

**COURSE DATA****DATA SUBJECT****Code:** 43315**Name:** Theoretical and axiological principles of psychosocial intervention**Cycle:** Master's Degree**ECTS Credits:** 2**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
2151 - Master's degree in Psychological Intervention in the Social Environment	Facultat de Psicologia i Logopèdia	1	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2151 - Master's degree in Psychological Intervention in the Social Environment	Theoretical and methodological principles of psychological intervention in social spheres	COMPULSORY

COORDINATION

LLOPIS GOIG RAMON

ORTEGA BARON JESSICA

SUMMARY

The course Theoretical and Axiological Foundations of Psychosocial Intervention is part of the first module of advanced basic training Theoretical and Methodological Foundations of Psychological Intervention in Social Settings, which covers the subjects of methodologies and designs and evaluation of psychosocial intervention programs. This first module of advanced basic training aims to provide a body of conceptual, procedural, technical, and attitudinal knowledge that will enable psychology professionals to carry out interventions in social settings.

The subject Theoretical and Axiological Foundations of Psychosocial Intervention is taught in the first semester of the first year of the master's degree. This subject offers specialized knowledge related to the main foundations and theoretical models of psychosocial intervention, as well as the ethical and moral values that underpin the professional practice of social and community intervention.

PREVIOUS KNOWLEDGE



RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

There are no prior requirements.

COMPETENCES / LEARNING OUTCOMES

2151 - Master's degree in Psychological Intervention in the Social Environment

Ser capaz de integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información que, siendo incompleta o limitada, incluya reflexiones sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios en el ámbito de la intervención psicosocial.

DESCRIPTION OF CONTENTS

1. Conceptual delimitation

Definition.

Community psychology, social intervention, community intervention.

Functions and areas of activity of the social and community intervention psychologist.

2. Psychosocial assessment and intervention models

Clinical-community models.

Sociocommunity models:

Ecological model.

Empowerment model.

Resilience theory.

Cumulative risk model.

3. Ethical foundations and values of psychosocial intervention

Basic principles.

Application of fundamentals and values in professional practice.

WORKLOAD

**PRESENCIAL ACTIVITIES**

Activity	Hours
Tutorials	6,00
Theoretical and practical classes	14,00
Total hours	20,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	15,00
Independent study and work	15,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	30,00

TEACHING METHODOLOGY

The working methodology is divided into four different sections:

a) Group learning with the teacher.

This methodology will focus on theoretical classes, which provide an overview of the subject matter and highlight key concepts. It will also focus on practical sessions carried out in small groups. This strategy is useful for achieving three objectives: the development of oral and written communication skills, the development of intellectual and professional skills, and the ability to work in a group.

b) Personalised guidance for students

This involves guiding students in their learning activities, helping them to search for, locate, analyse, prepare and present the information they have worked on.

c) Tutorials

These will be individual and in small groups with the aim of solving problems, directing work, etc. The Virtual Classroom forum will be used to facilitate queries and clarifications that may be of interest to the working groups.

d) Preparation of assignments

Students must complete individual and group assignments.

EVALUATION

The evaluation of the course will be based on two complementary criteria: evaluation of results and evaluation of the learning process.

1. The evaluation of the results will be carried out at the end of the module by means of a final

**43315 Theoretical and axiological principles of psychosocial intervention**

test. This final test will assess the assimilation that the student has made of the contents of the subject. This test will constitute 40% of the grade (4 points).

2. The evaluation of the process (continuous evaluation) in each subject will be carried out by means of the activities and works (individual and/or group) carried out in the classroom and/or outside of it. This section will constitute 60% of the grade (6 points).

The activities and works may consist of:

- Readings of recommended texts and their subsequent critical analysis.
- Practices carried out in the classroom and elaboration of memories.
- Exhibitions and debates in the classroom.
- Seminars, conferences, visits, film forum.
- Resolution of assumptions and practical cases.
- Application work on the contents of the subjects.
- Works of empirical investigation about the contents of the subject.

In the case of not passing the continuous evaluation of one (s) subject (s) of the module, the student must recover that part of the subject, not having approved the module until he/she has not passed that part. Final grade: It will be an essential requirement to pass this module to have 80% of class attendance and to have obtained a minimum grade of 2 out of 4 in the final test (evaluation of the results) and a 3 out of 6 in the activities and work of each one of the subjects (evaluation of the process).

In the case of fraudulent practices will proceed as determined by the Protocol of action before fraudulent practices at the University of Valencia (ACGUV 123/2020): <https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

As established in Article 13. d) of the 'University Student Statute' (RD 1791/2010, of 30 December), students must refrain from using or cooperating in the use of fraudulent procedures in assessment tests, in the work carried out or in official university documents. The teaching staff will check with the means available to the Universitat de València if plagiarism or total or partial copying has taken place. If it is detected, the student will be suspended from the subject and the disciplinary measures established in the current regulations will be initiated.

The qualification of the subject will be subject to the provisions of the Regulation of Evaluation and Qualification of the Universitat de València for Bachelor's and Master's degrees (ACGUV 108/2017 of 30 May 2017). http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf

The use of AI or other technological supports in the different works must be duly justified and explained in the corresponding annex, the use of such tools without the inclusion of such explanation will result in the failure of the activity in question.

REFERENCES



- Consejo General de la Psicología de España. (s.f). Psicología de la intervención social. <https://www.cop.es/perfiles/contenido/is.htm>
- Buelga, S. (2007). El empowerment: potenciación del bienestar desde la psicología comunitaria. En M. Gil (Dir), *Psicología Social y Bienestar: Una aproximación interdisciplinar* (pp.154-173). Universidad de Zaragoza.
- Buelga, S., Musitu, G., Vera, A., Avila, M., & Arango, C. (2009). Capítulo 4 Perspectivas socio-comunitarias. *Psicología Social Comunitaria*. México: Trillas.

Complementary References

- Atkinson, L., Beitchman, J., Gonzalez, A., Young, A., Wilson, B., Escobar, M., ... & Villani, V. (2015). Cumulative risk, cumulative outcome: A 20-year longitudinal study. *PloS one*, 10(6), e0127650.
- Evans, GW, Li, D. y Whipple, SS (2013). Riesgo acumulativo y desarrollo infantil. *Boletín Psicológico*, 139 (6), 1342-1396.
- Maya-Jariego, I. (2025). Dilemas y retos en la enseñanza de la psicología de la intervención social y comunitaria. *Apuntes de Psicología*, 43(2), 167-176.
- Musitu, G. y Buelga, S. (2004). Desarrollo comunitario y potenciación (empowerment). En G. Musitu, J. H. Olaizola, L.M. Cantera, y M. Montenegro (Coords.), *Introducción a la psicología comunitaria* (pp. 167-193). UOC
- Musitu Ochoa, G., & Gracia, E. (1995). El maltrato infantil. Un análisis ecológico de los factores de riesgo. *Psicothema*, 7(2), 449-452.
- Ortunio, M. S., & Guevara, H. (2016). Aproximación teórica al constructo resiliencia. *Comunidad y salud*, 14(2), 96-105.
- Zuluaga, A. & Buelga, S.(2014). El trabajo psicológico en el centro de atención a víctimas de las violencias y graves violaciones a los derechos humanos (Colombia). *E-DHC, Quaderns Electrònics sobre el Desenvolupament Humà i la Cooperació*, (2), 42-56.