1. BASIC INFORMATION

Course	CLINICAL INTERNSHIP
Degree program	PSYCHOLOGY
School	SCHOOL OF BIOMEDICAL AND HEALTH SCIENCES
Year	2nd
ECTS	12
Credit type	EXTERNAL PRACTICES
Language(s)	ENGLISH
Delivery mode	PRESENTIAL
Semester	2nd
Academic year	2025-2026
Coordinating professor	Cristina Bonet
Professor	David Prada, Amalie Hylland, Luis Bonet, Cristina Bonet, Juan Carlos Tomás del Río, Ashley Navarro, Pedro Altungy, Víctor Estal y Lidia Budziszewska.

2. PRESENTACIÓN

Clinical internship is a subject taught in the second year of the Psychology Degree.

This course aims to provide students with the opportunity to develop competencies relevant to their future roles as clinical psychologists, within a safe environment where errors are considered opportunities for learning, in a simulated clinical/healthcare setting. All activities will be supervised and guided by professional psychologists.

Students will be able to observe, learn, interact, and understand the role of psychologists in direct contact with the "patient" (actor/actress) throughout the entire process, from reception to the conclusion of therapy, at the Psychology Applied Center of Universidad Europea de Madrid.

A specific software program will be used to enhance the learning of interpersonal communication skills, as well as patient assessment and diagnostic abilities using virtual patients. In addition, students will develop key competencies through training modu les in the field of psychology, by attending these theoretical-practical sessions delivered by expert psychologists from various areas of specialization.

3. LEARNING OUTCOMES

KNOWLEDGE

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

- Identify patient needs and respond accordingly.

SKILLS

HAB04: Develop interpersonal communication and emotional intelligence skills with patients, including empathy, active listening, self-awareness, self-motivation, self-criticism, and social skills.

- Apply the psychological knowledge acquired so far to the corresponding clinical case.

- Practice, under supervision, the competencies and knowledge inherent to the psychologist's role in the healthcare setting.

- Carry out a psychological assessment process.

- Delivery results through a feedback session.

- Intervene using psychological techniques appropriate to the patient's needs.

- Conduct a functional analysis.

- Draft a psychological report.

COMPETENCES

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

COMP02: Understand the basic principles of various psychological processes in the field of Health Psychology.
COMP09: Know the different fields of application of Psychology and have the necessary knowledge to influence and promote quality of life among individuals, groups, communities, and organizations in various contexts: educational, clinical and health, workplace and organizational, and community.
COMP10: Be able to analyze the needs and demands of the recipients of psychological services in different contexts.
COMP11: Be able to establish goals for psychological interventions in different contexts, proposing and negotiating these goals with recipients and those affected.
COMP12: Be able to plan and conduct an interview.
COMP13: Be able to describe and measure variables (personality, intelligence, and other aptitudes, attitudes, etc.) and cognitive, emotional, psychobiological, and behavioral processes.
COMP14: Be able to identify differences, problems, and needs.
COMP15: Be able to make psychological diagnoses in accordance with professional criteria.
COMP21: Know how to select and administer tools, products, and services, and be able to identify individuals and groups involved.
COMP24: Be able to define objectives and develop an intervention plan according to its purpose (prevention, treatment, rehabilitation, integration, accompaniment, etc.).
COMP25: Know how to choose the appropriate psychological intervention techniques to achieve objectives.
COMP26: Master strategies and techniques to engage recipients in the intervention process.
COMP27: Know how to apply direct intervention strategies and methods with recipients: psychological counseling, therapy, negotiation, mediation, etc.

COMP28: Know how to apply direct intervention strategies and methods on contexts: building healthy environments, etc.

COMP29: Know how to apply indirect intervention strategies and methods through others: advising, training trainers and other agents.

COMP33: Be able to analyze and interpret assessment results.

COMP34: Know how to provide feedback to recipients in an appropriate and precise manner.

COMP35: Be able to prepare oral and written reports.

COMP36: Know and adhere to the ethical obligations of the Psychology profession.

4. CONTENT

- Analyze, understand, and apply (under supervision) the competencies and knowledge specific to the psychologist's role within the professional context of the healthcare sector.
- Begin collaborative work within a multidisciplinary team.

5. TEACHING-LEARNING METHODOLOGIES

The following teaching and learning methodologies will be applied:

- Practical training sessions
- Simulation environments
- Problem-Based Learning (PBL)

6. LEARNING ACTIVITIES

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

Campus-based mode:

Learning activity	Number of hours
On-site tutoring	10h
Autonomous work	50h
Formative assessment	20h
Practices	220h
Total hours	300h

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 - **Simulated Clinical Sessions**: Student performance during the 12 simulation sessions with clinical cases (30%).	50%

- **Training Modules**: Participation in training sessions focused on intervention strategies for specific pathologies related to the assigned cases (10%). - **Objective Structured Competency Assessment** (ECOES): Evaluation of professional competencies through structured activities (10%).	
Student Internship Report - **Internship Report I:** Simulated clinical sessions (10%) - **Internship Report II:** Training module (10%) - **Internship Report III:** Educational sessions, clinical supervisions, and virtual clinical sessions (10%) - **Course on Digital Experiences in the Health Field and knowledge test** *(mandatory activity, not graded)* - **Within the training module on clinical technology:** Problem-solving related to the use of ICT in Psychology and knowledge test *(mandatory activity, not graded)* -	30%
Reflexive Diary: Student reflection on the simulation sessions with clinical cases.	20%

* Students must complete the **Digital Experiences in the Health Field** course and pass the corresponding knowledge test in order to pass the subject. In addition, students are required to attend a **lecture** and pass the **knowledge test on problem-solving using ICT in the field of Psychology** (as part of the **Digital Development Plan of the Psychology Degree, Pillar 5**) in order to successfully complete the course.

Attendance:

Attendance for this course is MANDATORY, as its practical nature requires continuous participation for students to achieve the intended learning outcomes. Students are allowed to miss up to 3 days (with or without justification), which amounts to a total of 12 hours (3 days). If a student arrives late but is allowed to join the next part of the session, it will be counted as half an absence.

The use of laptops, tablets, or mobile phones is strictly PROHIBITED during the sessions, except during specific moments explicitly indicated by the tutors. Except when expressly requested by the tutor, for example during the planning activities carried out on the days of the training sessions. Moreover, even if the student has exceeded the limit of three absences, it is recommended that they continue to actively participate in the creation, development, and observation of clinical cases, in order to support their learning process and facilitate preparation for the extraordinary call.

In the Virtual Campus, students will have access to detailed information about the assessment activities, including deadlines and evaluation procedures for each task.

7.1. First exam period

In order to pass the course in the **ordinary assessment period**, students must obtain a **final weighted average grade equal to or greater than 5.0 out of 10.0**.
Each of the following components must be passed with a **minimum score of 5.0** in order to be averaged with the rest of the grades:
- **External Internship Tutor Report**
- **Student Internship Report**
- **Reflexive Diary**

At the end of the course, students will receive a **single final grade**, with a maximum of 10 points. The

course will be considered **successfully completed** if the student obtains a **minimum score of 5.0**. Students who fail to pass any of the required components will receive a **failing grade in the ordinary assessment period**.

PLAGIARISM AND USE OF IA

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 instruc tor 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 c orrectly 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.

Simulation

<u>Uniform Requirement for Simulation Sessions:</u> Whenever simulation activities are conducted, students are required to wear the appropriate uniform (grey scrub top and trousers) in the simulated hospital. Students who do not attend with the complete uniform will not be allowed to participate in the simulation and will be marked as absent for that session. There will be a limit on the number of absences from simulation sessions, regardless of whether they are justified or not, as missing these sessions prevents students from acquiring the necessary competencies through this methodology.

7.2. Second exam period

To pass the course in the **extraordinary assessment period**, students must obtain a **final weighted average grade equal to or greater than 5.0 out of 10.0** . Students must submit the **previously failed activities** from the ordinary period, after receiving feedback from the instructor, or **submit any activities that were not handed in**.
Each component (**External Internship Tutor Report**, **Student Internship Report**, and **Reflective Journal**) must be passed with a **minimum grade of 5.0** to be averaged with the other scores. At the end of the course, a **single final grade** will be issued, with a maximum of 10 points. The course will be considered passed if the final grade is **at least 5.0**.
Late submission of mandatory activities will result in **non-assessment**, and the activity will be graded with a **0**.

The extraordinary call will be made as follows:

External Internship Tutor Report:
- **Simulation block**: An individual assignment related to clinical simulation cases must be submitted.
    1. **Students with 2 to 3 absences** from clinical simulation cases:
    The student will take a **practical exam** consisting of **two simulated scenarios**, followed by a **self-reflective analysis** after viewing the recordings (Initial Interview and Intervention Session). The instructor will assess both performance and reflective capacity.
    2. **Students with 4 to 6 absences**:
    In addition to the above, the student must write a **3,500-word assignment (excluding references)** on a pathology assigned by the instructor. This must include:
        - A literature review of **10–20 articles** on a pathology.
        - A description of the **assessment process** (e.g., self-monitoring tools, tests administered; symptoms based on diagnostic manuals).
        - A proposed **treatment and intervention plan**, considering symptom progression and management.
    3. **Students with 7 to 9 absences**:
    The student must complete everything described above and **add another 3,500-word paper** on a **different pathology** following the same structure.
    4. **Students with 10 or more absences**:
    The student must complete all of the above and **add a third 3,500-word paper** on a **third pathology**, as outlined in point 2.
- **Training modules block**: An individual paper related to the planning and development of training modules must be submitted. Each topic requires a paper of **3,500 words (excluding references)**.
    1. **Students with 2 to 2.5 absences** from workshops:
    The student must complete a **literature review** (10–20 articles) on how to plan a

workshop (phases, participants, materials), expected results, social impact, and limitations.

2. **Students with 3 to 4.5 absences**:
   The student must complete the above review for **two different topics**.
3. **Students with 5 to 6 absences**:
   The student must complete the above review for **three different topics**.

- **Objective Structured Competency Assessment (ECOES):** Students must complete this component with the **same requirements** as in the ordinary assessment period.

Student Internship Report Block:

This component will be recovered following the **same requirements** as in the ordinary period, including the **knowledge exams** on Digital Experiences in the Health Field and Problem-Solving Using ICT in Psychology.

Reflective Journal Block:

The student must submit a **new version** of the reflective journal, meeting the **same requirements** as in the ordinary period.

8. SCHEDULE

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

Assessable activities	Deadline
External Internship Tutor Report: 1. Simulated clinical sessions 2. Training modules 3. ECOES	• After the completion of each session and training module. • Semana 22
Student Internship Report: 1. Internship Report I 2. Internship Report II 3. Internship Report III	1. 17 may 2. 15 febuary 3. 24 de may
Student Internship report (virtual clinical sessions)	• Worksheet 1: 02 febuary • Worksheet 2: 22 febuary • Worksheet 3: 08 march • Worksheet 4: 22 march • Worksheet 5: 05 april • Worksheet 6: 19 april • Worksheet 7: 03 may
Reflexive diary	• 1ª deadline: 08 march • 2º deadline: 29 march • 3ª deadline 26 april

	• 4ª deadline: 17 de may
Student Internship report: Course on Digital Experiences in the Health Field and knowledge test *(mandatory activity, not graded)*	• Semana 22
Student Internship report: Within the training module on clinical technology: Problem-solving related to the use of ICT in Psychology and knowledge test *(mandatory activity, not graded)*	• Semana 13-15

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any changes as and when appropriate.

9. 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 students inclusions 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

10. 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 in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.