

Degree	Type	Year
2502443 Psychology	OT	4

Contact

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

In addition to having completed the obligatory subject *Social Psychology* (comprising of the courses *Social Influence and Groups* and *Social Psychology of the Contemporary World*) it is recommended to have studied, previously or simultaneously, the following optional courses: *Social psychology for Analysis and Intervention* and *Applied Social Psychology*.

Objectives and Contextualisation

a) Contextualization

Research and Psychosocial Knowledge is a subject that aims to introduce the student to the field of research, both from a theoretical and a practical point of view. The purpose is familiarization with the research process through a reflexive and analytical process, critically examining other people's research, but above all through the practice of research, becoming involved and becoming a promoter of an investigation.

In order to meet these two goals, the subject is aimed at: a) problematising social issues in a fundamental way and assuming the ethical and political dimensions intrinsic to any research process; b) designing, planing, and dealing with the selection of the topic, the definition of the problem and the question for investigation; c) formulatin research objectives; d) developing a theoretical framework that configures the basis and contributes to the justification of the investigation; e) performing observations, building and conducting individual and group interviews; f) using strategies for selection and access to informants; g) performing categorical content analysis; h) structuring and writing research reports and evaluating the research carried out and being able to evaluate other research.

b) Objectives

1. We Begin with the processes of problematization of psychosocial questions and the design and realization of psychosocial investigations.
2. Learn how to build instruments for the analysis of social relationships, looking in depth at the practical and functional aspects of each method and technique studied.

3. Acquire, based on reflection and practice, criteria that allow an evaluation of the relevance of using methods and techniques in both own and third-party investigations.
4. Develop projects and develop research.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse the demands and needs of people, groups and organisations in different contexts.
- Apply techniques to collect and produce information about the functioning of individuals, groups and organisations in context.
- Criticise the effects of personal practice on people, taking into account the complexity of human diversity.
- Evaluate, contrast and take decision on the choice of adequate methods and instruments for each situation and evaluation context.
- 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 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 account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take decisions in a critical manner about the different research methods in psychology, their application and the interpretation of the results deriving from them.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use different ICTs for different purposes.

Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse the demands of social movements from a government perspective.
3. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
4. Apply specific investigative techniques psychosocial phenomena.
5. Argue the relevance of decisions under the issues studied.
6. Assess how stereotypes and gender roles impact professional practice.
7. 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.
8. Assess the limitations of the theoretical perspectives in the analysis of contemporary social phenomena.
9. Assess the relevance of the links between theory and method.
10. Assessing the adequacy of the different research methods to study specific phenomena.
11. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
12. Communicate with rigor and documentary support.
13. Contrast social needs with institutional responses to them.
14. Critically analyse the principles, values and procedures that govern the exercise of the profession.
15. Criticise the effects of personal practice on people, taking into account the complexity of human diversity.
16. Describe the processes involved in social interaction.
17. Frame and draw conclusions about the epistemology involved in the choice of each method.

18. Give solid arguments for the different components and sections that make up a research report.
19. Identify current psychosocial research methods.
20. Identify situations in which a change or improvement is needed.
21. Identify the demands of collective movements.
22. Identify the epistemological principles of contemporary psychosocial theories.
23. Identify the main methods and techniques of social research.
24. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
25. Identify the social, economic and/or environmental implications of academic and professional activities in the area of your knowledge.
26. Identify theoretical concepts that have greater explanatory power for specific social phenomena.
27. 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.
28. Outline research proposals arising from the major theoretical perspectives in analysis and social intervention.
29. Propose new experience-based methods or alternative solutions.
30. 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.
31. Propose projects and actions that incorporate the gender perspective.
32. Relate current psychosocial concepts to contemporary social phenomena.
33. Structure, organize and provide written results taking into account areas, contexts and readers.
34. Theoretically translate specific research results.
35. Translate research questions to methodological designs.
36. Use different ICTs for different purposes.
37. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

Content

1. Research in social psychology and the construction of knowledge.
2. The design of the investigation: the planning and the procedures of the investigation process.
3. Overview of qualitative research methods: phenomenological method, hermeneutical method, ethnographic method, method of investigation-action, method of life histories, linguistic method and post-qualitative methods.
4. Data construction devices: observation, individual and group interviews.
5. Strategies for selection and access to informants.
6. The data analysis device: categorized content analysis.
7. The research report: structure and writing.
8. The evaluation of the investigation.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
1. Seminars of theoretical-practical study	20	0.8	2, 9, 13, 16, 28, 19, 22, 21, 26, 32, 35, 10, 8

2. Seminars of critical discussion on the analysis of psychosocial phenomena	18	0.72	2, 5, 13, 15, 16, 17, 28, 19, 22, 21, 26, 27, 32, 35, 36, 10, 8
Type: Supervised			
2. Participation in virtual forums	8.5	0.34	4, 16, 28, 19, 23, 22, 26, 27, 32, 35, 34, 36, 10, 8
Tutorials	8	0.32	4, 18, 5, 9, 12, 15, 17, 28, 33, 19, 23, 22, 27, 35, 34, 10, 8
Type: Autonomous			
1. Research design (group work)	37	1.48	2, 4, 18, 5, 9, 12, 13, 15, 16, 17, 28, 33, 19, 23, 22, 21, 26, 27, 32, 35, 34, 36, 10, 8
2. Writing individual reports	13.5	0.54	4, 5, 9, 12, 15, 16, 17, 28, 33, 19, 23, 22, 26, 27, 32, 35, 34, 10, 8
3. Readings of articles and papers	20	0.8	16, 28, 22, 26, 27, 32, 8
4. Study	25	1	4, 5, 9, 16, 17, 28, 19, 23, 22, 26, 32, 35, 34, 10, 8

Teaching methodology

- Theoretical-practical study seminars in which the teacher, together with the students, develop theoretical and practical elements of the subject.
- Seminars for critical discussion about the analysis of psychosocial phenomena in which research materials will be presented and analyzed.
- Tutorials: supervision and advice on activities.

Training activities

- Reading articles and reports to encourage comprehensive reading.
- Drafting of individual reports: reviews and essays based on a guide for carrying out and preparing a research diary.
- Writing of work in groups: theoretical, methodological and practical analysis based on a guide for its realization.
- Study: preparation of outlines and conceptual maps.
- Conducting interviews
- Making observations
- Design of an investigation: practice of psychosocial research.
- Participation in virtual forums and seminars: discussion and reflection on issues related to the research process.

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
Ev. 1: Individual report of carrying out an observation (includes field journal)	25%	0	0	2, 4, 18, 5, 9, 12, 11, 13, 15, 16, 17, 28, 33, 19, 23, 22, 21, 26, 27, 32, 35, 34, 36, 10, 8
Ev. 2: Interview and participation in the interviews seminars	25%	0	0	2, 5, 9, 11, 13, 15, 16, 17, 28, 19, 22, 21, 26, 27, 32, 35, 36, 6, 10, 8
Ev. 3: Research project (group work)	40%	0	0	14, 3, 1, 4, 5, 9, 11, 15, 16, 17, 28, 19, 23, 22, 25, 24, 26, 20, 27, 37, 29, 30, 31, 32, 35, 34, 10, 7, 8
Ev. 4: Participation: virtual forums and seminars	10	0	0	4, 11, 16, 28, 19, 23, 22, 26, 27, 32, 35, 34, 36, 10, 8

1. CONTINUOUS ASSESSMENT

a) Conditions of evaluation

In order to pass the subject, all the learning outcomes linked to the acquisition of the different competences included in the subject will be taken into consideration. More specifically, it is mandatory to have carried out and delivered the following evidences:

Ev1. (25%) Development of the report of an observation (includes a field diary). (Individual)

Ev2. (25%) Conduct of an individual interview (Individual).

Ev3. (40%) Design, development and writing of the report of a research project. (Group)

Ev4. (10%) Participation in virtual forums and other learning spaces (seminars).

The final grade will be the sum of the weighted results of evidence 1, 2, 3 and 4.

A student who has submitted evidence of learning (one or more) with a weight equal to or greater than 4 points (40%) will not be able to appear in the records as "not assessed".

b) Resit

Students who have obtained a grade of less than 5 points and more than or equal to 3.5 points may opt for re-assessment.

The resit will consist of the new delivery of the failed evidence (with a grade greater than or equal to 3.5 points) during the period stipulated for the re-assessment. The maximum final grade that can be obtained in the subject through resit is 5.

c) Synthesis test

It is not expected that students in the 2nd year or later enrolment will be assessed by means of a single non-recoverable synthesis test.

Assessment guidelines of the Faculty of Psychology:

<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

2. SINGLE ASSESSMENT

This subject does not consider single assessment

Bibliography

Fundamental

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Taylor, Steven J. i Bogdan, Robert (1990). *Introducción a los métodos cualitativos de investigación*. Buenos Aires: Paidós.

Complementary

Alguacil Gómez, Julio (2011). *Cómo se hace un trabajo de investigación en sociología*. Madrid: Los libros de la catarata.

Bardin, Laurence. (1977). *Análisis de contenido*. Madrid: Akal

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Del Val Cid, Consuelo i Gutiérrez Brito, Jesús (2005). *Prácticas para la comprensión de la realidad social*. Madrid: Mc Graw Hill

Della Porta, Donatella i Keating, Michael (2008). *Enfoques y metodologías de las ciencias sociales. Una perspectiva pluralista*. Madrid: Akal, 2013

García Ferrando, Manuel, Ibáñez, Jesús i Alvira, Francisco (Comp.) (1986). *El análisis de la realidad social. Métodos y técnicas de investigación*. Madrid: Alianza Editorial, 1990.

Ghiglione, Rodolphe Matalon, Benjamin (1978). *Las encuestas sociológicas*. México: Trillas, 1989.

Gibbs, Graham (2007). *El análisis de datos cualitativos en investigación cualitativa*. Madrid: Morata, 2012.

Gutiérrez Brito, Jesús (2008). *Dinámica del grupo de discusión*. Madrid: CIS.

Hammersley, Martyn i Atkinson, Paul (1983). *Etnografía. Métodos de investigación*. Barcelona: Paidós, 1994.

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Krueger, Richard A. (1988). *El grupo de discusión. Guía práctica para la investigación aplicada*. Madrid: Pirámide, 1991.

Mills, Charles Wright (1959). *La imaginación sociológica*. Mèxic: FCE, 2010. (Hi ha una traducció en català a l'Editorial Herder de Barcelona).

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Rodríguez Gómez, Gregorio, Gil Flores, Javier i García Jiménez, Eduardo (1996). *Metodología de la investigación cualitativa*. Granada: Aljibe.

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Valles, Miguel S. (2002). *Entrevistas cualitativas*. Madrid: CIS.

Valles, Miguel S. (1999). *Técnicas cualitativas de investigación social. Reflexión metodológica y práctica profesional*. Madrid: Síntesis, 2000.

Velasco, Honorio i Díaz de Rada, Angel (1997). *La lógica de la investigación etnográfica. Un modelo de trabajo para etnógrafos de la escuela*. Valladolid: Trotta

Software

Not necessary.

Language list

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