

Degree	Type	Year
2502443 Psychology	OT	4

Contact

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Teachers

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Teaching groups languages

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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

Activities and Methodology

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			
Literature review	10	0.4	12, 18, 9
Preparation of summaries and analysis of readings	10	0.4	2, 8, 17, 18, 19, 23, 6
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

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 and a participatory debate. 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.

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.

Assessment

Continuous 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 Participation in debates in the classroom	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

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 - Participation in debates in the classroom (30%): Individually, students will have to actively participate in the debate of 2 topics other than those of their exhibition, on the date corresponding to the chosen topics (between weeks 5 and 14). To prepare for this participation, students must read and summarize the readings assigned to the topics and prepare different issues to debate. The mark of this evidence will be the result of the arithmetic mean of the 2 participations 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).

Single assessment: The single assessment will take place in the second assessment period of the subject. All the contents of the subject will be evaluated. There will be a group or individual presentation of one of the theoretical topics of the subject previously chosen (Ev1); an individual written exam of 2 hours to evaluate the contents of the 10 theoretical topics (EV2), and the group (or individual) report of practices that must contain the process of diagnosis, implementation, and evaluation of a campaign to raise awareness of a psychosocial or educational problem (Ev3) will be delivered.

Table of activities of the single assessment

Name and description of the evidence	Weight	Duration in hours (of the face-to-face act)	Date/delivery of work
Ev1 (group or individual work, oral presentation)	30%	Ev1, 30 minutes	Second assessment period

Ev2 (individual written exam of the theoretical topics)	30%	Ev2, 2 hours
Ev3 (group or individual report: diagnosis, realization, and evaluation of an awareness campaign)	40%	

: 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 summaries and questions related to 2 subjects other than the presentation 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.

The student who takes the single assessment may re-take the written examination, and the oral presentation (individually or in a group) and may also re-submit (in a group or individually) the report of the intervention carried out, on the condition 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>

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>

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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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Moreno, Manuel y Molina, Nelson (2018). La Intervención Social como objeto de estudio: discursos, prácticas, problematizaciones y propuestas. *AtheneaDigital*, 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.

Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	11	Catalan	first semester	morning-mixed
(TE) Theory	1	Catalan	first semester	morning-mixed