UFV
Teaching guide

IDENTIFICATION DETAILS

Degree:	Criminology

Scope	Law and legal specialties

Faculty/School:	Law, Business and Government

Course:	SOCIAL PSYCHOLOGY

Type:	Compulsory	ECTS credits:	6

Year:	2	Code:	6125

Teaching period:	Fourth semester

Subject:	Offender Psychology

Module:	Health Sciences

Teaching type:	Classroom-based

Language:	Spanish

Total number of student study hours:	150

SUBJECT DESCRIPTION

The content of this course focuses on the foundations and basic principles of Social Psychology from a psychosocial perspective (individual-society interaction) that reveals the influences that people have on the beliefs and behaviors of others. Specifically, Social Psychology can be defined as the scientific study of how human beings think in relation to others, how they influence others and, ultimately, how people relate to each other (Myers, 2007).

In this course, they study the contents of the psychosocial foundations of behavior in order to be able not only to make a critical analysis of social phenomena, but also to effectively interpret and predict the behavior of the individual, all at the service of criminology.

The Social Psychology course proposes the discovery and deep understanding of the social dimension of the human being and of the psychosocial reality in which the person interacts, influences and is influenced by others. According to Gordon Allport (1968), Social Psychology tends to understand and explain how the thoughts, feelings and behaviors of human beings are influenced by another real, imaginary or implicit one, and according to Myers (2007), it involves the scientific study of how human beings think in relation to others, how they influence others and, ultimately, how people relate to each other. Thus, the course seeks to provide students with solid specialized training in the recognition and evaluation of the complex psychosocial processes in which we participate.

The harmonious integration of knowledge and subjects studied previously, in particular the subject of Foundations of Psychology, together with the understanding of the empirical findings of Social Psychology and the analysis of the methodological, ethical and anthropological aspects of the discipline, enable students to meet reality, identify reductionist approaches, make a critical analysis of social phenomena and contribute, through psychosocial intervention, to the improvement of conditions of well-being and quality of life in different contexts.

The study of psychosocial phenomena is interesting in and of itself, since it encompasses concepts and subjective experiences identifiable to any individual. In addition, it is of great interest to professional branches related to the human sciences, such as Criminology, since it allows the obtaining of explanatory hypotheses of human behavior, even in situations of high uncertainty, helping to reflect on the importance of relationship and encounter, to interpret and predict the behavior of the individual and to carry out a scientific and comprehensive approach to the search for the truth of the facts and to the understanding of criminal behavior within the psychosocial framework in which it occurs.

GOAL

The objective of the Social Psychology course is to understand the human being in all its dimensions as a relational being. Identify and analyze the complex psychosocial aspects of reality and of the different contexts in which the subject is integrated, including the approach to the person in moments of maximum vulnerability when it is especially necessary to bring into play the contributions of Psychology and Criminology at the service of the search for truth and the common good. Understand the profound meaning of Social Psychology, as a scientific discipline, based on reflection on anthropological foundations and the epistemological, ethical and meaningful questions raised by the subject, essential in the field of criminology. The educational purpose seeks to contribute to comprehensive training, to the preparation for the student's personal and professional life and to their ability to effectively intervene in various psychosocial fields.

PRIOR KNOWLEDGE

A basic training subject that presupposes the competencies developed by Compulsory Education in our educational system and requires the logical and harmonious integration of knowledge and scientific contributions from previously studied disciplines, mainly the subject of Foundations of Psychology, in order to maximize the anchoring of learning and the unity and coherence of the knowledge acquired along the training itinerary specific to the Degree in Criminology.

COURSE SYLLABUS

TOPIC 1. INTRODUCTION TO SOCIAL PSYCHOLOGY.
TOPIC 2. SOCIAL PERCEPTION AND CAUSAL ATTRIBUTIONS
TOPIC 3. SOCIAL COGNITION
TOPIC 4. ATTITUDES IN SOCIAL PSYCHOLOGY
TOPIC 5. INFLUENCE, PERSUASION AND ATTITUDINAL CHANGE
TOPIC 6. PSYCHOLOGY OF GROUPS
TOPIC 7. STEREOTYPES, PREJUDICES AND DISCRIMINATION
TOPIC 8. INTERPERSONAL RELATIONSHIPS FROM A PSYCHOSOCIAL PERSPECTIVE
TOPIC 9. VIOLENCE AND AGGRESSION
TOPIC 10. SOCIAL PSYCHOLOGY AND CRIME.

EDUCATION ACTIVITIES

The Bologna Process led to the creation of the European Higher Education Area (EHEA), one of the most relevant aspects of which has been the transition from the old traditional teaching scheme to the new learning model where the student's autonomous work takes on greater importance. For this reason, the methodology implemented at the UFV is carried out through the FLIPPED CLASSROOM (FC) or INVERTED CLASS system, which consists of a pedagogical model that transfers the work of certain learning processes outside the classroom, especially before the contents in question are presented, and uses class time, together with the teacher's experience, to resolve doubts, strengthen concepts, facilitate and enhance other processes of knowledge acquisition and practice within the classroom.

PARTICIPATORY MASTER LESSON. Unlike the classic master class, in which the burden of teaching falls on the teacher, the participatory master lesson seeks to move the student from a passive attitude to an active one, encouraging their participation and therefore their learning through the internalization of the contents, co-constructing the contents together with the teacher. This methodology will be of great importance as a FACE-TO-FACE OR SYNCHRONOUS ACTIVITY.

COOPERATIVE WORK IN SMALL GROUPS: the number of students scheduled at our University allows us to work in small groups as a group. Slavin and Johnson (1999) understand cooperative work as a form of joint learning based on shared work in small groups, where success consists of learning something as a team, not just doing something as a team. This formula brings into play both individual responsibility and positive interdependence, as well as other competencies related to flexibility, adaptation, shared decisive thinking in the face of complex problems, all of which are necessary for future professional development. In addition, it makes it possible to enhance the synergies of the capacities and knowledge of the different people who are members of the groups, maximizing learning outcomes that achieve a different quality than that achieved only through the speaker-apprentice interaction.

PROBLEM-BASED LEARNING (PBL): The ABP methodology is based on learning mediated by the search, understanding, assimilation and application of knowledge for the resolution of a problem or the answer to a question. Based on the proposal of a new problem, for which students lack specific previous training, they must seek new solutions, which will be created from the intuition derived from previous knowledge, and the creativity generated by an open mind, free of biases.

LEARNING THROUGH WRITTEN LANGUAGE: learning is a process mediated by instruments; the hand, the paper and the pen are. Learning exclusively through direct exposure is weak and ephemeral; on the other hand, the translation of the received message into the expression itself "seals" such learning and generates stronger and more indelible connections. The written reproduction of curricular content helps to organize and understand such information, as well as to create new meanings. The request to create notes for students thus becomes an innovative learning methodology, not because it is novel, but because it is a classic practice in the nude that must

be recovered as an instrument to enhance learning and also as a formula to stimulate the correct use of grammar and spelling.

GAMIFICATION: Through various games, contents and concepts will be reviewed to facilitate their assimilation, such as role-playing games (simulation of practical cases and situations of professional context), or the first-person development of classic experiments typical of the discipline.

RESEARCH: Search for information from various sources and documents, analysis and synthesis of data and development of conclusions. This methodology requires AUTONOMOUS OR ASYNCHRONOUS WORK on the part of the student, individual or group.

TUTORING, both individual and group, at the request of the student or the teacher, as an interactive vehicle for informal and non-evaluable monitoring of the learning process and for reducing uncertainties regarding the contents.

All the components that make up the methodology will be used transversally throughout the course.

DISTRIBUTION OF WORK TIME

TEACHER-LED TRAINING ACTIVITIES	INDIVIDUAL WORK
60 Horas	90 Horas

SKILLS

Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study.

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

To gauge and help to constructively resolve disputes, suitably managing interpersonal relations.

To research, manage sources and handle information.

General Skills

To gauge and help to constructively resolve disputes, suitably managing interpersonal relations.

To research, manage sources and handle information.

Specific skills

Know and understand the different social and psycho-social factors that influence the criminal phenomenon: marginal or exclusionary environments, etc. Design and evaluate appropriate intervention strategies for preventive purposes

To know the social dimension of the human being: processes of socialization and family, school, socio-cultural and historical influence. Dynamics of human groups and groups as well as fundamental social institutions from the point of view of social inequality and cultural difference

Know the biological foundations of human behavior and its relationship with psychological functions. Interaction of individual factors with social and psychological processes and their practical application

Relate knowledge of cognitive processes and personality development to the research and study of criminal behavior.

Understand and assess the influence of psychological characteristics, the psycho-social environment, and psychopathological and psychosociological processes related to criminal behavior and victimization processes

Analyze and select data to provide the Judge with scientific knowledge about the crime being prosecuted, providing medical-legal and criminalistic explanations

LEARNING RESULTS

Identifies and describes social factors and psychosocial processes involved in the analysis of marginal or exclusion environments

It develops strategic prevention and intervention plans aimed at especially vulnerable groups and sectors due, among others, to psychosocial conditionings

It distinguishes in a precise way social, cultural, historical and family processes with the capacity to model and influence the characteristics of the individual

Identify and describe psychosocial processes involved in the analysis of psychosocial reality in different contexts, family, school, work, socio-cultural and in social institutions.

Analyzes biological, psychological and cognitive factors as well as their interaction with social and psychosocial processes that influence behavior

Describes psychological factors, personality tendencies and thought patterns and evaluates the weight of these aspects on psychosocial functioning and the ability of the subject to adapt to their environment.

Evaluates the conditioning of psychosocial functioning and the subject's ability to adapt to the environment, promoting their responsible integration into society.

Recognizes the impact of cognitive processes on antisocial behavior and criminal behavior

Explores the interactions of psychopathological and psychosociological processes in criminal behavior

Identifies the origin of victimization processes and the influence on them of the psychosocial environment, a necessary requirement for the development of effective prevention and intervention strategies and plans.

Know forensic evaluation methods and understand criminological expert reports

LEARNING APPRAISAL SYSTEM

All tests susceptible to evaluation will be subject to the provisions of the UFV Evaluation Regulations. The student will be evaluated according to the criteria of the so-called 'continuous evaluation' system, according to the following parameters:
•FINAL EVALUATION (oral and/or written): it will represent a maximum of 70% of the final grade and 50% of that maximum must be reached for the rest of the notes to be added up. The exams will be carried out in person, whenever the situation allows it.
•Presentation of INDIVIDUAL AND/OR GROUP WORK: it will represent a maximum of 20% of the final grade.
•CLASS ATTENDANCE in a respectful and non-disruptive attitude, and involvement in daily activities (participation in class, both spontaneous and in relation to exercises and suggestions proposed by the teacher): it will represent a maximum of 10% of the final grade, with active involvement in the class bearing the greatest weight in this percentage (8% of the maximum score in this parameter, compared to the 2% of the maximum score obtained by the attendance). Likewise, people who do not have 50% of the attendance lose the right to continuous evaluation, so they will only have the exam score.
•PARTIAL EXAM: It will be carried out at the discretion of the teacher depending on the progress in the subject and the time available. This partial exam, if taken, will release the subject studied examined for those who obtain a minimum grade of 7, and will average with the final exam.
The course will only be approved if the student achieves a minimum of 50% in the Final Assessment, or in both partial exams, if this is the modality used, a minimum score is also necessary for the Individual/Group Work and its presentation.
Spelling errors, as well as correct writing in the case of tests and/or written work, will be taken into account in the final evaluation grade, at the discretion of the teacher.
Plagiarism, as well as the use of illegitimate means in evaluation tests, will be sanctioned in accordance with those established in the Evaluation Regulations and the University's Coexistence Regulations. In both cases, both indicators based on reliable data and non-measurable indicators detected by teachers will be used. The teacher's suspicion will be sufficient for the above measures to be applied.
HONORARY ENROLLMENT: it is the exclusive right of the teacher of this subject to grant or not this distinction, as recognition of excellence, in accordance with the criteria of academic regulations and provided that the student has demonstrated special proactivity, mastery of the subject, ability to interact with the rest of the disciplines of the Degree, capacity for autonomous research, etc. If there are two or more candidates eligible to receive this recognition, the teacher of the subject will convene a court composed of professors from the same or similar subject matter, for the purpose of examining candidates orally. The court, after having heard the students, will decide which of them will receive the Honorary Enrollment or, if appropriate, declare the call void.

SECOND CALL AND FOLLOWING, EXTRAORDINARY CALL AND STUDENTS WITH WAIVER OF ATTENDANCE: the student who is in any of these situations must submit the papers or practical cases indicated by the teacher, and it will always be the student's responsibility to establish contact with the teacher to establish the subject matter of said work, which must be submitted according to the date established in the mailbox enabled for delivery. In addition, for this work to be taken into account, this contact with the teacher, in order to inform about the chosen topic, must be made at least 15 days before the exam date. In the Extraordinary Call, Second Call and following, the exam will represent 80% and the work to be done will represent 20% of the final grade.

ETHICAL AND RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

1.- The use of any Artificial Intelligence (AI) system or service shall be determined by the lecturer, and may only be used in the manner and under the conditions indicated by them. In all cases, its use must comply with the following principles:
a) The use of AI systems or services must be accompanied by critical reflection on the part of the student regarding their impact and/or limitations in the development of the assigned task or project.
b) The selection of AI systems or services must be justified, explaining their advantages over other tools or methods of obtaining information. The chosen model and the version of AI used must be described in as much detail as possible.
c) The student must appropriately cite the use of AI systems or services, specifying the parts of the work where they were used and describing the creative process followed. The use of citation formats and usage examples may be consulted on the Library website(https://www.ufv.es/gestion-de-la-informacion_biblioteca/).
d) The results obtained through AI systems or services must always be verified. As the author, the student is responsible for their work and for the legitimacy of the sources used.
2.- In all cases, the use of AI systems or services must always respect the principles of responsible and ethical use upheld by the university, as outlined in the Guide for the Responsible Use of Artificial Intelligence in Studies at UFV. Additionally, the lecturer may request other types of individual commitments from the student when deemed necessary.
3.- Without prejudice to the above, in cases of doubt regarding the ethical and responsible use of any AI system or service, the lecturer may require an oral presentation of any assignment or partial submission. This oral evaluation shall take precedence over any other form of assessment outlined in the Teaching Guide. In this oral defense, the student must demonstrate knowledge of the subject, justify their decisions, and explain the development of their work.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

Gaviria, E., Cuadrado, I., López, M. (2009). Introduction to social psychology. Madrid: Sanz and Torres.

Morales, J.F., Gaviria, e., Moya, M., Cuadrado, I. (2007). Social Psychology. Madrid: Mcgrawn Hill.

Myers, D.G. (2005). Social Psychology, 9th edition. Mexico: McGraw-Hill.

Bustillos, A., Garcia, C., Moriano, J.A., Silván M.P., Topa, G. (2023) Social Psychology. Vols. I and II Madrid: Sanz and Torres.

Marín and Martínez-Pecino (2012). Introduction to Social Psychology. Madrid: Pyramid.

Additional

Aronson, E. (2018). The Social Animal. Madrid: Editorial Alliance.

Sabucedo, J.M., and Morales, J.F. (2015). Social Psychology. Madrid: Editorial Medica Panamericana, S.A.