



Information about the subject

Degree: Bachelor of Science Degree in Psychology

Faculty: Faculty of Psychology

Code: 290403 **Name:** Group Psychology

Credits: 6,00 **ECTS Year:** 4 **Semester:** 1

Module: PSYCHOLOGY OF WORK, ORGANISATIONS AND HUMAN RESOURCES

Subject Matter: SOCIAL PSYCHOLOGY **Type:** Compulsory

Field of knowledge: Health Sciences

Department: -

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:



Module organization

PSYCHOLOGY OF WORK, ORGANISATIONS AND HUMAN RESOURCES

Subject Matter	ECTS	Subject	ECTS	Year/semester
SOCIAL PSYCHOLOGY	12,00	Group Psychology	6,00	4/1
		Social Psychology	6,00	2/2
OCCUPATIONAL PSYCHOLOGY	12,00	Psychology of Labour and Human Resources	6,00	3/2

Recommended knowledge

The subject shows the behavioral break that occurs between individual basic psychological processes (the I) and group behavior (the We and Them). Thus he deepens and advances in the study of collective behavior from the bases established in the subject of Social Psychology of the second year. Therefore, to adequately immerse in the knowledge and dynamics to be developed in the Group Psychology subject, the student must know the processes of social perception and social representation, have studied attitudes and attitudinal change processes, processes of interpersonal attraction, intragroup favoritism, the dynamics of cognitive schemes and social judgments, stereotypes, prejudices and discriminatory phenomena. All this is considered as basic baggage for the adequate exploitation of the subject of Group Psychology.



Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Knowing, detecting and explaining the processes that take place in perception, cognition and social identity from the point of view of social psychology.
- R2 Identifying and applying the basic processes of social influence to different social contexts.
- R3 Managing intervention strategies to foster prosocial behavior and preventing the emergence of discriminatory and violent behavior.
- R4 Acquisition of basic theoretical knowledge.
- R5 Being able to identify, describe and analyze the interaction processes, the group dynamics, and group and intergroup structures.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

SPECIFIC	Weighting			
	1	2	3	4
CE5 Identifying differences, problems and needs.		X		
CE7 Analyzing and assessing interaction processes, group dynamics and group and inter-group structures.				X
CE8 Identifying group and inter-group problems and needs.				X
CE9 Analyzing and assessing interaction processes, organizational and inter-organizational dynamics and structure.			X	
CE10 Identifying organizational and inter-organizational problems and needs.			X	
CE11 Analyzing the context in which personal behaviors, group and organizational processes take place.				X
CE26 Writing oral and written reports.		X		
CE28 To know the functions, characteristics and limitations of the different theoretical models of Psychology.		X		
CE29 To know the basic laws of the different psychological processes.		X		
CE32 To know the psycho-social principles of group operation and of organisations.				X
TRANSVERSAL	Weighting			
	1	2	3	4
CT1 Capacity to analyze and synthesize.			X	
CT2 Capacity to organize and plan.			X	



Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
	60,00%	Oral and/or written tests employed in initial, training and/or summative student assessment.
	20,00%	Presentation of practical activities.
	20,00%	Attendance and active participation: lessons, group assignments and tutoring sessions. It will be monitored and registered by the teacher.

Observations

The Continuous Assessment tests (initial, formative and summative) and Final of the student will be written, combining the multiple choice format with short development questions and through the delivery of work and resolution of cases and assumptions. These practical activities will be evaluated based on the deliveries requested by the teacher and will be included in the student's portfolio. All deliveries will be made in the virtual classroom, according to the tasks created for this purpose. Class attendance and active participation in the activities and dynamics developed in the classroom will be valued through rubrics and monitoring lists, with 20% of the final grade obtained by the student. In case of non-attendance and in second calls, students will develop exercises and complementary and compensatory practical activities proposed by the teacher. To pass the subject, the student must separately pass the different evaluation systems (attendance and active participation, practices and exam).

HONORS REGISTRATION Those students who have evidenced levels of academic excellence in all the skills to be acquired and developed, and in the learning results to be achieved, as a sign of academic exceptionality and according to the critical judgment of the teacher based on the grades obtained by students and taking into account the participation, involvement and responsibility shown by them, adjusting to the relevant regulatory framework, the teacher may distinguish those students who have obtained overall grades greater than 9.50 points.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
	75,00%	Final evaluation consisting of essay questions and hypothetical scenarios.
	5,00%	Submitted tasks



20,00% Attendance and participation in synchronic communication activities.

Observations

The initial, formative and summative evaluation tests of the student will be written, combining the multiple choice format with short essay questions. The practical activities will be evaluated from the submissions requested by the teacher and which will be included in the portfolio of the pupil. All deliveries will be made in the virtual classroom, according to the tasks created for this purpose. Class attendance and active participation in the activities and dynamics developed in the classroom will be assessed through rubrics and monitoring lists, with 20% of the final grade obtained by the student. In case of non-attendance and in second calls, the students They will develop exercises and complementary practical activities proposed by the teacher.

WITH HONORSAs a sign of academic exceptionality and according to the critical judgment of the professor based on the grades obtained by students and taking into account the participation, involvement and responsibility shown by them, adjusting to the relevant regulatory framework, the teacher will be able to distinguish those students who have obtained global qualifications higher than 9.50 points.

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded.

Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1 Teacher presentation of contents, competency analysis, explanation and demonstration of capacities, abilities and knowledge in the classroom (presential modality).



- M2 Teacher-supervised groupwork sessions: case studies, diagnostic tests, problems, fieldwork, IT room, visits, data searches, libraries, web, Internet, etc. Building knowledge significantly through interaction and student activities (presential modality).
- M3 Supervised monographic sessions with shared participation.
- M4 Application of interdisciplinary knowledge.
- M6 Personalized attention in small groups. Training and/or orientation period by a teacher aimed at revising and discussing the materials and topics presented in the lessons, seminars, lectures, assignments, etc.
- M7 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M8 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and/or tutoring sessions in small groups. Tasks done on the platform or other virtual spaces.
- M9 Students' independent study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and /or small-group tutoring sessions. Tasks on the platform or other virtual spaces.
- M11 Teacher presentation of contents, competencies analysis, explanation and demonstration of capacities, abilities and knowledge on the virtual classroom.
- M12 Group work sessions via chat moderated by the teacher. Case studies –both real and fictional– aimed at building knowledge through interaction and students' activities . Critical analysis of values and social commitment.
- M13 Monographic sessions throughout the course, focused on current aspects and applications of the subject.
- M14 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M15 Student's individual study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or turned in in electronic format.
- M16 Individualized attention for the monitoring and orientation in the learning process, performed by a tutor in order to revise and discuss the materials and topics, seminars, readings and assignments, etc.



- M17 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or handed in.
- M18 Participation and contributions to discussion forums related to the subject and moderated by the module's teacher.
- M19 Problem resolution, comments, reports to be handed in according to the deadlines throughout the course.



IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
ON-CAMPUS CLASS Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1, M4, M6, M7, M9	R1, R2, R4	28,00	1,12
PRACTICAL CLASSES Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity. M2, M3, M7	R1, R3, R5	16,00	0,64
SEMINAR Supervised monographic sessions with shared participation. M1, M3, M8	R2, R3, R5	4,00	0,16
GROUP WORK EXHIBITION Application of multidisciplinary knowledge. M2, M8	R1, R4, R5	10,00	0,40
OFFICE ASSISTANCE Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, papers, etc. M6, M9	R3, R5	4,00	0,16
ASSESSMENT Set of oral and/or written tests used in initial, formative or additive assessment of the student. M7, M9	R4, R5	4,00	0,16
TOTAL		66,00	2,64



LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M2, M3, M8	R2, R3, R5	30,00	1,20
INDEPENDENT WORK Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform. M1, M4, M9	R1, R4	54,00	2,16
TOTAL		84,00	3,36



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Virtual session (distance learning) M11, M12, M13, M18	R1, R4	25,00	1,00
Virtual practical session (distance learning) M12, M13, M19	R2, R5	15,00	0,60
Seminar and virtual videoconference (distance learning) M11, M12, M13, M17	R3, R5	5,00	0,20
In-person or virtual assessment (distance learning) M14, M18, M19	R4, R5	5,00	0,20
Individual tutoring sessions (distance learning) M16, M18	R2, R3	5,00	0,20
Discussion forums (distance learning) M12, M17, M19	R2, R5	5,00	0,20
Continuous assessment activities (distance learning) M14, M18, M19	R1, R3	5,00	0,20
TOTAL		65,00	2,60

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work activities (distance learning) M13, M14, M15, M18	R1, R2, R4	25,00	1,00
Teamwork (distance learning) M12, M17, M19	R1, R3, R5	60,00	2,40
TOTAL		85,00	3,40



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Social Psychology	Concept and Orientations of Social Psychology. Basic psychosocial processes. Social relationships. Groups and Masses. Areas of application of Social Psychology.
Work Psychology and Human Resources	Theory and History of Work Psychology and Human Resources. Work activity: socialization, organization and performance. Motivation, satisfaction and quality of work life. Design of human resources in organizations. Management of human resources in organizations.
Group Psychology	Conceptual, epistemological and methodological framework of group psychology. Group interaction as a unit of analysis. Group training, development and interaction. Group and organizational processes. Research and application in group psychology.

Temporary organization of learning:

Block of content	Number of sessions	Hours
Social Psychology	5,00	10,00
Work Psychology and Human Resources	10,00	20,00
Group Psychology	18,00	36,00



References

BASIC

- Blanco, A., Caballero, A., y de la Corte, L. (2005). *Psicología de los grupos*. Madrid: Pearson-Educación.
- Blanchet, A., y Trognon, A. (1996). *La psicología de los grupos*. Biblioteca Nueva.
- Canto, J.M: (2019). *Psicología de los grupos: Fundamentos teóricos para la práctica e intervención grupal*. Málaga: Aljibe.
- Gil Rodríguez, F., y Alcover, C.M. (1999). *Introducción a la Psicología de los Grupos*. Madrid: Pirámide.
- González, P. (1997). *Psicología de los grupos. Teoría y aplicación*. Madrid: Síntesis.
- Huici, C., Molero, F., Gómez, A., y Morales, J.F., (2012). *Psicología de los grupos*. Madrid: UNED.
- Mababu, R. (2020). *Psicología de los grupos*. Madrid: UDIMA.
- Martínez, MC y Paterna, M (2010). *Manual de psicología de los grupos*. Madrid: Síntesis.
- Sánchez, J. (2002). *Psicología de los grupos. Teoría, procesos y aplicaciones*. Buenos Aires: McGraw-Hill.
- Shaw, M.E. (1994). *Dinámica de grupo. Psicología de la conducta de los pequeños grupos*. Barcelona. Herder.

COMPLEMENTARY:

- Canto, J.M. (2009). *Psicología de los grupos: estructura y procesos*. Málaga: Aljibe.
- Cartwright., & y Zander, A. (Eds.) (1992): *Dinámica de grupos: Investigación y teoría*. México García Ferrando,
- M. Ibáñez, J., & Alvira, F. (1986). *Métodos y Técnicas de Investigación Social*. Madrid: Alianza.
- Gil Rodríguez, F., & García Saiz, M. (1994). *Grupos en las organizaciones*. Madrid: Eudema.
- Huici, C. & Morales, F. (2004). *Psicología de los grupos I: Estructura y procesos*. Madrid: UNED.
- Huici, C., & Morales, F. (2004). *Psicología de los grupos II: Métodos, técnicas y aplicaciones*. Madrid: UNED.
- Martínez, I., y Salanova, M. (1997). *Práctica de Psicología de los Grupos y Liderazgo*. Castellón: Publicaciones de la Universitat Jaume I.
- Molero, F (2017). *Psicología de los grupos*. Madrid. UNED
- Morales, J.F., Moya, M., Rebollo, E., Fernández-Dols, J.M., Huici, C., Marqués, J., Páez, D., y Pérez, J.A. (1994). *Psicología Social*. Madrid, McGraw Hill
- Tajfel, H. (1984). *Grupos Humanos y Categorías Sociales*. Barcelona: Herder.
- Vander Zanden, J.W. (1986). *Manual de Psicología Social*. Barcelona: Paidós.



Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

Microsoft Teams

Kaltura



Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

Microsoft Teams

Kaltura

Explanation about the practical sessions:

A discussion forum will be established on group situations and topics typical of Group Psychology such as conflict, negotiation, leadership, group norms ... - 5 hours. A virtual tutorials model will be developed for individualized monitoring of each student - 5 hours).

The system of practical activities will adopt the format of seminars and virtual videoconferences (spoken power point, and case study sessions (synchronous and asynchronous) - 4 hours.

Virtual practical sessions will be held (Guided web browsing and case studies) - 10 hours.



2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used
Pruebas orales y/o escritas empleadas en la evaluación inicial, formativa y/o sumativa del alumno	60	Oral and / or written tests used in the evaluation initial, formative and / or summative of the student.	virtual classroom - Teams
Presentación de las actividades prácticas	20	Presentation of the practical activities will happen to be 5% of the qualification.	virtual classrooml - Teams

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System:



The initial, formative and summative evaluation tests of the student will be written, combining the multiple choice format with short development questions. The exam would be carried out online using the tools of the UCV - Teams virtual platform, with a limited response time and a single attempt.

The practical activities will be evaluated from the submissions requested by the teacher and which will be included in the student's portfolio. All deliveries will be made in the virtual classroom, according to the tasks created for this purpose.

Class attendance and active participation in the activities and dynamics developed in the classroom (synchronous) will be assessed through rubrics and follow-up lists, with a 20% of the final grade obtained by the student.

In case of non-attendance and in second calls (asynchronous), students will develop exercises and practical activities that are complementary and substitutes for the presence proposed by the teacher.



ONLINE WORK

Regarding the Assessment Tools:

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: