

## 1. BASIC INFORMATION

Course	Social Psychology
Degree Program	Degree in Psychology
School	Facultad de Ciencias Biomédicas y Deporte
Year	First
Credits (ECTS)	6 ECTS
Credit type	Basci
Language(s)	English and Spanish
Delivery mode	On campus
Semester	S1
Academic year	2025-2026
Coordinating professor	

## 2. PRESENTATION OF THE COURSE

Social Psychology is concerned with individual behavior as it is influenced by its social context. This course will introduce you to various topics of interest to social psychologists, including social perception and cognition, attitudes and persuasion, and social influence. Through discussions of these and other relevant topics, you will become acquainted with key concepts and current research and theory in social psychology. It is hoped that the knowledge you acquire in this class will enhance your understanding of how human social behavior (including your own) is influenced by other people's behavior, and how you may influence others (intentionally and unintentionally) by the way you behave. Class lectures will not merely summarize the material in the readings but will at times discuss relevant issues that are not covered in the assigned chapters. In addition to lectures, film segments and other demonstrations will occasionally be used for further illustration.

## 3. LEARNING OUTCOMES

### Knowledge:

CON01. Recognise the principles that define and articulate psychology as a scientific discipline, including its theories, methods and areas of application.

CON02. Recognise the psychosocial principles of how groups, communities and social organisation's function.

- Describe the behaviour of people in their social interactions.
- Identify the most common tools and techniques in social psychology research.
- Identify the characteristics of group, intragroup and intergroup behaviors.

**Skills:**

HAB01. Apply, through the profession's own methods, strategies that promote health and quality of life in individuals, groups, communities and organisations in the different contexts: educational, clinical, work and organisations and community.

HAB06. Analyse relevant data relating to human behaviour, individual and social, and the context in which it occurs, in order to make informed judgements on social, scientific or ethical issues.

- Analyse the processes of social influence on people's behavior.
- Relate different psychosocial theories through the processes they share.
- Apply theoretical knowledge to the analysis of real social situations and problems.

**Competences:**

CP03. Design, implement and evaluate psychological interventions aimed at health promotion, disease prevention and improvement of well-being, through the understanding and modification of psychological, behavioural and social factors that affect health and disease processes from a biopsychosocial perspective.

CP06. Describe and measure interaction processes, group dynamics and group and intergroup organizational structure.

CP10. Analyse the context in which individual behaviours develop, as well as group and organisational processes.

CP21. Work with others to achieve a shared academic or professional objective, making active, empathetic contributions while demonstrating active listening and respect for all involved.

CP22. Combine analysis with critical thinking in the evaluation of different professional ideas or opportunities and their potential for error, based on objective evidence and data leading to effective and valid decision-making.

## 4. CONTENTS

The contents of the course are listed below:

- Block I: Social cognition and attribution processes
- Block II: Group and intergroup processes: structure and types of groups. Group formation and development
- Block III: Formation of and change in attitudes
- Block IV: Influence and leadership processes
- Block V: Social identity. Prosocial behaviors: helping and altruism
- Block VI: Aggression and social components: prejudice, conflict.

## 5. TEACHING-LEARNING METHODOLOGIES

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

- Lecture
- Collaborative learning

- Problem-based learning
- Challenge-based learning
- Reverse learning

## 6. LEARNING ACTIVITIES

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

### Campus-based mode:

Learning activity	Number of hours
Lectures	8
Practical seminars	22
Case studies	12
Problem-solving	10
Design of intervention strategies and plans	20
Independent working	68
Debates and discussions	8
In-person assessment tests	2
<b>TOTAL</b>	<b>150</b>

## 7. CONTINUOUS ASSESSMENT

Each assessable learning activity represents an opportunity for the student to make progress, receive feedback, and consolidate knowledge, skills, and competences. The Learning Outcomes outlined in this guide provide direction for this process and serve as benchmarks for their achievement.

Listed below are the assessment systems used and the weight each one carries towards the final course/module grade:

### Campus-based mode:

Assessment Systems	Weight (%)
In-person assessment tests	30-50%
Reports and written work	10-20%
Case study/Problem scenario	10-20%
Strategy design projects and intervention plans	20-40%

When you access the course on the Campus Virtual, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

### 7.1. First exam period

In order to pass the course/module in the ordinary call, the student must obtain a grade greater than or equal to 5.0 (out of 10), in all the evaluation systems proposed in this guide. The final grade will be calculated from the weighted average of all the evaluation systems described.

If in any of the evaluation systems proposed in this guide, a grade lower than 5.0 (out of 10) is obtained, the final grade of the course/module will be "fail" even if, in the result of the weighted average, a value higher than 5.0 (out of 10) is obtained. In the latter case, the course/module would still be "failed" obtaining a final grade of 4.0 (out of 10).

#### *Delivery of activities*

Compliance with deadlines is essential to ensure the fairness and planning of the training process.

In case of not submitting an evaluable formative activity in due time and form, and without prior justification, it will not be evaluated and, therefore, will be recorded as "not submitted".

The student is encouraged to communicate with sufficient time in advance to the teacher of the course/module, any difficulty that may affect their participation in any activity.

#### *Attendance*

Active participation in the training sessions is a key component of learning. In order to pass the course/module, at least 50% attendance is required. If this minimum percentage is not reached, the teacher may consider the course/module as "failed", according to the evaluation regulations of the Universidad Europea de Andalucía.

### 7.2. Second exam period

The extraordinary exam offers a new opportunity for students to demonstrate their learning. To pass it, it will be necessary to obtain a final grade (weighted average) equal to or higher than 5.0 (out of 10.0).

#### *Delivery of activities*

The student must submit and pass those mandatory training activities not delivered or not passed in the ordinary call, respecting the new deadlines established. In case of failure to comply with these new deadlines, the activity will not be evaluated and, therefore, will be recorded as "not presented".

## 8. SCHEDULE

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

Assessable activities	Date
Case Study/Problem Scenario	Week 8
Reports and Written assignments	Week 9

Strategy design Projects and Intervention Plan	Week 15
In-person assessment Test	Week 17

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

## 9. REFERENCES

The reference work for the follow-up of the course 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 illustrae.
- Cialdini, R. (2016) *Persuasión. Un método revolucionario para influir y convencer*. Penguin Random House Grupo Editorial
- Cuadrado, I. y Fernández, I. (2012). *Psicología Social*. Sanz y Torres
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- 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. AREA OF GUIDANCE, DIVERSITY AND INCLUSION

The Area of Guidance, Diversity and Inclusion (ODI) offers support to students throughout their university career, with the aim of facilitating their academic and personal development and supporting them in achieving their goals. This Area focuses its work on three Core pillars: the inclusion of students with specific educational support needs, the promotion of universal accessibility in the educational community and the guarantee of equal opportunities for all.

Among the services offered are:

- **Academic accompaniment and monitoring**, through counselling and the development of personalised plans aimed at those who need to improve their academic performance.

- **Attention to diversity**, through the implementation of non-significant curricular adjustments - in methodological and Assessment aspects - for students with specific educational support needs, in order to guarantee equal opportunities.
- **Extracurricular training resources**, aimed at developing personal and professional Competencies that contribute to the integral growth of students.
- **Vocational guidance**, through the provision of tools and advice to those who have concerns about their choice of Degree or are considering a change in their educational path.

Students in need of educational support can contact the Area via the following email address: [orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## 11. ONLINE SURVEYS

Participating in the Satisfaction Surveys is an enriching opportunity to contribute to the continuous improvement of the Degree as well as the institution. Thanks to them, it is possible to identify which aspects of academics, teaching staff and the teaching-learning process are working well and which can be further improved.

With the aim of encouraging active participation in the completion of surveys among students, various channels of dissemination have been set up. The surveys are available in the space provided on the Virtual Campus and are also sent by email to facilitate access.

The responses collected allow decisions to be made that have a direct impact on the quality of the learning experience and on the day-to-day life of the university community.