

Social Psychology for Analysis and Intervention

Code: 102534
ECTS Credits: 6

Degree	Type	Year	Semester
2502443 Psychology	OT	4	1

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Other comments on languages

The subject will be taught mainly in Catalan. It can be combined with Spanish but may have some resources available also in English.

Teachers

Marisela Montenegro Montenegro Martinez
Marta Padrós Castells

Prerequisites

It is recommended to have previously studied the subjects: "The social dimension of the person" and "Social influence and groups". It is also very helpful for learning purposes to simultaneously study the annual subject "Educational and Psychosocial Intervention Placement".

Objectives and Contextualisation

Until this point, the student will have related to Social Psychology from a general point of view, knowing its most common theoretical and methodological perspectives in the analysis of psychosocial processes, as well as the approaches and working tools of social and educational intervention.

The training objective of this subject is to acquire professional skills to understand and generate social changes to the reality that surrounds us.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse scientific texts written in English.
- Criticise the effects of personal practice on people, taking into account the complexity of human diversity.

- Demonstrate a critical approach using constructive scepticism, creativity and an orientative attitude to research in professional activities.
- Maintain a favourable attitude towards the permanent updating through critical evaluation of scientific documentation, taking into account its origin, situating it in an epistemological framework and identifying and contrasting its contributions in relation to the available disciplinary knowledge.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Prepare and write technical reports on the results of the evaluation, research or services requested.
- Recognise the diversity of human behaviour and the nature of differences in it in terms of normality abnormality and pathology.
- Recognise the epistemological foundations of the different research methods in psychology, their functions, characteristics and limitations.
- Recognise the social dimension of human beings, considering historical and sociocultural factors involved in shaping human psychology.
- Take decisions in a critical manner about the different research methods in psychology, their application and the interpretation of the results deriving from them.

Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse scientific texts written in English.
3. Appreciate the difficulties in implementing population management programs.
4. Argue the relevance of decisions under the issues studied.
5. Assess the impact of the difficulties, prejudices and discriminations that actions or projects may involve, in the short or long term, in relation to certain persons or groups.
6. Assess the limitations of the theoretical perspectives in the analysis of contemporary social phenomena.
7. Assess the relevance of the links between theory and method.
8. Communicate with rigor and documentary support.
9. Critically review specific cases of research and intervention in the field of collective action.
10. Criticise the effects of personal practice on people, taking into account the complexity of human diversity.
11. Describe the processes involved in social interaction.
12. Explore forms of analysis of human behaviour that recognises the plurality of social norms.
13. Frame and draw conclusions about the epistemology involved in the choice of each method.
14. Identify situations in which a change or improvement is needed.
15. Identify social norms that differentiate between normal and abnormal behaviour.
16. Identify the critical dimensions of the profession in the field of collective action.
17. Identify the epistemological principles of contemporary psychosocial theories.
18. Identify theoretical concepts that have greater explanatory power for specific social phenomena.
19. Maintain a favourable attitude towards the permanent updating through critical evaluation of scientific documentation, taking into account its origin, situating it in an epistemological framework and identifying and contrasting its contributions in relation to the available disciplinary knowledge.
20. Outline power relations that normalize or pathologies certain groups of people.
21. Outline research proposals arising from the major theoretical perspectives in analysis and social intervention.
22. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
23. Relate current psychosocial concepts to contemporary social phenomena.

Content

1. Dynamics of analysis and intervention of contemporary social phenomena
 - 1.1 Conceptions of social and socio-educational problems
 - 1.2 Epistemological and methodological principles to address social problems

2. Perspectives for research and psychosocial analysis
 - 2.1. Applied research methods
 - 2.2. Discursive perspectives of analysis
 - 2.3. Ethnographic perspectives of analysis
3. Perspectives for psychosocial intervention
 - 3.1 Fundamentals of the intervention
 - 3.2 Design of interventions. Awareness, interactions, networks, and communities
 - 3.3 Evaluation tools and analysis of results
4. Analysis and intervention for social transformation
 - 4.1 Critical reflection of psychosocial analysis and intervention
 - 4.2 Controversies in the field of social and socio-educational intervention

Methodology

The guided activities of the subject are taught in 12 sessions of theoretical content and 6 sessions of practical work, always in 2-hour sessions. Its development combines the following teaching resources:

- The 12 theoretical sessions will have either a lecture or a students' group presentation. These sessions will contain theoretical, methodological, and technical aspects for analysis and social and psychoeducational intervention.
- The 6 practical sessions will consist of workshops to develop all the phases for the diagnosis, design, implementation, and evaluation of an awareness campaign in an educational or social context.

The supervised group and individual activities will deal specifically with issues associated with the design and implementation of group and individual work.

The autonomous activities will consist of individual and group reviews of bibliographic and documentary material, which will lead to the creation of diagrams, concept maps, and summaries, which will be used later in individual and group work.

Moodle will be used as a fundamental communication tool.

N.B. The proposed teaching and assessment methodologies may experience some modifications as a result of the restrictions on face-to-face learning imposed by the health authorities. The teaching staff will use the Moodle classroom or the usual communication channel to specify whether the different directed and assessment activities are to be carried out on-site or online, as instructed by the Faculty.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Conferences	24	0.96	11, 13, 20, 12, 17, 15, 18, 23, 6

Practical sessions / workshops	12	0.48	2, 3, 4, 7, 10, 20, 19, 23
Type: Supervised			
Online supervision and debate	10	0.4	3, 4, 17, 6
Type: Autonomous			
Elaboration of reading sheets	10	0.4	2, 8, 17, 18, 19, 23, 6
Literature review	10	0.4	12, 18, 9
Readings	30	1.2	2, 17, 15
Study	30	1.2	2, 20, 18, 23
Teamwork	24	0.96	2, 3, 4, 7, 8, 10, 13, 21, 20, 16, 19, 23, 9, 6

Assessment

EV1 - Group presentation (30%): Oral presentation of different theoretical and methodological tools for psychosocial analysis and intervention. In this presentation, the students must generate creative dynamics for the class group debate on the contents of each topic. There will be one presentation per topic, so each student must present this evidence on the date corresponding to the topic to be presented (between weeks 5 and 14).

Ev2 - Individual technical sheets(30%): Individually, the students must do at least, and within the established deadlines (between weeks 5 and 14), 3 reading sheets of the recommended bibliography for the different sessions (the one corresponding to the topic of the oral presentation will not be counted). The mark of this activity will be the result of the arithmetic mean of the 3 best contributions of each student.

EV3 - Group intervention report (40%): The group report will contain the processes of diagnosis, implementation, and evaluation of the awareness campaign carried out by the group (week 15). Group exposure to the results of this intervention will also be evaluated (week 14).

Subject approved: To PASS the subject through continuous assessment, you must have obtained a total of at least 5 points in the continuous evaluation, with a minimum of 5 points or more (on a scale of 0-10) in each one of the evidences. If you do not reach these requirements, the maximum grade that can be obtained is 4,5 points.

Evaluable: The student who has presented learning evidence with a weight equal to or greater than 40% of the total of the subject will be considered evaluable.

Not evaluable: The fact that although the student has presented several tests the total weight in relation to the whole of the subject is less than 40%.

Resit examination: Students can choose to recover if throughout the continuous assessment they have presented evidence with a weight equal to or greater than 2/3 of the total grade and have obtained less than 5 points as the average grade.

The student can present again either the reading sheets necessary to reach the minimum of the three (3) required or the oral presentation of theoretical and methodological tools for analysis and psychosocial intervention, which may be delivered individually or in a group. They can also resubmit the report of the intervention performed, provided that the required intervention activities have been carried out.

No unique final synthesis test for students who enroll for the second time or more is anticipated.

The evaluation system for this subject has been developed in a subordinate way to the requirements set forth in the Evaluation Guidelines for the degrees of the Faculty of Psychology, which can be found at: <https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.htm>

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Ev1 Group presentation	30%	0	0	2, 1, 4, 8, 21, 12, 17, 18, 23, 9, 5
Ev2 Individual reading sheets	30%	0	0	2, 8, 11, 20, 17, 15, 18, 14, 19, 23, 9, 5
Ev3 Intervention group report	40%	0	0	1, 3, 4, 7, 8, 10, 13, 20, 16, 14, 22, 23, 5, 6

Bibliography

Basic

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Montenegro, Marisela (Coord.) (2011). *Intervenció Social. Controvèrsies teòriques i metodològiques*. Barcelona: EDIUOC.

Rodríguez, Israel (Coord.) (2011). *Psicología comunitaria y problemas sociales*. Barcelona: EDIUOC.

Complementary

Carvajal, Zaira; Chinchilla, Hellen; Penabad, María Amalia y Ulate, Carmen E. (Editoras) (2014). *Guía para acompañar procesos de sensibilización sobre inclusión social y equidad desde la perspectiva interseccional*. Segunda edición. Heredia, Costa Rica: Medidas para la Inclusión Social y Equidad en Instituciones de Educación Superior en América Latina (MISEAL-Costa Rica).

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Galaz, Catherine & Montenegro, Marisela (2015). Gubernamentalidad y relaciones de inclusión/exclusión: los dispositivos de intervención social dirigidos a mujeres inmigradas en España. *Universitas Psychologica*, 14(5), 1667-1680. <https://doi.org/10.11144/Javeriana.up14-5.grie>

Goetz, Judith P. y LeCompte, Margaret D. (1988). *Etnografía y diseño cualitativo en investigación cualitativa*. Madrid: Morata.

Guasch, Óscar (1997). *Observación participante*. Madrid: CIS.

Gutiérrez-Rodríguez, Encarnación (2016). Percibiendo el despojo: Estudios sobre mujeres y género entre el racismo institucional y las políticas de control migratorio en la universidad neoliberal. *Foro Internacional de Estudios sobre la Mujer*, 54, 167-177. <https://doi.org/10.1016/j.wsif.2015.06.013>

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Ibáñez, Tomás (1990). *Aproximaciones a la Psicología social*. Barcelona: Senday.

Íñiguez, Lupicinio (2003). *Análisis del discurso*. Barcelona: EDIUOC.

Lander, Edgardo (2000). *La colonialidad del saber: eurocentrismo y ciencias sociales latinoamericanas*. Caracas: Ediciones Faces UCV / UNESCO.

Moreno, Manuel y Molina, Nelson (2018). La Intervención Social como objeto de estudio: discursos, prácticas, problematizaciones y propuestas. *Athenea Digital*, 18(3), e2055. <https://doi.org/10.5565/rev/athenea.2055>

Prado, Luís (2008). Los horizontes de la intervención en lo social. *Reflexión Política*, 10(20), 58-69. Retrieved from <http://www.redalyc.org/articulo.oa?id=11002006>

Rocu, Patricia (Coord.). (2019). *Estrategias para incorporar la perspectiva étnica en la universidad. Las historias cuentan, cuéntanos la tuya: la voz del alumnado universitario afrodescendiente*. Madrid: Unidad de Diversidad. Universidad Complutense de Madrid.

Sáenz, José D. (2007). Temas de reflexión en la intervención social. *Revista CS*, (1), 189- 215. <https://doi.org/10.18046/recs.i1.406>

Software

The use of free software tools will be encouraged whenever possible.