

**COURSE DATA****Data Subject**

Code	33330
Name	Psychological processes and pro-social behaviour
Cycle	Grade
ECTS Credits	4.5
Academic year	2017 - 2018

Study (s)

Degree	Center	Acad. year	Period
1319 - Degree in Psychology	Faculty of Psychology and Speech Therapy	4	First term

Subject-matter

Degree	Subject-matter	Character
1319 - Degree in Psychology	29 - Psychological processes and pro-social behaviour	Optional

Coordination

Name	Department
CANTON CHIRIVELLA, ENRIQUE	300 - Basic Psychology
MARTI VILAR, MANUEL	300 - Basic Psychology

SUMMARY

The subject Psychological Processes and Prosocial Conduct consists of a total of 4 ' 5 theoretical - practical credits. It is a subject of optional and four-month character, and is inside the itinerary of introduction to the educational psychology, which is given in the fourth course of the qualifications of the degree of psychology, though also it develops aspects of usefulness for other fields of application. The contents that it is will be employed at her; they complement the agreements in other main and optional subjects of the study plan.

The basic objective of the subject consists of the study and the investigation of the Psychological Processes and the Prosocial Conduct (CP) and the use of procedures that contribute to the acquisition of theoretical - practical tools of analysis and intervention. His purpose consists of the fact that the student body knows and is capable of using the current resources to be employed at the scientific area of the psychological processes and the prosocial conduct, and that he is useful for his personal development and his professional future.



This subject helps in a decisive way to the possibility of professional future intervention of the student body, to provide him with conceptual and methodological resources to interpret and to understand the psychological, like that functioning as the possible alterations or difficulties of development.

Across the theoretical and practical program, a tour is realized by the principal theoretical and methodological cores that along the history have shaped the investigation of the prosociality. The thematic and practical development contributes the principal contributions of the psychology to the investigation of the psychological processes and the prosocial conduct, to bring near to the student body to the areas of prevention of the prosocial conduct and to learn to intervene in the educational area of the prosociality, this way like to incorporate the general perspective of the current psychology, as science of the health, in relation specially into favouring activities as the sport and the exercise.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

Since this course is part of the core major subjects of the academic studies in psychology, it does not need of any preliminary requirement. However, this guidebook was developed taking into account the University of Valencia curricula as well as the students previous knowledge on psychological processes such other courses on Basic and Educational Psychology, biological bases, psychosocial variables and methodology. Therefore, it is convenient that students have surpassed at least those credits related to

OUTCOMES

LEARNING OUTCOMES

1. To specify the basic characteristics related to the Prosocial behavior and to define of what it consists.
2. To identify the factors that influences the Prosocial behavior from the bio- psico-social perspective.
3. To explain the evolutionary origin of the Prosocial Conduct, so much from the filogenética as ontogenetical perspective.
4. To apply the knowledge on the Prosocial Conduct to different tasks and situations
5. To develop a critical thought, from the study of the Prosocial behavior (CP)
6. To know and to know how to apply preventive strategies and of intervention for the education of the CP in the area of the sport and the physical exercise.



DESCRIPTION OF CONTENTS

1. BASIC ASPECTS.

Introduction, basic Concepts and Methodology.

Psychological basic processes. Relation between the cognitive, affective and motivational processes, and the Prosocial Behavior. Some key concepts. Thought and ethical conduct. Motivation, Emotion and Prosocial Behavior. Epistemological and methodological basis. Diachronic and synchrony of the moral Psychology.

2. PROSOCIAL BEHAVIOR

-Theoretical Models explanatory of the Prosocial behavior.

Approximations to the development of the Social Positive Behaviors. Models who explain the prosociality. Other models.

-Determinant factors of the Prosocial Behavior

Sociodemographics, cognitive, affective and personality variables. Factors of the context of socialization and situational.

3. INSTRUMENTAL ASPECTS IN THE EVALUATION OF THE PROSOCIAL BEHAVIOR.

Instruments of evaluation of the principal psychological Processes and the Prosocial Behavior.

The psychological evaluation of the ethical thought, the motivation and the empathy. Instruments for the measure of the moral thought, the empathy and the Prosocial Behavior.

4. INTERVENTION IN THE PROSOCIAL BEHAVIOR.

-Intervention in the Prosocial Behavior: Development, areas and optimization.

The prosocial conduct along the Vital Cycle, legal environment and the intervention in primary and secondary educational level. Design of programs of intervention in the area of the prosocial behavior.

-Challenges of the moral Psicoeducation.

The values: Foundations of the moral psicoeducation, The Social Responsibility.



5. PSYCHOLOGICAL PROCESSES AND PROSOCIAL EHAVIOR IN THE SPORT AND PHYSICAL ACTIVITY.

-Introduction to the area. Historical and professional development.

The prosocial conduct is developed in the frame of the physical - sports activity, which includes the game, as a basic tool in a field of application with historical tradition and important professional impact.

-Learning and development of the prosocial behavior and the health: motivational approach.
Relevant paper of the motivational processes of in the learning of the prosocial behavior, his beginning, development and potential risks.

-Factors facilitators and inhibiting of the prosocial behavior: direction and intensity.

The prosocial behavior can turn facilitated or impeded depending on since it focuses and since it is experienced, that is to say, in relation by the establishment of you them put and the emotions that link themselves with his activation.

6. EDUCATION OF THE PROSOCIAL BEHAVIOR FOR THE CONVIVENCE AND HEALTH IN SPECIFIC POPULATIONS

-Education of the prosocial conduct, well-being and health.

The prosocial behavior is a basic element for a healthy conviviality, so much from a personal as collective point of view, and so much from a perspective of the present as of the future development.

-Specific populations with educational needs of personal nature: challenges and determining.

It is a fundamental resource to know the possibilities of use of the physical - sports activity for the development of the prosocial behavior, in such aspects as the change of attitudes, values and sportsmanship. Is outlined the paper of the familiar environment in this context.

-specific Populations with educational needs of social nature: challenges and determining.

The education of the prosocial conduct links itself with the generation of well-being and health in this area, though it is necessary to foresee and intervene - in his case - from the psychological knowledge, before the potential risks as the aggression and other inadequate and insane behaviors (doping, vigorexia...).

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	45,00	100
Attendance at events and external activities	3,00	0
Development of group work	5,00	0
Development of individual work	7,00	0
Study and independent work	15,50	0
Readings supplementary material	3,00	0
Preparation of evaluation activities	4,00	0
Preparing lectures	15,00	0
Preparation of practical classes and problem	15,00	0
TOTAL	112,50	

TEACHING METHODOLOGY

In order to enhance the learning of significant knowledge and the development of related skills among students, active and participative didactic methods will be displayed through the following:

Lectures and presentations on the subject contents

- (1) Practical activities (case studies, forums and texts analysis)
- (2) Tutoring
- (3) Students independent academic work, report writing, etc. both in individual or group settings

Formative and summative evaluation.

EVALUATION

Course Evaluation

MINIMUM REQUIREMENTS:

- Passing the final exam, with a minimum score of 5 out of 10 points.
- Writing a comprehensive report, and getting a minimum score of 5 out of 10 points.
- Participating in at least to 70% of class activities.



EXAM

The exam will consist on a close-ended multiple choice test as requested by the Institution official call

- The exam will include all contents covered both in class activities (attending required) and not obligatory class attending activities
- The exam will be worth 70% of the final score

REPORTS

-A comprehensive report (either individual or group) on the subject matter instructed by the teacher will be mandatory.

- This report will be worth 20% of the final score.
- The group report (not recoverable) will be worth 10% of the final score.
- The individual reports (not recoverable) will be worth 10% of the final score.

The teachers may authorize the recovery provided that the type of activity allows it.

ACTIVITIES ALONG THE COURSE

- Along with the regular lectures, there will be other activities (e.g. exercises, reviews, comments, reports, content related questions, etc.)
- Delivery and participation of all class activities (not recoverable) will have a maximum score of 1 point (10% of the final score).

The faculty will publish in the virtual classroom the qualification criteria in order to give feedback to the students.

Evaluation of the learning

SYSTEMS OF EVALUATION

Assessment of theoretical and practical contents. It will make an individual examination aim in the official announcement that establish the Centre.

Said examination will collect a selection of contents and competitions collected in the educational guide indicated previously.

Digital presentation and written of reports, individual works or in group

Of form programmed will make and will deliver the report that request the professor.

Active participation in the activities of class, seminars and workshops and motivation by the quality of the results of the learning.

Activities no programmed that they will make in the surroundings of the classroom and that like such will



not be recoverable.

WEIGHTING and MINIMUM REQUIREMENTS

The evaluation of the theoretical contents by means of an individual examination is equal to 70% of the final qualification, having to obtain a minimum of 3,5 on 7 to be able to opt to the approved.

The continuous evaluation or of progress by means of practical activities is equal to 30% of the final qualification, having to obtain a minimum of 1,5 on 3 to be able to opt to the approved not only in first call but also in the second call:

The professor will specify the face-to-face works and/or no face-to-face that will have to deliver or show the students along the course. They can include practical suppositions, reports, analysis of texts, digital exhibitions, tutorías, etc., of individual character and/or grupal.

In regard to the section of active participation in the activities of class, will be necessary to have a minimum of 70% of assistance and/or face-to-face activities made.

The calendar of delivery or exhibition of these works will be determined by the/the professor/to.

SYSTEM OF QUALIFICATION

The qualification of the subject as well as the review of and appeal against the allotted grades will abide to what is stipulated in the *Reglament d'Avaluació i Qualificació de la Universitat de València per a títols de Grau i Màster* (ACGUV 108/2017 of May 30, 2017).

http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf

In accordance with this, concrete in numerical expression of 0 to 10 with a decimal, using the following scale of qualification:

Of 0 to 4.9: suspense.

Of 5 to 6.9: approved.

Of 7 to 8.9: remarkable.

Of 9 to 10: excellent or excellent matrícula of honour.

Only they will add the different sections contemplated in the evaluation when they surpass the minimum requirements established for each one of them.

In the record of the subject will incorporate the final qualification in accordance with the following rules:

- 1) The sum of the note of the examination and the evaluation of progress if they have surpassed the minimum requirements (an equal or upper punctuation to 3,5 in the examination and to 1,5 in evaluation of progress).
- 2) Only the note obtained in the examination, when this was inferior to 3,5.
- 3) Only the note obtained in evaluation of progress, when this was inferior to 1,5.
- 4) No presented, if it has not presented to the examination.

First Honors will be assigned among marks higher than 9.0, by means of an assignment selected by the professor.



The query and impugnation of the qualification obtained in tasks of evaluation, will remain subjected to the had in the Regulation of Impugnation of Qualifications (ACGUV of 29 April 2008).

(<http://www.uv.es/=sgeneral/reglamentacio/doc/estudis/c9.pdf>)

WARNING

The copy or self-evident plagiarism of any task splits of the evaluation will suppose the impossibility to surpass the subject, subjecting next to the timely disciplinary procedures. Take into account that, in accordance with the article 13. d) Of the Statute of the University Student (RD 1791/2010, of 30 December), is to have to of a student abstain in the utilisation or cooperation in fraudulent procedures in the proofs of evaluation, in the works that make or in official documents of the university.

REFERENCES

Basic

- Cantón, E. (2013). La jirafa de Cantón. Granada: Cristobal Serrano Villalba.
- López, F; Fuentes, M.J.; Ortiz, M.J., y Etxebarria, I. (1999). Cómo promover la conducta prosocial y altruista. En E. Pérez y M. V. Mestre. Psicología moral y Crecimiento Personal. Barcelona: Ariel.
- Martí, J.J.; Martí-Vilar, M. y Almerich, G. (2014). Responsabilidad Social Universitaria: influencia de los valores y empatía en la autoatribución de comportamientos socialmente Responsables. Revista Latinoamericana de Psicología, 46 (3), 160-168.
- Martí Vilar, M. (2010). Razonamiento moral y prosocialidad. Fundamentos. Introducción. Madrid: CCS.

Additional

- Lorente, S., Martí-Vilar, M. i Puchol, I. (2015). La competencia social i la conducta prosocial en estudiants de secundària. Anuari de Psicologia de la Societat Valenciana de Psicologia, 16 (2), 175-191.
- Martí, J.J. y Martí-Vilar, M. (2013). Una década de Responsabilidad Social Universitaria en Iberoamérica. Revista Española del Tercer Sector, 25 (III), 145-161.
- Martí-Vilar, M.; Martí, J.J. (2012). Bases teóricas de la prosocidad. En Educación para la Responsabilidad Social: Estrategias de Enseñanza y evaluación. (pp 10-25). Concepción: Universidad de Concepción.
- Martí Vilar, M. (2008). Las necesidades humanas desde la psicología moral. Papeles de relaciones sociales y cambio global, 102, 89-101
- Martí Vilar, M. Pensamiento Sociomoral y Conducta prosocial (2010/2011). En B. Gargallo y P. García. El Open Course Ware de la Universitat de València 2010. Espai Obert de Ceneixement. Vol. II. València. Servei de Publicacions de la Universitat de València
- Martí Noguera, J.J. y Martí-Vilar, M. (2013). Una década de Responsabilidad Social en Iberamérica. Revista Española del Tercer Sector, 25, 145-161.
- Pelegrín, A., Garcés de los Fayos, E. y Cantón, E. (2010). Estudio de conductas prosociales y antisociales. Comparación entre niños y adolescentes que practican y no practican deporte. Informació Psicològica, 99, 64-78.
- Suay, F., Martí-Vilar, M., i López, S. (2015). Bases hormonals de la conducta prosocial: una revisió de la literatura. Anuari de Psicologia 16 (1), 189-210

