



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: Basic, Social, and Neuropsychology

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

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.
- R6 Working in teams and collaborating efficiently with other people.



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	



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
	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

There are two types of assessment: Ordinary (40% minimum attendance) and Single Assessment. In the Ordinary Assessment, the Continuous Assessment (initial, formative, and summative) and Final Assessment tests will be written, combining a multiple-choice test format with short essay questions (60% of the final grade) and through the submission of assignments and resolution of cases and scenarios (20% of the final grade). These practical activities will be assessed based on the submissions requested by the instructor and will be included in the student's portfolio. All submissions will be made in the virtual classroom, according to the tasks created for that purpose. Active participation in the activities and dynamics developed in the classroom will be assessed using rubrics and checklists, accounting for 20% of the student's final grade.

If students have not reached the 40% minimum attendance, and have duly accredited and justified this contingency, they may request in writing to the instructor to submit to the Single Assessment system. The professor will also respond in writing once the legitimacy of the request has been verified (accredited and justified). The Single Assessment will consist of three parts:

- a multiple-choice exam consisting of 30 items with three possible answers (30% of the final calification),
- a written exam consisting of four short questions (40% of the final calification),
- a practical case proposed by the professor (30% of the final calification).

To pass the course, the student must pass the different assessment methods separately (active participation, practical work, and exam).

Citation and attribution criteria: The work submitted by students will be assessed according to the assessment rubric available in the virtual classroom and will be submitted to computer systems to detect plagiarism or other improper means (including AI). All use of AI tools must be explicitly stated in the submitted document (e.g., in a footnote or appendix). - The name of the tool, the purpose of use (e.g., grammar check, organization of ideas, writing sample), and the part of the work where it was used must be indicated. - Responsible use of AI will be assessed as part of the criteria for



originality and academic honesty.

WITH HONOR Those students who have demonstrated levels of academic excellence in all the competencies to be acquired and developed, and in the learning outcomes to be achieved, as a sign of academic exceptionality and according to the critical judgment of the professor based on the grades obtained by the students and considering the participation, involvement and responsibility shown by them, adjusting to the relevant regulatory framework, the professor may distinguish those students who have obtained overall grades higher than 9.0 points.

In accordance with the regulations governing the evaluation and grading of the subject in force at the UCV, the mention of "Matrícula de Honor" may be awarded to students who have obtained a grade equal to or higher than 9.0. The number of "Matrículas de Honor" (Honours) may not exceed five percent of the students enrolled in the group in the corresponding academic year, unless the number of students enrolled is less than 20, in which case only one "Matrícula de Honor" may be awarded. Exceptionally, honors may be assigned globally among the different groups of the same subject. However, the total number of honors to be 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" will be determined according to the criteria stipulated by the professor responsible for the subject, detailed in the "Observations" section of the evaluation system of the teaching guide.

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

In the Ordinary Assessment, the Continuous Assessment (initial, formative, and summative) and Final Assessment tests will be written, combining a multiple-choice test format with short essay questions (75% of the final grade) and through the submission of assignments and resolution of cases and scenarios (20% of the final grade). These practical activities will be assessed based on the submissions requested by the instructor and will be included in the student's portfolio. All submissions will be made in the virtual classroom, according to the tasks created for that purpose. Active participation in the activities and dynamics developed in the classroom will be assessed using rubrics and checklists, accounting for 25% of the student's final grade. To pass the course, the student must pass the different assessment methods separately (active participation, practical work, and exam).

Citation and attribution criteria: The work submitted by students will be assessed according to the assessment rubric available in the virtual classroom and will be submitted to computer systems to



detect plagiarism or other improper means (including AI). All use of AI tools must be explicitly stated in the submitted document (e.g., in a footnote or appendix). - The name of the tool, the purpose of use (e.g., grammar check, organization of ideas, writing sample), and the part of the work where it was used must be indicated. - Responsible use of AI will be assessed as part of the criteria for originality and academic honesty.

WITH HONOR Those students who have demonstrated levels of academic excellence in all the competencies to be acquired and developed, and in the learning outcomes to be achieved, as a sign of academic exceptionality and according to the critical judgment of the professor based on the grades obtained by the students and considering the participation, involvement and responsibility shown by them, adjusting to the relevant regulatory framework, the professor may distinguish those students who have obtained overall grades higher than 9.0 points.

In accordance with the regulations governing the evaluation and grading of the subject in force at the UCV, the mention of "Matrícula de Honor" may be awarded to students who have obtained a grade equal to or higher than 9.0. The number of "Matrículas de Honor" (Honours) may not exceed five percent of the students enrolled in the group in the corresponding academic year, unless the number of students enrolled is less than 20, in which case only one "Matrícula de Honor" may be awarded. Exceptionally, honors may be assigned globally among the different groups of the same subject. However, the total number of honors to be 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" will be determined according to the criteria stipulated by the professor responsible for the subject, detailed in the "Observations" section of the evaluation system of the teaching guide.

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-Education.
- 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.
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- 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.