

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

Code	33330
Name	Psychological processes and pro-social behaviour
Cycle	Grade
ECTS Credits	4.5
Academic year	2020 - 2021

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
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

- Identify theories and theories and evaluate the psychological processes involved in prosocial behavior versus aggressive behavior, empathy and prosocial reasoning.- Design intervention and / or prevention programs adapted to the contexts involved in prosocial development: family, school, parenting styles, etc.- Design intervention proposals for prosocial development and empathy and evaluate their effectiveness.

DESCRIPTION OF CONTENTS

1. BASIC ASPECTS.

Topic 1. 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

Topic 2. Theoretical Models explanatory of the Prosocial behavior.

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

Topic 3. Determinant factors of the Prosocial Behavior

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

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

Topic 4. 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.

Topic 5. 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.

Topic 6. Challenges of the moral Psicoeducation .

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

5. MAIN TRENDS IN CURRENT RESEARCH ON THE THEME

Topic 7: Current in prosociality

Prosocial Leadership, Interventions in prosociality and empathy in the educational field, in sport and physical activity, in people with ASD and the prison environment; Cross-Cultural Studies, Empathy as a predictor of Prosocial Behavior; University Social Responsibility and Prosocial Behavior, prosociality and life satisfaction, Prosociality and psychobiology, Prosocial Quality Communication, Caring with a prosocial attitude. Prosociality and addictions.

**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	2,00	0
Development of individual work	10,00	0
Study and independent work	10,00	0
Readings supplementary material	5,00	0
Preparation of evaluation activities	5,00	0
Preparing lectures	3,00	0
Preparation of practical classes and problem	2,00	0
Resolution of online questionnaires	5,00	0
TOTAL	90,00	

TEACHING METHODOLOGY

M1. Theoretical classes taught by the teacher in which the different contents of the subject will be developed, at the same time promoting the participative intervention of the students through the resolution of the questions that arise throughout the exhibition.

M21. Seminars, Workshops and Practical Sessions. Especially directed to the applied aspects so that the student, individually or in groups, based on the materials provided, can acquire the ability to develop and apply knowledge to the reality with which they will find themselves in. your professional activity, and so that you can acquire and strengthen all the competences proposed in the matter.

M4. Theoretical-practical classes with audiovisual media support, links to different websites with content related to the subject, scientific manuals and articles, and other readings and materials.

M6. Individual or group scheduled tutorials for the supervision of practical work, orientation and resolution of doubts.

EVALUATION

Course Evaluation

MINIMUM REQUIREMENTS:

Pass all continuous assessment indicators with a minimum of 5 out of 10.



The evaluation indicators are:

- 1-Participation in forums: 2 points
- 2-Smart questions: 2 points
- 3-Preparation of case questions: 3 points
- 4-Participation in Webinars: 2 points
- 5-Prosocial participation: 1 point

EXAM

There is no final exam, as the assessment is continuous.

REPORTS

- It will be mandatory to make individual reports. The teacher will explain how to do them in the first week of class. Instructions on how to do this will also appear in the Virtual Classroom. These will be recoverable in both the first and second call, always delivered by the Virtual Classroom. within the time limits indicated by the teacher.
- The reports will be recoverable and will have a value of 100% of the final grade.

ACTIVITIES ALONG THE COURSE

Teachers will publish in the virtual classroom the grading criteria to give feedback to students.

Evaluation of the learning

SYSTEMS OF EVALUATION

There will be a continuous evaluation with specific delivery dates. Each of these evaluation criteria will have specific delivery dates for assignments, marked by the teacher.

Said continuous evaluation will include a selection of contents and competences included in the teaching guide previously indicated.



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.

WEIGHTING and MINIMUM REQUIREMENTS

The continuous or progress assessment through practical activities will be equivalent to 100% of the final grade, having to obtain a minimum of 5 out of 10 to be able to opt for the pass in both the first and second call:

The teacher will specify the face-to-face and / or non-face-to-face assignments that students must submit or show throughout the course. They can include practical assumptions, reports, text analysis, digital exhibitions, tutorials, etc., of an individual and / or group nature.

In relation to the section on active participation in class activities, it will be necessary to have a minimum of 70% attendance and / or face-to-face activities carried out in person or virtually.

-The schedule of delivery or exhibition of these works will be determined by the teacher.

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 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) No presented, if it has not presented to the activity

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

- López, F; Fuentes, M.J.; Ortiz, M.J., y Etzebarria, 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

- Bru, L.; Martí-Vilar, M.; y González, Sala, F. (2020). Revisión sistemática de intervenciones en prosocialidad y empatía. Revisión de Investigación Educativa, 38 (2), 359-372. doi: 10.6018/rie.395421.
- Esparza-Reig, J. (2020). La conducta prosocial como factor protector de los problemas de adicción al juego en universitarios. RIDU, 14 (1) e1197
- 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.
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- 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.



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- Martí-Vilar, M.; Merino-Soto, C., & Rodriguez, L.M. (2020). Measurement of the Prosocial Behavior scale in three Hispanic Countries (Argentina, Spain and Peru). *Frontiers in Psychology* 11 (29) doi: 10.3389/fpsyg.2020.00029
- Martí Noguera, J.J. y Martí-Vilar, M. (2013). Una década de Responsabilidad Social en Iberoamérica. *Revista Española del Tercer Sector*, 25, 145-161.
- Rodriguez, L.M., Martí-Vilar, Esparza-Reig, J., and Mesurado, B. (2019). Empathy as a predictor of prosocial behavior and the perceived seriousness of delinquents acts: a cross-cultural comparison of Argentina and Spain. *Ethics & Behavior*. doi: 10.1080/10508422.2019.1705159
- Suay, F., Martí-Vilar, M., i López, S. (2015). Bases hormonals de la conducta prosocial: una revisió de la literatura. *Anuari de Psicologia de la Societat Valenciana de Psicologia*, 16 (1), 189-210.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

1. CONTENTS It does not change regarding the teaching guide

2. VOLUME OF WORK AND TEMPORARY PLANNING OF TEACHING The volume of work is maintained in relation to the ECTS credits marked in the original teaching guide. 50% of the sessions will be held online and 25% of the face-to-face classes, maintaining the same time in both cases; while in the remaining 25% the schedules are not maintained and it is replaced by material uploaded to the classroom, readings, self-employment, forums and online tutoring. Therefore, 25% of the theoretical-practical classes will be held in person and 50% will be conducted virtually, in alternate weeks planned by the center. The remaining 25% is study and autonomous student work. **3. DOCENT METHODOLOGY**- Upload of materials to the Virtual Classroom.- Proposal of activities for Virtual Classroom.- Synchronous videoconference by BBC.- Power points or didactic material made by the teacher.- Debates in the forum of the Virtual Classroom.- Problems or exercises solved.- Tutorials by videoconference, virtual classroom, mail, etc.

4. EVALUATION There is no change regarding the teaching guide. The evaluation is continuous and there are various activities with different weights. And the activities that do not deliver on the scheduled day will be recoverable and a date will be set by the teacher in both calls.

5. BIBLIOGRAPHY

The same that appears in the teaching guide.