

Degree programme	Type	Course
Psychology	OP	4

Contact lecturer

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Group languages

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

Prerequisites

It is a fourth year subject, which presupposes the previous acquisition of knowledge and perspectives provided by the set of previous courses, especially for subjects such as "*Social Dimension of the Person*", "*Social Influence and Groups*" and "*Social Psychology of the Contemporary World*".

Objectives

Social Psychology as a discipline and as a profession is a history of research and intervention in social problems, quality of life, and psychosocial well-being, applied to the most diverse areas. The development of Applied Social Psychology (ASP), like that of the human and social sciences in general, derives from a complex process of combining theory and practice. On the one hand, we have the will to understand and explain the most diverse theoretical and social, problematic and challenging realities that emerge in the context of modernization: labor relations in the successive phases of capitalism, mass phenomena that burst into the urbanization scenario, social movements associated with renewed forms of participation, integration, marginalization and exclusion, inequality and discrimination, domination and submission, poverty, unemployment and underemployment, drug addiction and delinquency, development and achievements, epidemics and failures, old and new needs and social utopias. And on the other, we have the urgency of giving an effective, valuable, and up-to-the-minute practical response to present, predictable, and preventable social problems. Until the middle of the 20th century, *social problems* and *psychosocial distress* constituted the hardcore of theoretical concerns in the discipline and the practical orientations of the profession. In the last half-century, this perspective has been extended to the consideration of the positive dimension of social progress, including that of *quality of life* as a field that includes not only the problematic side of social deficiencies but also the positive side of psychosocial well-being and the social and psychosocial successes that must be promoted, enhanced and optimized.

The general objective of the subject is to provide a wide and interdisciplinary orientation to metatheoretical approaches and to the theoretical, methodological, thematic and practical developments of ASP. This, in turn, requires specific training to do the following: (a) use a basic theoretical and technical ASP vocabulary, (b) develop an intellectual openness to urgent and important psychosocial questions, a motivation for investigation and intervention in ASP and a precise knowledge of the ethical and deontological implications of these practices, (c) construct a framework of theoretical reference on phenomena and processes typical of the main fields of application of ASP (from health, work, and education, to politics or the environment), (d) understand the socio-historical nature of the construction of social needs and problems, (e) identify basic dimensions and indicators of the constructs of quality of life and psychosocial well-being, (f) know the methodological and technical tools of ASP, together with specific intervention processes (g) make an informative synthesis of specific topics in ASP (individually and as a group).

Learning outcomes

1. Discuss the implications of different methods of assessment and diagnosis for psychosocial intervention.
2. Distinguish methods of assessment and diagnosis in the field of psychosocial intervention.
3. Recognise diversity in the context of intervention and evaluation.
4. Distinguish methods and assessment tools in the field of psychosocial intervention.
5. Compare, in practical terms, the use of methods and instruments of social intervention.
6. Identify indicators and tools to evaluate programs and interventions.
7. Design evaluation instruments.
8. Use tools for program evaluation.
9. Use adequate tools for communication.
10. Work in a team.
11. Recognise personal limitations and limitations of the discipline in the different areas of professional practice.
12. Critically analyse the principles, values and procedures that govern the exercise of the profession.
13. 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.
14. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
15. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
16. Assess how stereotypes and gender roles impact professional practice.
17. Propose projects and actions that incorporate the gender perspective.
18. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
19. Identify situations in which a change or improvement is needed.
20. Analyse a situation and identify its points for improvement.
21. Propose new experience-based methods or alternative solutions.
22. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.
23. Propose new ways of measuring the viability, success or failure of the implementation of innovative proposals or ideas.

Contents

1. Fundamentals of Applied Social Psychology

- Contexts, developments, and forms of application of Social Psychology
- Planning and evaluation of SP applications
- Ethics and pragmatics of SP applications

2.- Basic concepts in the field of ASP

- Quality of Life. Concept, genealogy, dimensions, and indicators
- Psycho-social well-being. Factors, models, and evaluation
- Needs and psychosocial problems. Their structure and social construction
- Other specific fields: poverty, social exclusion, discrimination processes (sex-gender system, racism, etc.)

3. Theoretical and methodological toolbox of ASP

- Principles for planning psychosocial research and intervention in ASP
- Perspectives of psychosocial intervention and evaluation
- Tools for planning psychosocial intervention processes

4.- Areas of Applied Social Psychology

- Education
- Work
- Health
- Politics
- Environment

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
A3. Individual work	33	1.32	
S1. Group supervision	10	0.4	
A2. Group work	40	1.6	
A1. Individual review of literature and documentation	25	1	
S2. Individual tutoring	4	0.16	
D2. Medium-size group sessions	12	0.48	
D1. Formal lectures	24	0.96	

The directed activities of this subject are taught through 12 sessions with the whole class group and 6 sessions with a medium-size group, always taking 2 hours. The following didactic resources are used in combination.

- The 12 sessions with the class group are either *formal lectures* or *presentations* made by groups of students.
- In the other 6 sessions, practical exercises will be done which involve debates on theoretical and methodological aspects of different applications of Social Psychology.

Supervised activities deal specifically with issues associated with the design and performance of the group and individual work.

Autonomous activities consist of individual study of bibliographic and documentary material, which leads to the preparation of diagrams, conceptual maps, and summaries, which will be used later in individual and group work.

N.B. The proposed teaching and assessment methodologies may experience some modifications as a result of the restrictions on face-to-face learning imposed by the health authorities. The teaching staff will use the Moodle classroom or the usual communication channel to specify whether the different directed and assessment activities are to be carried out on site or online, as instructed by the Faculty.

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	Weight	Hours	ECTS	Learning outcomes
Av2. Individual written test (second assesment period)	35	2	0.08	3, 4, 5, 6, 8, 9, 13, 14, 17
Av1. Group work. Presentation (between weeks 10 and 15)	25	0	0	1, 2, 3, 5, 7, 10, 12, 18, 19, 20, 21
Av3b. Grup work. Intervention analysis (week 15)	20	0	0	2, 5, 6, 8, 9, 10, 12, 13, 15, 16, 18, 19, 21, 23
Av3a. Grup work. Awareness campaing analysis (weeks 7/10)	20	0	0	3, 4, 5, 11, 12, 18, 19, 21, 22, 23

The final grade for the course will be determined as described for continuous assessment.

Exam Translation:

COMPLETE THE REQUIREMENTS ESTABLISHED IN ARTICLE 263 AND THE ELECTRONIC SUBMISSION APPLICATION (ELECTRONIC FORMS) (more information available on the Faculty website).

Assessment System Regulations

Course Passing: The course will be considered passed if the student obtains an overall grade higher than 5 across all assessments. The definition of a passing grade for continuous assessment, on a scale of 0 to 10, must necessarily include a minimum grade of 5.0 points and a grade of 4.0 points or higher on each of the in-person assessments that represent 20% or more of the continuous assessment grade. If these requirements are not met, the maximum grade recorded on the academic transcript will be 4.5 points.

Assessable: Students who submit learning evidence worth 40% or more of the total course grade will be considered assessable.

Not Assessable: Any evidence submitted by a student whose total value relative to the total course grade is less than 40% will be considered not assessable.

Retake: Students who, during continuous assessment, submitted evidence worth 2/3 or more of the total grade and received a grade lower than 5 points may retake the assignment. Students may resubmit the individual written exam or the oral presentation, which may be given individually or in a group. They may also resubmit the analysis of the awareness campaign and the analysis of the intervention projects (individually or in a group). The same retake system used for continuous assessment will apply to the final assessment.

Review Procedure: The review and subsequent numerical evaluation of the activities, tests, and requests submitted in class will be carried out by the professor responsible for the course.

Individual Case Management: If a student's assessment differs from the six expected learning outcomes, the responsible professor will discuss, review, and justify the assessment. In cases involving two compelling reasons justifying absence, lateness, or failure to complete graded assignments, or any other issues encountered during the assessments, the responsible professor will follow the criteria established by current regulations for such cases.

Second-year students and beyond are not expected to be assessed with a single, non-recoverable summary exam.

Psychology Faculty Assessment Guide:

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

Bibliography

Basic references

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Other complementary specific references

Evaluation

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Ethics and deontology

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Social problems, quality of life, psychosocial wellbeing

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Specialized sources

Basic and Applied Social Psychology

Community, work and family

European Review of Applied Psychology

Intervención Psicosocial

International Journal of Psychology

Journal of Applied Social Psychology

Journal of Community & Applied Social Psychology

Journal of Conflict Resolution

Journal of Progressive Human Services

Journal of Social Issues

Journal of Social Policy

Journal of Social Service Research

Journal of Prevention and Intervention in the Community

Revista de Psicología Social Aplicada

Revista de Psicología del Trabajo y las Organizaciones. Journal of Work and Organizational Psychology

Psychology & Developing Societies

Social Psychology Quarterly

The Journal of Social Psychology

Software

This subject encourages the use of free software for ethical and political reasons. We recommend that students use free operating systems and to develop their work in free software.

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	1	Spanish	first semester	morning-mixed
(PAUL) Classroom practices	11	Spanish	first semester	morning-mixed