

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

Code	33330
Name	Psychological processes and pro-social behaviour
Cycle	Grade
ECTS Credits	4.5
Academic year	2023 - 2024

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. It is recommended that students have surpassed at least those credits related to courses such as Psychological Thinking, Psychology of Learning, Perception and Attention, Memory, Motivation and Emotion, Physiological Psychology and Statistics.

OUTCOMES

1319 - Degree in Psychology

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.



- Know how to analyse the patient's needs and demands in different contexts.
- Be able to describe and measure variables (personality, intelligence, attitudes, aptitudes, etc.) and cognitive, emotional, psychobiological and behavioural processes.
- Be able to identify group and intergroup problems and needs.
- Know how to analyse the context where individual behaviour and group and intergroup processes are developed.
- Be able to establish the goals of intervention and develop a basic work plan according to its purpose (prevention, therapy, rehabilitation, insertion, guidance, etc.).
- Be able to plan the assessment of programmes and interventions.
- Be able to measure and obtain relevant data for the assessment of interventions.
- Know and comply with professional ethics of Psychology.
- Promote and contribute to the health, quality of life and well-being of individuals, groups, communities and organisations.

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	2,00	0
Development of group work	20,00	0
Development of individual work	25,00	0
Study and independent work	5,00	0
Readings supplementary material	3,00	0
Preparation of evaluation activities	2,00	0
Preparing lectures	3,00	0
Preparation of practical classes and problem	3,50	0
Resolution of case studies	2,00	0
Resolution of online questionnaires	2,00	0
TOTAL	112,50	

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**MINIMUM REQUIREMENTS:**

The evaluation of the students will result in a grade that will oscillate between 0 and 10 points. A 5 must be obtained in each evaluation section. This qualification is a function of the evaluation of the following sections both in the first and in the second call.



EXAM

No exam

REPORTS

Assessment system 2 (SE2): Oral or written presentation of reports, individual or group work, clinical cases, problem solving or handling of diagnostic tests. It will be a 60% of the qualification. It will be mandatory to carry out individual reports, which will be based on the following indicators: Smart questions, elaboration of case questions and prosocial participation.

The teacher will explain how to do them the first week class. The instructions on how they should be done will also appear in the Virtual Classroom, within the deadlines indicated by teacher.

ACTIVITIES ALONG THE COURSE

Assessment System 3 (SE3): Active participation in class activities, seminars and workshops and motivation for the quality of Learning results. It will represent 40% of the final grade. During the classes there will be activities (exercises, reviews, comments, reports, questioning, etc.) based on the following indicators: Participation in forums and participation in webinars.

This section will be recoverable on second call, always delivering them through the Virtual Classroom, within the deadlines indicated by the professor.

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

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.

In the event of fraudulent practices, the Action Protocol for fraudulent practices at the University of Valencia will be applied (ACGUV 123/2020): <https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

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

- Esparza-Reig, J.; González-Sala, F.; Martí-Vilar, M. (2022). Social support and resilience to Foster prosocial behaviours during the covid-19 pandemic confinement: an explanatory model. *Estudios de Psicología* 42 (3), 701-719. Doi:10.1080/02109395.2021.1971898
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- Martí Vilar, M. (2010). Razonamiento moral y prosocialidad. *Fundamentos*. Introducción. Madrid: CCS.
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- Martí-Vilar, Serrano-Pastor, L.; González-Sala, F. (2019). Emotional, cultural and cognitive behaviour. *Current Psychology*, 38 (1), 912-919- doi: 10.1007/s12144-019-0168-9

Additional

- Escrig-Espuig, J. M., Martí-Vilar, M., and González-Sala, F. (2023). Criminal Thinking: Exploring its Relationship with Prosocial Behavior, Emotional Intelligence, and Cultural Dimensions. *Anuario de Psicología Jurídica*, 33(1), 9 - 15. <https://doi.org/10.5093/apj2022a2>



- Esparza-Reig, J. (2022). Relationship between prosocial behaviours and addiction problems: A systematic review. *Healthcare*, 10(1):74. Doi: 10.3390/healthcare10010074
- Martí-Vilar, M., Tortosa, A. C., Sales-Galán, A., & Corradi, G. (2022). Resilience and prosocial behaviour in Spanish care professionals of dependent persons. *Health & Social Care in the Community*, 30, e6613e6621. <https://doi.org/10.1111/hsc.14110>
- Piñeiro-López, S., Martí-Vilar, M., y González-Sala, F. (2022): Intervenciones educativas en conducta prosocial y empatía en alumnado con altas capacidades. *Bordón. Revista de Pedagogía*, 74 (1), 141-157. doi: 10.13042/Bordon.2022.90586
- Reig-Aleixandre N, Esparza-Reig J, Martí-Vilar M, Merino-Soto C, Livia J. (2023). Measurement of Prosocial Tendencies: Meta-Analysis of the Generalization of the Reliability of the Instrument. *Healthcare*. 2023; 11(4):560. <https://doi.org/10.3390/healthcare11040560>