

**COURSE DATA****DATA SUBJECT**

Code: 33314
Name: School psychology
Cycle: Undergraduate Studies
ECTS Credits: 4.5
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1319 - Degree in Psychology	Facultat de Psicologia i Logopèdia	3	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1319 - Degree in Psychology	Psychology of education	COMPULSORY

COORDINATION

LACOMBA TREJO LAURA

SUMMARY

The subject School Psychology is part of the Educational Psychology course and aims to provide a general overview of the contributions of psychology in educational contexts, both in formal and non-formal settings. The course offers students scientific and methodological criteria for psychoeducational intervention, bringing them closer to professional training for the practice of school psychology within the Educational System. Therefore, it focuses, firstly, on the description and analysis of the functions and intervention models that underpin the work of the school psychologist, as well as the mastery of tools, strategies, and intervention methods, both from an individualized approach centered on students and from a broader, integrative perspective that considers students, teachers, parents, and other educational agents.

Secondly, it addresses the most representative interventions of the school psychologist in different contexts, such as educational centers, students, teaching staff, and families.

PREVIOUS KNOWLEDGE**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS



It is recommended that students have acquired the competencies established in first-cycle subjects, especially those related to Lifespan Psychology and Learning Difficulties and Developmental Disorders. It is also advisable to have previously taken Educational Psychology and Instruction.

COMPETENCES / LEARNING OUTCOMES

1319 - Degree in Psychology

Be able set goals for psychological treatment in different contexts and in collaboration and agreement with those involved.

Be able to establish the goals of intervention and develop a basic work plan according to its purpose (prevention, therapy, rehabilitation, insertion, guidance, etc.).

Be able to identify differences, problems and needs.

Be able to plan the assessment of programmes and interventions.

Be able to prepare oral and written reports.

Be able to use strategies and techniques to involve patients in the intervention.

Carry out specific interventions for attention to diversity, for the promotion of coeducation and for the eradication of gender inequality.

Know and comply with professional ethics of Psychology.

Know how to analyse the context where individual behaviour and group and intergroup processes are developed.

Know how to apply direct intervention strategies and methods: psychological counselling, therapy, negotiation, mediation, etc.

Know how to choose the appropriate psychological intervention techniques to achieve the intended goals.

Know how to select and manage tools, products and services, and identify stakeholders.

DESCRIPTION OF CONTENTS

1.Theoretical foundations and contextualization of school psychology: conceptualization, evolution, terminology and intervention models.

This unit analyzes the historical and conceptual development of school psychology, including its terminology and interdisciplinary influences. It contextualizes the professional role within the educational system, considering school organization and the psychologist's place in it. Lastly, it presents major psychoeducational intervention models and their relation to the school psychologist's functions.



2. Psychoeducational assessment and attention to diversity in the school context.

This unit analyzes the characteristics of psychoeducational assessment, distinguishing it from traditional evaluation. It describes the stages of the assessment process (initial request, analysis of school and family contexts, and individual evaluation), as well as the identification of educational needs and the formulation of proposals. These processes are linked to attention to diversity and educational inclusion, addressing levels of support and educational measures in which the school psychologist plays an active role.

3. Intervention in personal, social, academic and vocational development within the educational context.

This unit focuses on the school psychologist's functions in the field of teacher counselling, specifically regarding tutorial action, vocational guidance, students' personal and social development, and time management improvement. Intervention proposals in each area are analyzed and connected to the school psychologist's professional competences.

4. Advisory and intervention actions in the educational field: students, teachers, school organisation and socio-community context.

This unit examines advisory and intervention actions aimed at students, teachers, and school organisation, as well as initiatives involving collaboration with the socio-community environment. Topics include planning of tutorial activities, support for academic and vocational guidance, interventions related to school climate, and coordination with other educational and social agents.

5. Educational participation and intervention in family and socio-community settings.

This unit focuses on family participation in the educational process and intervention actions that promote communication, training, and collaboration among the various stakeholders. It also examines strategies for intervention in the socio-community context, highlighting the importance of building coordination networks with external resources and local organisations.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	45,00
Total hours	45,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	2,50
Individual or group project	25,00
Independent study and work	15,00
Preparation of lessons	5,00
Preparation for assessment activities	10,00
Resolution of case studies	10,00
Total hours	67,50



TEACHING METHODOLOGY

The course is based on an active and participatory methodology, aimed at fostering meaningful learning of the contents and the development of competences related to psychoeducational intervention in real educational contexts. It combines interactive lectures (M1), where theoretical content is developed with active student participation through questions, analysis of real-life situations and resolution of emerging issues, with practical individual and group activities (M15), such as case studies, text analysis, design of intervention proposals, report writing, and oral presentations.

Scheduled tutorials (M6) are also provided, both individual and group-based, focused on supervising assignments, providing academic guidance, and resolving doubts related to the course content and tasks.

In addition, the use of digital resources such as computers, tablets or mobile devices will be encouraged to support classroom dynamics and independent work, according to the preferences of each lecturer.

EVALUATION

The course will be assessed using two evaluation methods:

1. Exam (70% of the final grade). It will include open-ended and multiple-choice questions designed to assess students' understanding and application of the course's theoretical and practical content. Students may retake this portion during the second exam period.

2. Activities completed throughout the course (30% of the final grade). These will consist of individual and group activities, both oral and written, assigned by the faculty throughout the semester to promote understanding, in-depth analysis, and application of the course content.

In addition to these activities, the faculty will propose optional activities designed to expand students' knowledge and engagement within the field of Educational and Instructional Psychology, such as book reviews, attending online seminars, interviewing school psychologists, or participating in research studies in the field. Students may also propose optional activities related to the course, which must be approved in advance by the professor. Optional activities may account for up to 0,5 points of the final grade, always within the 30% allocated to the "Activities" section.

Of the Activities completed throughout the course section, 20% of the final grade may be made up during the second exam period through a competency-based assessment. The remaining 10% will not be recoverable, as these are in-person, group, and/or oral activities that require participation, interaction, and collaborative work in the classroom, and cannot be replicated under equivalent conditions through an individual test. This grade will stand for the second exam session.

Minimum requirements for the first exam session:

- (1) Pass the exam with a minimum score of 50%
- (2) Pass the activities completed throughout the course with a minimum score of 50%

Minimum requirements for the second exam period:

- (1) Pass the exam with a minimum score of 50%
- (2) Pass the competency assessment corresponding to the recoverable portion of the activities with a minimum score of 50%

REFERENCES



Basic references

Badia, A.; Mauri, T. I Monereo, C. (Coord.) (2004). La práctica psicopedagógica en educación formal. Barcelona: Editorial UOC.

Bonals, J.; Sánchez-Cano, M. (coords.) (2017). Manual de Asesoramiento Psicopedagógico. Barcelona: Graó.

Estévez, E.; Musitu, G. (coords.) (2016). Intervención Psicoeducativa en el ámbito familiar, social y comunitario. Madrid: Paraninfo

Galve, J.L. (coord.) (2008). Evaluación e Intervención Psicopedagógica en Contextos Educativos. Madrid: EOS.

Supplementary references

Grabin, S. L. y Kranzler, J. H. (2018). Introduction to School Psychology en Grabin, S. L. y Kranzler, J. H. (Eds.), School psychology: Professional issues and practices (pp. 3-20). Springer Publishing Company.

Rodríguez, M.L. (2014). Cómo orientar hacia la construcción del proyecto profesional. Autonomía individual, sistema de valores e identidad laboral de los jóvenes. Desclee.

Bray, M.A., & Kehle, T.J. (2011). The Oxford Handbook of School Psychology. Oxford: University Press.

Gimpel, G., Ervin, R.A., Daly, E.J., & Merrell, K.W. (2010). Practical Handbook of School Psychology: Effective practices for the 21st century. New York: The Guilford Press.

Grabin, S.L.; Kranzler, J.H. (2018). School Psychology: Professional Issues and Practices. New York: Springer Publishing.

Martín, E., i Mauri, T. (Coord.) (2011). Orientació Educativa. Atenció a la diversitat i educació inclusiva. Barcelona: Graó.

Merrell, K. W., Ervin, R. A., Gimpel Peacock, G., & Renshaw, T. L. (2020). School psychology for the 21st century: Foundations and practices (3rd ed.). Guilford Press.