

**Current Approaches and Debates in the  
Psychosocial Field**

Code: 42596  
ECTS Credits: 9

Degree	Type	Year	Semester
4313402 Psychosocial Research and Intervention	OB	0	1

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

### Contact

Name: Joel Feliu Samuel Lajeunesse

Email: Joel.Feliu@uab.cat

### Use of Languages

Principal working language: spanish (spa)

### Other comments on languages

Sessions are usually held in Spanish, however some materials can be occasionally offered in Catalan or English.

### Teachers

Margot Pujal Llombart

Joan Pujol Tarrés

Félix Vázquez Sixto

Marisela Montenegro Montenegro Martinez

Lidia Arroyo Prieto

### Prerequisites

As this is an initial module of the Master's degree and it is common to all its branches, there are no prerequisites beyond those of access to the Master's Degree.

### Objectives and Contextualisation

This module is mandatory for everybody pursuing the Master's degree and therefore seeks to give a common basis that frames the work of the professional in the psychological-social field. It offers an overview of theoretical, epistemological and methodological approaches within the psychological-social field, emphasising contemporary debates. The student must be able to describe such frameworks and analyse their suitability for specific fields of study.

Objectives:

- Recognize and distinguish the principles that separate the different theoretical, epistemological and methodological approaches in approaching psychosocial phenomena and problems
- Analyse the adequacy of an ontological and epistemological framework for understanding specific objects of study and action.
- Produce a bibliographic review of a field of research or social intervention and show different understandings within it.

- Develop a critical view of psychological-social phenomena

## Competences

- Consider the institutional, ethical and political context of psychosocial practice, assessing and responding to the implications of performing responsible professional relationships with institutions, groups and populations.
- Continue the learning process, to a large extent autonomously.
- Selecting and applying necessary for collection, analysis and presentation of empirical material qualitative techniques.
- Teamwork, creating synergies in working environments that involve different people working in a coordinated and collaborative.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
- Using information technology and communication in the collection, processing and transmission of knowledge.
- Using theoretical, methodological and epistemological resources development and reflective approach to professional practice in relation to understanding and improving the psychosocial well.

## Learning Outcomes

1. Analyze the theoretical and methodological frameworks psychosocial field and assess their practical implications in a specific psychosocial problems
2. Continue the learning process, to a large extent autonomously.
3. Describe different approaches to psychosocial field from a critical and reflective view.
4. Identify appropriate tools for understanding a particular social problem
5. Teamwork, creating synergies in working environments that involve different people working in a coordinated and collaborative.
6. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
7. Using information technology and communication in the collection, processing and transmission of knowledge.

## Content

1. Current basic concepts and debates that define the psychological-social field.
2. Critical research and intervention
  - 2.1. Introduction to critical research and intervention
  - 2.2. Introduction to the gender perspective
  - 2.3. Gender perspective in research and social intervention
  - 2.4. Collective action and social transformation
3. Theoretical perspectives in the fields of research and psychological-social interventions (epistemological and methodological approaches for the psychosocial analysis of social problems)
  - 3.1. Importance of discourse in research and psychosocial intervention
  - 3.2. Feminist epistemologies
  - 3.3. Performativity and positioning in research and psychosocial intervention
4. Consultation of research and intervention journals
5. Building a state of knowledge in research and psychological-social intervention

## Methodology

Each topic in the module is covered over two sessions. The first session is usually held by teachers, the second session by students participating in the planning and development of the session (see assessment table).

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Collaborative tutoring	4	0.16	1, 4, 2, 5
Lecture	21	0.84	3, 6, 7
Participated class	20	0.8	3, 2, 5, 7
Type: Supervised			
Tutorials	15	0.6	1, 4, 2
Type: Autonomous			
Preparation of work. Reading articles/reports of interest. Personal study	90	3.6	1, 4, 2, 6, 7

## Assessment

Evidence 1. Individual exercise: Development of a thematic review (state of knowledge) on a topic related to psychological-social research and intervention. That is, a paper showing the discussions that have been undertaken around the topic of research or intervention chosen and the point at which the discussion is.

Evidence 2. Classroom activity: exercise carried out in the classroom in relation to a content subject. It will consist of, in groups of 3 or 4 people, working around a couple of texts that will be in relation to one of the sessions of the module. The teacher of the session shall indicate when the moment arrives, what texts are involved and what work is to be done (i.e. extracting the perspectives presented in the text, explaining the main concepts, summarising content, proposing an exercise to the group, proposing a debate or questions about it, etc.). In any case this work has to be performed before the assigned session and will be presented in the class on the corresponding day. It is a team task, the result of which is assessed in the classroom on the day of presentation by the teacher responsible for the subject.

Evidence 3. Module Learning Report for Master's degree Final project (TFM). A report on the application of this module to the TFM process, corrected by the student's tutor following the guidelines of the person coordinating the module.

Rating:

Passed: The module will be considered passed if the student gets an average grade greater than 5 in all the assessment tests.

Assessable: Students who have presented assessments with a weighting equal to 40% of the total module will be considered Assessable.

Non-assessable: Students who have presented several assessments, where the total weight in relation to the module as a whole is less than 40%, will be considered non-assessable (NA).

Reassessment: There are no resit assessments.

Link to the guidelines of assessment of the Faculty of Psychology 2019-20 (approved in Permanent Board of 06.05.2019): <https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
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EV2. Classroom activity	30%	15	0.6	3, 5, 7
Ev1. Development of a thematic review (state of knowledge)	50%	60	2.4	1, 3, 4, 2, 6, 7
Ev3. . Module Learning Report for Master's degree Final project (TFM)	20%	0	0	1, 4, 2, 6

## Bibliography

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