



COURSE DATA

DATA SUBJECT

Code: 43345
Name: External internships
Cycle: Master's Degree
ECTS Credits: 18
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	2	Indefinite (Individuals)

SUBJECT-MATTER

Degree	Subject-matter	Character
2151 - Master's degree in Psychological Intervention in the Social Environment	External internships	INTERNSHIPS

COORDINATION

BUELGA VASQUEZ SOFIA MIRNA

MORENO RUIZ DAVID

SUMMARY

The process for selecting internship placements is carried out based on students' average grades through the online placement platform at the end of the first year of the master's program. Placements are matched to each student's professional specialization interests.

The University has established internship agreements with various public and private entities and organizations, including companies, associations, and non-governmental organizations. In these centers, the intern, supervised by a professional psychologist, will carry out advanced activities and functions related to their professional role.

The range of placements is diverse and covers the various social fields addressed by the master's program: childhood and family, youth, disabilities, older adults, social minorities, and women. Placement opportunities are available in city councils, general and specialized social services, early childhood intervention centers, juvenile re-education centers, elderly care homes, centers for people with disabilities, and services for immigrants and minorities at risk of social exclusion, among others.



The formal details of each internship—such as exact location, tasks to be carried out, competencies to be acquired, schedule, and calendar—are presented in the list of external internship placements provided by the master's program.

In short, through the external internships, master's students will refine and apply the knowledge, competencies, and skills required for the professional profile of a psychologist working in social 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

Having completed all the subjects of the master's degree. This ensures that the minimum knowledge and competencies required to properly carry out supervised professional practice are met.

Students who can provide proof of performing tasks as a psychologist in a social services setting, for a duration equal to or greater than that required for the external internship, may apply for recognition of these credits.

COMPETENCES / LEARNING OUTCOMES

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Capacidad de búsqueda y de gestión de la información a través de diferentes fuentes documentales especializadas.

Capacidad para plantear y elaborar un trabajo escrito comprensible, organizado y coherente.

Capacidad para trabajar en equipo sobre la base de la colaboración, respeto por las diferencias y resolución negociada de conflictos.

Conocer y saber organizar, desarrollar, adaptar y valorar servicios y programas de asesoramiento e intervención psicosocial de acuerdo con las demandas y el contexto en el que se aplican.

Conocer y saber utilizar las tecnologías de la Información y la Comunicación (TICs) con distintos objetivos para la mejora de la competencia profesional en intervención psicosocial (obtención de información, difusión de conocimiento, relaciones con otros profesionales, etc.)

Poseer las habilidades de aprendizaje que permitan continuar estudiando de un modo que deberá ser en gran medida autodirigido y autónomo en el área de estudio de la psicología de la intervención social y comunitaria.

Saber aplicar los conocimientos adquiridos y su capacidad de resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con el área



de estudio de la intervención psicosocial.

Saber comunicar en el contexto de la intervención psicológica en ámbitos sociales, las conclusiones (y los conocimientos y razones últimas que las sustentan) a públicos especializados y no especializados de un modo claro y sin ambigüedades.

Ser capaz de definir objetivos y de aplicar metas de intervención atendiendo a los grupos, poblaciones y contextos donde se desarrolla la intervención psicosocial.

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.

Ser capaz de trabajar y de reconocer el carácter interdisciplinario que tiene la psicología de la intervención social con otras dimensiones y servicios del sistema social (educativa, sanitaria, política, etc.)

DESCRIPTION OF CONTENTS

1. General and Community Social Services: general population

Some of the tasks that students may perform in this area are direct care for people, families, and groups in situations of social vulnerability; the initial assessment of demands and psychosocial needs; the design and monitoring of individualized social intervention plans; guidance and referral to specialized resources (mental health, housing, employment, education, etc.). Also, the prevention and early detection of situations of social risk; coordination with community networks, associations, and territorial resources; and mobilization and participation in community programs of awareness, social cohesion, and inclusion.

2. Childhood, adolescence, and family

In this area, students may carry out their internships in some of the following types of centers and will perform the following functions:

Socio-educational residences for minors: psychological intervention with minors under judicial measures in general and specific re-education programs. Individual and group psychological intervention with minors.

Residential care centers and foster care associations: psychological support for children and adolescents in situations of protection or foster care (family-based, residential, or in educational communities).

Specific Intervention Teams for Children and Adolescents (EEIAA): work with families at social risk, attachment programs, and development of parenting skills.

Family Meeting Points (PEF): intervention in separation and divorce processes, guaranteeing minors' right to maintain safe relationships with both parents.



3. Gender-based violence

In this area, students may carry out their internships in some of the following types of centers and will perform the following functions:

Protection and shelter centers for women and child victims: psychological support, assistance in the recovery and protection process.

Associations for psychosocial intervention with women: workshops, support in judicial processes, and social reintegration.

Intervention programs with men (e.g., Programa Contexto): therapeutic work with men who have exercised or are at risk of exercising violence, promoting prevention and behavioral change.

4. Immigration and ethnic minorities

In this area, students may carry out their internships in some of the following types of centers and will perform the following functions:

Associations and NGOs for reception and support of immigrants (e.g., Cruz Roja): psychosocial support, crisis assistance, and accompaniment in social and labor integration.

Specific projects with migrant women: intervention in contexts of vulnerability, violence, and exclusion.

Community and humanitarian support programs: work with newly arrived migrant populations, including cultural and psychosocial guidance.

5. Functional diversity and mental health

In this area, students may carry out their internships in some of the following types of centers and will perform the following functions:

Specialized foundations (e.g., Asindown): intervention in employment, training, and early care programs.

Mental health therapeutic centers: psychological support for people with mental disorders and their families.

6. Elderly people

In this area, students may carry out their internships in some of the following types of centers and will perform the following functions:

Nursing homes and day centers: psychological intervention in active aging, cognitive stimulation, emotional support, and assistance in dependency processes.

Community associations: activities for integration, prevention of isolation, and promotion of quality of life in old age.



7. **Prisoners and ex-prisoners**

In this area, students may carry out their internships in some of the following types of centers and will perform the following functions:

Penitentiary centers: intervention with adult prison population.

Reintegration associations: programs with people who have been deprived of liberty, especially those with addictive disorders, aimed at rehabilitation and social integration.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at the internship centre	0,00
Attendance at supplementary activities	0,00
Monitoring and tutoring of internships	0,00
Total hours	0,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Independent study and work	0,00
Preparation of supplementary reports	0,00
Preparation of the internship report and evaluation of the internship	0,00
Total hours	0,00

TEACHING METHODOLOGY

At the Faculty or Teaching Center (50 hours)

- **Orientation interview**, where the internal tutor provides the student with information about their internship center and delivers the necessary documentation to carry out the internship (cover letter, internship agreement).
- **Intermediate follow-up activities.** The student attends a series of individual and/or group tutorials with their Academic Tutor (or internal tutor) to monitor their tasks and acquisition of competencies.
- **Preparation of the internship report.** The student attends individual tutorials to complete the



report.

The teaching methodology used is diverse:

- Group or individual tutorials to advise students on specific topics relevant to their training and internship development.
- Analysis of situations, cases, and problems related to the assigned placement. This analysis may be carried out individually or in small groups.
- Preparation of reports and public presentations.

Related competencies to be acquired: 2, 3, 5, 7, and 8.

At the Internship Center (400 hours)

- **Welcome session** (scheduling, adapting the internship program, center visit, etc.).
- Regular meetings with the external (professional) tutor to supervise tasks and provide continuous monitoring and guidance.
- The student develops the activity program agreed upon by both tutors (internal and external).

In this case, the teaching methodology will include:



- Supervised practice of psychological evaluation and intervention in social settings.
- Individual, group, or community-based tutorial sessions.
- Analysis of relevant situations, cases, and problems.
- Preparation of case assessment reports.

Related competencies to be acquired: All proposed.

Non-Presential Activities

- The student researches and documents technical, methodological, and other aspects related to the internship. Preparation of activities and seminars (15 hours).
- Takes notes, prepares a field notebook (5 hours).
- Prepares the final report for the external internship and completes the internship evaluation forms (30 hours).

Related competencies to be acquired: 2, 3, 5, 7, and 8.

Summary of tasks and activities

Once enrolled in the external internship subject, the student will carry out the following tasks and/or activities:

1. Contact the Academic Tutor indicated in the file describing the internship placement.
2. Carry out the activities at the center under the direction and guidance of the External Tutor.
3. Attend interviews and follow-up activities established by the Academic Tutor.
4. Prepare the final report and submit a copy to each tutor.



5. Submit the internship evaluation report completed by the company/organization tutor to the internal tutor.

EVALUATION

Evaluation of the External Internship

Assessment by the external tutor; internship center supervisor

The person who directly supervised the student during the internship provides a reliable assessment of their learning, taking into account criteria such as the student's participation, integration into the work team, professionalism and responsibility, initiative...

This assessment is carried out through:

- a) the internship center's evaluation questionnaire, sent electronically by ADEIT and included in the internship agreement folder, and
- b) the communication established between the academic tutor and the center supervisor.

Internship Report

The internship report is the main document used to assess the internship. The report must follow the structure and format established in section VIII. The evaluation will take into account the following:

- Clarity and organization in the presentation of the required data and information.
- Clarity, depth, and structure in the analysis and reflection on the internship experience.
- Clarity, depth, and structure in the analysis and reflection on the psychologist's role in the work area.
- Alignment with the objectives and competencies of the external internship.
- Organization and presentation.
- Writing quality, documentation, argumentation, conceptual accuracy, and appropriate use of discipline-specific vocabulary.



Assessment by the academic tutor; faculty supervisor

The academic tutor's evaluation is based mainly on the following criteria:

- Attendance and participation in follow-up meetings and seminars.
- Assessment of the internship based on interviews and visits to the internship site (student's participation, integration into the team, autonomy, professionalism...).

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

As a guideline, the final grade for the external internship may be weighted as follows:

- Assessment by the internship center supervisor: **30%**
- Report submitted by the student: **50%**
- Assessment by the academic tutor: **20%**

The grading scale, as in any other subject, will be: **fail, pass, good, excellent, or distinction (honours)**, according to current regulations.

If the final grade is "fail," the Academic Tutor will specify whether the failure is due to:

- **Not meeting the minimum requirements** in the internship, e.g., lack of attendance or insufficient performance. In this case, the internship cannot be recovered during the academic year, and no extraordinary exam is allowed. The student must re-enroll the following year.
 - **Inadequate and/or insufficient report**, despite adequate internship performance. In this case, a resit in September may be allowed, in which the student submits a revised report for evaluation.
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In cases of fraudulent internships, the university will act according to the *Protocol for addressing fraudulent internships at the University of Valencia (ACGUV 123/2020)*:

<https://www.uv.es/sgeneral/Protocols/C83sp.pdf>



REFERENCES

Bibliographic references:

1. Those provided by the internship center (e.g., basic legislation in juvenile justice).
2. Those included in each subject of the Master's in Psychological Intervention in Social Settings and applied to the internship center.