

Degree	Type	Year
4313402 Psychosocial Research and Intervention	OB	0

Contact

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Teachers

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Teaching groups languages

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

Prerequisites

No

Objectives and Contextualisation

The general objective of this subject is to provide students with the necessary knowledge and skills to critically analyze and address institutional, ethical, and political issues in the psychosocial field. This is achieved through the use of conceptual, technical, and practical tools, and by integrating theoretical perspectives and concrete examples related to specific phenomena within the field. Specifically:

-Explore and understand contemporary debates on ethics and politics in the psychosocial field.

-Analyze the ethical and political principles that guide the practice of psychosocial and community research and intervention.

-Recognize and analyze various ethical and political dilemmas present in working with individuals, groups, and populations.

-Critically reflect on the ethical and political implications of professional involvement in specific psychosocial phenomena.

-Prepare one's own research work for appropriate evaluation by the ethics committee, ensuring compliance with required ethical standards.

-Equip students with the conceptual, technical, and practical tools necessary to address institutional, ethical, and political problems in professional psychosocial practice.

Learning Outcomes

1. CA14 (Competence) Design an ethically grounded research proposal or psychosocial intervention that takes the gender and intersectional perspective into consideration in terms of its potential social and academic impact.
2. CA15 (Competence) Devise palliative action to mitigate the potential harmful effects of the action taken.
3. CA16 (Competence) Assess the personal and institutional arrangements necessary to negotiate entry and exit from the research/intervention field.
4. CA17 (Competence) Rigorously prepare the necessary ethics and data management documentation for submission to an ethics committee.
5. KA19 (Knowledge) Review the ethical and policy implications of the design, conduct and completion of the research project/intervention in a reasoned manner.
6. KA20 (Knowledge) Recognise the researcher's own position and the ethical and political implications that derive from it.
7. SA12 (Skill) Use national and international ethical and legal standards to protect the rights and welfare of participants, ensuring the integrity and confidentiality of the data collected.
8. SA13 (Skill) Actively participate in working teams, contributing ideas, skills and knowledge towards common objectives, based on the ethics of care for oneself and others.

Content

-Ethical foundations of professional activity in the psychosocial field: entry into the field, working with individuals, groups, and populations, and dissemination of action results.

-Ethical and political conflicts and dilemmas in approaching phenomena from a psychosocial perspective.

-Ethics committees.

-Principles and techniques for developing responsible forms of interaction with individuals, groups, and institutions involved in projects aimed at understanding and transforming psychosocial reality.

-Implications of publishing "sensitive" qualitative data for ethical or political reasons.

-Political and ethical aspects of disseminating results: open access publishing.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
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Type: Directed

Master Class	24	0.96	CA14, CA15, CA16, CA17, KA19, KA20, SA12
Oral presentation	6	0.24	CA14, CA15, CA16, KA19, KA20, SA13
Type: Supervised			
Supervision of the final deliverable	15.3	0.61	CA14, CA16, CA17, KA19, KA20, SA12
Supervision of the oral presentation	10.5	0.42	CA14, CA15, CA16, KA19, KA20, SA13
Type: Autonomous			
Elaboration of a (written) reflection on the ethical and political aspects of one's own research work.	62.3	2.49	CA14, CA17, KA19, KA20, SA12

Autonomous Activities

- Systematic reading of bibliographic material.
- Analysis and reflection on the recommended readings.
- Development of a personal reflection.

Guided Activities

- Presentation of different contents.
- Presentation and analysis of various proposals and readings for each session.
- Oral presentation.
- Discussion and participation in the class group.

Supervised Activities

- Tutoring to prepare the oral presentation.
- Tutoring for the final reflection.

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

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1. Written reflection on the ethical and political aspects of one's own research and/or intervention work	50%	24.4	0.98	CA14, CA15, CA16, CA17, KA19, KA20, SA12
EV2. Oral presentation on ethics in intervention and/or research	30%	5.5	0.22	CA14, CA16, KA19, KA20, SA13

EV3. Supervision of the work carried out by the student's tutor following the course coordinator's guidelines	20%	2	0.08	CA15, CA16, CA17, SA12
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EV1. Written reflection on the ethical and political aspects of one's own research and/or intervention work (50%).

EV2. Oral presentation on ethics in intervention and/or research (30%).

EV3. Supervision of the work carried out by the student's tutor following the course coordinator's guidelines (20%).

Course passed: The course will be considered passed if the student obtains an average grade higher than 5 in all evaluation tests.

Evaluable: The student will be considered evaluable when they present learning evidence with a weight equal to or greater than 40% of the total course.

Non-evaluable: The student will be considered non-evaluable if, although they have presented several deliverables, the total weight regarding the course is less than 40%.

Reassessment: There is no reevaluation.

Single assessment: All content of the module will be assessed on the day Evidence 1 is submitted. On that day, you will make the oral presentation (Ev2: 30%) alone or 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%).

Bibliography

Denscombe, Martyn (2007). *The good research guide: For small-scale social research projects* (Third Edition). Berkshire: Open University Press.

Gilligan, C. (1982). *In a different voice: Psychological theory and women's development*. Cambridge: Harvard University Press.

Ibáñez, T. e Íñiguez, L. (1997) *Aspectos Metodológicos de la Psicología Social Aplicada*. En J.L. Álvaro, A. Garrido y J.R. Torregrosa (Coords.) *Psicología Social Aplicada*. Madrid: McGraw Hill.

Ibáñez, T. (1983) Los efectos políticos de la psicología social. *Quaderns de Psicologia*, 11, 95-106.

Moyà-Köhler, J. y Rojas-Arredondo, J. (2024) *Capítulo VI - Psicología Social y Comunitaria en La ética en la práctica psicológica. Dilemas y retos*. Ed. Selva, C. y Pino, R. Barcelona: Editorial UOC.

Software

No

Language list

Name	Group	Language	Semester	Turn
(TEm) Theory (master)	1	Catalan/Spanish	second semester	afternoon