

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

**Code:** 33323  
**Name:** Practicum (external internship)  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 12  
**Academic year:** 2026-27

**STUDY (S)**

| Degree                      | Center                             | Acad. year | Period                   |
|-----------------------------|------------------------------------|------------|--------------------------|
| 1319 - Degree in Psychology | Facultat de Psicologia i Logopèdia | 4          | Indefinite (Individuals) |

**SUBJECT-MATTER**

| Degree                      | Subject-matter       | Character   |
|-----------------------------|----------------------|-------------|
| 1319 - Degree in Psychology | Psychology practicum | INTERNSHIPS |

**COORDINATION**

PONS CAÑAVERAS DIANA

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**SUMMARY**

The work placement is a 12-credit core subject within the undergraduate degree programme in Psychology. Students complete a total of 288 hours at the workplace centre (the placement provider). Only in the subject Practicum one credit is equivalent to 30 hours. The total number of hours required to be awarded ECTS credits are specified in the chart below:

**No. ECTS credits: 12 credits** (1 credit = 30 hours)

**Preparation and follow-up = 10% (36 hours)**

**Contact hours at the workplace = 80% (288 hours)**



**Preparation of the final report and other evaluation activities = 10% (36 hours)**

**Duration:** Semester or full-year degree programme

**Type:** Compulsory

**Category:** Not related to final project

Work placements are a key component for training future Psychology graduates. Placements are geared towards helping students consolidate acquired knowledge and skills required to carry out a *professional role* in the labour market. First-hand contact with the profession in one of the fields of psychology will facilitate job placement by providing a certain domain of skills needed for professional activity. Ultimately, the general objectives for this subject are:

**1. Consolidation of knowledge, skills and competencies acquired in the first three years of the undergraduate degree in Psychology.**

Ability to integrate classroom theory with professional training, showing flexibility and the ability to adapt to situations when applying theories, techniques and screening instruments.

Ability to acquire new knowledge gained from this professional work experience.

**2. Learning the professional role in a professional area of Psychology.**

Ability to handle situations from the perspective of what society demands from professional psychologists, having knowledge of ethical obligations and specific features that identify the professional practice of psychology.

Ability to work alongside other professionals from the perspective of the role of the psychologist.

## PREVIOUS KNOWLEDGE

## RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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



## OTHER REQUIREMENTS

REQUIREMENTS TO PERFORM AN INTERNSHIP:

1. Having passed two thirds of the total credits (160 credits).
2. Knowing the general deontological requirements and those applicable to the field of psychology in which they will carry out their external practices.

It is also IMPORTANT to pay attention to the specific requirements detailed in the place to occupy, as well as to all the aspects detailed in the Practicum Information Document, complementary to this teaching guide (<https://www.uv.es/uvweb/psychology/en/undergraduate-degree-studies/degree-programmes-offered/practicum-1285852517125.html>).

## 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 describe and measure variables (personality, intelligence, attitudes, aptitudes, etc.) and cognitive, emotional, psychobiological and behavioural processes.

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 identify group and intergroup problems and needs.

Be able to make a diagnosis according to professional criteria

Be able to measure and obtain relevant data for the assessment of interventions.

Be able to plan and conduct an interview.

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.

Know and comply with professional ethics of Psychology.

Know how to analyse the patient's needs and demands in different contexts.

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 describe and measure interaction processes, group dynamics and group and intergroup structures.

Know how to describe and measure interaction processes, organizational and inter-organizational dynamics and structures.

Know how to provide appropriate feedback to patients.

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

Promote and contribute to the health, quality of life and well-being of individuals, groups, communities and organisations.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

Value the contributions made by scientific research to knowledge and professional practice.

## DESCRIPTION OF CONTENTS

### 1.

The places offered in the Practicum subject aim to cover the full range of professional profiles proposed by the Official College of Psychologists, taking into account that some of them are more represented as they constitute more common career paths with a greater number of active professionals.

The profiles covered by the available placements are: Clinical and Health Psychology; Drug Dependency Psychology; Work and Organizational Psychology; Educational Psychology; Social Intervention Psychology; and Sports Psychology.

In all cases, the internships are designed to stimulate and promote the learning of knowing how to perform, wanting to perform, being able to perform, and knowing how to behave -that is, learning how to assume and take on the professional role. The goal is not only to learn and apply intervention techniques and strategies, but mainly to internalize the professional role.



## 2.

Below are some of the tasks students are expected to carry out in each of the profiles:

### *Clinical and Health Psychology:*

Observation of evaluation interviews and therapeutic processes in child, adolescent, adult, and family therapy; application and scoring of assessment protocols; drafting and submission of the corresponding report to the external supervisor; observation of treatment sessions (individual, family, and/or group) and preparation of the corresponding report; planning of treatment sessions and/or tasks (individual, family, and/or group) and discussion with the external supervisor; participation in clinical sessions with other medical services and in multidisciplinary programs established by the psychology unit.

### *Psychology of Drug Addiction:*

Gaining multidisciplinary knowledge by participating in social therapies, legal counseling, and drug dependency evaluation units; monitoring of psychological treatments aimed at maintaining abstinence from drug use; reviewing psychological case files of users; attending individual and group therapies as an observer (for both abstinent and actively using individuals); attending psychological evaluation sessions and helping implement them; attending family group therapy sessions; designing and conducting group sessions and dynamics under supervision; writing psychological reports under supervision; learning about, administering, and interpreting the center's assessment tools.

## 3.

### *Work and Organizational Psychology:*

Participation in resume screening and staff interviews; administration of tests; posting job ads; conducting training quality surveys; supporting the development of training materials and open training sessions; assisting in the preparation of training plans for client companies; evaluating attitudes, competencies, and professional interests of job seekers; providing support and guidance through employment and training pathways; sourcing job offers and preselecting candidates; conducting business contacts and visits; coordinating with HR departments; managing job offers and candidate selection; matching supply and demand; following up on placements; giving feedback on the selection process; managing specialized databases for employment intermediation and career guidance.

### *Social Intervention Psychology:*

Participation in activities of centers or associations, accompanying users, and designing and conducting workshops; interventions on various issues such as behavioral disorders, addictions, family intervention, and disruptive behavior; coordination with other mental health resources; psychosocial support for individuals in vulnerable situations; attending coordination and emotional debriefing meetings; conducting intake interviews; accompanying therapists in therapy groups and participating in the design and implementation of actions.

## 4.

### *Educational Psychology:*

Conducting individual interviews with children and adolescents to gather information in areas such as personal, family, educational, social, residential, and healthcare contexts; administering tests when necessary and referring to specialized resources (Child Mental Health Unit, Child Abuse Services, Neuropediatrics, etc.); drafting reports with proposals for stable measures (foster care, reintegration, emancipation); planning and carrying out socio-educational workshops with the educational team (social skills, self-esteem, emotional competence, sex education, gender diversity, etc.); coordination with external resources (schools, health services, community services); coordination with instructors from the Department of Childhood, Adolescence and Family of the Regional Ministry of Equality and Inclusive Policies; coordination with Primary Social Services (Basic and Specialized Child and Adolescent Care



Teams); conducting interviews with family members and close contacts of children and adolescents.

*Sports Psychology:*

Behavioral observation of children's teams during training sessions and matches; compiling documentation for work with coaches; observing coaches' behavior and attitudes on the field; studying the psychological state of injured players at different stages of recovery; analyzing the relationship between academic performance and sports practice; studying internal (on the field) and external (e.g., sharing rooms during travel) dynamics of children's and youth teams.

**5.**

The characteristics that define each place offered are included in the Catalog of internship positions that the Faculty publishes before the registration period of students in the Practicum (<https://www.uv.es/uvweb/psychology/en/undergraduate-degree-studies/degree-programmes-offered/practicum-1285852517125.html>).

This Catalog is made up of a series of cards, as many as the number of places offered by the Faculty.

The information contained in a card is as follows:

- a) Identification data of the center and place: Code of the place; Company name of the entity (address, telephone...); Responsible persons and contact persons; Section, department, location, etc.
- b) Program of activities/tasks of the position: Chronology: Dates, hours and days; Objectives of the professional practice; Competences to be developed; Activities and tasks; Tools and instruments.
- c) Prerequisites/access requirements necessary or recommended.
- d) Observations: other relevant or interesting specific elements in the Practicum placement such as: existence of scholarship or other advantages, special permissions required, pre-selection interview, basic computer skills, etc.

Despite the heterogeneity of places, a series of common learning outcomes can be extracted, which appear in most of them and which are detailed in the previous section on learning outcomes.

**WORKLOAD**

**PRESENCIAL ACTIVITIES**

| Activity                               | Hours         |
|--|---------------|
| Attendance at the internship centre    | 288,00        |
| Attendance at supplementary activities | 0,00          |
| Monitoring and tutoring of internships | 36,00         |
| <b>Total hours</b>                     | <b>324,00</b> |

**NON PRESENCIAL ACTIVITIES**

| Activity  | Hours        |
|---|--------------|
| Independent study and work  | 36,00        |
| Preparation of supplementary reports                                  | 0,00         |
| Preparation of the internship report and evaluation of the internship | 0,00         |
| <b>Total hours</b>  | <b>36,00</b> |

**TEACHING METHODOLOGY**



In the *Faculty of Psychology and Speech Therapy*

- Lectures in which students will interact through questions, doubts, or personal reflections.
- Group or individual tutorials to advise students on specific content of interest for their training and development of the Practicum.
- Analysis of situations, cases, and problems related to the internship center. This analysis can be done both individually and in small groups.
- Preparation of reports and public exposure.

At the *Practice Center*

- Participant observation.
- Individual tutoring sessions.
- Analysis of relevant situations, cases and problems.
- Preparation of case assessment reports.

## EVALUATION

The final responsibility for the student's grade lies with the Academic Tutor.

In the evaluation of the internships, the following three aspects will be considered:

- Quality of the final report submitted (30% of the grade, recoverable).
- Continuous assessment by the Tutor at the Collaborating Center regarding the student's predisposition, interest, and performance (40% of the grade). The evaluation is processed through ADEIT, which sends the evaluation document to the center's tutor, collects it, and forwards it to the academic tutor. This component is not recoverable if the evidence of not having passed this section occurs at a time that makes it unfeasible to conduct the internship at an alternative location.
- Assessment by the Academic Tutor (30% of the grade) regarding the student's compliance during the different follow-up sessions throughout the course. Additionally, it is an indispensable requirement to pass the mandatory UVocupació training course and to complete the internship evaluation survey once finished (<https://encuestas.uv.es/index.php/854735?lang=es>). Attendance at employability promotion activities organized by the Faculty will also be valued. This component is not recoverable if the evidence of not having passed this section occurs at a time that



makes it unfeasible to redirect for proper internship follow-up.

*Minimum requirements:* To obtain the final grade, the different sections included in the evaluation will only be added up when at least a 5 out of 10 is obtained in each of them.

### **Grading system**

The grading of the subject will be subject to the provisions in the Normativa de Calificaciones de la Universitat de València (ACGUV 108/2017). ([http://www.uv.es/graus/normatives/2017\\_108\\_reglament\\_avaluacio\\_qualificacio.pdf](http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf)).

Consultation and appeal of the grade obtained in evaluation tasks will be subject to the provisions in the Reglamento de Impugnación de Calificaciones (ACGUV 108/2017) ([http://www.uv.es/graus/normatives/2017\\_108\\_reglament\\_avaluacio\\_qualificacio.pdf](http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf)).

### **Action against fraudulent practices**

In the case of fraudulent practices, the Protocolo de actuación ante prácticas fraudulentas en la Universitat de València (ACGUV 123/2020) will be followed (<https://www.uv.es/sgeneral/Protocols/C83sp.pdf>).

## **REFERENCES**

All the information that students need to know about the practicum, especially the Practicum Information Document (complementary to the Course Guide) and the Placement Catalogue 2025-2026, can be found at the following link: <https://www.uv.es/uvweb/psychology/en/undergraduate-degree-studies/degree-programmes-offered/practicum-1285852517125.html>

Based on the content of each internship position, both the academic tutor and the external tutor may provide the most appropriate bibliography to further support the external internship experience.