



COURSE DATA

DATA SUBJECT

Code: 33318

Name: Deontology and values of equality in psychology

Cycle: Undergraduate Studies

ECTS Credits: 4.5

Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1319 - Degree in Psychology	Facultat de Psicologia i Logopèdia	3	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1319 - Degree in Psychology	History and ethics of psychology	COMPULSORY

COORDINATION

MARTI VILAR MANUEL

SUMMARY

The basic purpose of the course is to transmit students the necessary knowledge of ethics, law and the values of equality applied to studies in psychology and professional practice. The main objective of this course is that students acquire the ability to apply psychological knowledge in an ethical manner in accordance with the principle of equal opportunities, respect and appreciation of human diversity. The theoretical and practical nature of the subject enables the knowledge to be acquired through practical activities that will strength learning and facilitate comprehension and encourage critical and creative spirit.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

Skills and knowledge acquired in Psychology Degree subjects related to professional performance profiles.



COMPETENCES / LEARNING OUTCOMES

1319 - Degree in Psychology

Be able to apply methodological knowledge to solve the problems arising in professional practice.

Be able to describe psychological data through statistical software and other information technologies.

Be able to identify differences, problems and needs.

Be able to prepare oral and written reports.

Know and comply with professional ethics of Psychology.

Know how to analyse the patient's needs and demands in different contexts.

Know how to describe and measure interaction processes, group dynamics and group and intergroup structures.

Know the principles of the scientific method and the characteristics of the different methods used in psychology and its analytical techniques.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

Understand the biological foundations of human behaviour and psychological functions.

DESCRIPTION OF CONTENTS

1. Code of ethics that should govern psychological activity: general principles.

1.1. Ethical and deontological foundations of Psychology



1.2. Bioethical and psychoethical principles

1.3. Prosocial ethics and commitment to collective well-being

1.4. Codes and regulatory bodies

1.5. General principles and values of professional practice

1.6. Good practice and decision making

1.7. Common ethical dilemmas

2. Use of information, professional competence, intervention, research and teaching, and procedural guarantees in Psychology.

2.1. Information management and data protection

2.2. Professional competence and further training

2.3. Psychological intervention

2.4. Prosocial ethics in applied contexts

2.5. Research and teaching

2.6. Legal and procedural safeguards

3. Principles of equity and values of equality between people.

3.1. Formal and material equality

3.2. Human rights and social justice

3.3. Prosocial ethics as a basis for relational equity

3.4. Equality plans and institutional action

3.5. Gender policies and feminist perspective

3.6. Ecofeminism



4. Recognition and appreciation of human diversity: ethnicity, gender, and people with disabilities.

- 4.1. Gender identity and subjectivity
- 4.2. Sex-gender differences and identity models
- 4.3. Intersectionality and diversity
- 4.4. Prosocial ethics in supporting diversity
- 4.5. Positive action and inclusion Especificación de contenidos de la unidad

5. From abuse and discriminatory behavior to psychosocial well-being.

- 5.1. Structural Discrimination and Sexism
- 5.2. Gender stereotypes and functional diversity
- 5.3. Symbolic and structural violence
- 5.4. Cultural diversity and intersectional feminisms
- 5.5. Prosocial ethics against exclusion and social suffering
- 5.6. Ethics of care and restorative justice

6. Areas of application of the principles of equality between people: education, work, family, and health.

- 6.1. Education
- 6.2. Employment
- 6.3. Family and legal sphere
- 6.4. Prosocial ethics as a cross-cutting approach in the areas of intervention
- 6.5. Masculinities and co-responsibility
- 6.6. Mental health and the gender perspective



WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	45,00
Total hours	45,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	2,50
Individual or group project	10,00
Independent study and work	20,00
Preparation of lessons	5,00
Preparation for assessment activities	10,00
Resolution of case studies	20,00
Total hours	67,50

TEACHING METHODOLOGY

M1. Theoretical classes taught by the professor, in which the different contents of the subject will be covered, while promoting student participation by addressing questions that arise throughout the presentation.

M14. Practical classes that will include both group dynamics and in-class presentations by students on assigned work, as well as text commentaries.

M3. Individualized tutoring in which students will be supervised to ensure they can adequately monitor the training activities.

EVALUATION

SE1.- Assessment of theoretical and practical content through oral, written, or skills-based tests.

SE2.- Oral or written presentation of reports, individual or group work, clinical cases, problem-solving, and handling of diagnostic tests.

This assessment will be carried out through: - Assessment of theoretical and practical content through a final individual objective test (exam) in the official calls determined by the faculty. This test will ask questions about a selection of the content and skills previously indicated in this teaching guide. - Oral or written presentation of reports, individual or group work, clinical cases, problem-solving, and handling of diagnostic tests. - Active participation in class activities, seminars, and workshops, and motivation for the quality of the learning outcomes. The assessment of theoretical and practical content through the exam will be equivalent to 30% of the final grade, with a minimum score of 1.5 out of 3 required to pass. Continuous or progress assessment will be equivalent to 70% of the final grade, with a minimum score of 3.5 out of 7 required to pass. This 70% will be divided into two parts: 35% for classroom activities and 35% for classroom presentations. In the second sitting, this continuous assessment section will be subject to retake, and the instructor will establish the dates and procedures for retakes. During this phase, the grades for the sections passed in the first sitting will be maintained. The instructor will specify the in-person and/or offline assignments that students will be required to complete throughout the course. These may include practical cases, reports, oral presentations, tutorials, etc., both individual and/or group. The schedule for submitting or presenting these assignments will be determined by the instructor, in consultation with the students.

GRADING SYSTEM. The course grade will be subject to the provisions of the University of Valencia's Assessment and Qualification Regulations for Undergraduate and Master's Degree Titles (ACGUV 108/2017 of May 30, 2017). http://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio . According to UV regulations, the grade

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is expressed as a numerical scale from 0 to 10 with one decimal place, using the following grading scale: - 0 to 4.9: fail. - 5 to 6.9: pass. - 7 to 8.9: notable. - 9 to 10: outstanding or outstanding with honors. To obtain the Matrículas de Honor (Honours) the best grades of each group will be taken into account (as long as at least 9 is reached). In the event of a tie, additional work or an oral or written test will be carried out to break the tie. If Honors cannot be awarded to a group, they may, by agreement of the Teaching Unit, be assigned to another group. **WARNING ABOUT PLAGIARISM.** Any blatant copying or plagiarism of any assignment that is part of the assessment will result in the inability to pass the course, and the student will be subject to the appropriate disciplinary procedures. Please note that, in accordance with Article 13.d) of the University Student Statute (RD 1791/2010, of December 30), it is the student's duty to refrain from the use of or cooperation in fraudulent procedures in assessment tests, in the work completed, or in official university documents. During office hours, faculty may request individual or group interviews to verify the degree of participation and achievement of the objectives set for any assignment. Failure to accept such verification will result in failure of the assignment or activity in question.

***The use of AI is permitted. However, it must be done in accordance with ethical principles, citing the source and the sections or parts of the assignment where it was used. Otherwise, it will be considered fraudulent. In the case of fraudulent practices, including plagiarism or the use of AI, the procedure will be as established in the Protocol for action against fraudulent practices of the Universitat de València (ACGUV 123/2020):

<https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

REFERENCES

Basic references

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Supplementary references

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Estilo APA con lenguaje inclusivo (Links): <https://www.apa.org/practice/guidelines/telepsychology> <https://apastyle.apa.org/style-grammar-guidelines/bias-free-language/gender> - <https://www.apa.org/practice/guidelines/transgender.pdf> <https://www.apa.org/about/policy/boys-men-practice-guidelines.pdf> <https://www.apa.org/about/policy/psychological-practice-girls-women.pdf> <https://www.ungeneva.org/en/about/accessibility/disability-inclusive-language> <https://www.apa.org/about/apa/equity-diversity-inclusion/language-guide.pdf>

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