

Integrated Practice

Code: 102550
ECTS Credits: 6

Degree	Type	Year	Semester
2502443 Psychology	OB	3	A

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

Name: Albert Bonillo Martín
Email: Albert.Bonillo@uab.cat

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

Teachers

Ferran Balada Nicolau
Margalida Coll Andreu
Miquel Domènech Argemí
Silvia Edo Izquierdo
Albert Fornieles Deu
José Luis Lalueza Sazatornil
Margot Pujal Llombart
Ramón Cladellas Pros
Ana Barajas Velez
Albert Bonillo Martín
Eva Parrado Romero

Prerequisites

There are no prerequisites. The necessary knowledge is that acquired previously or simultaneously in other subjects within this bachelor's degree, which this subject serves to integrate and apply.

Objectives and Contextualisation

The complexity of factors that determine the behaviour of individuals and populations makes it necessary, more than ever, to provide students with skills that allow them to integrate and apply their learning judiciously.

This subject helps students to begin integrating content from the courses they have taken previously, in the first and second years, and from those taken at the same time as this one, in the third year. It also helps them to develop independent learning skills that will allow them to devise professional solutions to psychosocial problems, always taking into account the sociocultural context in which the individuals concerned live.

The methodology used in this course necessarily involves teamwork, and all group members must know how to give an answer or explanation of the topics covered. That implies that students must pay attention to the contributions of their classmates and must read and reflect on the reference documentation provided by the other team members.

This subject implies participation in a Learning Service Project (LSP). These social commitment projects allow the student to be educated by participating in a project aimed at resolving a real need in a community and thus improving the living conditions of people or the quality of the environment (for more information <http://pagines.uab.cat/aps>).

Competences

- Analyse the demands and needs of people, groups and organisations in different contexts.
- Demonstrate a critical approach using constructive scepticism, creativity and an orientative attitude to research in professional activities.
- Formulate hypotheses about the demands and needs of the recipients.
- Identify and recognise the different methods for assessment and diagnosis in the different areas applied to psychology.
- Make systematic reviews of the different documentary sources in psychology to collect, order and classify research data and materials.
- Obtain and organise relevant information for the service requested.
- Recognise the diversity of human behaviour and the nature of differences in it in terms of normality abnormality and pathology.
- Select indicators and construct instruments for evaluating programmes and interventions.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Take decisions in a critical manner about the different research methods in psychology, their application and the interpretation of the results deriving from them.
- Use computer programmes for data management and analysis.
- Work in a team.

Learning Outcomes

1. Analyse different situations in the various fields of applied psychology that require professional intervention, and identify the variables involved in order to design appropriate programs to meet the objectives.
2. Analyse the behavioural characteristics of patients, differentiating aspects that are the result of non-pathological individual differences from those other highly suggestive aspects of pathology.
3. Assess the different features/variables that form part of a demand based on their importance.
4. Choose the indicators required for the proper evaluation of a program or intervention, properly contextualizing within a theoretical framework.
5. Collect relevant information from different sources, as well as elements of motivation and satisfaction, in order to analyse and schedule an intervention to give a satisfactory response to the demands and needs of individuals, groups and organizations.
6. Collect relevant information on the various aspects of demand and intervention program that may affect their proper implementation, as well as the success and / or failure.
7. Differentiate appropriate methods to each situation that address the specific characteristics of the evaluated and its context.
8. Discriminate among the most suitable in the field of descriptive statistics and statistical inference techniques, and the results obtained in investigations and descriptive relationship between variables.
9. Formulate and solve psychological problems based on the use of the scientific method.

10. Formulate propositions (statements) reasoned that establish relationships between variables that are part of a specific demand.
11. Gather the necessary theoretical and technical information for proper and reasoned decision-making in the face of a particular demand.
12. Identify the elements of the whole process of scientific research and its sequencing and functionality.
13. Identify the elements that are part of a systematic search documentary and sequencing and the necessary tools to do it.
14. Identify which model and procedure is most suitable for measuring functions, variables and psychological constructs, evaluation and making a diagnosis.
15. Make a critical and reflexive evaluation of contributions and scientific evidence accumulated in the various professional fields of psychology.
16. Provide a reasoned argument about the need for assessment tools in different psychological areas, especially in clinical and health settings.
17. Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
18. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
19. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
20. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
21. To conduct a systematic search that allows gather documentary evidence on a scientific research problem.
22. Use computer programmes for data management and analysis.
23. Use the theoretical knowledge acquired in the field of psychology to analyse real and simulated situations in different professional contexts of discipline, especially clinical and health.
24. Work in a team.
25. Write hypotheses that can be used as an instrument of satisfactory interim solution for each specific demand.
26. Write hypotheses that can be used as tools or thesis verification of the assumptions established after analysis of the demand.

Content

1. Listen to and evaluate demands, on the one hand, and devise, plan and manage answers and solutions, on the other.
2. Retrieve the knowledge acquired in the different subjects and apply it in an integrated way to the case studies and the proposed intervention project.
3. The distinctive model of competences at work: the importance of non-visible competences (attitudes, sensitivity, values, personal aspects, etc.) in the performance of the professional work of the psychologist and in approaches to intervention projects.
4. Professional teams: case studies. Preparation, implementation and evaluation of projects.
5. Acquisition and implementation of the Problem Based Learning (PBL) methodology.
6. Presentation of professional reports. The display/public presentation of results.
7. Searching for documents and for information in the literature. Consulting experts.
8. Ethical positioning in the professional role. Reflection on the effects and implications of professional practice.

Methodology

The teaching program contemplates for each semester 7 sessions of 2 hours of face-to-face teaching. For all sessions (14 sessions throughout the academic year) the morning groups will be divided into 6 and the

afternoon groups into 2.

Face-to-face sessions in the classroom will alternate with independent work sessions outside the classroom. In the classroom sessions, the teacher will tutor the work carried out by the work group, providing the necessary guidelines for the different activities on resolving cases and developing the intervention project, and he/she will help with other work and offer advice on the learning process. The out-of-class sessions are for the work groups to work independently.

The teaching methodology will consist of PBL (Problem Based Learning), which involves working in groups of 4 to 5 people. The students will develop and present most of the learning evidences for the first and second semester in their group. Based on the study of cases that pose real situations, students will implement a work plan that will lead them to study towards and expand on the different objectives set in the program. The objective of problem-based learning is the generalization of the acquired knowledge, so that, at the end of the course, the student is able to respond to a wide variety of situations different from the cases worked on. Emphasis is placed more on aspects related to the integration of knowledge and team work than on specific interventions.

Students are recommended to consult experts in relation to the topics, which can help solve the cases and complete the project. In any case, it must be understood that the role of the tutor is at all times non executive, so the group must direct the learning process itself and the tutor only performs specific follow-ups. It should be taken into account that the interaction within the group should not take the form of an exchange of opinions, but of expressions of knowledge acquired through reflection, based on the references consulted

A typical scheme in ABP methodology could be the following.

1. Read and analyze, in groups, the scenario in which the problem is presented.
2. Prepare a description of the problem that the group is trying to solve.
3. Identify the objectives to be fulfilled by addressing the problem that the tutor has raised.
4. As a group, prepare a list of what is required to deal with the problem. Prepare a list of questions about what you need to know in order to solve the problem, as well as concepts that must be mastered. Identify the information available to the different members of the group.
5. Prepare a plan with possible actions to cover the identified knowledge needs and any recommendations, solutions or hypotheses.
6. The team seeks information from all relevant sources to meet the learning objectives and solve the problem.
7. Working in a group, the information collected is analysed, options and possibilities are searched, and the need for more information to solve the problem is rethought.
8. It is important that a report be prepared in which recommendations, estimates of results, inferences or other decisions appropriate to the problem are made. All of the foregoing must be based on the data obtained and on the antecedents. The entire group must participate in this process in such a way that each member has the ability to answer any questions about the results.

This is a year-long course. Attendance at face-to-face sessions and group work are essential to success in the subject. Students should keep this in mind if they are considering a mobility program (Erasmus, Sicue-Seneca, etc.) that entails a stay outside the university during the academic year.

N.B. The proposed teaching and assessment methodologies may experience some modifications as a result of the restrictions on face-to-face learning imposed by the health authorities. The teaching staff will use the Moodle classroom or the usual communication channel to specify whether the different directed and assessment activities are to be carried out on site or online, as instructed by the Faculty.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
D1. Case Resolution 1	7	0.28	1, 8, 10, 12, 14, 23
D2. Case Resolution 2	7	0.28	2, 1, 16, 8, 12, 14, 26, 25, 23
D3. Resolution of the Intervention Project	14	0.56	1, 12, 14, 9, 5, 23, 15

Type: Supervised

S1. Case Supervision	7.5	0.3	
S2. Supervision of the project	7.5	0.3	
Type: Autonomous			
A1. Search for information, reading, ... for cases 1 and 2	40	1.6	24
A2. Search for information, reading, ... for the project	65	2.6	5, 24

Assessment

The learning objectives of this subject will be achieved through the resolution of two practical cases, in the first semester, and the development of an intervention project, in the second semester. We will carry this out using the methodology of problem-based learning (ABP). The entire learning process must be conducted in a work group consisting of between five and six people.

The evaluation of this subject, in accordance with the general evaluation guidelines of the Faculty of Psychology is based on the following evidence of learning:

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

EV1 CASE 1 (first semester):

Ev1a Report, Case 1. Online delivery.

Ev1b Oral presentation, Case 1. Face-to-face activity. Week 6

Ev1c Group work minutes Case 1. Online delivery before each session of face-to-face activity. Week 7

EV2 CASE 2 (first semester):

Ev2a Report, Case 2. Online delivery. Week 14

Ev2b Oral presentation, Case 2. Face-to-face activity. Week 15

Ev2c Group work minutes, Case 2. Online delivery before each session of face-to-face activity.

EV3 INTERVENTION PROJECT (second semester)

Ev3a Form, Intervention Project. Online delivery Week 14

Ev3b. Oral presentation, intervention project. Face-to-face activity. Week 15

Ev3c Follow-up reports on group work. Virtual delivery before each session of face-to-face activity

Penalties in the note for lack of assistance:

Semester 1

I do not attend any work session,

group work follow-up note = 0

final report note = 0

Failure to attend the case presentation session

exposure score of 0

Semester 2

Not attending 2 work sessions,

group work follow-up note: 0

Not attending > = 3 or more work sessions,

group work follow-up note: 0

final report note weights 15%

Failure to attend the project exhibition session

Exposure note: 0

Rules of the evaluation system

A student who has given evidence of learning with a weight equal to or greater than 4 points (40%), will be considered as "evaluable."

The subject will be counted as passed when the following two conditions are met:

1. A mark equal to or greater than 4,5 has been obtained in each of the two semesters.

2. The final grade, which is the average of the grades obtained in each of the two semesters, must be equal to or greater than 5.

Reassessment system

Students who meet the following two conditions may opt for the reassessment process:

Minimum grade of 3.5 in each of the two semesters (cases and projects)

The weight of the evidence presented is at least 2/3

Overall grade of less than 5.

Therefore, the re-assessment cannot be chosen when the grade of one semester is less than 3.5 (regardless of the grade of the other semester), nor when the overall mark of the subject is 5 or more.

The reassessment will be focused on the learning evidences in which the student has not shown satisfactory performance. It will consist of the rectification of the parts not passed, in accordance with the exercises and criteria established by the teaching team of the subject.

If the reassessment is given a pass mark, the grade of the subject will always be a 5.

No unique final synthesis test for students who enrol for the second time or more is anticipated.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Ev1a. Final report Case 1	5	0	0	1, 7, 8, 21, 10, 13, 12, 14, 24, 23
Ev1b. Oral Presentation Case 1	10	0	0	4, 9, 6, 11, 24, 3
Ev1c. Acts group Work grupal Case 1	10	0	0	1, 5, 24, 23
Ev2a. Final Report Case 2	5	0	0	2, 1, 16, 7, 8, 21, 13, 12, 14, 26, 25, 24, 23
Ev2b. Oral Presentation Case 2	10	0	0	9, 24
Ev2c. Acts group work Case 2	10	0	0	1, 5, 24, 23
Ev3a. Report of Intervention Project	25	0	0	1, 22, 21, 14, 9, 5, 24, 23, 15
Ev3b. Oral Exhibition of the intervention project	20	2	0.08	9, 24
Ev3c. Follow-up reports of group work	5	0	0	1, 20, 19, 17, 18, 5, 24, 23

Bibliography

Mandatory reading:

Problem-based learning at HYMS: A guide for students by students. The Hull York Medical School, 2012.

Downloadable from:

<http://www.hyms.ac.uk/docs/default-source/hyms-downloads/pbl-guide-written-by-students-for-students.pdf?sfvrs>

The mandatory parts are:

- pp 5 to 11 (An introduction to PBL)
- pp 23 to 33 (The seven steps of PBL)
- pp 39 to 45 (PBL: a critique)
- pp 47 to 54 (Group work: A short guide for beginners + Conclusion)

RECOMMENDED READINGS

- Araújo, U.F. i Sastre, G. (Coords.) (2008) *El aprendizaje basado en problemas. Una nueva perspectiva de la enseñanza en la universidad*. Barcelona: Editorial Gedisa.

- Castro, A. (2004) Las competencias profesionales del psicólogo y las necesidades de perfiles profesionales en los diferentes ámbitos laborales. *Interdisciplinaria, año/vol. 21*, num. 002, pp. 117-152.

- Colegio Oficial de Psicólogos de España (1998) *Perfiles profesionales del psicólogo*. Madrid: Colegio Oficial de Psicólogos de España. Disponible en <http://www.cop.es/perfiles/>
- Consejo General de Colegios Oficiales de Psicólogos - EUROPSY (2007) *Competencias de los psicólogos*. Disponible en: <http://www.europsy.cop.es/index.php?page=competencias>
- Hmelo-Silver, Cindy E. (2004) Problem-Based Learning: What and How Do Students Learn? *Educational Psychology Review*, Vol. 16, N° 3: 235-266.
- Mendoza, A. (2005) *El estudio de casos: Un enfoque cognitivo*. Mexico: Trillas.
- Oakley, B., Felder, R.M., Brent, R. i Elhajj, I. (2004) Coping with Hitchhikers and Couch Potatoes on Teams (Como enfrentarse a los jetas y a los mantas). *Journal of Student Centered Learning*, vol. 2, num. 1.
- Orts, M. (2011) *L'aprenentatge basat en problemes (ABP). De la teoria a la pràctica: una experiència amb un grup nombrós d'estudiants*. Barcelona: Editorial GRAÓ.

Per les temàtiques que es tractaran en cada cas, l'equip de professors recomanarà bibliografia específica.