

**Work Placement**

Code: 102551  
ECTS Credits: 6

Degree	Type	Year	Semester
2502443 Psychology	OT	4	A

**Errata**

Contact during this year should be: Susana Pallarés ([susana.pallares@uab.cat](mailto:susana.pallares@uab.cat))

**Contact**

Name: Tomas Blasco Blasco  
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**Use of Languages**

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

**Prerequisites**

There are no prerequisites for enrolling in this subject for students of the bachelor's degree in Psychology. We recommend having finished all the courses belonging to the 1st, 2nd and 3rd academic years.

**Objectives and Contextualisation**

Make direct contact with the profession of psychology and with the application of the competences related to this professional activity.

Observe the work of the mentor psychologist in real contexts.

Observe the tasks performed by the centre's workforce.

Put into practice the knowledge acquired during the Degree studies.

**Competences**

- Actively listen to be able to obtain and synthesise relevant information and understand the content.
- Analyse and interpret the results of the evaluation.
- Apply direct strategies and methods of intervention on recipients: psychological advice, therapy.
- Apply strategies and methods for direct intervention in contexts: construction of healthy scheme, etc.
- Apply techniques to collect and produce information about the functioning of individuals, groups and organisations in context.
- Dominate the strategies and techniques to include in the intervention with recipients.
- Identify and recognise the different methods of treatment and intervention in the different applied areas of psychology.
- Measure and obtain relevant data for evaluating interventions.
- Plan the evaluation of programmes of intervention.

- Produce and keep files and adequate documentation in line with protocols and information requirements.
- Recognise and appreciate external assessment of personal actions.
- Recognise personal limitations and limitations of the discipline in the different areas of professional practice.
- Respect the diversity and plurality of ideas, people and situations.
- Select indicators and construct instruments for evaluating programmes and interventions.

## Learning Outcomes

1. Adequately analyse the data related to program evaluation.
2. Apply mediation and negotiation strategies in situations of conflict.
3. Classify the different techniques of program evaluation in order to assess its development, the results that have been obtained and their effectiveness.
4. Conduct interviews to collect relevant information, as well as administering questionnaires and self-report scales appropriate for each situation.
5. Create and maintain records that include all relevant aspects of persons, groups and situations, with proper identification and documentation.
6. Design performance models that take into account the family, social and community framework for promoting the quality of life of people.
7. Design strategies for collecting data and hypothesis testing to assess the extent of an intervention program and its ability to achieve the objectives for which it was designed.
8. Design strategies to evaluate a program, through the measurement of changes that these interventions have had on individuals, groups and organizations. Such strategies should facilitate subsequent decision making by professionals on the need to modify elements of the program.
9. Distinguish the variables that affect adherence to a psychological intervention.
10. Explain to recipients the intervention options and the possible advantages and disadvantages of each.
11. Grasp and understand the entire message, properly interpreting its meaning based on verbal and nonverbal communication of an issuer.
12. Identify systems that allow the creation and e-management of individual and group histories, as well as trace logs and transmission of information to recipients of an intervention, especially in clinical and health settings.
13. Identify systems that ensure the longevity and accuracy of the information recorded in the records.
14. Identify the different levels for which indicators evaluating programs and interventions are required.
15. Interpret the specific content of a message from the point of view of the transmitter, demonstrating responsiveness, empathy and has been well played.
16. Make proper use of the instruments of assessment and diagnosis and assess their suitability for each particular situation and convenience, as well as their advantages and limitations.
17. Operationally define indicators that will be part of the evaluation.
18. Properly implement the strategies and instruments for evaluating programs in order to obtain information about each performance and the impact of interventions, especially in clinical settings and health.
19. Recognise and appreciate external assessment of personal actions.
20. Recognise personal limitations and limitations of the discipline in the different areas of professional practice.
21. Reflect on the process that has been carried out with a program or intervention, identifying its scope and limitations.
22. Respect the diversity and plurality of ideas, people and situations.
23. Select appropriate methods and techniques tools for solving specific practical problems given the idiosyncrasies of each situation.
24. Select the most appropriate intervention strategies for the issues arising.
25. Show interest and consideration for the message, and understand the perspective of the issuer.
26. Use active listening techniques, thus making the verbal and nonverbal language, to create a climate that facilitates communication between two or more participants.
27. Use strategies to promote the commitment of the recipient in the actions proposed intervention.

## Content

The specific contents on which students will have to work depend on the type of centre where they are carrying out the placement.

At present, places are offered at various health and clinical centres (adults and children), educational centres (schools), workshops for people with disabilities, research centres, companies (Human Resources), centres of the Department of Justice, centres that develop psychosocial intervention programs, centres that develop health prevention programs, and in other organizations and institutions that perform tasks and functions related to the various applied fields of Psychology.

Consult the offer of external placements for more information about the type of centre and the activities in which the student will participate.

## Methodology

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## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Supervised			
Activities developed at the assigned centre	120	4.8	1, 18, 2, 11, 3, 5, 17, 25, 7, 8, 6, 16, 4, 14, 13, 12, 15, 19, 20, 22, 24, 23, 26
Tutorials with the academic tutor	5	0.2	19, 20
Type: Autonomous			
Report writing	25	1	1, 5, 19, 20

## Assessment

The evaluation is carried out by the academic tutor and the tutor of the external centre.

The evaluation of the external tutor is done through an evaluation rubric with a quantitative score (from 0 to 10) and with a descriptive assessment of the following features: attendance and punctuality, attitude and commitment, and level of learning achieved. It has a value of 75% of the final grade. The remaining 25% corresponds to the activities (Report and Tutorials) carried out by the academic tutor.

In order to pass the external placement, the student must do the following.

- a) Attend the follow-up sessions established by the academic tutor (with a weight of 5%)
- b) Submit the placement report to the academic tutor (with a weight of 20%)

c) Carry out the corresponding placement hours at the assigned centre under the supervision of the external tutor (with a weight of 75%)

d) Obtain a weighted mark of 5 or more.

In the event of failure to comply with any of these requirements, the overall grade that will be included in the grade roster will be a maximum of 4 points. The academic tutor is responsible for the final evaluation of the student.

In accordance with Article 112, Section 1 of the academic regulations of the UAB, no system of reassessment can be applied.

Link to the assessment guidelines of the faculty:

<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EVALUATION FROM THE ACADEMIC TUTOR- Tutorial sessions	5%	0	0	6, 19, 20
EVALUATION FROM THE ACADEMIC TUTOR- Writing Report	20%	0	0	1, 5, 19, 20
RAPPORT FROM THE TUTOR OF EXTERNAL CENTRE.	75%	0	0	1, 18, 2, 11, 3, 5, 17, 25, 7, 8, 6, 9, 16, 10, 4, 14, 13, 12, 15, 19, 20, 21, 22, 24, 23, 27, 26

## Bibliography

There is not an specific bibliography. However academic tutor and the tutor of the centre will provide the student documents (articles, books, rapports, web pages) which complete the knowledge about the activities and contents developed at the centre.