

**43318 Design, planning, implementation and evaluation
of psychosocial intervention programmes****COURSE DATA****DATA SUBJECT****Code:** 43318**Name:** Design, planning, implementation and evaluation of psychosocial intervention programmes**Cycle:** Master's Degree**ECTS Credits:** 4**Academic year:** 2025-26**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

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SUMMARY

The subject Design, Planning, Implementation and Evaluation of Psychosocial Intervention Programmes carries a total of 4 ECTS credits and is delivered during the first semester of the first year of the Master's Degree. It forms part of the group of subjects included in the first module of the Master's programme, entitled Theoretical and Methodological Foundations of Psychological Intervention in Social Contexts. The aim of this subject is to introduce students to the design, planning and evaluation processes of social and community intervention programmes, and to familiarise them with the tools and competences necessary to perform key professional roles in psychosocial intervention, such as counselling and consultancy, planning and programming, evaluation and training. The subject also provides a comprehensive overview of the full cycle of a social intervention and its successive phases: 1. identification of the problem; 2. definition of objectives and goals; 3. planning of courses of action; 4. programme design and configuration; 5. programme implementation; 6. evaluation of outcomes; and 7. decision-making regarding the 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

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Ser capaz de identificar, analizar y evaluar de una manera crítica y reflexiva las necesidades, problemas y demandas sociales de poblaciones de riesgo e interés, propios de la intervención psicosocial

DESCRIPTION OF CONTENTS

1. Types of psychosocial intervention programmes

Primary prevention programmes, secondary prevention programmes, tertiary prevention programmes. Positive development programmes.

2. Cycle of social and community intervention

Problem identification; setting objectives and goals; planning courses of action; programme design and configuration; programme implementation; evaluation of outcomes.

3. Use of a tool to ensure good practices in social intervention

Community needs and resource assessment; definition of action objectives; definition of the programme or best practice; action planning; analysis of the implementation process; evaluation of implementation and programme outcomes.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Tutorials	12,00
Theoretical and practical classes	28,00
Total hours	40,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
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Attendance at other activities	0,00
Individual or group project	30,00
Independent study and work	20,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	10,00
Total hours	60,00

TEACHING METHODOLOGY

The teaching methodology is structured around four complementary dimensions:

a) Group learning with the lecturer. This methodology focuses on theoretical classes, which provide a comprehensive overview of the topic and emphasise the key concepts of the subject. It also includes practical sessions conducted in small groups. This strategy aims to achieve three objectives: the development of oral and written communication skills, the development of intellectual and professional competences, and the ability to work collaboratively in teams. Furthermore, face-to-face teaching is complemented by non-presential activities, through individual and group tasks assigned to students, fostering both autonomous and collaborative work. In the virtual classroom (<https://aulavirtual.uv.es>), students can access documents, relevant information, and news related to the subjects. The teaching staff will upload all information deemed necessary for the subject's development.

b) Personalised guidance for students. This involves directing students in their learning activities, guiding them in the search, localisation, analysis, preparation, and presentation of the information worked on.

c) Tutorials. The teaching staff guides students in the construction of their knowledge; they provide support in the preparation of assignments and resolve doubts or difficulties related to the subject. Tutorials are conducted by prior appointment with the teaching staff.

d) Preparation of assignments. Students are required to complete individual and/or group assignments.

In addition to these learning methods, complementary activities will be organised for student training, including lectures, expert panels, seminars, workshops, visits, film forums, and more.

EVALUATION

The assessment of the subject will be based on two complementary criteria: process assessment and performance assessment.

Process assessment (continuous assessment). This will be carried out through activities and assignments (individual and/or group) completed inside and/or outside the classroom. This part



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will account for 60% of the final grade (6 points). Activities and assignments may include:

- Reading recommended texts and subsequent critical analysis.
- Practical work carried out in the classroom and preparation of reports.
- Debates in class.
- Seminars, lectures, visits, film forums.
- Applied assignments related to the subject content.

Performance assessment. This will be conducted through a final exam that complements the activities and assignments carried out. This exam will account for 40% of the final grade (4 points). The final exam may consist of:

- Oral presentation and examination of the subject contents and/or the work developed.
- Objective test.
- Essay-type test.
- Resolution of case studies and practical scenarios.

Final grade. It is essential to achieve a minimum score of 3 out of 6 in the activities and assignments (process assessment) and 2 out of 4 in the final exam (performance assessment) to pass the subject. Passing the subject in both the first and second call requires successful completion of both assessment components (process and performance).

Second Call. Students who do not pass the subject in the first call may retake only the failed part in the second call (continuous and/or performance assessment), retaining the grade obtained in the part passed during the first call. The subject will only be passed once both assessments have been successfully completed.

Honours Distinction. To be eligible for Honours Distinction, a grade of 9 must be obtained in the subject, considering the ratio of one Honours Distinctions per every 20 enrolled students. From this grade onwards, the decision to grant the distinction is at the discretion of the professor. In the event of a tie, an objective test will be held to determine the award.

In cases of fraudulent practices, action will be taken according to the Protocol for Action against 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



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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

- Apuntes de clase depositados en el aula virtual (<http://aulavirtual.uv.es>)
- Gracia, E. y Lila, M. (coords.) (2023). *Intervención social basada en la evidencia*. McGraw Hill.
- Wandersman, A., Chinman, M., Gomez Gonzalez, J., De La Torre, A., & Imm, P. (2005). *Getting to Outcomes 2004: Promoting Accountability Through Planning, Implementation, and Evaluation*, RAND Corporation. Technical reports. United States.

Complementary References

- Axford, N., Elliott, D. S., & Little, M. (2012). Blueprints for Europe: Promoting evidence-based programmes in children's services. *Psychosocial Intervention*, 21(2), 205-214.
- Escartí, A., Gutiérrez, M., Pascual, C., & Wright, P. (2013). Observación de las estrategias que emplean los profesores de educación física para enseñar responsabilidad personal y social. *Revista de psicología del deporte*, 22(1), 159-166.
- Escartí, A; Pascual, C; Gutiérrez, M. (2005). *Responsabilidad personal y social a través de la actividad física y el deporte: Un programa de intervención en la escuela*. Barcelona: Grao.