

Applied Social Psychology

Code: 102563
 ECTS Credits: 6

Degree	Type	Year	Semester
2502443 Psychology	OT	4	1

Contact

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Use of Languages

Principal working language: catalan (cat)
 Some groups entirely in English: No
 Some groups entirely in Catalan: Yes
 Some groups entirely in Spanish: No

Prerequisites

It is a fourth year subject, which presupposes the previous acquisition of knowledge and perspectives provided by the set of previous courses, especially for subjects such as "*Social Dimension of the Person*", "*Social Influence and Groups*" and "*Social Psychology of the Contemporary World*".

Objectives and Contextualisation

Social Psychology as a discipline and as a profession is a history of research and intervention in social problems, quality of life and psychosocial well-being, applied to the most diverse areas. The development of Applied Social Psychology (ASP), like that of the human and social sciences in general, derives from a complex process of combining theory and practice. On the one hand, we have the will to understand and explain the most diverse theoretical and social, problematic and challenging realities that emerge in the context of modernization: labour relations in the successive phases of capitalism, mass phenomena that burst into the urbanization scenario, social movements associated with renewed forms of participation, integration, marginalization and exclusion, inequality and discrimination, domination and submission, poverty, unemployment and underemployment, drug addiction and delinquency, development and achievements, epidemics and failures, old and new needs and social utopias. And on the other, we have the urgency of giving an effective, valuable and up-to-the-minute practical response to present, predictable and preventable social problems. Until the middle of the 20th century, social problems and psychosocial distress constituted the hard core of theoretical concerns in the discipline and the practical orientations of the profession. In the last half-century, this perspective has been extended to the consideration of the positive dimension of social progress, including that of quality of life as a field that includes not only the problematic side of social deficiencies but also the positive side of psychosocial well-being and the social and psychosocial successes that must be promoted, enhanced and optimized.

The general objective of the subject is to provide a wide and interdisciplinary orientation to metatheoretical approaches and to the theoretical, methodological, thematic and practical developments of ASP. This, in turn, requires specific training to do the following: (a) use a basic theoretical and technical ASP vocabulary, (b) develop an intellectual openness to urgent and important psychosocial questions, a motivation for investigation and intervention in ASP and a precise knowledge of the ethical and deontological implications of these practices, (c) construct a framework of theoretical reference on phenomena and processes typical of the main fields of application of ASP (from health, work and education, to politics, the environment or justice), (d) understand the socio-historical nature of the construction of social needs and problems, (e) identify basic dimensions and indicators of the constructs of quality of life and psychosocial well-being, (f) know the

methodological and technical tools of ASP, together with specific intervention processes (g) make an informative synthesis of specific topics in ASP (individually and as a group).

Competences

- Evaluate, contrast and take decision on the choice of adequate methods and instruments for each situation and evaluation context.
- Identify and recognise the different methods for assessment and diagnosis in the different areas applied to psychology.
- Recognise personal limitations and limitations of the discipline in the different areas of professional practice.
- Select indicators and construct instruments for evaluating programmes and interventions.
- Use adequate tools for communication.
- Work in a team.

Learning Outcomes

1. Compare, in practical terms, the use of methods and instruments of social intervention.
2. Design evaluation instruments.
3. Discuss the implications of different methods of assessment and diagnosis for psychosocial intervention.
4. Distinguish methods and assessment tools in the field of psychosocial intervention.
5. Distinguish methods of assessment and diagnosis in the field of psychosocial intervention.
6. Identify indicators and tools to evaluate programs and interventions.
7. Recognise diversity in the context of intervention and evaluation.
8. Recognise personal limitations and limitations of the discipline in the different areas of professional practice.
9. Use adequate tools for communication.
10. Use tools for program evaluation.
11. Work in a team.

Content

1. Fundamentals of Applied Social Psychology

- Contexts, developments, and forms of application of Social Psychology
- Planning and evaluation of SP applications
- Ethics and pragmatics of SP applications

2.- Basic concepts in the field of ASP

- Quality of Life. Concept, genealogy, dimensions, and indicators
- Psycho-social well-being. Factors, models, and evaluation
- Needs and psychosocial problems. Their structure and social construction
- Other specific fields: poverty, social inclusion/exclusion, sex-gender system, discrimination processes

3. Theoretical and methodological toolbox of ASP

- Principles for planning psychosocial research and intervention in ASP
- Perspectives of psychosocial intervention and evaluation
- Tools for planning psychosocial intervention processes

4.- Areas of Applied Social Psychology

- Education
- Work
- Health
- Environment
- Politics

Methodology

The directed activities of this subject are taught through 12 sessions with the whole class group and 6 sessions with a medium-size group, always taking 2 hours. The following didactic resources are used in combination.

The 12 sessions with the class group are either formal lectures or presentations made by groups of students.

2 of the sessions with medium-size groups consist of discussion in the classroom of the theoretical support material distributed previously.

The other 4 involve debates on practical cases and on epistemological and methodological aspects of research and intervention in ASP.

Supervised activities deal specifically with issues associated with the design and performance of the group and individual work.

Autonomous activities consist of individual study of bibliographic and documentary material, which leads to the preparation of diagrams, conceptual maps, and summaries, which will be used later in individual and group work.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
D1. Formal lectures	24	0.96	1, 3, 5, 4, 6, 7
D2. Medium-size group sessions	12	0.48	2
Type: Supervised			
S1. Group supervision	10	0.4	9
S2. Individual tutoring	4	0.16	8
Type: Autonomous			
A1. Individual review of literature and documentation	25	1	7
A2. Group work	40	1.6	11
A3. Individual work	33	1.32	1

Assessment

The competences of this subject will be evaluated through the following activities.

Group work (30% of the final grade): Group presentation on one of the working areas of Applied Social Psychology.

Individual written test (40% of the final grade). Written exercise consisting of a series of 4 open questions on the general subject area of the course. It will not be a memory test, but an evaluation of students' understanding of the theory, practical imagination and methodological rigor.

Individual work (30% of the final grade): Portfolio of different exercises performed in the medium-size group sessions.

Evaluation criteria

The assessment criteria will respond to the objectives of the proposed activity or test, the competence or competences that must have been achieved and the degree of importance (expressed as a percentage of the final grade) of the requested work. Correct reasoning, the use of bibliographical references and clarity of expression will always be valued.

Rules of the evaluation system

Passing the subject. The course will be considered passed if the student obtains an average mark higher than 5 for the set of evaluation tasks.

Evaluable. A student who presents learning evidence with a weight equal to or above 40% of the total for the subject will be considered evaluable.

Non-evaluable. A student who presents learning evidence with a weight below 40% of the total for the subject will be considered non-evaluable.

Reassessment. This will be an option for students who, during the continuous assessment, deliver pieces of evidence with a weight equal to or greater than 2/3 of the total mark and obtain an average mark below 5. They may deliver either the intervention project written report or the oral presentation again, both of which can be delivered individually or in a group. They can also re-submit the individual portfolio.

Review procedure. The review and subsequent scoring of the activities and tests proposed and requested in class will be done by the teachers responsible for the subject.

Treatment of individual cases. If a student disagrees with the assessment received, the teacher responsible will review this and discuss it with the student, taking into account any compelling circumstances that could justify absenteeism or delay or non-delivery of coursework, and any anomalies arising in the conduct of tests, using his/her own best judgment to reach a final decision.

Guidelines Faculty of Psychology Assessment:

<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
AV1. Group work. Presentation (between weeks 11 and 15)	30	0	0	2, 6, 11, 10, 9
AV2. Individual written test (week 17)	40	2	0.08	1, 3, 5, 4, 7
AV3. Individual work portfolio (weeks 4-5, 8-9 and 13-14)	30	0	0	8

Bibliography

Basic references

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Altres referències específiques

Avaluació

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Fonts especialitzades

Basic and Applied Social Psychology

Community, work and family

European Review of Applied Psychology

Intervención Psicosocial

International Journal of Psychology

Journal of Applied Social Psychology

Journal of Community & Applied Social Psychology

Journal of Conflict Resolution

Journal of Progressive Human Services

Journal of Social Issues

Journal of Social Policy

Journal of Social Service Research

Journal of Prevention and Intervention in the Community

Revista de Psicología Social Aplicada

Revista de Psicología del Trabajo y las Organizaciones. Journal of Work and Organizational Psychology

Psychology & Developing Societies

Social Psychology Quarterly

The Journal of Social Psychology