

1. BASIC DETAILS

Course	Social Psychology
Degree program	Psychology
Faculty	Biomedical and Health Sciences
Year	1 st
ECTS	6
Credit type	Basic
Language	English
Delivery mode	Campus-based
Semester	S1
Academic year	2025-2026
Coordinating professor	Belén Corral
Professors	Elisa Aguirre, Allyah Hassell

2. PRESENTATION

Social Psychology is the scientific study of how individual behavior is shaped by social contexts and interactions. This course offers a comprehensive introduction to key topics such as social perception and cognition, attitudes and persuasion, and social influence. It begins with foundational concepts in social psychology and progressively explores more complex phenomena, including intergroup relations, attitude change, and collective behavior. Students will engage with current research and theoretical frameworks to better understand how social behavior is influenced by others and how individuals, in turn, can influence those around them (both intentionally and unintentionally). Teaching methods will include not only lectures and readings but also film segments, demonstrations, and interactive simulations. These may take place in a simulated hospital setting, incorporating clinical cases and experiments that vividly illustrate core psychosocial processes. This multifaceted approach is designed to deepen students' understanding of contemporary social dynamics and enhance their ability to analyze and interpret human behavior in real-world social interactions.

3. LEARNING OUTCOMES

Knowledge

KN 01: Describe the temporal evolution of psychological ideas and knowledge, as well as the changes that different conceptions of the object of psychology and research methods have undergone over time.

- Describe human behavior in social interactions.
- Identify the most common tools and techniques in Social Psychology research.
- Identify the characteristics of group, intragroup, and intergroup behaviors.
- Relate different psychosocial theories through the processes they share.

Skills

SK0 2: Present, personally, in debates and other oral encounters the basic content learned in the subject.

- Analyze the processes of social influence on people's behavior.
- Apply theoretical knowledge to the analysis of real social situations and problems.

Competences

COMP01: Understand the functions, characteristics, and limitations of different theoretical models in the field of Health Psychology.

COMP02: Understand the basic principles of different psychological processes in the field of Health Psychology.

COMP03: Understand the main processes and stages of psychological development throughout the life cycle in terms of normality and abnormality in the field of Health Psychology.

COMP04: Understand the biological foundations of human behavior and psychological functions.

COMP05: Understand the psychosocial principles of group and organizational functioning.

COMP13: Be able to describe and measure variables (personality, intelligence and other aptitudes, attitudes, etc.) and cognitive, emotional, psychobiological, and behavioral processes.

COMP16: Be able to describe and measure interaction processes, group dynamics, and intergroup and intragroup structures.

COMP17: Be able to identify problems and needs in group and intergroup contexts.

COMP18: Be able to describe and measure interaction processes, dynamics, and organizational and interorganizational structures.

COMP19: Be able to identify problems and needs in organizational and interorganizational contexts.

COMP30: Be able to plan the evaluation of programs and interventions.

COMP31: Be able to select and construct indicators and measurement techniques to evaluate programs and interventions.

COMP32: Be able to measure and obtain relevant data for the evaluation of interventions.

COMP33: Be able to analyze and interpret evaluation results.

COMP34: Be able to provide appropriate and accurate feedback to recipients.

COMP35: Be capable of preparing oral and written reports.

COMP36: Understand and adhere to the ethical obligations in Psychology.

4. CONTENT

The subject is divided into 12 units and 4 large blocks that are listed below:

1. Introduction in social psychology

BLOCK I: Basic processes in social psychology and social identity

2. Social Cognition
3. Attributional processes
4. Social categorization and social identity
5. Stereotypes and prejudice

BLOCK II: Interpersonal relationships

6. Interpersonal relationships
7. Prosocial Behavior
8. Aggressive Behavior: conflict, violence and mediation

BLOCK III: Attitudes and influence processes

9. Attitudes and attitudinal change
10. Social influence

BLOCK IV: Group and intergroup processes

11. Collective behaviors and social movements
12. Mass media

5. TEACHING AND LEARNING METHODOLOGIES

The types of teaching and learning methodologies used are indicated below:

- Case-study methodology
- Cooperative Learning
- Problem-based learning
- Lectures
- Practical activities
- Oral presentations

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Learning activity	Number of hours
Lectures	27h
Asynchronous lectures	8h
Self-study	50h
Practical activities	10h
Debates	5h

Case study	10h
Research	5h
Formative evaluation	10h
Group activities	20h
Tutorials	5h
TOTAL	150 h

7. EVALUATION

Listed below are the evaluation systems used and the weight each one carries towards the final course grade*:

Evaluation system	Weight
In-person test of knowledge Final exam for the course (30 multiple-choice questions with 3 answer options).	50%
Oral presentation ** Presentation of a research project on a topic related to the course (group presentation).	10%
Participation in Debates and Forums *** Students are required to actively participate in three classroom-based activities related to the course content: Integrated Curriculum, Digital Competencies, and one additional activity selected from the course material. These activities involve the following components: <ul style="list-style-type: none"> Activity 1: Jacobs Syndrome This integrated curriculum activity involves coordination with subjects from different years of the Psychology Degree. It includes a classroom debate and participation in the Canvas forum, supported by relevant bibliography. (3.33%) Forum contributions must be original and pertinent to the topic. Activity 2: Course Content Debate Students will take part in a mandatory in-person debate on course-related topics and submit a related assignment via Canvas. (3.33%) Activity 3: Digital Competencies: "Managing Digital Information" As part of the Psychology Degree's Digital Development Plan (Dimension 2), this activity teaches students how to search, analyze, and manage data in digital environments. It includes a guided classroom session and a debate, followed by a submission on Canvas. (3.33%) 	10%
Reports and Written Work Completion of a research project on a topic related to the course (group work).	10%

Essays / Text Commentaries Students will submit critical and reflective commentaries based on the debriefings of five practical activities and simulation sessions. These reflections should explore the connections between the experiences and relevant Social Psychology texts provided.	20%
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* In the Virtual Campus, once you access the course, you will find detailed information about the activities you must submit, including submission deadlines and the evaluation procedures for each one.

** Oral presentations are mandatory, both your own and those of your classmates. Failure to attend the presentations will result in a failing grade for this evaluation component.

*** This course includes two mandatory in-class activities as part of the Participation in Debates and Forums component. The content of these activities may be included in the final exam:

- Activity 1: Jacobs Syndrome. This activity requires coordination with subjects from different years of the Psychology Degree and is assessed under the Participation in Debates and Forums section.
- Activity 3: Digital Competencies: “Managing Digital Information”. Students will learn to search, analyze, and manage data and information in digital environments. This activity is part of the Digital Development Plan of the Psychology Degree, within Dimension 2.

Attendance

As established in Title I, Article 4 of the Evaluation Regulations for Degree Programs at Universidad Europea: “For students enrolled in on-campus undergraduate programs, it is mandatory to justify attendance to at least 50% of classes. This requirement is considered an essential part of the evaluation process and ensures the student’s right to receive academic guidance, support, and follow-up from the instructor. Failure to provide proof of at least 50% attendance through the methods established by the university may result in the instructor assigning a failing grade in the ordinary evaluation period, in accordance with the grading system outlined in these regulations. This is without prejudice to any additional requirements or higher attendance percentages that each faculty may establish in their learning guides or internal regulations.”

Students who do not meet the 50% attendance requirement during the ordinary evaluation period may receive a failing grade and must pass the corresponding objective assessments during the extraordinary evaluation period. To pass, they must achieve a score of 5.0 or higher out of 10.

7.1. Ordinary call

To pass the course during the first evaluation period, you must achieve a final weighted average grade of 5.0 or higher out of 10.0. Additionally, you must score 5.0 or higher out of 10.0 in each of the following components:

- In-person knowledge test (final exam)
- Research project (reports and written work)
- Oral presentation of the research project
- Participation in debates and forums
- Essays / Text commentaries based on practical and simulation sessions

PLAGIARISM AND USE OF AI

Any student who resorts to or uses illicit means during an evaluation test, or who improperly claims authorship of academic work required for assessment, will receive a failing grade (“0”) in all evaluation tests for the exam period in said subject in which the violation occurred, and may also face disciplinary action following the opening of a disciplinary proceeding.

AI-Generated Content:

AI-generated content tools (AIGC), such as ChatGPT and other language models (LLMs), may not be used to generate academic work. These tools must not be responsible for any written content in submitted assignments. Use of AI must be explicitly authorized by the teacher for each activity. If a student uses AI tools in any part of their work, this use must be clearly described in the assignment. The student is fully responsible for the accuracy of the information provided by the tool and must properly cite any supporting material. Tools used solely for spelling, grammar, or general editing are not subject to these restrictions. Final decisions regarding the appropriateness of AI use rest with the teacher, academic coordinator, and program director.

LATE SUBMISSION OF MANDATORY ACTIVITIES

Late submission of mandatory activities will result in the activity not being evaluated, and a grade of 0 will be assigned.

ABSENCES IN MANDATORY IN-CLASS ACTIVITIES (SIMULATIONS AND CLASSROOM ACTIVITIES)

- The course includes three mandatory in-class activities (Activity 1: Jacobs Syndrome, Activity 2: Debate, and Activity 3: Digital Competencies – “Managing Digital Information”). Missing more than one of these activities will result in failing the course in the first evaluation period, regardless of whether the absences are justified.
- The course also includes five mandatory practical activities and simulation sessions. Missing more than one of these simulations will also result in failing the first evaluation period, whether the absences are justified or not.
- Failure to attend the oral presentations will result in a grade of 0 for that activity.

SIMULATIONS:

Uniform Requirement for Simulation Sessions: Whenever simulation activities are conducted, students are required to wear the appropriate uniform (scrub top and pants) in the simulated hospital environment.

Students who do not attend with the complete uniform will not be allowed to participate in the simulation and will be marked as absent for that session.

Only one absence (justified or not) is permitted. Missing more than one mandatory simulation will result in failing the first evaluation period, as attendance is essential for acquiring the competencies taught through this methodology.

7.2. Extraordinary call

To pass the course during the second evaluation period, the same requirements as in the first period must be met. Students must submit any activities not passed during the first evaluation period, after receiving feedback and corrections from the instructor, or submit any activities that were not previously submitted.

To successfully pass the course in the second evaluation period, you must achieve a final weighted average grade of 5.0 or higher out of 10.0. Additionally, you must score 5.0 or higher out of 10.0 in each of the following components:

- In-person knowledge test (final exam)
- Research project (reports and written work): individual format with different instructions from the ordinary evaluation
- Oral presentation of the research project: individual format with different instructions from the ordinary evaluation
- Classroom activities (participation in debates and forums): mandatory attendance at a debate organized by the instructor, related to the three scheduled activities. In addition, students must submit a portfolio of activities. Because classroom participation, debates, and forum discussions cannot be replicated, this component will be evaluated through a written assignment with the same learning objectives.
- Recovery of simulation activities during the extraordinary evaluation will be conducted through a simulation exam that integrates knowledge from the five simulated practices and is based on the reading of scientific documentation and assigned texts. A mandatory preparatory session will be held in class to help students prepare for this exam. Failure to attend this session will result in the student being ineligible to take the simulation exam, and a grade of 0 will be assigned for this evaluation component.

8. SCHEDULE

This table shows the submission deadline for each assessable activity in the course:

Assessable activity	Date
Participation in Debates and Forums (Completion of practical classroom activities and active participation)	Activities conducted throughout the semester (September–December)
Reports and Written Work (Submission of the research project)	Week 15-19 (December)
Oral presentations of the research project	Week 15-19 (December)

Essays / Text Commentaries (Submission of critical and reflective commentaries on the debriefings of practical activities and simulation sessions, and their connections to Social Psychology texts)	Week 4-13 (October, November, and December)
In-person Knowledge Test (Final exam for the course)	Week 12-23 (January)

*This schedule may be subject to changes due to logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. REFERENCES

The main reference work for this subject is:

- Arias, V. M., y Morales, F. (2019). *Psicología Social Aplicada*. Panamericana
- Aronson, E. (2002). *El animal social*. Alianza Editorial.
- Baron, R. y Byrne, D. (2005). *Psicología social*. 10ª Edición. Pearson Editorial S.A.
- Cialdini, R. (2014) *Influencia: Teoría y práctica de la persuasión*. Ae ilustraee.
- Cialdini, R. (2016) Pre-suasión. *Un método revolucionario para influir y convencer*. Penguin Random House Grupo Editorial
- Cuadrado, I. y Fernández, I. (2012). *Psicología Social*. Sanz y Torres
- Fernández, M.C. (2015) *Psicología social de la violencia*. Síntesis.
- Gaviria, E. (2010) *Introducción a la Psicología Social (Teoría y cuaderno de investigación)*. Sanz y Torres
- Hogg, M. A. y Vaughan, G. (2008). *Psicología Social*. 5ª. Edición. Editorial Médica Panamericana.
- Marín, M. y Martínez, R. (2012). *Introducción a la psicología social*. Ediciones Pirámide.
- Morales, J. F., Gaviria, E. y otros (2007). *Psicología social*. McGraw-Hill.
- Moya, M. y Rodríguez, R. (2011). *Fundamentos de Psicología Social*. Pirámide.
- Myers, D. G. (2016). *Introducción a la psicología social*. McGraw-Hill
- Myers, D. G, y Twenge, J.M. (2019) *Psicología Social*. McGraw-Hill
- Navas, M. y Cuadrado, I. (2013) *El estudio del prejuicio en Psicología Social*. Sanz y Torres
- Pratkanis, A. y Aronson, E. (1994) *La era de la propaganda: uso y abuso de la persuasión*. Paidós ibérica.
- Rodríguez, A., Morales, F., y otros (2016) *50 experimentos imprescindibles para entender la Psicología social*. Alianza editorial.
- Sabucedo, J.C. (2015) *Psicología Social*. Paramericana.
- Yela, C. (2002) *El amor desde la psicología social*. Pirámide.

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT (ODI)

At the Educational Guidance and Diversity Unit (ODI), we provide support to students throughout their university journey to help them achieve their academic goals. Our work is also grounded in key principles such as the inclusion of students with specific educational support needs, universal accessibility across all university campuses, and equal opportunities for all.

The Unit offers students the following services:

1. Personalized academic support and follow-up, including individual advising and tailored plans for students who need to improve their academic performance.
2. Support for diversity, including non-significant curricular adjustments (related to teaching methods and assessment) for students with specific educational support needs, ensuring equity in learning opportunities.
3. Extracurricular training resources to help students develop a range of competencies that will enrich their personal and professional growth.
4. Vocational guidance, offering tools and advising for students who are uncertain about their academic path or believe they may have chosen the wrong degree.

Students in need of educational support can contact us at:
orientacioneducativa@universidadeuropea.es

11. SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to participate in satisfaction surveys to help identify strengths and areas for improvement regarding faculty, your degree program, and the teaching-learning process.

Surveys will be available in the Surveys section of your Virtual Campus or via your university email.

Your feedback is essential to improving the quality of your academic program.

Thank you for your participation!