

**Tools and Skills for Understanding Psychosocial Situations**

Code: 42595  
ECTS Credits: 9

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

## Contact

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## Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

## Teachers

Miquel Domenech Argemi

Francisco Javier Elejabarrieta Olabari

Juan Pujol Tarres

Luz Maria Martinez Martinez

## Prerequisites

There are no prerequisites to take the subject

## Objectives and Contextualisation

- This subject provides students with different theoretical frameworks to analyse psychological-social reality.
- This subject offers students a description of the potentialities and weaknesses of the different theoretical frameworks presented as tools for the analysis of psychological-social phenomena.
- This subject aims to develop abilities for the collection and analysis of information in the study of complex social problems.

## Competences

- Continue the learning process, to a large extent autonomously.

- Identify, relate and apply concepts, theories and perspectives in the theoretical and practical approach to psychological reality.
- 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. Continue the learning process, to a large extent autonomously.
2. Describe different theoretical frameworks own critical social psychology
3. Relate the theoretical orientations with specific psychosocial problems.
4. Teamwork, creating synergies in working environments that involve different people working in a coordinated and collaborative.
5. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
6. Using information technology and communication in the collection, processing and transmission of knowledge.

## Content

1. A Socio-historical analysis of the possibilities of action and social change.
2. An approach to the phenomena, problems and social needs from socio-cognitive, constructionist and post-constructionist perspectives.
3. A definition and transformation of social reality from the point of view of feminist perspectives.
4. Contributions of the sociology of scientific knowledge to the analysis of psychological-social phenomena.
5. The relation subject-action in the analysis of psychological-social change.

## Methodology

This subject includes different types of activities:

- readings
- a set of lectures, linked to the content of the subject
- a series of work sessions carried out in small groups and made up of by combinations of activities such as seminars (reading and discussion of previously selected texts),
- workshops and presentation of lines of research, projection and discussion of audio-visual materials, etc.
- individual assessment

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			
Collective work	16	0.64	5, 4, 6
Lectures and seminars	44	1.76	2, 1, 3, 5, 6
Presentations	8	0.32	2, 1, 3, 5, 4, 6
Searching information	24	0.96	4, 6
Type: Supervised			
Individual Assessment	32	1.28	2, 1, 3, 5, 4, 6
Type: Autonomous			
Preparing works	50	2	1, 3, 5, 4, 6
Reading texts	50	2	1, 3, 6

## Assessment

The assessment system is organized in three different types of activities. The weighting assigned to each module must meet the following criteria:

1) **INDIVIDUAL ESSAY.** This activity consists in an individual essay describing the theoretical framework chosen by the student in order to carry out his research. The value is 50% of the final grade. It would be presented at the end of the semester.

2) **PRESENTATION.** This activity is a group presentation analysing one of the theoretical concepts introduced in the module. The value is 30% of the final grade. It would be presented in the last day of the course.

3) **MODULE LEARNING REPORT.** This activity is a wrote report describing the student learning process and how their work in the module contributes to their final research in the Master's degree. This report wil reflect the guidelines of the module coordinator and it wil be checked by the student tutor. The value is 20% of the final grade.

Assessment:

Students are considered to have passed the subject when the sum of their marks in the different assessable activities is greater or equal to 5.

Students are considered not assessable (NA) when their grade is less than or equal to 4.

Students are considered assessable when they have carried out evaluation activities with a weigh greater or equal to 40%

There is no reassessment.

The subject offers the possibility of carrying out a single assessment. This will consist of:

- A research report
- A written document that includes what would be an oral presentation or
- A report of the apprenticeship carried out in the module

THE GENERAL ASSESSMENT GUIDELINES OF THE FACULTY CAN BE CONSULTED AT THE FOLLOWING LINK: <https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1. Individual essay	50%	0	0	2, 1, 3, 5, 4, 6
EV2. Presentation	30%	1	0.04	2, 1, 3, 5, 4, 6
EV3. Module learning report	20%	0	0	2, 1, 3, 5

## Bibliography

Below you can find a basic bibliography that allows a propaedeutic approach to the module. The specific bibliography for each topic will be recommended in each session by the teacher concerned.

-Butler, J. (2002) *Cuerpos que importan: sobre los límites materiales y discursivos del sexo*. Buenos Aires: Paidós.

-Gergen, K. (1999) *An Invitation to Social Construction*. London: Sage.

-Latour, B. (2005) *Reensamblar lo social*. Buenos Aires: Manantial.

-Moscovici, S. (1975) *Introducción a la Psicología Social*. Barcelona: Planeta.

-Veyne, P. (2009) *Foucault*. Barcelona: Paidós.

However, students who want to go a little beyond the propaedeutic texts and perform readings that offer a conceptual framework similar to the one that will be formulated in the module can consult the following works:

-Brown, S. & Stenner, P. (2009) *Psychology without Foundations*. London: Sage.

-Gough, B.; McFadden, M. & McDonald, M. (2013) *Critical Social Psychology. An Introduction*. London: Palgrave.

-Gough, B. (Ed.) (2017) *The Palgrave Handbook of Critical Social Psychology*. London. Palgrave.

-Passoth, J.; Peuker, B. & Schilmeier, M. (Eds.) (2014) *Agency without Actors. New Approaches to Colective Action*. London: Routledge.

## Software

It is not used any kind of special computer software.