

## 1. BASIC INFORMATION

<b>Course</b>	Simulated Rotating Work Placement
<b>Degree Program</b>	Degree in Psychology
<b>School</b>	Facultad de Ciencias Biomédicas y Deporte
<b>Year</b>	First
<b>Credits (ECTS)</b>	6 ECTS
<b>Credit type</b>	Obligatory
<b>Language(s)</b>	English and Spanish
<b>Delivery mode</b>	On campus
<b>Semester</b>	S2
<b>Academic year</b>	2025-2026
<b>Coordinating professor</b>	Alberto Zamanillo Díaz

## 2. PRESENTATION OF THE COURSE

In this course, students will explore the various fields of application of Psychology through visits to centers, lectures, practical workshops led by different professionals, and simulated professional scenario activities in psychology. These experiences will allow students to engage with professional practice in a direct and applied manner. Specifically, students will have the opportunity to gain firsthand insight into different psychological intervention contexts: clinical and health, educational, work and organizational, community and forensic settings. The goal is to provide a clear and concrete understanding of each of these areas, enabling students—through hands-on experiences—to observe, analyze, and understand the diverse realities in which a psychology professional can intervene.

The areas of psychology that students may explore through visits, workshops, and simulations include:

- Educational Psychology
- General Health Psychology
- Clinical Psychology
- Neuropsychology
- Sports Psychology
- Psychology and Artificial Intelligence
- Forensic Psychology
- Psychological Research
- Social and Community Psychology
- Organizational Psychology (Human Resources)

### 3. LEARNING OUTCOMES

#### **Knowledge:**

CON04. Identify the qualities, abilities, personal skills, as well as aspects of professional ethics and legislation necessary for the job performance of the psychologist in different professional fields.

CON06. Describe the evaluation and intervention methods and the work tools most used by the different current trends in psychological intervention.

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

#### **Skills:**

HAB05. Provide feedback to the recipients of requested services using appropriate communication strategies.

HAB06. Analyse relevant data relating to human behaviour, individual and social, and the context in which it occurs, in order to make informed judgements on social, scientific or ethical issues.

- Analyse the functions, characteristics and limitations of the different fields of psychology.
- Analyse the legal and training requirements related to the various fields of activity
- Analyse the different professional fields associated with each of the specialisations included in this degree
- Integrate knowledge and acquiring skills related to the various fields of action in psychology
- Analyse the ethical obligations in the various fields of psychology.

#### **Competences:**

CP14. Describe and assess the ethical obligations of psychology.

CP15. Apply the acquired knowledge, abilities and skills in professional settings related to psychology in a comprehensive and practical way.

CP20. Help others by guiding and directing them towards concrete objectives and goals, taking into account their points of view, particularly in professional situations of volatility, uncertainty, complexity and ambiguity (VUCA) in today's world.

CP21. Work with others to achieve a shared academic or professional objective, making active, empathetic contributions while demonstrating active listening and respect for all involved.

CP24. Demonstrate ethical behaviour and social and environmental commitment in the performance of professional activities, as well as sensitivity to inequality, diversity, and respect for fundamental rights, including sexual freedom and the prevention of sexual violence.

### 4. CONTENTS

The contents of the course are listed below:

- Block I: Analysis and understanding of the professional field of the generalist psychologist
- Block II: Analysis and understanding of the professional field of the psychologist in the health sector
- Block III: Analysis and understanding of the professional field of the psychologist in the legal sector
- Block IV: Drawing of conclusions and overall assessment of the experience gained

- Block V: Decision-making about academic/professional future
- Block VI: Producing a report on the experience

## 5. TEACHING-LEARNING METHODOLOGIES

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

- Simulation environments
- Case Method
- Lecture

## 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
Case analysis	90
Report and Document Writing	7,5
Practical Application Seminars	105
Independent Working	22
<b>TOTAL</b>	<b>150</b>

## 7. CONTINUOUS ASSESSMENT

Each assessable learning activity represents an opportunity for the student to make progress, receive feedback, and consolidate knowledge, skills, and competences. The Learning Outcomes outlined in this guide provide direction for this process and serve as benchmarks for their achievement.

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

**Campus-based mode:**

Assessment Systems	Weight (%)
In-person assessment tests	20-30%
Case study/Problem scenario	20-40%
Learning Portfolio	40-50%

When you access the course on the Campus Virtual, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

## 7.1. First exam period

In order to pass the course/module in the ordinary call, the student must obtain a grade greater than or equal to 5.0 (out of 10), in all the evaluation systems proposed in this guide. The final grade will be calculated from the weighted average of all the evaluation systems described.

If in any of the evaluation systems proposed in this guide, a grade lower than 5.0 (out of 10) is obtained, the final grade of the course/module will be "fail" even if, in the result of the weighted average, a value higher than 5.0 (out of 10) is obtained. In the latter case, the course/module would still be "failed" obtaining a final grade of 4.0 (out of 10).

### *Delivery of activities*

Compliance with deadlines is essential to ensure the fairness and planning of the training process.

In case of not submitting an evaluable formative activity in due time and form, and without prior justification, it will not be evaluated and, therefore, will be recorded as "not submitted".

The student is encouraged to communicate with sufficient time in advance to the teacher of the course/module, any difficulty that may affect their participation in any activity.

### *Attendance*

Active participation in the training sessions is a key component of learning. In order to pass the course/module, at least 50% attendance is required. If this minimum percentage is not reached, the teacher may consider the course/module as "failed", according to the evaluation regulations of the Universidad Europea de Andalucía.

## 7.2. Second exam period

The extraordinary exam offers a new opportunity for students to demonstrate their learning. To pass it, it will be necessary to obtain a final grade (weighted average) equal to or higher than 5.0 (out of 10.0).

### *Delivery of activities*

The student must submit and pass those mandatory training activities not delivered or not passed in the ordinary call, respecting the new deadlines established. In case of failure to comply with these new deadlines, the activity will not be evaluated and, therefore, will be recorded as "not presented".

## 8. SCHEDULE

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

Assessable activities	Date
Case Study/Problem scenario	Week 16
Learning Portfolio	Week 16
In-Person assessments test	Week 17

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

## 9. REFERENCES

The reference work for the follow-up of the course is:

- American Psychological Association. (2020). *Publication Manual of the American Psychological Association: The Official Guide to APA Style (7th ed.)*. <https://bit.ly/APA7ed>
- Anderson, R. C., & Faust, G. W. (1973). *Educational psychology: The science of instruction and learning*. New York: Harper & Row
- Carrobbles, 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
- Echeburúa, E., Salaberria, K., de Corral, P., & Cruz-Sáez, S. (2012). Funciones y ámbitos de actuación del psicólogo clínico y del psicólogo general sanitario: una primera reflexión. *Psicología conductual*, 20(2), 423
- Fernández, I., Morales, J.F. y Molero, F. (Coords.) (2011). *Psicología de la Intervención Comunitaria*. Bilbao: Ed. Desclée de Brouwer. Matsumoto, D. y Hwang, H.C. (2019 - 2ª Ed.).
- 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](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

## 10. AREA OF GUIDANCE, DIVERSITY AND INCLUSION

The Area of Guidance, Diversity and Inclusion (ODI) offers support to students throughout their university career, with the aim of facilitating their academic and personal development and supporting them in achieving their goals. This Area focuses its work on three Core pillars: the inclusion of students with specific educational support needs, the promotion of universal accessibility in the educational community and the guarantee of equal opportunities for all.

Among the services offered are:

- **Academic accompaniment and monitoring**, through counselling and the development of personalised plans aimed at those who need to improve their academic performance.
- **Attention to diversity**, through the implementation of non-significant curricular adjustments - in methodological and Assessment aspects - for students with specific educational support needs, in order to guarantee equal opportunities.
- **Extracurricular training resources**, aimed at developing personal and professional Competencies that contribute to the integral growth of students.

- **Vocational guidance**, through the provision of tools and advice to those who have concerns about their choice of Degree or are considering a change in their educational path.

Students in need of educational support can contact the Area via the following email address: [orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## 11. ONLINE SURVEYS

Participating in the Satisfaction Surveys is an enriching opportunity to contribute to the continuous improvement of the Degree as well as the institution. Thanks to them, it is possible to identify which aspects of academics, teaching staff and the teaching-learning process are working well and which can be further improved.

With the aim of encouraging active participation in the completion of surveys among students, various channels of dissemination have been set up. The surveys are available in the space provided on the Virtual Campus and are also sent by email to facilitate access.

The responses collected allow decisions to be made that have a direct impact on the quality of the learning experience and on the day-to-day life of the university community.