

Degree	Type	Year
Psychology	OT	4

Contact

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Teachers

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

The subject is part of the mention called "Psychoeducational analysis and intervention". It is also highly recommended for students who want to take the mention "Psychosocial analysis and intervention". The subject is designed for the training of professionals who will work as psychologists in the psychosocial or educational field.

It is also recommended to enroll in the subject "Social Psychology for Analysis and Intervention".

Before enrolling, keep in mind that it is an annual subject, in ABP methodology and with practices at centres.

Objectives and Contextualisation

The aim of the course is the design, programming, analysis and evaluation of psychosocial and educational intervention processes, based on participation in practice contexts. It will reflect on the processes of detection of needs, planning, execution and evaluation of a project elaborated in group.

The practical component of this subject is key, so it will be based on field practice and we will follow the ABP methodology in the classroom to analyze their own practice and make proposals for psychosocial and educational intervention.

The teaching team will present and offer different alternatives for field practices.

In the classroom sessions, the practice itself will be analyzed and intervention proposals will be elaborated,

which will then be applied to the practices at centers.

This subject involves participation in a Service Learning Project (ApS). These social engagement projects allow the student to be trained by participating in a project aimed at solving a real need in a community and thus improve people's living conditions or the quality of the environment (for more information <http://pagines.uab.cat/aps>).

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Actively participate in the formulation of social, professional and ethical rules in activities related to the profession.
- Analyse the demands and needs of people, groups and organisations in different contexts.
- Apply knowledge, skills and acquired values critically, reflexively and creatively.
- Define objectives and develop the intervention plan based on the purpose of the (prevention, treatment, rehabilitation, integration, support).
- Distinguish and relate the different focuses and theoretical traditions that have contributed to the historical development of psychology as well as its influence on the production of knowledge and professional practice.
- Evaluate, contrast and take decision on the choice of adequate methods and instruments for each situation and evaluation context.
- Maintain a favourable attitude towards the permanent updating through critical evaluation of scientific documentation, taking into account its origin, situating it in an epistemological framework and identifying and contrasting its contributions in relation to the available disciplinary knowledge.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Propose and negotiate priorities, goals and objectives of the intervention recipients.
- Show respect and discretion in communication and the use of the results of psychological assessments and interventions.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use adequate tools for communication.
- Use different ICTs for different purposes.
- Work in a team.

Learning Outcomes

1. Actively participate in the formulation of social, professional and ethical rules in activities related to the profession.
2. Analyse a situation and identify its points for improvement.
3. Analyse different situations of educational and psycho-social intervention identifying the factors that define them and designing changes in them with the aim of improving the intervention.
4. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
5. Analyse the sustainability indicators of the academic and professional activities in this field, integrating the social, economic and/or environmental dimensions.
6. Apply an designed intervention, evaluate it and negotiate its re-design with the people who are receiving the intervention.
7. Apply knowledge, skills and acquired values critically, reflexively and creatively.
8. Apply theoretical content of educational psychology and psycho-social intervention to the improvement and optimisation of real situations in formal and non-formal education in community contexts.
9. Assess how stereotypes and gender roles impact professional practice.

10. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
11. Design plans for improving educational and psychosocial practice adapted to the characteristic of both the context and the participants.
12. Effectively communicate the results of needs and assessment analysis for all users of the service involved in the diagnosis.
13. Evaluate the different uses of theoretical tools and methodological perspectives in participatory planning for psychosocial intervention.
14. Identify, analyse and contrast different perspective of intervention and educational and psychosocial assessment in formal and non-formal education in community contexts.
15. Identify information about the results of needs and assessment analysis according to the person being addressed.
16. Identify situations in which a change or improvement is needed.
17. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
18. Identify the social, economic and/or environmental implications of academic and professional activities in the area of your knowledge.
19. Maintain a favourable attitude towards the permanent updating through critical evaluation of scientific documentation, taking into account its origin, situating it in an epistemological framework and identifying and contrasting its contributions in relation to the available disciplinary knowledge.
20. Make adequate use of instruments of exploration for the analysis of educational and psychosocial practice of those participating in it.
21. Present and discuss a specific plan for educational and psychosocial intervention with educational and social agents.
22. Propose new experience-based methods or alternative solutions.
23. Propose new ways of measuring the viability, success or failure of the implementation of innovative proposals or ideas.
24. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
25. Propose projects and actions that incorporate the gender perspective.
26. Propose viable projects and actions to boost social, economic and/or environmental benefits.
27. Propose ways to evaluate projects and actions for improving sustainability.
28. Select adequate instruments of exploration for the analysis of teaching-learning processes throughout the life cycle.
29. Select and make adequate use of instruments of exploration for the analysis of formal and non-formal educational community contexts.
30. Use adequate tools for communication.
31. Use different ICTs for different purposes.
32. Work in a team.

Content

- Needs analysis.
- Intervention design.
- Project implementation.
- Evaluation of the intervention.
- Use of theory for needs analysis, intervention design and evaluation.
- Teamwork and interdisciplinary work.

The language of instruction for the groups is Catalan.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
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Type: Directed

Intervention: analysis, design and evaluation. ABP methodology	28	1.12	3, 7, 11, 19, 1, 21, 28, 29, 32, 20, 31, 30, 13
Type: Supervised			
Internship in centers	48	1.92	7, 8, 14, 1, 32, 31
Type: Autonomous			
Reading, field notes and paper	74	2.96	3, 7, 8, 6, 14, 28, 31, 30, 13

Annual subject where the practice and analysis of this are key.

ABP methodology (classroom - 1 morning every 15 days):

Every 15 days we will work in the classroom in small groups to analyze the needs of the intervention context, design the intervention, implement it and evaluate its implementation.

Internships in centers (actual internships - 1 morning or afternoon (2h) per week):

An intervention context will be assigned in which you will be assisted weekly. To begin with, work will be done to access knowledge of the context and be able to carry out a needs analysis, and then be able to implement the intervention designed by the students themselves and evaluate it.

This methodology seeks to enable students to participate in the entire process of analysis, design, implementation and evaluation of the intervention.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Ev 1 - Practice and field notes	25%	0	0	4, 3, 2, 8, 6, 11, 18, 17, 16, 19, 1, 21, 24, 32, 20, 31, 30, 9
Ev 2 - Intervention: analysis, design and evaluation	45%	0	0	5, 4, 3, 2, 7, 12, 11, 15, 14, 18, 17, 16, 19, 1, 27, 22, 23, 24, 25, 26, 28, 29, 32, 20, 31, 30, 9, 13
Ev 3 - Paper	30%	0	0	4, 7, 10, 17, 1, 23, 25, 32, 9

LEARNING EVIDENCES

- Ev1 (individual): Field notes. You will be delivered weekly (oral feedback throughout the semester). At least 80% of the field practice sessions must be attended in order to pass the subject.
- Ev2 (group): Intervention: analysis, design and evaluation. Work that will be carried out in the classroom, based on the analysis of the practice and the field journals.
 - Ev2a: Analysis of needs. (1st semester - week 8: oral feedback - week 10)
 - Ev2b: Design of the intervention. (1st semester - week 16) - Discussion of the project with the different agents involved (1st semester - week 18: oral feedback - week 18)

- 7Ev2c: Evaluation of the intervention. (2n semester - week 17: oral feedback - week 20)
- Ev3 (group): Paper. Carry out a paper about the intervention done, aimed at professionals. (2n semester - week 19: written feedback . week 21)

The use of AI for the writing of evidence is not permitted.

The return of each evidence will be done in the classroom, in oral feedback mode for each group.

EVALUATION

To PASS the subject through continuous assessment, you must have obtained a total of at least 5 points in the continuous evaluation, with a minimum of 5 points or more (on a scale of 0-10) in each one of the evidences. If you do not reach these requirements, the maximum grade that can be obtained is 4,5 points.

Atleast 80% of the field practice sessions must be attended in order to pass the subject.

The student who has delivered evidences with a weight inferior to 40% willbe considered NOT EVALUABLE.

As it is a subject with ABP methodology, the single assessment option is not considered.

RECOVERY

The students that during the continuous evaluation have obtained evidence with a weight equal to or greater than 2/3 of the total grade can choose and have obtained a note less than 5 points and greater or equal to 3.5 points.

The note obtained in the recovery for each evidence replaces the previously obtained and the final mark. The maximum that students can get is 5 points out of 10.

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

If you have not attended a minimum of 80% of the field practice sessions, you will not be able to reassess the subject.

https://www.uab.cat/doc/DOC_Pautes_Avaluacio_2025-2026

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Software

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Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(ABP) Aprenentatge basat en problemes	111	Catalan	annual	morning-mixed
(ABP) Aprenentatge basat en problemes	112	Catalan	annual	morning-mixed