

**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

Contact

Name: Joel Feliu Samuel Lajeunesse

Email: joel.feliu@uab.cat

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

Juan Pujol Tarres

Marisela 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.
- Develop a critical view of psychological-social phenomena

- Produce a bibliographic review of a field of research or social intervention and show different understandings within it.

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).

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			
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			
Moodle course: Tools and resources offered by the UAB libraries to do your TFM	7	0.28	2, 7
Preparation of work. Reading articles/reports of interest. Personal study	83	3.32	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.

Single assessment: All content of the module will be assessed on the day Evidence 1 is submitted. On that day, you will give an oral presentation (Ev2: 30%) in a team, with the rest of the participants in the single assessment, on one of the topics of the module, which will be assessed according to the criteria established for Evidence 2; the written work of Evidence 1 will be submitted in the Moodle classroom (Ev1: 50%); and the report on the use of the module for the TFM process will also be submitted (Ev3: 20%).

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
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

BASIC READINGS

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ADDITIONAL LITERATURE

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Software

We encourage the use of free and open source software for ethical and political reasons. We recommend students to use free operating systems (e.g. Linux distributions...), to produce their work in free software (e.g. LibreOffice and similars) and to deliver it in open formats (e.g. .pdf, .odt, .odp., ods...).