COURSE SYLLABUS

SOCIAL PSYCHOLOGY

**Degree in Psychology
C.U. Cardenal Cisneros
University of Alcalá**

**Academic year 2025/26
1st Year – 2nd Term**

COURSE SYLLABUS

Name of the subject:	**SOCIAL PSYCHOLOGY**
Code:	**562007**
Studies:	**Degree in Psychology**
Department and Area of Knowledge:	**Psychology**
Character:	**Basic training**
ECTS credits:	**6**
Year and Term:	**1st Year, 2nd Term**
Lecturer:	**Ana Ciudad Rodríguez** **Celia Martínez Valero**
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Language:	**Spanish**

1. INTRODUCTION

The subject of *Social Psychology* is part of the basic training required to obtain a Degree in Psychology. It consists of 6 ECTS taught in the second term of the first year of the Degree.

The subject of *Social Psychology*, basic for the training of students in the Degree in Psychology, approaches the human being as a rational and social animal, providing us with the basis to study how we relate to each other, how we perceive others, what we think about it, how emotions are an essential part of social interaction and how behavioural relationships are in both interpersonal and intrapersonal fields. All of this is reflected in interaction and influence processes. All of these fields of study are essential for the psychologist, both in daily practice and in the foundation and understanding of social psychology.

The fields of knowledge of the subject are the following: the basis of social psychology, the influence of culture, social cognition (impression formation, schemes, social inference, the attribution process and attributional biases, heuristics, non-verbal language), social identity, attitudes, stereotypes and prejudices, rules, interpersonal power, social influence, aggression and violence, altruism and intimate interpersonal relationships.

The subject is included in the *Academic Skills Development Program*, specifically regarding carrying out research projects and giving oral presentations. To this end, it will include activities described later that will be assessed.

For the completion of any academic work, it is important to consult the teaching staff regarding the permitted use of artificial intelligence (AI) tools. If the use of AI is not explicitly stated in the course guide or in the instructions for a specific activity or assignment, it is understood that AI should not be used under any circumstances. It is important to note that the unauthorized use of these technologies, such as generating assignments without explicit permission, may constitute academic fraud. Therefore, it is recommended to review the university's regulations regarding AI use, to always act responsibly and transparently throughout the learning process, and to consult with the teaching staff if there are any doubts on this matter.

Prerequisites and Recommendations

It is important that the student understands from the beginning the dynamics and structure that will be followed in the course (as described in this guide) and keeps them in mind throughout its development.

Success in this course requires consistent work throughout the semester. Therefore, it is important that the student is engaged and regularly completes the proposed activities and tasks, as well as dedicates the necessary time to master the course content. As such, students should be aware that their personal work must go beyond participation in face-to-face class hours (see student workload).

Students are also expected to have some basic computer skill and a B2 level of Spanish.

SUBJECT DESCRIPTION

Social Psychology is a core subject in the training of psychology undergraduates. It is based on the concept of the human being as a rational and social animal. This notion provides the basis for how we interact, perceive others, think, produce emotions connected with our social interaction and behave interpersonally and intrapersonally. These elements are reflected in our interactions and processes of influence. The aforementioned topics are essential for understanding and applying psychology.

This subject examines the following contents: basic principles of social psychology; cultural influence, social cognition (impression formation, schemas, social inference, causal attribution, heuristics, non-verbal communication), social identity, attitudes, stereotypes and prejudice, rules, interpersonal power, social influence, aggression and violence, altruism, and intimate interpersonal relationships.

This subject is given in the 2nd term of the 1st academic year of the Psychology Degree. It has a value of 6 ECTS credits. It is taught in Spanish. A B2 level in Spanish is required.

This subject is also offered in English Friendly modality so international students will have a teaching guide, notes, activities, exams and tutorials in English.

2. COMPETENCES

Generic competences:

GC1. To acquire the knowledge and understand the principles of Psychology as a scientific discipline, including theory, methods, and application fields, with the support of advanced textbooks and documentation incorporating cutting-edge knowledge in this field of study.

GC2. To apply this knowledge in the professional field, by elaborating and defending arguments, and by identifying, articulating, and solving problems in the field of Psychology. In other words, to be prepared to work as a general psychologist and not as a specialist.

GC3. To be able to collect and interpret relevant data on human behaviour, at both individual and social levels and in different contexts, to express reasoned opinions of social, scientific or ethical nature in the psychological field.

GC4. To be able to convey information, ideas, problems, and solutions about human behaviour to both general and specialized audiences.

GC5. To have developed the necessary skills to continue training independently, to follow Master studies, with the purpose to acquire advanced training focused on academic, professional or research specialization in the field of Psychology.

Specific competences:

SC5. To know and understand the cultural factors and psychosocial principles involved in individual behaviour and the function of groups and organizations.

SC6. To know and understand the different methods, research designs and data analysis techniques used in Psychology.

SC9. To be able to promote health and quality of life by applying professional skills to individuals, groups and organizations at different levels and contexts, such as in the educational, healthcare and workplace settings.

SC10. To be able to analyse and identify differences, problems, needs and demands of individual, group, intergroup, organizational and inter-organizational target populations in different areas of application.

SC12. To identify, describe and measure the relevant characteristics of individuals' behaviour by using the methods, techniques and instruments of psychological assessment.

SC14. To transmit the results of the assessment to the target population appropriately and accurately.

Transversal competences:

TC1. To be able to express oneself correctly in Spanish in the professional field.

TC3. To be able to manage information and knowledge in the professional field, including the use of information and basic technological and communication tools.

TC4. To consider ethics and intellectual integrity as essential values of professional practice.

TC5. To be able to propagate the acquired knowledge and skills to promote a society based on the values of freedom, justice, equality and pluralism.

TC6. To have the capacity for teamwork.

TC7. To develop research skills.

3. CONTENTS

Modules	UNITS	Hours /lessons
MODULE 1: INTRODUCTION TO SOCIAL PSYCHOLOGY	1. Social psychology: definition. Scope of study. Characteristics. Fields. Basic principles. Culture: its influence on the mind and social behaviour.	6
MODULE 2: SOCIAL COGNITION, PERCEPTION, AND IDENTITY	2. Processing of social information. Impression formation. Schemes and social inference. The attribution process and attributional biases. Heuristics. Non-verbal language. 3. Social identity. Self-concept. Self-esteem. Self-focused attention, self-monitoring, and self-efficacy.	12
MODULE 3: STEREOTYPES, RULES, POWER AND INFLUENCE	4. Attitudes and behaviour. Persuasion and change of attitudes. Theory of Cognitive Dissonance. 5. Stereotypes and prejudices: definition, theories, functions and changes of stereotypes and prejudices. 6. Rules, interpersonal power, and social influence.	15
MODULE 4: INTERPERSONAL RELATIONSHIPS	7. Aggression and violence: definition, theories, and explanations. 8. Affective interpersonal relationships. 9. Prosocial behaviour and altruism.	15
	Total	48

4. TEACHING-LEARNING METHODOLOGY. FORMATIVE ACTIVITIES.

The classes, corresponding to one-third of ECTS credits, will be structured throughout the term in three different modalities: theoretical classes, practical classes and seminars.

- ✓ **Theoretical classes.** Different methodologies will be employed. Part of the theoretical contents will be provided and/or explained by the teacher, and others will be sought out and elaborated by the students. When requested by the teacher, students must attend class with the lesson prepared and the content will be commented on, debated or clarified in class. Theoretical self-learning activities are included in this modality.

- ✓ **Practical classes.** These will be done individually or in groups and guided by the teacher. Such activities will include case studies, problem-solving, analysis and discussion of documentary and audiovisual information (articles, videos, scientific documents), as well as the presentation of completed work. In addition, the guidelines for autonomous individual and group work will be provided in practical classes.

- ✓ **Seminars.** An interdisciplinary seminar will be held that integrates other subjects by employing the problem-based learning methodology. This will be carried out using introductory and tutorial sessions, workshops and presentation of group work.

Two-thirds of the ECTS credits of the subject will be dedicated to independent learning. This includes the time needed to complete the tasks and activities that will be turned in or presented in class, to study and to prepare for exams. To pass, it is paramount that the student uses this time to achieve the desired learning outcomes.

4.1. Credit distribution

Total number of hours (6 ECTS): 150	
Number of hours of classroom attendance 50:	**30** hours of whole-group lessons
	15 hours of practical lessons
	3 hours of seminars
	2 hours of assessment tasks
Number of hours of independent learning 100:	**100** hours

4.2. Methodological strategies, materials and resources

Teaching-learning methodology:

In class, the student will be engaged in an active and participative methodology. The teacher will recommend a bibliography (articles, book chapters) and other materials with their corresponding explanation and analysis to learn the contents. Activities will include prior reflection on work content, work with instruments used for measurement and the viewing of and reflection on documentaries.

Materials and resources

Students will be provided with didactic materials, which will include the basic theoretical content to study the different units of the subject. They will have access to the library and to computers to carry out research for their work. They will also have access to the online platform to e-mail the teacher, receive additional material and/or send works and activities. Furthermore, they will be provided with the resources and programs necessary to complete their learning.

5. ASSESSMENT: assessment criteria, report criteria and assessment procedures

Assessment criteria:

1. The student shows an adequate understanding of the knowledge defining and articulating Social Psychology as a scientific discipline, including theory, methods and application fields (individual, group, community and organisational).

2. The student can solve the problems proposed by the teachers using the acquired knowledge in different units of the subject.

3. The student shows the ability to select relevant data for the analysis of problems or psychological processes of social origin proposed by the teacher in practical lessons.

4. Through oral presentations and written work, the student demonstrates the ability to explain to both general and specialised audiences, the knowledge acquired in the different units of the subject.

5. The student demonstrates, through autonomous work, the ability to self-conduct his/her learning in the field of Psychology.

The student demonstrates an understanding of the knowledge to explain how cultural and psychosocial factors intervene in an individual's behaviour and his/her relationship with other individuals, groups, communities and organizations.

6. The student knows the main methods and research designs and how to apply them in the social, community, organisational and work psychology areas.

7. The student can identify, describe and measure the relevant variables of an individual's behaviour in his/her relationship with other individuals, groups, organisations and in different contexts using the corresponding methods, techniques and instruments.

8. The student understands how the different social variables studied influence the health and quality of life in individuals, groups and/or communities and how to develop them.

9. The student knows how to select and apply the appropriate assessment tools to evaluate the studied variables in the different units of the subject and can use the information received to explain the behaviour of an individual, group, organisation and/or community.

10. The student can express themselves clearly and objectively using technical language.

11. The student knows and respects the ethical and intellectual integrity standards in his/her academic work.

12. The student can use the knowledge acquired in the units of the subject in his/her daily life to promote a society based on the values of freedom, justice, equality and pluralism.

13. The student can understand the research presented in scientific articles related to the subject.

14. The student cooperates with the others and contributes to a common project goal. They assume individual responsibility within collective work.

Assessment criteria:

Criteria	%
The student demonstrates an understanding of the knowledge to explain how cultural and psychosocial factors intervene in an individual's behaviour and his/her relationship with other individuals, groups, communities and organisations.	20
The student knows the main methods and research designs and how to apply them in the social, community, organisational and work psychology areas.	20
The student can identify, describe and measure the relevant variables of an individual's behaviour in their relationship with other individuals, groups, organisations and in different contexts by using the corresponding methods, techniques and instruments.	20
The student understands how the different social variables studied influence the health and quality of life of individuals, groups and/or communities and how to develop them.	20
The student knows how to select and apply the appropriate assessment tools to evaluate the studied variables in the different units of the subject and can use the information received to explain the behaviour of an individual, group, organisation and/or community.	20
Total	100

Assessment procedure

The assessment procedure is based on the *Normativa reguladora de los procesos de evaluación de aprendizajes de la Universidad de Alcalá (*Regulatory policy of the assessment procedure of the University of Alcalá). This policy states, among others, the following rules:

1. This subject has an ordinary assessment period in May and an extraordinary one in June.

2. The ordinary assessment period employs continuous assessment. The **continuous assessment in both sittings** requires the following:

    -   Submittal of activities and group work
    -   Attending the exam

3. If a student cannot commit to the continuous assessment within the ordinary assessment, they should formally request the final assessment from the academic coordinator of the subject. This request will be submitted no later than the second week of classes, and it can be accepted or rejected by university management.

4. The **final assessment in both periods** is contingent upon:
   - The student not attending classes during the term.
   - The student submitting the individual activities and attending the final exam.

5. The extraordinary assessment period (June) is intended for students who failed the ordinary one and the evaluation criteria to be used would correspond to the student's original criteria (e.g. A student who failed the continuous assessment in the ordinary period would go to the extraordinary one with continuous assessment, too).

6. The characteristics of the continuous and final assessment for this subject are detailed in this study guide.

7. For more information about the assessment procedures, please see the following document: https://www.uah.es/export/sites/uah/es/conoce-la-uah/organizacion-y-gobierno/.galleries/Galeria-Secretaria-General/Normativa-Evaluacion-Aprendizajes.pdf

Continuous assessment. Ordinary and extraordinary assessment periods:

Assessment criteria / Instruments	Exam	Practise	Seminar	%
The student demonstrates an understanding of the knowledge to explain how cultural and psychosocial factors intervene in an individual's behaviour and his/her relationship with other individuals, groups, communities and organisations.	X	X	X	20
The student knows the main methods and research designs and how to apply them in the social, community, organisational and work psychology areas.	X	X	X	20
The student can identify, describe and measure the relevant variables of the individual's behaviour in their relationship with other individuals, groups, organisations and in different contexts by using the corresponding methods, techniques and instruments.	X	X	X	20
The student understands how the different social variables studied influence the health and quality of life of individuals, groups and/or communities and how to develop them.	X	X	X	20
The student knows how to select and apply the appropriate assessment tools to assess the studied variables in the different units of the subject and can use the information received to explain the behaviour of an individual, group, organisation and/or community.	X	X	X	20
Percentage	**40%**	**40%**	**20%**	**100%**

Final assessment. Ordinary and extraordinary assessment periods:

Assessment criteria / Instruments	Exam	Term paper	%
The student demonstrates an understanding of the knowledge to explain how cultural and psychosocial factors intervene in an individual's behaviour and his/her relationship with other individuals, groups, communities and organisations.	X	X	20%
The student knows the main methods and research designs and how to apply them in the social, community, organisational and work psychology areas.	X	X	20%
The student can identify, describe and measure the relevant variables of the individual's behaviour in their relationship with other individuals, groups, organisations and in different contexts by using the corresponding methods, techniques and instruments.	X	X	20%
The student understands how the different social variables studied influence the health and quality of life of individuals, groups and/or communities and how to develop them.	X	X	20%
The student knows how to select and apply the appropriate assessment tools to assess the studied variables in the different units of the subject and can use the information received to explain the behaviour of an individual, group, organisation and/or community.	X	X	20%
Percentage	**60%**	**40%**	**100%**

The teaching-learning methodology and the assessment process will be adjusted when necessary, following the guidance of the CUCC Guidance Service and/or the UAH Diversity Support Unit, in order to implement curricular adaptations for students with specific needs, upon submission of documentation certifying such need.

6. BIBLIOGRAPHY

Basic resources

Gaviria Stewart, E., López Sáez, M., y Cuadrado Guirado, I. (Coords.). (2019). *Introducción a psicología social* (3ª ed.). Sanz y Torres.

Morales, J. F., Moya, M. C., Gaviria, E., y Cuadrado, I. (Coords.). (2010). *Psicología social* (3ª ed.). McGraw-Hill.

Moya, M., Valor Segura, I., y Buunk, A. P. (2022). *Psicología social: aplicación a los problemas sociales.* Panamericana.

Ancillary resources

Expósito, F., y Moya, M. (2005). *Aplicando la psicología social*. Pirámide.

Fernández, I., y Cuadrado, I. (2012). *Psicología social.* Sanz y Torres.

Hogg, M. A., y Vaughan, G. M. (2010). *Psicología social.* Panamericana.

Myers, D. G. (2019). *Psicología social* (13ª ed). McGraw Hill.

Myers, D. G. (2010). *Exploraciones de la psicología Social* (4ª ed). McGraw-Hill / Interamericana.

Vallejo, R. D., y Chico del Río, M. (2013). *Prácticas de psicología social.* Pirámide.

Zimbardo, P. G. (2012). *El efecto Lucifer: el porqué de la maldad*. Paidós.

Other resources

Spanish Scientific Social Psycology Society (Sociedad Científica Española de Psicología Social; SCEPS): https://sceps.es/

Social Psichology Network: https://www.socialpsychology.org/social.htm

Stanford Prison Experiment: https://www.prisonexp.org/spanish/setting-up