1. BASIC INFORMATION

Course	Rotative Internships
Degree program	B.S. Psychology
School	Biomedical and Health Sciences
Year	1º
ECTS	6 ECTS
Credit type	Mandatory
Language(s)	English
Delivery mode	Campus based
Semester	First semester
Academic year	2025/2026
Coordinating professor	Miriam Pérez Sánchez
Professor	Miriam Pérez Sánchez, Sandra Ontiveros Rubio, Paula Sánchez Conde y Rubén Pérez Pérez

2. PRESENTATION

In this course, students will learn about the different areas in which the psychologist develops his work through visits to centres, practical workshops conducted by different professionals and simulation activities of scenarios of different professional fields of psychology.

These experiences will allow students to approach professional practice in a direct and applied way. Specifically, the student will know firsthand some examples of the different areas of intervention of the psychologist included in this title (Health Psychology, Educational Psychology, Psychology of Professional Development in Organizations, Social and Community Psychology). The aim is to provide students with specific vision of each area enabling them to observe, analyse and understand through practice the various realities in which a professional of psychology can intervene.

Some of the fields of psychology that students will know through visits, workshops and simulation activities include:

• Clinical and health psychology.
• Educational psychology.
• Social and community psychology
• Psychology of professional development in organizations
• Psychological intervention in emergencies and catastrophes
• Sport and physical activity psychology
• Legal and forensic psychology

3. LEARNING OUTCOMES

Knowledge

KN03: Identify different realities in which a psychology professional can intervene.

- Identify different realities in which a psychology professional can intervene.

Skills

SK04: Develop interpersonal communication and emotional intelligence skills with patients: empathy, active listening, self-awareness, self-motivation, self-criticism, and social skills.

- Analyse the functions, characteristics, and limitations of different areas of psychology.
- Analyse the legal and training requirements related to various professional fields.
- Analyse the various professional fields associated with each of the specializations included in this degree.
- Integrate knowledge and acquire competencies related to different areas of psychology practice.
- Analyse ethical obligations in various areas of psychology practice.

Competences

COMP01: Understand the functions, characteristics, and limitations of different theoretical models in the field of Health Psychology.

COMP02: Understand the basic principles of different psychological processes in the field of Health Psychology.

COMP09: Understand the different fields of application of psychology and have the necessary knowledge to impact and promote the quality of life in individuals, groups, communities, and organizations in different contexts: education, clinical and health, work and organizations, and community.

COMP10: Analyse the needs and demands of recipients in different contexts.

COMP11: Be able to establish goals for psychological intervention in different contexts, proposing and negotiating goals with recipients and those affected.

COMP12: Be able to plan and conduct an interview.

COMP16: Be able to describe and measure interaction processes, group dynamics, and group and intergroup structures.

COMP20: Know how to analyse the context in which individual behaviours, group processes, and organizational behaviours develop.

COMP21: Know how to select and administer instruments, products, and services, and be able to identify interested individuals and groups.

COMP24: Be able to define objectives and develop an intervention plan based on its purpose (prevention, treatment, rehabilitation, insertion, support, etc.).

COMP25: Know how to choose appropriate psychological intervention techniques to achieve objectives.

COMP26: Master strategies and techniques for involving recipients in the intervention.

COMP32: Be able to measure and obtain relevant data for the evaluation of interventions.

COMP33: Know how to analyse and interpret evaluation results.

COMP34: Be able to provide feedback to recipients in an appropriate and accurate manner.

COMP35: Be able to prepare oral and written reports.

COMP36: Understand and adhere to the ethical obligations of psychology.

4. CONTENT

1) Analyze and understand the professional role of the Psychologist in Health Psychology.
2) Analyze and understand the professional role of the Psychologist in Human Resources.
3) Analyze and understand the professional role of the Psychologist in Educational Psychology.
4) Analyze and understand the professional role of the Psychologist in Sports Psychology.
5) Analyze and understand the professional role of the Psychologist in Legal and Forensic Psychology.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Practice
- Simulation environment
- Problem-based learning (PBL)
- Lectures

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Learning activity	Number of hours	% of Attendance
Lectures	5 h	100%
Practice	120 h	100%
Formative assessment	5 h	100%
Campus-based Tutorials	5 h	100%
Autonomus work	15 h	0%
TOTAL	**150h**	

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Assessment system	Weight

External Internship Tutor Report
   - Report from the external tutor (40%).
   - PBL report, work with AI on the content of the practical sessions (20%).
	60%

Internship student's report Synthesis of the most relevant ideas collected during the different visits, practical workshops, master classes and simulations, preparing one worksheet per session. Two deliveries will be made, each containing the worksheets from several sessions grouped together. *The students must complete the Fundamentals of Artificial Intelligence course and pass the knowledge exam to pass the subject (this exam is a mandatory activity without weight in the evaluation).	20%
Reflective Journal Submit a reflective journal on the various professional contexts presented in the course. The journal will include meaningful reflections on expectations regarding the psychology degree and future professional development, identifying areas of interest and those that are discarded. Reflections will be based on the relationship between personal experiences, skills, competencies, and individual interests and the information presented during the sessions. This will be expressed through appropriate written communication, combining professional judgments and personal comments.	20%

Upon accessing the course on Campus Virtual, students will be able to view a comprehensive description of the assessment activities that must be completed, in addition to the stipulated delivery deadline.
An assessment procedure is to be conducted for each individual.

ATTENDANCE

Attendance is obligatory and must be fulfilled in its entirety in person. It is permissible for a maximum of three absences to be accumulated. Absence must be justified in accordance with the regulations of the institution, and approval from the academic advisor is mandatory.

7.1. Regular assessment period

To pass the course in the first exam period, it is necessary to obtain a grade equal to or higher than 5 out of 10 in each of the three evaluation blocks: External Internship Tutor Report (Reports from external internship tutors + PBL report), Internship student's report and the Reflective Journal. The final grade for the course will be the weighted average of all assessed components.

The student's absence of more of 3 sessions will result in a failing grade the External Internship Tutor Report module of the course during the regular assessment period, and it must be retaken during the extraordinary examination period. Likewise, absence from the PBL session will also result in failure of the external tutor's report module and must be retaken the PBL during the extraordinary examination period.

In order to successfully pass the course, students are required to complete the Fundamentals of Artificial Intelligence and Ethics course and pass the associated knowledge examination. Upon completion of both

modules, a completion badge will be generated, which must then be uploaded to the virtual campus via the task designed for this purpose.

In the event that the badge is not uploaded during the designated regular assessment period, the activity must be completed within the corresponding extraordinary period.

PLAGIARISM AND USE OF AI

Any student who resorts to or uses illicit means during an evaluation test, or who improperly claims authorship of academic work required for assessment, will receive a failing grade ("0") in all evaluation tests for the exam period in said subject in which the violation occurred, and may also face disciplinary action following the opening of a disciplinary proceeding.

AI-Generated content: AI-generated content tools (AIGC), such as ChatGPT and other language models (LLMs), cannot be used to generate assignments. These tools also cannot be responsible for any written content in the assignment. The use of AI must be authorized by the instructor for each activity. If a student has used these tools to develop any part of their work, this use must be detailed in the assignment. The student is fully responsible for the accuracy of the information provided by the tool and for correctly referencing any supporting work. Tools used for spelling, grammar, and general editing are not included in these guidelines. The final decision on the appropriateness of the reported use of an AI tool rests with the instructor, academic coordination, and program director.

DELAYED SUBMISSION OF MANDATORY ACTIVITIES

Late submissions of mandatory assignments will result in the activity not being graded, and a numerical grade of 0 will be assigned.

7.2. Extraordinary examination period

To pass the course in the extraordinary examination period, it is required to obtain a grade equal to or higher than 5 out of 10 in each of the three evaluation blocks: External Internship Tutor Report (Reports from external internship tutors + PBL report), Internship student's report and the Reflective Journal. The final grade for the course will be the weighted average of all assessed components. This will be evaluated according to the same guidelines as in the first exam period. The student must submit the activities of those sections that were not passed in the first exam period, that is:

- The Internship student's report, PBL report and Reflective Journal not passed or not submitted in regular assessment period must be delivered under the same instructions of the regular assessment period.
- Students who exceed three absences or receive an unsatisfactory evaluation in the report from their external internship tutors must recover the activity by taking a knowledge exam test kind during the extraordinary examination period.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline

Reports from external internship tutors	To be evaluated throughout the semester.
Internship student's report	First submission: 7th of November Second submission: 12th of December
PBL report	1st - 12th of December
Reflective Journal	8th of January

This schedule is subject to change for logistical reasons. Any changes will be communicated to the student in a timely manner and in the appropriate form.

9. BIBLIOGRAFÍA

- American Psychological Association. (2020). *Publication Manual of the American Psychological Association: The Official Guide to APA Style (7th ed.)*. https://bit.ly/APA7ed
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- Carrobles, J. A. (2012). Psicólogo clínico y/o psicólogo general sanitario. *Psicología Conductual, 20(2),* 449
- de Rivera, J. L. G., Pulido, F. R., Bueno, S. D., & Rodríguez, E. E. (1994). *Psiquiatría legal y forense.* Editorial Constitución y Leyes, COLEX.
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- Gestoso, C. G. (2000). *Psicología del trabajo para relaciones laborales.* McGraw-Hill Interamericana de España
- Guía resumen del Manual de Publicaciones de Normas APA Séptima Edición 2020. https://normasapa.pro/wp-content/uploads/2020/02/Normas_apa_septima_edicion_spanish.pdf
- León-Orfelio, G. (2019). Cómo redactar textos científicos y seguir las normas APA 7ª, 5ª ed. Garceta.
- Martin, P. R., Cheung, F. M., Knowles, M. C., Kyrios, M., Littlefield, L., Overmier, J. B., & Prieto, J. M. (Eds.). (2011). *Wiley-Blackwell IAAP handbooks of applied psychology. IAAP handbook of applied psychology:* Wiley-Blackwell.

Links:

- American Psychological Association APA http://www.apa.org/
- Colegio Oficial de Psicólogos de España http://www.cop.es/
- European Federation of Psychologists' Associations EFPA http://www.efpa.eu/

Resources*:

- Código Deontológico del Psicólogo http://www.copmadrid.org/webcopm/codigod.pdf
- Ética y deontología para psicólogos http://www.cop.es/pdf/etica.pdf

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the inclusion of students with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by mean of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunity for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa@universidadeuropea.es

11.   ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the "surveys" section on virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.