Integrated Practice

Code: 106401
ECTS Credits: 9

2025/2026

Degree	Type	Year
Psychology	OB	3

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Teaching groups languages

You can view this information at the end of this document.

Prerequisites

There are no prerequisites for enrolling in this subject for students of the bachelor's degree in Psychology. The necessary knowledge is that of the previous and simultaneous subjects of the degree, which must be integrated in this subject in relation to the fields of application.

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 changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- 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.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

- Use computer programmes for data management and analysis.
- Work in a team.

Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyze diverse situations in the different applied fields of Psychology that require professional intervention, and identify the variables that intervene in order to be able to design adequate programs to respond to the planned objectives.
3. Analyze the characteristics of the behavior of the patients, differentiating the aspects that are the result of non-pathological individual differences from those other highly suggestive aspects of pathology.
4. Argue in a reasoned way about the need to use assessment instruments in the different psychological fields, especially in the clinical and health fields.
5. Assess the different aspects / variables that are part of a claim based on their relevance.
6. Carry out a systematic documentary search that allows gathering scientific evidence on a research problem.
7. Choose the indicators that are required for the adequate evaluation of a program or intervention, contextualizing them appropriately within a theoretical-conceptual framework.
8. Collect relevant information from different sources, as well as elements of motivation and satisfaction, in order to analyze it and program an intervention that responds satisfactorily to the demands and needs of people, groups and organizations.
9. Collect relevant information on the different aspects of the demand and the intervention program that may affect its correct application, as well as its success and / or failure.
10. Collect the necessary theoretical and technical information for a correct and reasoned decision-making in the face of a certain demand.
11. Critically and reflectively assess the contributions and scientific evidence accumulated in the different professional fields of Psychology.
12. Differentiate methods appropriate to each situation that take into account the specific characteristics of those evaluated and their context.
13. Discriminate between the most appropriate techniques in the field of descriptive statistics and statistical inference, as well as the results obtained in descriptive research and the relationship between variables.
14. Formulate reasoned propositions (statements) that allow establishing relationships between the variables that are part of a specific demand.
15. Identify situations in which a change or improvement is needed.
16. Identify the elements that are part of a systematic documentary search, as well as their sequencing and the necessary tools to carry it out.
17. Identify the elements that make up the complete process of a scientific investigation, as well as their sequencing and functionality.
18. Identify which model and procedure is most suitable for the measurement of psychological functions, variables and constructs, their evaluation and the elaboration of a diagnosis.
19. Propose new experience-based methods or alternative solutions.
20. Propose new ways of measuring the viability, success or failure of the implementation of innovative proposals or ideas.
21. Propose projects and actions that incorporate the gender perspective.
22. Set out and solve psychological problems based on the use of the scientific method.
23. 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.
24. 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.
25. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
26. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
27. Use computer programmes for data management and analysis.
28. Use the theoretical knowledge acquired in the field of Psychology for the analysis of real and simulated situations in different professional contexts of the discipline, especially clinical and health.
29. Work in a team.

30. Write hypotheses that can be used as a satisfactory provisional solution instrument for each specific demand.
31. Write hypotheses that can be used as tools or thesis to verify the assumptions that are established after the 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.

Language of teaching, according to team, in the first semester:

Team 111: Spanish; Team 112: Catalan; Team 113: Catalan; Team 114: Spanish; Team 115: Catalan; Team 116: Catalan

Team 211: Catalan; Team 212: Catalan; Team 213: Catalan; Team 214: Catalan/Spanish; Team 215: Catalan; Team 216: Catalan/Spanish

Team 311: Catalan; Team 312: Catalan/Spanish; Team 313: Spanish; Team 314: Catalan/Spanish; Team 315: Catalan; Team 316: Spanish

Team 411: Catalan/Spanish; Team 412: Catalan/Spanish; Team 413: Catalan; Team 414: Catalan

Language of teaching, according to team, in the second semester:

Team 111: Catalan; Team 112: Catalan; Team 113: Catalan; Team 114: Catalan; Team 115: Catalan; Team 116: Catalan

Team 211: Catalan; Team 212: Catalan; Team 213: Catalan; Team 214: Catalan; Team 215: Catalan; Team 216: Spanish

Team 311: Catalan; Team 312:Catalan/Spanish; Team 313: Catalan; Team 314: Catalan; Team 315: Catalan; Team 316: Catalan

Team 411: Catalan; Team 412: Spanish; Team 413: Catalan; Team 414: Catalan

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
D1. Case Resolution 1	10	0.4	2, 13, 14, 17, 18, 28
D2. Case Resolution 2	10	0.4	3, 2, 4, 13, 17, 18, 31, 30, 28
D3. Resolution of the Intervention Project	20	0.8	2, 16, 18, 22, 8, 28, 11
Type: Supervised			
S1. Case Supervision	20	0.8	
S2. Supervision of the project	20	0.8	
Type: Autonomous			
A1. Search for information, reading, ... for cases 1 and 2	73	2.92	18, 26, 25, 23, 24, 29, 28
A2. Search for information, reading, ... for the project	72	2.88	8, 29

The teaching program contemplates for each semester 10 sessions of 2 hours of face-to-face teaching. All sessions (20 sessions throughout the course) will be held in the morning in ABP groups of approximately 16 students.
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.

In the first semestre, 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. In the second semester, students will have to design an intervention project in relation to a demand from an entity in the social, educational or clinical field.

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 thatthe 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 typicalscheme 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 analyzed, 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 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.

The PBL methodology will be combined with Challenge-Based Learning (CBL). In the second semester, the course will include a CBL-oriented project built around a real-world challenge posed by an external organization or institution which there will be collaboration. Students will work in teams to investigate the issue, design, and propose a possible solution.

This is a year-long course. Attendance atface-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.

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

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Ev1a. Final report Case 1 (Written, on line, week 8)	5	0	0	2, 12, 13, 14, 16, 18, 21
Ev1b. Oral Presentation Case 1 (Oral, face-to-face, week 8)	10	0	0	7, 22, 9, 10, 29, 5
Ev1c. Acts group Work grupal Case 1 (Written, on line, weeks 4 and 6)	10	0	0	2, 8, 29, 28
Ev2a. Final Report Case 2 (Written, on line, week 15)	5	0	0	3, 2, 4, 12, 13, 17, 18, 15, 6, 31, 30, 29, 28
Ev2b. Oral Presentation Case 2 (Oral, face-to-face, week 15)	10	0	0	1, 22, 19, 20, 29
Ev2c. Acts group work Case 2 (Written, on line, weeks 11 and 13)	10	0	0	2, 8, 29, 28
Ev3a. Report of Intervention Project (Written, online, week 16)	25	0	0	2, 27, 18, 22, 6, 8, 29, 11, 5
Ev3b. Oral Exhibition of the intervention project (Oral, face-to-face, week 18)	20	0	0	22, 29
Ev3c. Follow-up reports of group work (Written, online, weeks 5, 9 & 14)	5	0	0	2, 26, 25, 23, 24, 8, 29, 28

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 four or five people.

The link to the assessment guidelines of the faculty [
https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html]
Feedback:

Feedback type	Evidence and type	Week
Digital tool/ In the classroom	Ev1c, on-line	5, 7 (1st semester)
In the classroom	Ev1b, face-to-face	8 (1st semester)
Tutorial	Ev1a, on-line	9 (1st semester)
Digital tool/ In the classroom	Ev2c, on-line	12, 14 (1st semester)
In the classroom	Ev2b, face-to-face	15 (1st semester)
Tutorial	Ev2a, on-line	18 (1st semester)
Digital tool/ In the classroom	Ev3c, on-line	6, 10, 15 (2nd semester)
Tutorial	Ev3a, on-line	17 (2nd semester)
In the classroom	Ev3b, face-to-face	18 (2nd semester)

Penalties in the note for lack of assistance (each semester):
Not attending 3work sessions
group work follow-up note (Ev*c) = 0
final report note (Ev*a) = 0
Failure to attend the presentation session
exposure score (Ev*b) = 0
Rules of the evaluation system
A student who has given evidence of learning with a weight equaltoor greater than 4points (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 eachof the two semesters, must be equal to or greater than 5.
In the case of not having obtained a minimum mark of 4.5 in one or both semesters, the final mark of the subject will be a 4.
The final grades of the subject are expressed to one decimal place and rounded to the next whole number if this allows a qualitative change in the grade: pass (4.85=5) / good (6.85=7) / excellent (8.85=9).
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 enroll for the second time or more is anticipated.
This subject does not provide for the single assessment system.
In this subject, the use of Artificial Intelligence (AI) technologies is strictly prohibited during all phases. Any work containing AI-generated content will be considered a breach of academic integrity and may result in partial or full penalties on the assignment grade, or more severe sanctions in serious cases.

Bibliography

Mandatory reading:

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

Downloable from:

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

The mandatory parts ares:

- 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. & 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, 21*, 117-152.

- Colegio Oficial de Psicológos de España (1998). *Perfiles profesionales del psicólogo*. Madrid: Colegio Oficial de Psicológos 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

- Escribano, A. & del Valle, A. (2018). *El aprendizaje basado en problemas (ABP). Una propuesta metodológica en educación superior*. Madrid: Narcea, S.A.de Ediciones

- Hmelo-Silver, Cindy E. (2004). Problem-Based Learning: What and How Do Students Learn? *Educational Psychology Review, 16*, (3), 235-266.

- Mendoza, A. (2005). *Elestudio de casos: Un enfoque cognitivo*. Mexico: Trillas.

- Oakley, B., Felder, R.M., Brent, R. & Elhajj, I. (2003). Coping with Hitchhikers and Couch Potatoes on Teams (Como enfrentarse a los jetas y a los mantas). *Engineering in Medicine and Biology Magazine, 22(5)*, 9-10

- 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.

- Selva Olid, C., Pina Ríos, R. & Moreno Pérez, C. M. (2025). *La ética en la Práctica Psicológica: Dilemas y Retos.* (1st ed.). Editorial UOC.

For the topics that will be discussed in each case and in relation to the needs of the entities, the team of professors will recommend specific bibliography.

Software

Not applicable

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/Spanish	annual	morning-mixed
(ABP) Aprenentatge basat en problemes	112	Catalan	annual	morning-mixed
(ABP) Aprenentatge basat en problemes	113	Catalan	annual	morning-mixed
(ABP) Aprenentatge basat en problemes	114	Catalan/Spanish	annual	morning-mixed
(ABP) Aprenentatge basat en problemes	115	Catalan	annual	morning-mixed
(ABP) Aprenentatge basat en problemes	116	Catalan	annual	morning-mixed
(ABP) Aprenentatge basat en problemes	211	Catalan	annual	morning-mixed
(ABP) Aprenentatge basat en problemes	212	Catalan	annual	morning-mixed
(ABP) Aprenentatge basat en problemes	213	Catalan	annual	morning-mixed
(ABP) Aprenentatge basat en problemes	214	Catalan/Spanish	annual	morning-mixed
(ABP) Aprenentatge basat en problemes	215	Catalan	annual	morning-mixed
(ABP) Aprenentatge basat en problemes	216	Catalan/Spanish	annual	morning-mixed
(ABP) Aprenentatge basat en problemes	311	Catalan	annual	morning-mixed
(ABP) Aprenentatge basat en problemes	312	Catalan/Spanish	annual	morning-mixed
(ABP) Aprenentatge basat en problemes	313	Catalan/Spanish	annual	morning-mixed
(ABP) Aprenentatge basat en problemes	314	Catalan/Spanish	annual	morning-mixed
(ABP) Aprenentatge basat en problemes	315	Catalan	annual	morning-mixed
(ABP) Aprenentatge basat en problemes	316	Catalan/Spanish	annual	morning-mixed
(ABP) Aprenentatge basat en problemes	411	Catalan/Spanish	annual	morning-mixed

(ABP) Aprenentatge basat en problemes	412	Catalan/Spanish	annual	morning-mixed
(ABP) Aprenentatge basat en problemes	413	Catalan	annual	morning-mixed
(ABP) Aprenentatge basat en problemes	414	Catalan	annual	morning-mixed