



## 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:

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## 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

### RECOMMENDED PREVIOUS KNOWLEDGE

The course shows the interplay that occurs between individual basic psychological processes and group behavior. Thus, this course deepens and advances the study of collective behavior from the bases established in the second-year course of Social Psychology. In order to fully understand dynamics of group processes, the student should therefore be familiar with the processes of social perception and social representation, have studied the activities and processes of attitudinal change, processes of interpersonal attraction, intragroup favoritism, the dynamics of cognitive schemes and social judgments, stereotypes, prejudices, and discriminatory phenomena. All this is considered as a foundation for the proper understanding of the course in 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 Recognizing and applying the factors that regulate attitudes and interpersonal relationships.
- R3 Identifying and applying the basic processes of social influence to different social contexts.
- R4 Managing intervention strategies to foster prosocial behavior and preventing the emergence of discriminatory and violent behavior.
- R5 Working in groups in order to carry out practical activities such as the elaboration of reports that identify needs and reflections on prosocial intervention proposals.
- R6 Acquisition of basic theoretical knowledge.
- R7 Learning how to search and select information efficiently in order to expand and personalize the theoretical content of the module.
- R8 Being able to identify, describe and analyze the interaction processes, the group dynamics, and group and intergroup structures.
- R9 Working in teams and collaborating efficiently with other people.
- R10 Elaborating scholarly studies and presenting their contents.



## 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	



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CT3	Mastering Spanish oral and written communication.		x	
CT9	Capacity to work in team.			x
CT12	Interpersonal skills.			x
CT13	Understanding multicultural and diverse environment.			x
CT32	Sensitivity to personal, environmental and institutional injustices.			x
CT33	Showing concern for the development of individuals, communities and people.		x	
CT35	Being able to develop audio-visual presentations.		x	
CT36	Being able to collect information using different kinds of sources.		x	
CT37	Being able to collect information from other people.	x		



## Assessment system for the acquisition of competencies and grading system

### In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R6, R8	60,00%	Oral and/or written tests employed in initial, training and/or summative student assessment.
R4, R5, R7, R9	20,00%	Presentation of practical activities.
R4, R5, R8, R9, R10	20,00%	Attendance and active participation: lessons, group assignments and tutoring sessions. It will be monitored and registered by the teacher.

### Observations

#### EVALUATION

The students' initial, formative, and summative assessment tests will be in written format, combining multiple choice tests with short open-end questions. Furthermore, practical assignments and activities will be requested by the professor during the course and submitted in the student's portfolio. All submissions will be made through the online platform and through the links created for such purpose.

Attendance and active participation in the activities and dynamics developed in the classroom will be assessed through rubrics and follow-up lists, which will count up to a 20% of the final grade for the course. In case of absence and resist, students will develop exercises and complementary practical activities proposed by the professor.

#### WITH HONORS

As a sign of academic excellence, the professor can award the students who have received a final grade higher than 9.50 points with the "cum laude" distinction. Such distinction will be based on the professor's critical judgment of the performance of the students, their participation, and implication.

#### Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R6, R8	75,00%	Final evaluation consisting of essay questions and hypothetical scenarios.
R4, R5, R7, R9	5,00%	Submitted tasks
R4, R5, R6, R8, R9, R10	20,00%	Attendance and participation in synchronic communication activities.



## Observations

### EVALUATION

The students' initial, formative, and summative assessment tests will be in written format, combining multiple choice tests with short open-end questions. Furthermore, practical assignments and activities will be requested by the professor during the course and submitted in the student's portfolio. All submissions will be made through the online platform and through the links created for such purpose.

Attendance and active participation in the activities and dynamics developed in the classroom will be assessed through rubrics and follow-up lists, which will count up to a 20% of the final grade for the course. In case of absence and resist, students will develop exercises and complementary practical activities proposed by the professor.

### WITH HONORS

As a sign of academic excellence, the professor can award the students who have received a final grade higher than 9.50 points with the "cum laude" distinction. Such distinction will be based on the professor's critical judgment of the performance of the students, their participation, and implication.

## 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
<b>ON-CAMPUS CLASS</b> Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1	R1, R6, R8	28,00	1,12
<b>PRACTICAL CLASSES</b> 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. M3, M6, M8, M17	R2, R3, R4	16,00	0,64
<b>SEMINAR</b> Supervised monographic sessions with shared participation. M2	R4, R7, R9, R10	4,00	0,16
<b>GROUP WORK EXHIBITION</b> Application of multidisciplinary knowledge. M9	R5, R9, R10	4,00	0,16
<b>OFFICE ASSISTANCE</b> 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, M8	R1, R9	4,00	0,16
<b>ASSESSMENT</b> Set of oral and/or written tests used in initial, formative or additive assessment of the student. M7, M18, M19	R1, R4, R6, R8, R9, R10	4,00	0,16
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>



## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
<b>GROUP WORK</b> 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 M4, M9, M15	R5, R9, R10	30,00	1,20
<b>INDEPENDENT WORK</b> 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. M9, M15	R1, R2, R3, R6, R8	60,00	2,40
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## ON-LINE LEARNING

### SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Virtual session (distance learning) M11, M12, M13	R1, R6, R8	30,00	1,20
Virtual practical session (distance learning) M13, M15, M17, M18	R2, R3, R4, R9	10,00	0,40
Seminar and virtual videoconference (distance learning) M9, M11, M12	R6, R9	4,00	0,16
In-person or virtual assessment (distance learning) M7, M14, M18, M19	R1, R4, R6, R8	2,00	0,08
Individual tutoring sessions (distance learning) M6, M16	R1, R2, R8	5,00	0,20
Discussion forums (distance learning) M9, M11, M18	R2, R5	5,00	0,20
Continuous assessment activities (distance learning) M17, M19	R1, R4, R6, R8, R10	4,00	0,16
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

### ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work activities (distance learning) M9, M19	R1, R4, R6, R8	60,00	2,40
Teamwork (distance learning) M17, M18	R5, R8, R9, R10	30,00	1,20
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
GENERAL INTRODUCTION TO GROUPS PSYCHOLOGY	1. Introduction to Groups Psychology
STRUCTURAL FACTORS OF THE GROUPS	2. Creation and development3. Structure of the groups
GROUP PROCESSES	4. Environment and territory5. Communication processes6. Leadership7. Decision making8. Group performance9. Social Influence Processes in the group
GROUP DYNAMICS	10. Relations between groups, conflict and intergroup negotiation

### Temporary organization of learning:

Block of content	Number of sessions	Hours
GENERAL INTRODUCTION TO GROUPS PSYCHOLOGY	3,00	6,00
STRUCTURAL FACTORS OF THE GROUPS	7,00	14,00
GROUP PROCESSES	10,00	20,00
GROUP DYNAMICS	10,00	20,00



## 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 specific to Group Psychology such as conflict, negotiation, leadership, group norms ... - 5 hours.

A virtual tutoring model will be developed for the individualized monitoring of each student - 5 hours).

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

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



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# Course guide

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## 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	Pruebas orales y/o escritas empleadas en la evaluación inicial, formativa y/o sumativa del alumno pasará a suponer el 75% de la calificación	blackboard ultra - Aula virtual
Presentación de las actividades prácticas	20	Presentación de las actividades prácticas pasará a suponer el 5% de la calificación	Blackboard ultra - Aula virtual

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

#### Comments to the Assessment System:



The student's initial, formative and summative assessment tests will be written, combining the test type format with short development questions. The exam would be conducted online using the tools of the Blackboard ultra platform, with limited response time and a single attempt.

The practical activities will be evaluated from the deliveries 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 activities and dynamics developed in the classroom (synchronous) will be valued through rubrics and follow-up lists, with 20% of the final grade obtained by the student. In case of non-attendance and in second calls (asynchronous), students will carry out exercises and practical activities that are complementary and substitute for the presentiality 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: