

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

Code	33547
Name	Introduction to social psychology
Cycle	Grade
ECTS Credits	6.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
1311 - Degree in Social Work	Faculty of Social Sciences	1	Second term

Subject-matter

Degree	Subject-matter	Character
1311 - Degree in Social Work	46 - Psychology	Basic Training

Coordination

Name	Department
PINAZO HERNANDIS, SACRAMENTO	306 - Social Psychology

SUMMARY

Introduction to Social Psychology is a subject of the Faculty of Psychology (Social Psychology department). It is part of the Psychology module (worth 12 ECTS credits) which includes 2 core subjects that deal with specific contents: a) *Psychological Activity and Human Behaviour* and b) *Introduction to Social Psychology*. It is closely linked to the following subjects: *Psychological Activity and Human Behaviour*, which deals with the study of the psychological processes that predict, explain and describe cognitive and behaviour activity; *Psychology and the Sex/Gender System*, based on the psychological aspects of the sex and gender system; and *Psychological Development in the Vital Cycle*, whose aim is to provide students with the relevant knowledge on psychological activity and the characteristic behaviour of each vital cycle. This subject intends to make students apply the theoretical contents to different personal and professional areas. It is also related to the rest of subjects in module C (Processes and Problems on which Social Work Acts): *Sociology, Anthropology, Gender Equality and Non-discrimination, Health and Social Work*.



Introduction to Social Psychology takes place in the second semester of the first academic year of the degree. It is worth 6 ECTS credits (approximately 160 hours of work) and has a duration of 14-15 weeks, equivalent to 28 lessons (including theoretical and practical lessons, group and individual assignments, seminars, viewing of audiovisual materials).

Social workers deal professionally with persons, families, social groups and organizations which need help with the organization of their daily life. Communication is the basic tool for social interaction, the building of individual and social identity and relationship with others (attraction, altruism and aggressive behaviour), and this subject will deal with it.

Elliot Aronson said that “the human being is a social animal” because human behaviour is determined by their attitudes, which in turn are influenced by the processes of social interaction, within membership groups and between groups. How can groups interact with each other and mutually sense each other? How can persons learn to live in harmony with other groups which have different values, rules and forms of communication? Relationships between groups are influenced by social identity and it is essential to know how stereotypes, prejudices and discrimination that may arise between them work.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

1311 - Degree in Social Work

- 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 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.



- Capacidad para trabajar y valorar de manera conjunta con personas, familias, grupos, organizaciones y comunidades sus necesidades
- Capacidad para apoyar a las personas para que sean capaces de manifestar las necesidades, puntos de vista y circunstancias.
- Capacidad para actuar en la resolución de las situaciones de riesgo con las personas así como para las propias y las de los colegas de la profesión.
- Capacidad para demostrar competencia profesional en el ejercicio deñ trabajo social.
- Capacidad para establecer relaciones profesionales al objeto de identificar la forma más adecuada de intervención.
- Capacidad para intervenir con personas, familias, grupos, organizaciones y comunidades para ayudarles a tomar decisiones bien fundamentadas acerca de sus necesidades, circunstancias, riesgos, opciones preferentes y recursos
- Capacidad para valorar las necesidades y opciones posibles para orientar una estrategia de intervención.
- Capacidad para potenciar a las personas, familias, grupos y comunidades a fin de que sean capaces de resolver las situaciones en las que se encuentren.
- Capacidad para adquirir y dominar los conocimientos disciplinares necesarios para el análisis de la sociedad contemporánea, su estructura y su dinámica, entre los que se incluye analizar la complejidad de los fenómenos sociales adoptando una perspectiva multidisciplinar (Economía, Derecho, Sociología, Antropología, Historia, Psicología y Salud).

LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

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DESCRIPTION OF CONTENTS

1. SOCIAL PSYCHOLOGY AS A PARADIGM OF ANALYSIS OF SOCIAL INTERACTION

- Notes on the history of Social Psychology. Roots and current state.
- Social Psychology. Object and Method
- Theoretical orientations in Social Psychology
- What is Social Psychology for?

2. DIFFERENT METHODS USED FOR THE ANALYSIS OF SOCIAL INTERACTION AND HUMAN BEHAVIOR



- Quantitative research methods in Social Psychology. The experimental method and the problem of validity. Experimental vs. non-experimental approach.
- Qualitative research methods in Social Psychology. Differential characteristics.
- Some experiments in Social Psychology.

3. ATTRIBUTIONAL PROCESSES

- Social perception. People perception.
- Theories and attributional models. Heider, Kelley and Weiner models.
- Social inference. Attributional errors and biases

4. SELF-CONCEPT AND SELF-ESTEEM: SOCIAL IDENTITY

- What is social identity? Definition and formation of social identity
- Identity and social categories.
- Presentation of the Self and handling of printing.
- Identity and symbolic interaction.

5. ATTITUDES AND HUMAN BEHAVIOR

- Attitudes: definition, formation and measurement.
- Relation between attitudes and behavior.
- Reasoned action model and planned action model. Fishbein and Ajzen.
- Theories of consistency and dissonance.
- Change of attitudes and persuasion. Yale, McGuire, Petty and Cacioppo model. Resistance to persuasion.

6. SOCIAL INTERACTION AND COMMUNICATION

- Communication in interpersonal relationships.
- Verbal communication. Pragmatics of human communication and communicative competence.
- Non-verbal communication. Kinesia, proxemics and paralinguistics.

7. STEREOTYPE, PREJUDICE AND DISCRIMINATION

- Stereotypes, prejudices and discriminatory behaviors. Conceptual clarification.
- Motivational, socio-cognitive and socio-cultural factors of stereotypes, prejudices and discriminatory behavior.
- The prejudice. Classic racism and modern / subtle racism.
- The stereotype. Self-fulfilling prophecy. Stereotypes of gender (sexism), race (racism) and age (ageism).
- Social psychology of victimization.
- Reduction of stereotypes, prejudices and discriminatory behavior.

**8. PROSOCIAL BEHAVIOR AND AGGRESSIVE BEHAVIOR**

- Altruistic behavior. Conceptual clarification (prosocial behavior, altruistic behavior, volunteering ...)
- Factors that mediate the aid process.
- Aid recipients.
- Aggressive behavior. Conceptual clarification (aggression and violent behavior).
- Explanatory factors. Theories of aggression. Origin of aggressive behaviors.
- The receivers of aggression. Abuse, workplace harassment (mobbing) and school harassment (bullying).
- Interventions on aggressive behavior.

9. INTERACTION IN GROUPS

- Group structure and processes (Leadership, status and role, cohesion).
- Intergroup relations. Theory of social identity.
- Collective processes. Social movements.
- Social influence: social power, normalization, obedience to authority, innovation and conformity.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Attendance at events and external activities	10,00	0
Development of group work	15,00	0
Development of individual work	20,00	0
Study and independent work	25,00	0
Preparation of evaluation activities	5,00	0
Preparing lectures	5,00	0
Preparation of practical classes and problem	10,00	0
TOTAL	150,00	

TEACHING METHODOLOGY**English version is not available****EVALUATION**



The purpose of the evaluation of this subject is that the students:

- demonstrate the knowledge of social psychology acquired
- be able to use procedures and techniques of social psychology
- be able to search for information and work with it

The evaluation will take into account:

- the continuous evaluation of the work carried out by the students throughout the course, especially with regard to individual and team work competences, the identification of key concepts and processes, as well as the preparation and solving exercises and problems.
- The carrying out of exam type tests, in its different modalities, aimed at verifying the most specific knowledge.
- Attendance and participation of the students will be valued both in classroom classes, tutorials and complementary activities (seminars, etc.).

The rating system will comply with current legislation.

Taking into account the general criteria established in the design of the studies of the Degree in Social Work, the evaluation will be based on:

1. Written exams: objective tests with different alternatives (T / F or 4 alternatives), short answer tests, case analysis.
2. Carrying out monographic works
3. Attendance and participation

Class attendance is necessary to pass the course.

EVALUATION SYSTEM:

EVALUATION

- 1.- Written open-response test to check the ability of written expression, the organization of ideas, the ability to apply, analysis and creativity: minimum weight and maximum weight between 0.0 and 10.0.



2.- Written tests type tests that allow evaluating a broad base of knowledge and differentiating at different levels of skill acquisition and deepening of knowledge: minimum weight and maximum weight between 0.0 and 50.0.

3.- Evaluation of projects or academic works can be short or broad and complex works that foster the development of capacities for searching and selection of information, organization, and critical thinking: minimum weight and maximum weight between 0.0 and 20.0.

4.- Continuous evaluation of the work carried out by the students throughout the course, especially with regard to individual and team work competencies, the identification of key concepts and processes as well as the preparation and resolution of exercises and problems: minimum weight and maximum weight between 0.0 and 10.0.

5.- Evaluation of practical assumptions in which students show the acquisition of competences in relation to problem solving, collaborative work and analytical skills: minimum weight and maximum weight between 0.0 and 10.00.

There are no differences between the first and the second call, but the activities of the continuous evaluation are not recoverable (non-recoverable activities are considered those corresponding to sections 4 and 5)

In written tests (exams) a 4 out of 10 must be obtained to be able to average with the rest of the marks.

In the evaluable activities in the classroom and outside, a 4 out of 10 must be obtained to be able to average with the rest of the marks.

The professor will check the originality of the works, having at his disposal the electronic plagiarism control systems enabled by the University of Valencia. The verification of total or partial plagiarism will be sufficient reason to justify the failure in the subject.

REFERENCES

Basic

- Baron, R. A., y Byrne, D. (1998), *Psicología Social*. Prentice Hall.



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- Hogg, M., Vaughan, G.M. (2010). Psicología social (5ª ed.). Panamericana.
- Ibáñez, T. (coord.) (2003), Psicología social. Barcelona: UOC.
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Additional

- Allport, G. (1954). La naturaleza del prejuicio. Eudeba.
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- Lewis, M. (2017). Deshaciendo errores. Debate.
- Milgram, S. (1974). La obediencia a la autoridad: un punto de vista experimental. Desclée de Brouwer.
- Moscovici (1981). Psicología de las minorías activas. Morata.
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- Torregrosa, J. R.; Álvaro, J. L; Garrido, A. (1996). Psicología Social Aplicada. Hora.
- Turner, J. C. (1987). Redescubrir el grupo social. Morata.
- Zimbardo, P. (2008). El efecto Lucifer. Paidós.

ADDENDUM COVID-19

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

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