

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

**Code:** 43335  
**Name:** Additional specialised training  
**Cycle:** Master's Degree  
**ECTS Credits:** 2  
**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	Psychological assessment and intervention in youth	COMPULSORY

**COORDINATION**

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**SUMMARY**

The subject Psychological Assessment and Intervention in Youth, which is mandatory and carries a total of 15 ECTS credits, is taught during the first year, in the second semester. This module aims to provide students with specialized training in the area of youth, mainly from an applied perspective.

As part of this subject, a ¿Specialized Complementary Training¿ component worth two credits is included, consisting of two activities: a workshop on development promotion from a community-based approach grounded in university¿territory collaboration, and a workshop on behavioural addictions.

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

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

**OTHER REQUIREMENTS**



Have completed the subjects included in the advanced basic training block and the first subject of advanced specialized training, Psychological Assessment and Intervention in Family and Childhood

## 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. Workshop on development promotion from a community-based approach grounded in university territory collaboration

Theoretical-practical assignment on developed experiences and the implementation of the assumptions in a classroom activity.

### 2. Workshop on technology addictions

Theoretical-practical seminar on the gambling addiction prevention program, Ludens, and the video-gaming addiction prevention program, Gamer developed by the Gambling and Technological Addictions Research Unit of the Department of Basic Psychology. Analysis of the program's sessions and training in their implementation.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	10,70
Seminar	9,30
<b>Total hours</b>	<b>20,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	20,00
Independent study and work	0,00



Preparation of lessons	10,00
Preparation for assessment activities	10,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>40,00</b>

## TEACHING METHODOLOGY

## EVALUATION

The assessment of the workshops will be based on classwork and activities (individual and/or group). This section will account for 100% of the final grade. If participation is not possible, a substitute activity will be assigned.

In order to pass the subject, it is essential to obtain a minimum score of 5 out of 10 in each workshop.

## REFERENCES

### Basic References

Viguer, P. y Avià, S. (2009) Un modelo local para la promoción de la convivencia y la prevención de la violencia entre iguales desde el ámbito comunitario. *Cultura y Educación*, 21 (3), 345-349.

Chóliz, M., Marcos, M., & Bueno, F. (2022). Ludens: A gambling addiction prevention program based on the principles of ethical gambling. *Journal of gambling studies*, 38(3), 993-1008.

### Complementary References

Llena, A. & Úcar, X. (2006). Acción comunitaria: miradas y diálogos interdisciplinarios. En X. ÚCAR, X.; A. LLENA, A. (Coords.) *Miradas y diálogos en torno a la acción comunitaria*. Barcelona: Graó.

Llena, A., Parcerisa, A., & Úcar, X. (2009). 10 ideas clave. *La acción comunitaria*. Graó.

Forés, A., Giné, N., Llena, M. A., Novella, A. M., Parcerisa, A., Payá, M., & Rubio, L. (2021). *Planificación de proyectos socioeducativos participativos (Vol. 17)*. Graó.

Subirats, J. (2017). La ciutat com a espai d'identitat, d'exclusió i inclusió. *Revista d'Anàlisi del Territori*, 1, 15;30.

Viguer, P. (2004). *Optimización evolutiva. Fundamentos del desarrollo óptimo*. Pirámide.

Viguer, P., Avià, S., & Rossell, À. (2013). *L'abordatge integral de les violències que afecten les persones joves: Un model d'intervenció local de promoció de la convivència i prevenció de les violències*. Generalitat de Catalunya, Departament de Benestar Social i Família, Direcció General de Joventut.



Wong, N. T., Zimmerman, M. A., & Parker, E. A. (2010). A typology of youth participation and empowerment for child and adolescent health promotion. *American Journal of Community Psychology*, 46(1&2), 100&114. <https://doi.org/10.1007/s10464-010-9330-0>