

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

**Code:** 33336  
**Name:** Intervention in educational contexts  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 4.5  
**Academic year:** 2025-26

**STUDY (S)**

Degree	Center	Acad. year	Period
1319 - Degree in Psychology	Facultat de Psicologia i Logopèdia	4	Second quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1319 - Degree in Psychology	Intervention in educational contexts	ELECTIVES

**COORDINATION**

LUCAS MOLINA BEATRIZ

**SUMMARY**

Taking into account the central role of schools in children's and adolescents' cognitive and socioaffective development, the core of the basic competences of the course "Intervention in educational contexts" focuses on providing the basic and specialized knowledge for the effective intervention in this type of contexts.

In particular, the content of this course aims to provide the required training for an expert in psychology in order to plan specific detection, prevention and intervention strategies, taking into account the developmental level of the students, and the characteristics of the educational context.

**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 previously acquired the knowledge and competences specified in the courses



of Developmental Psychology, Developmental Disorders and Learning Disabilities, Educational Psychology and Instruction and School Psychology.

## COMPETENCES / LEARNING OUTCOMES

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

Integrate the information obtained in the assessment process to design a specific intervention plan for developmental disorders and learning difficulties.

Know how to provide technical advice to both teachers and families as to how to manage educational diversity.

Know the main models to design and implement a psychoeducational intervention.

Understand the different problems - characteristics and causal factors - that schoolchildren may have linked to their evolutionary development.

Use relevant assessment approaches to identify specific difficulties in development and learning.

## DESCRIPTION OF CONTENTS

### 1. FOUNDATIONS OF INTERVENTION IN EDUCATIONAL SETTINGS.

This first part has an introductory character and is devoted to the review the key concepts that underpin the action in educational contexts. The central core revolves around the areas, models and contexts of intervention.

Unit 1. Contextualization of intervention in educational contexts.

Unit 2. Models of intervention in educational contexts

### 2. EDUCATIONAL INTERVENTION PROCEDURES.

Various procedures, strategies, and techniques for psychological intervention in educational contexts are addressed. Special emphasis is placed on inclusive, preventive, and evidence-based approaches.

Unit 3. Intervention in school coexistence: aggression and violence

Unit 4. Intercultural intervention, attention to diversity, and coeducation

Unit 5. Intervention in behavioral problems

Unit 6. Intervention in learning difficulties



Unit 7. Intervention in vocational guidance

**WORKLOAD**

**PRESENCIAL ACTIVITIES**

Activity	Hours
Theoretical and practical classes	45,00
<b>Total hours</b>	<b>45,00</b>

**NON PRESENCIAL ACTIVITIES**

Activity	Hours
Attendance at other activities	0,00
Individual or group project	25,00
Independent study and work	0,00
Preparation of lessons	10,00
Preparation for assessment activities	22,50
Resolution of case studies	10,00
<b>Total hours</b>	<b>67,50</b>

**TEACHING METHODOLOGY**

Active and participative methodology, integrating different instructional methodologies to promote the meaningful learning of the knowledge involved and the development of the area skills. The basic instructional techniques are (1) Expositions and presentations of the course contents, (2) Fulfillment of practical activities (case studies, discussion and text analysis), (3) Scheduled group tutorials, (4) Autonomous preparation of assignments, elaboration and presentation of the reports of the activities undertaken in the classroom (either individually or in groups), (5) Formative and summative assessment.

**EVALUATION**

**ASSESSMENT SYSTEMS**

The assessment of the subject will be carried out through three elements:

*Exams*

The exam accounts for 60% of the final grade and combines open-ended and multiple-choice questions.

*Classroom activities*

Individual or group activities carried out by the student throughout the semester and proposed by the teacher in the classroom. The activities section represents 20% of the final grade. Recoverable on second call by means of a competence test.

*Group report*



Group report consisting of the analysis of a psychoeducational intervention program. It will be presented orally and in writing. The report accounts for 20% of the final grade. In the second call, only the written part of the group report (10%) will be recovered by submitting an individual work.

The *minimum requirements* to pass the subject will be the following

In the *first call*:

- To achieve a 50% in the exam (with a weight of 60%).
- To achieve a 50% in the class activities (with a weight of 20%).
- To achieve a 50% in the group report (with a weight of 20%).

In the *second call*:

- To achieve a 50% in the exam (with a weight of 60%).
- To achieve a 50% in the class activities (with a weight of 20%).
- To achieve a 50% in the group report (with a weight of 10%).

## GRADING SYSTEM

The different assessment sections will be added up only if the student reaches the minimum required conditions for each one of them.

If a student do not pass some of the sections at the first call, the points of the other exceed sections will be saved for the second call.

The evaluation of the subject and the review of and appeal against the allotted grades are subject to the provisions of the Reglament d'Avaluació i Qualificació de la Universitat de València per a títols de Grau i Màster (ACGUV 108/2017 of May 30, 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)

According to this, it is specified in numerical expression from 0 to 10 with one decimal place, using the following grading scale:

- From 0 to 4.9: fail (D).
- From 5 to 6.9: pass (C).
- From 7 to 8.9: remarkable (B).
- From 9 to 10: excellent (A) or First Honors (A+).

The different sections contemplated in the evaluation will only be added when the minimum requirements established for each one of them are exceeded.

The grade obtained in the first call of the course will be included in the grade of the course according to the following rules:

- If the element of assessment with the highest weighting has not been assessed, the subject will be graded as ABSENT, irrespective of the rest.
- If the element of assessment with the highest weighting has been assessed but it does not meet the minimum requirements, the subject will be given a mark of FAIL and the numerical mark on the 0- 10 scale for that element.
- If the element of assessment with the highest weighting has been assessed and it does meet minimum requirements but any of the remaining elements does not, the subject will be given a mark of FAIL and the numerical



mark on the 0-10 scale for the element failed.

For the second call, the following rules shall apply:

- The mark of ABSENT can only be awarded when more than one element of assessment including that with the highest weighting has not been assessed.
- If all the elements of assessment have been assessed but one of them does not meet minimum requirements, the subject will be given a mark of FAIL and the numerical mark on the 0-10 scale for the element failed. If more than one element of assessment has been failed, the element with the highest mark on the 10-point scale will be used.
- If one or more of the minimum requirements is not met and one element of assessment has not been assessed, the subject will be given a mark of FAIL and the numerical mark on the 0-10 scale for the element failed.
- If two elements of assessment meet the minimum requirements and a third element has not been assessed, the subject will be given a mark of FAIL and the average numerical mark resulting from the two elements passed and the non-assessed element (which awards 0 points). The highest mark possible is 4.9.

#### *First Honors*

As stated in the normative about the attribution of First Honor grades (article 17), it will follow a strict order of numerical mark. In case of a tie, the qualification will be granted to the student with the higher numerical score in the Exam. If the tie persists, the higher score in the Class activities and, finally the higher score in the Reports will apply. If all of them are identical, the teacher can ask for an additional test to be taken by the candidates.

#### *Warning about plagiarism and fraudulent practices*

Evidence of copying or plagiarism in any of the assessable tasks will result in failure to pass the subject and in appropriate disciplinary action being taken. Please note that, in accordance with article 13. d) of the Statute of the University Student (RD 1791/2010, of 30 December), it is the duty of students to refrain from using or participating in dishonest means in assessment tests, assignments or university official documents. During tutorials, lecturers may require individual or group interviews in order to verify the degree of participation and achievement of goals for any given task. Failure to accept the verification will result in such task or activity being failed.

In the event of fraudulent practices, the Action Protocol for fraudulent practices at the University of Valencia will be applied (ACGUV 123/2020): <https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

## REFERENCES

#### **Basic References:**

Fonseca-Pedrero, E., y Al-Halabí Díaz, S. (2025). *Salud mental en contextos educativos*. Pirámide.

López Escribano, C., Aguado Orea, J. y Solbes Canales, I. (2020). *Psicología de la Educación*. Síntesis.

Lucas-Molina, B. y Giménez-Dasí, M. (Coord.) (2019). *La oportunidad de la escuela. Promoción de la salud a través de programas de intervención en contexto educativo*. Pirámide.



**Supplementary References:**

Alonso Tapia, J. (2012). *Evaluación psicopedagógica y orientación educativa*. Síntesis.

Cole, E., y Kokai, M. (Eds.). (2021). *Consultation and Mental Health Interventions in School Settings: A Scientist-Practitioner's Guide*. Hogrefe Publishing.

Fonseca-Pedrero, E. (2021). *Manual de tratamientos psicológicos: Infancia y adolescencia*. Pirámide.

Herman, K. C., Reinke, W. M., y Frey, A. J. (2020). *Motivational interviewing in schools: Strategies for engaging parents, teachers, and students*. Springer Publishing Company.

Peacock, G. G., Ervin, R. A., Daly, E. J., y Merrell, K. W. (Eds.). (2012). *Practical handbook of school psychology: Effective practices for the 21st century*. Guilford Press.