessment have been assessed but one of them does not meet minimum requirements, the subject will be given a mark of FAIL and the numerical mark on the 0-10 scale for the element failed. If more than one element of assessment has been failed, the element with the highest mark on the 10-point scale will be used.
- If one or more of the minimum requirements is not met and one element of assessment has not been assessed, the subject will be given a mark of FAIL and the numerical mark on the 0-10 scale for the element failed.
- If two elements of assessment meet the minimum requirements and a third element has not been



assessed, the subject will be given a mark of FAIL and the average numerical mark resulting from the two elements passed and the non-assessed element (which awards 0 points). The highest mark possible is 4.9.

First Honors:

As stated in the normative about the attribution of First Honor grades (article 17), it will follow a strict order of numerical mark. In case of a tie, the qualification will be granted to the student with the higher numerical score in the *Exam*. If the tie persists, the higher score in the *Class activities* and, finally the higher score in the *Reports* will apply. If all of them are identical, the teacher can ask for an additional test to be taken by the candidates.

Warning about plagiarism and fraudulent practices:

Evidence of copying or plagiarism in any of the assessable tasks will result in failure to pass the subject and in appropriate disciplinary action being taken. Please note that, in accordance with article 13. d) of the Statute of the University Student (RD 1791/2010, of 30 December), it is the duty of students to refrain from using or participating in dishonest means in assessment tests, assignments or university official documents. During tutorials, lecturers may require individual or group interviews in order to verify the degree of participation and achievement of goals for any given task. Failure to accept the verification will result in such task or activity being failed.

In the event of fraudulent practices, the Action Protocol for fraudulent practices at the University of Valencia will be applied (ACGUV 123/2020): <https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

REFERENCES**Basic**

- Bonals, J., Sánchez-Cano, M. (Coords.) (2007). Manual de Asesoramiento Psicopedagógico. Barcelona: Graó.
- Fonseca-Pedrero, E. (2021). Manual de tratamientos psicológicos: Infancia y adolescencia. Madrid: Pirámide.
- López Escribano, C., Aguado Orea, J. y Solbes Canales, I. (2020). Psicología de la Educación. Madrid: Síntesis.
- 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.



Additional

- Ezpeleta, L. (2005). Factores de riesgo en psicopatología del desarrollo. Barcelona: Masson.
- Santana, L. E. (2009). Orientación educativa e intervención psicopedagógica: cambian los tiempos, cambian las responsabilidades profesionales. Madrid: Pirámide.