

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

Code	33347
Name	Psychology and road traffic security
Cycle	Grade
ECTS Credits	4.5
Academic year	2019 - 2020

Study (s)

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

Subject-matter

Degree	Subject-matter	Character
1319 - Degree in Psychology	46 - Psychology and road traffic safety	Optional

Coordination

Name	Department
MONTORO GONZALEZ, LUIS	300 - Basic Psychology

SUMMARY

This subject presents an approach to the broad scope of the psychologist and other professionals in the field of traffic, transport and road safety. On the other hand, seeks to inform the sub-areas, specialties and fields of road safety, both in relation to training and knowledge acquired throughout the degree course, as in his reference to the social environment where they are going to be developed. It seeks to provide a practical, useful and applied vision of the most relevant aspects of road safety. This approach will allow the student a real niche in the area of traffic, transport and road safety, especially in the field called "human factor", studied and recognized as the most relevant for action in preventing accidents, since accidents have become one of the most severe and numerous public health problems, and in most cases, avoidable.

In work area, action on road safety is especially important, since road accidents (commuting and mission), unfortunately, are prominent in the work-related injuries.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

OUTCOMES

1319 - Degree in Psychology

- Know the different fields of application of Psychology to road safety and acquire the knowledge needed to contribute to improving road safety and especially to preventing traffic accidents.
- Get to know all the variables that affect (especially from the human factor) road safety and traffic risk.
- Be able to identify the social, group and individual problems and needs in the field of traffic and road safety.
- Be able to define objectives and draw up plans that, from a human factor perspective, help to improve road safety and to prevent accidents.
- Be able to use strategies and techniques that can involve road users in the creation of a better and safer road system.
- Know and analyse the needs of the different sectors and groups in the field of road safety.

LEARNING OUTCOMES

To know the main risk factors that cause road accidents.

To know the risk groups in traffic and to know how to act on them.

Being able to access relevant information and documentation about road safety.

DESCRIPTION OF CONTENTS

1. History of road safety and activity of psychology applied to this area.

From the beginnings of road safety to present. Explanation of the relationship between driving and psychology, as the driver while driving projects his personality, thoughts and abilities. Explanation of the relationship between basic psychological processes and driving.



2. Statistical data and causes of accidents.

Epidemiology of traffic accidents, delving into the underlying causes and the nature of the route and the environment that favor its appearance.

3. Risk groups in traffic.

Study of the characteristics that make each of the risk groups most vulnerable to traffic accidents. Specifically:

- Children
- Young
- Elderly
- Cyclists
- Motorists
- Pedestrians

4. Human-machine interaction, road and enforcement.

Description and study of different parts of the vehicle (Active and passive safety), and analysis of ergonomics for the driver to better match driving conditions.

5. Risk factors in traffic: drowsiness, fatigue, distractions, alcohol, speed, psychological disorders, drugs, drugs, etc.

Analysis and detailed study of each of the risk factors related to road accidents. Specifically, it will work:

- Sleep and driving
- The effects of fatigue in drivers
- Distractions
- The influence of alcohol in road accidents
- Speeding and its relation to traffic accidents
- Psychological problems in traffic
- Abuse of drugs and driving
- Diseases and medical drugs in traffic

6. Psychology Applied to Road Safety Prevention: Strategies that can be developed from psychology to the prevention of accidents.

Review of the different areas of intervention in preventing road accidents and promote road safety. It can intervene from the area of education, from the company, from the viewpoint of clinical psychology from marketing ... will be studied each of the areas and how to conduct a more appropriate intervention in each of cases.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	45,00	100
Attendance at events and external activities	5,00	0
Development of group work	9,00	0
Development of individual work	8,50	0
Study and independent work	20,00	0
Preparation of evaluation activities	10,00	0
Preparing lectures	7,00	0
Preparation of practical classes and problem	8,00	0
TOTAL	112,50	

TEACHING METHODOLOGY

Active and participative methodology, which integrate various instructional methodologies in order to enhance meaningful learning of the knowledge involved and the development of related skills among students.

The basic instructional techniques include: (1) Exhibits and presentations of subject, (2) Practical activities (case studies, road safety campaigns design...), (3) Individual or group work, making of reports undertaken in the classroom (individual and group), (4) Tutoring and (5) Formative and summative evaluation.

EVALUATION**ASSESSMENT SYSTEMS**

1. Assessment of theory and practical contents through oral, written or skills tests.
2. Written or oral presentation of reports, individual or group projects, clinical cases, resolution of problems and handling of diagnostic tests.
3. Active participation in classroom activities, seminars and workshops and motivation for quality in learning outcomes.

WEIGHTING



1. Assessment of theory and practical contents through oral, written or skills tests (70%)
2. Written or oral presentation of reports, individual or group projects, clinical cases, resolution of problems and handling of diagnostic tests (20%)
3. Active participation in classroom activities, seminars and workshops and motivation for quality in learning outcomes (10%)

MINIMUM REQUIREMENTS

To pass the course students must achieve a minimum score of 50% in each of the elements of assessment.

WARNING

Evidence of copying or plagiarism in any of the assessable tasks will result in failure to pass the subject and in appropriate disciplinary action being taken.

Please note that, in accordance with article 13. d) of the Statute of the University Student (RD 1791/2010, of 30 December), it is the duty of students to refrain from using or participating in dishonest means in assessment tests, assignments or university official documents.

During tutorials, lecturers may require individual or group interviews in order to verify the degree of participation and achievement of goals for any given task. Failure to accept the verification will result in such task or activity being failed.

GRADING SCHEME

The qualification of the subject as well as the review of and appeal to 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

According to this, subjects are graded on a scale of 0 to 10 points to one decimal place, followed by a qualitative equivalence:

- From 0 to 4.9: fail.
- From 5 to 6.9: pass.
- From 7 to 8.9: good.



- From 9 to 10: excellent or excellent with distinction.

The different elements of assessment will only count towards the final aggregate mark if the minimum requirements established for each element are met.

REFERENCES

Basic

- Montoro, L.; Carbonell, E.; Sanmartín, J. y Tortosa, F. (Ed) (1995): Seguridad Vial: del factor humano a las nuevas tecnologías. Ed. Síntesis. Madrid.
- Montoro, L. Alonso, F.; Esteban, C.; Toledo, F. (2000): Manual de Seguridad Vial: El factor humano. Ed. Ariel. Barcelona.
- Montoro, L. y Toledo, F. (Coords.). (2011): Programa de Intervención, Sensibilización y Reeducción Vial - Manual del Formador. Madrid: Dirección General de Tráfico.
- Porter, B. E. (Ed) (2011): Handbook of Traffic Psychology. Ed. Elsevier. New York.

Additional

- Barjonet, P. (Ed) (2001): Traffic Psychology Today. Kluwer Academic Publishers. Boston/London
- Evans, L. (2004): Traffic Safety. Ed. Science Serving Society. Michigan.
- Álvarez, F. J. (1997): Seguridad Vial y medicina de Tráfico. Barcelona: MASSON.
- Manso, V. y Castaño, M. (1995): Educación para la seguridad vial. Ed. Anaya. Madrid.
- Montoro, L. y Honrubia, M.L. (1995): Psicología y Seguridad Vial. Número monográfico de la revista Anuario de Psicología. Editorial Fontalba. Barcelona.
- Montoro, L.; Carbonell, E.; Tortosa, F. y Sanmartín, J. (1996): Pautas de conducta: informe sobre aspectos desconocidos de la seguridad vial. Editorial BMW. Madrid.
- Organización Mundial de la Salud (2013). Global status report on road safety 2013: supporting a decade of action.
(http://www.who.int/violence_injury_prevention/road_safety_status/2013/report/en/)
- Dirección General de Tráfico (2013). Anuario Estadístico de Accidentes 2012. Madrid. Ministerio de Interior. Disponible en: <http://www.dgt.es>
- Dirección General de Tráfico (2013). Anuario Estadístico General 2012. Madrid. Ministerio de Interior. Disponible en: <http://www.dgt.es>
- Dirección General de Tráfico (2013). Las principales cifras de la siniestralidad vial. España 2012. Madrid. Ministerio de Interior. Disponible en: <http://www.dgt.es>



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. CONTENIDOS

Se reducen ligeramente los contenidos inicialmente recogidos en la guía docente, seleccionándose los temas indispensables para adquirir las competencias. Se mantienen los temas explicados en clase: 1/ Introducción y aspectos históricos. 2/ Datos estadísticos de los accidentes de tráfico. 3/ Grupos de riesgo: jóvenes -niños - peatones - personas mayores. A estos temas se añade el tema 5 -Factores de riesgo: alcohol, sueño, estrés, fatiga y drogas-, de los que se han ido enviado documentación vía correo personal y por aula virtual. Se eliminan el tema 4/. Interacción humano - máquina, vía y norma, y el tema 6/. Psicología aplicada a la prevención, por la imposibilidad de impartir los contenidos de estos temas de manera no presencial. Para la impartición de estos temas es necesaria la utilización de distintos videos con comentarios específicos de secuencias y/o escenas, imágenes fijas proyectadas también con explicaciones de las mismas y esquemas desarrollados por partes en la pizarra, que requieren docencia presencial. Se mantiene el Trabajo individual/en grupo, del que se han dado instrucciones y datos para su realización a través del aula virtual.

2. VOLUMEN DE TRABAJO Y PLANIFICACIÓN TEMPORAL DE LA DOCENCIA

Teniendo en cuenta que una parte importante de las sesiones presenciales ya han tenido lugar, y que para muchos de los temas faltantes (ver apartado 1. Contenidos) se está suministrando sistemáticamente a los estudiantes el material de estudio necesario por medios virtuales, el cronograma docente y nivel de trabajo no se modifica de manera sustancial. Asimismo, se están resolviendo las dudas y cuestiones sobre el contenido de dichos temas y el trabajo de la asignatura, a través de las tutorías electrónicas. En definitiva, el volumen de trabajo y la planificación temporal no sufren cambios significativos.

3. METODOLOGIA DOCENTE

De acuerdo con lo indicado en el apartado 1. de contenidos, la docencia presencial se ha sustituido por una serie de materiales subidos al aula virtual y enviados a los correos personales de todos los estudian@s. El sistema de tutorías se mantiene y se realiza de manera habitual por correo electrónico.

4. EVALUACIÓN



Teniendo en cuenta los pequeños cambios realizados, -como se ha indicado en el apartado 1 (contenidos)-, el trabajo de clase pasa a puntuar 4 puntos sobre diez y el examen 5 sobre 10 y se sigue manteniendo 1 punto por la asistencia a las clases. El trabajo de clase será subido al aula virtual para su valoración en la nota final y se hará un examen de prueba objetiva de los temas del programa indicados en el apartado de contenidos (lo explicado en las clases más los materiales de estudio subidos al aula virtual). En la segunda convocatoria solo será necesario hacer el examen, ya que se mantendrá la nota por asistencia a las clases y la nota del trabajo realizado. La calificación de Matrícula de Honor podrá requerir la realización de una prueba final, bien oral online mediante videoconferencia o en otro formato que sea viable.

5. BIBLIOGRAFIA

No se considera necesario ampliar y/o cambiar la bibliografía recomendada en la guía original.