UAB
Universitat Autònoma de Barcelona

Integrated Practice

2026/2027

Code: 106401
Credits: 9

Degree programme	Type	Course
Psychology	OB	3

Contact lecturer

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Group languages

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

Prerequisites

There are no prerequisites. 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

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. Likewise, the work done by students can be extended into the practical implementation of this project during the fourth year of the Psychology Degree, serving as a Bachelor's Thesis (TFG).

Learning outcomes

1. Use computer programmes for data management and analysis.
2. Work in a team.
3. 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.
4. 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.
5. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
6. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
7. 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.
8. 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.
9. 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.
10. 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.
11. Formulate reasoned propositions (statements) that allow establishing relationships between the variables that are part of a specific demand.
12. Write hypotheses that can be used as tools or thesis to verify the assumptions that are established after the analysis of the demand.
13. Write hypotheses that can be used as a satisfactory provisional solution instrument for each specific demand.
14. Argue in a reasoned way about the need to use assessment instruments in the different psychological fields, especially in the clinical and health fields.
15. 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.
16. Differentiate methods appropriate to each situation that take into account the specific characteristics of those evaluated and their context.
17. 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.
18. Assess the different aspects / variables that are part of a claim based on their relevance.
19. Collect the necessary theoretical and technical information for a correct and reasoned decision-making in the face of a certain demand.

20. Choose the indicators that are required for the adequate evaluation of a program or intervention, contextualizing them appropriately within a theoretical-conceptual framework.
21. Set out and solve psychological problems based on the use of the scientific method.
22. Critically and reflectively assess the contributions and scientific evidence accumulated in the different professional fields of Psychology.
23. Identify the elements that are part of a systematic documentary search, as well as their sequencing and the necessary tools to carry it out.
24. Carry out a systematic documentary search that allows gathering scientific evidence on a research problem.
25. Identify the elements that make up the complete process of a scientific investigation, as well as their sequencing and functionality.
26. 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.
27. Propose projects and actions that incorporate the gender perspective.
28. Identify situations in which a change or improvement is needed.
29. Analyse a situation and identify its points for improvement.
30. Propose new experience-based methods or alternative solutions.
31. Propose new ways of measuring the viability, success or failure of the implementation of innovative proposals or ideas.

Contents

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: Spanish; Team 215: Spanish; Team 216: Catalan/Spanish

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

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

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

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

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

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
A1. Search for information, reading, ... for cases 1 and 2	73	2.92	2, 3, 4, 5, 6, 7, 15
D2. Case Resolution 2	10	0.4	7, 8, 10, 12, 13, 14, 15, 25, 26
S1. Case Supervision	20	0.8	7, 9, 10, 16, 22, 23, 27, 28, 29
D3. Resolution of the Intervention Project	20	0.8	7, 8, 9, 15, 21, 22, 23
D1. Case Resolution 1	10	0.4	7, 8, 11, 15, 25, 26
A2. Search for information, reading, ... for the project	72	2.88	2, 9
S2. Supervision of the project	20	0.8	7, 8, 9, 12, 14, 17, 18, 19, 20, 24, 27

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 (simulated case studies based on texts that recreate real-life situations and first-person testimonies), 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, as a group, the scenario in which the problem is presented.
2. Elaborate a description of the problem that the group is trying to give an answer to.
3. Identify those objectives that are intended to be covered with the problem that the person who tutors has posed to them.
4. Elaborate in a group form a list of what is required to face the problem. Prepare a list of questions about what is needed to be known to be able to give an answer to 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 in order to cover the identified knowledge needs and where recommendations or hypotheses can be pointed out.
6. The team searches for information in all relevant sources to cover the learning objectives and give an answer to the problem.
7. Working in a group, the compiled information is analyzed, options and possibilities are searched for, and the need to have more information to give an answer to the problem is reconsidered.
8. It is important that a report is prepared where recommendations, estimations about results, inferences, or other appropriate answers to the problem are made. All the previous must be based on the obtained data and on the background. All the group must participate in this process in such a way that each member has the capacity to answer any doubt 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

Continuous assessment activities

Title	Weight	Hours	ECTS	Learning outcomes
Ev1a. Final report Case 1 (Written, on line, week 8)	5	0	0	8, 11, 15, 16, 23, 26, 27
Ev1b. Oral Presentation Case 1 (Oral, face-to-face, week 7)	10	0	0	2, 17, 18, 19, 20, 21
Ev3c. Follow-up reports of group work (Written, online, weeks 5, 9 & 13)	15	0	0	2, 3, 4, 5, 6, 7, 8, 9
Ev1c. Acts group Work grupal Case 1 (Written, on line, weeks 2 and 4)	10	0	0	2, 7, 8, 9
Ev3b. Oral Exhibition of the intervention project (Oral, face-to-face, week 17)	25	0	0	2, 21
Ev3a. Report of Intervention Project (Written, online, week 16)	10	0	0	1, 2, 8, 9, 15, 18, 21, 22, 24
Ev2b. Oral Presentation Case 2 (Oral, face-to-face, week 15)	10	0	0	2, 21, 29, 30, 31
Ev2c. Acts group work Case 2 (Written, on line, weeks 10 and 12)	10	0	0	2, 7, 8, 9
Ev2a. Final Report Case 2 (Written, on line, week 16)	5	0	0	2, 7, 8, 10, 12, 13, 14, 15, 16, 25, 26, 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/doc/DOC_PautesAvaluacio_2026]

Feedback:

Feedback type	Evidence and type	Week
Digital tool/ In the classroom	Ev1c, on-line	3, 4, 5 (1st semester)
In the classroom	Ev1b, face-to-face	7 (1st semester)
Digital tool/ In the classroom	Ev1a, on-line	10 (1st semester)
Digital tool/ In the classroom	Ev2c, on-line	11, 13 (1st semester)
In the classroom	Ev2b, face-to-face	15 (1st semester)
Digital tool/ Tutorial	Ev2a, on-line	19 (1st semester)
Digital tool/ In the classroom	Ev3c, on-line	6, 10, 14 (2nd semester)
Digital tool/ Tutorial	Ev3a, on-line	17 (2nd semester)
In the classroom	Ev3b, face-to-face	17 (2nd semester)

Penalties in the note for lack of assistance (each semester):

The accumulation of 3 unexcused absences within the same semester will imply that the maximum final grade for that semester cannot exceed 5.0 points, provided that all assessment tasks have been submitted. Otherwise, if all tasks are not submitted, these 3 absences will be penalized with a 0 in both the monitoring and the report grades.

Non-attendance at the presentation session will result in a grade of 0 for this activity.

Absences can only be excused for health reasons (duly certified) or due to a scheduling conflict between class hours and other official exams/calls. Under no circumstances will absences for work-related reasons be accepted as excused.

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.

In accordance with the Faculty's assessment guidelines, it is mandatory to achieve a grade equal to or greater

than 4.0 points in each of the in-person exams that contribute 20% or more to the final grade (a condition that applies to assessment task Ev3b). If these requirements are not met, the maximum grade for the course to be recorded in the academic transcript will be 4.5 points.

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.

In the event of passing the reassessment, the grade for the affected semester will always be 5.0 and can be averaged with the grade of the semester initially passed, in case the reassessment only affects one semester.

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 permitted as an integral part of developing assessment tasks, provided that the final result reflects a significant contribution from the students in terms of analysis and personal reflection. To do so, students must clearly identify which parts have been generated or revised using this technology, specify the tools employed, and include a critical reflection on how these have influenced both the process and the final outcome of the work. The lack of transparency in AI use, the failure to verify the accuracy of the statements provided by it, the citation of non-existent bibliographic references, or the use of false data generated by AI will be considered breaches of academic integrity, and will result in a penalty on the grade of the assessment task, or more severe sanctions in the most 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

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this link. To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(ABP) Aprenentatge basat en problemes	111	Catalan/Spanish	annual	morning-mixed
(ABP) Aprenentatge basat en problemes	112	Catalan	annual	morning-mixed
(ABP)	113	Catalan	annual	morning-mixed

Aprenentatge basat en problemes				
(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/Spanish	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/Spanish	annual	morning-mixed
(ABP) Aprenentatge basat en problemes	216	Catalan/Spanish	annual	morning-mixed
(ABP) Aprenentatge basat en problemes	311	Catalan/Spanish	annual	morning-mixed
(ABP) Aprenentatge basat en problemes	312	Catalan/Spanish	annual	morning-mixed
(ABP) Aprenentatge basat en problemes	313	Catalan	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	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/Spanish	annual	morning-mixed