

**COURSE DATA****DATA SUBJECT**

Code: 33330
Name: Psychological processes and pro-social behaviour
Cycle: Undergraduate Studies
ECTS Credits: 4.5
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1319 - Degree in Psychology	Facultat de Psicologia i Logopèdia	4	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1319 - Degree in Psychology	Psychological processes and pro-social behaviour	ELECTIVES

COORDINATION

MARTI VILAR MANUEL

SUMMARY

The subject Psychological Processes and Prosocial Conduct consists of a total of 4,5 theoretical-practical credits. It is a subject of optional and four-month character, and is inside the itinerary of introduction to the educational psychology, which is given in the fourth course of the qualifications of the degree of psychology, though also it develops aspects of usefulness for other fields of application. The contents that it is will be employed at her; they complement the agreements in other main and optional subjects of the study plan.

The basic objective of the subject consists of the study and the investigation of the Psychological Processes and the Prosocial Conduct (CP) and the use of procedures that contribute to the acquisition of theoretical - practical tools of analysis and intervention. His purpose consists of the fact that the student body knows and is capable of using the current resources to be employed at the scientific area of the psychological processes and the prosocial conduct, and that he is useful for his personal development and his professional future.

This subject helps in a decisive way to the possibility of professional future intervention of the student body, to provide him with conceptual and methodological resources to interpret and to understand the psychological, like that functioning as the possible alterations or difficulties of development. Across the theoretical and practical program, a tour is realized by the principal theoretical and methodological cores that along the history have shaped the investigation of the prosociality.



The thematic and practical development contributes the principal contributions of the psychology to the investigation of the psychological processes and the prosocial conduct, to bring near to the student body to the areas of prevention of the prosocial conduct and to learn to intervene in the educational area of the prosociality, this way like to incorporate the general perspective of the current psychology, as science of the health, in relation to the different professional profiles.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

Since this course is part of the core major subjects of the academic studies in psychology, it does not need of any preliminary requirement. It is recommended that students have surpassed at least those credits related to courses such as Psychological Thinking, Psychology of Learning, Perception and Attention, Memory, Motivation and Emotion, Physiological Psychology and Statistics.

COMPETENCES / LEARNING OUTCOMES

1319 - Degree in Psychology

Be able to describe and measure variables (personality, intelligence, attitudes, aptitudes, etc.) and cognitive, emotional, psychobiological and behavioural processes.

Be able to establish the goals of intervention and develop a basic work plan according to its purpose (prevention, therapy, rehabilitation, insertion, guidance, etc.).

Be able to identify group and intergroup problems and needs.

Be able to measure and obtain relevant data for the assessment of interventions.

Be able to plan the assessment of programmes and interventions.

Know and comply with professional ethics of Psychology.

Know how to analyse the context where individual behaviour and group and intergroup processes are developed.

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

Promote and contribute to the health, quality of life and well-being of individuals, groups, communities and organisations.

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.

DESCRIPTION OF CONTENTS

1. PROSOCIAL BEHAVIOR AND AGGRESSIVE BEHAVIOR

Psychological theories. Psychological processes involved.
Main trends in current research on the subject.

2. EMPATHY

Theories of empathy. Cognitive and emotional processes.
Development of empathy.
Assessment of empathy and prosocial behavior.
Relationship between empathy and adaptive behavior.
Empathy as an inhibitor of aggression.

3. PROSOCIAL REASONING

Theories of prosocial moral reasoning.
Development of prosocial moral reasoning.
Relationship between prosocial reasoning and adaptive behavior.
Assessment of prosocial moral reasoning.

4. CONTEXTS INVOLVED IN PROSOCIAL DEVELOPMENT

Family and School.
Parenting styles as modulators of prosocial and aggressive behavior.
Empathy education and prosocial disposition in school.



5. INTERVENTION PROPOSALS

Designs, strategies, and methodology of programs for prosocial development and empathy. Types of programs. Evaluation of their effectiveness.

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 delivered by the professor, developing the different course contents. These classes will also encourage active student participation through answering questions that arise during the lecture.

M21. Seminars, Workshops, and Practical Sessions. These are specifically geared towards applied aspects, allowing students, individually or in groups and using provided materials, to develop the ability to apply their knowledge to real-world professional scenarios. This also helps them acquire and strengthen all the competencies proposed for the course.

M4. Theoretical-practical classes supported by audiovisual media, links to relevant websites, manuals, scientific articles, and other readings and materials.

M6. Scheduled individual or group tutorials for supervising practical assignments, providing guidance, and resolving doubts.

EVALUATION

ASSESSMENT SYSTEMS



33330 Psychological processes and pro-social behaviour

Student evaluation will result in a grade ranging from 0 to 10 points. A 5 must be obtained in each of the evaluation sections. This grade is based on the evaluation of the following sections in both the first and second sittings:

Exam

Assessment System 1 (SA1). Assessment of theoretical and practical content through oral, written, or skill-based tests. It will account for 60% of the grade.

Reports

Assessment System 2 (SE2): Oral or written presentation of reports, individual or group work, clinical cases, problem-solving, or handling of diagnostic tests. It will account for 20% of the grade. Individual reports will be required, based on the following indicators: Intelligent Questions, Case Study Questions, and Prosocial Participation.

The instructor will explain how to complete these reports during the first week of class. Instructions on how to complete them will also appear in the Virtual Classroom.

This section can be recovered in the second sitting, always submitting them through the Virtual Classroom, within the deadlines indicated by the instructor.

Activities throughout the course

Assessment System 3 (SE3): Active participation in class activities, seminars, and workshops, and motivation for the quality of learning outcomes. This will account for 20% of the final grade. During classes, activities (exercises, reviews, comments, reports, question writing, etc.) will be carried out, based on the following indicators: Participation in forums and participation in webinars. This section can be recovered in the second sitting, always submitting them through the Virtual Classroom, within the deadlines indicated by the instructor. Faculty will publish the grading criteria in the virtual classroom, providing feedback to students.

GRADING SYSTEM

The evaluation of the course and any appeal against the grade obtained 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.pdf

According to this regulation, the grading scale is expressed numerically 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.

The different sections covered in the assessment will only be added together when the minimum requirements established for each one are met.

The final grade will be included in the course report according to the following rules: 1) The sum of the progress assessment if the minimum requirements have been met (a score equal to or greater than 5 in the progress assessment). 2) Not submitted, if no activity has been submitted.

Honor rolls will be awarded among grades above 9, provided that a project proposed by the professor for that objective is completed.



In the event of fraudulent practices, the procedure established in the Protocol for action against fraudulent practices at the University of Valencia (ACGUV 123/2020) will be followed: <https://www.uv.es/sgeneral/Protocols/C83sp.pdf>. The consultation and challenge of the grade obtained in assessment tasks will be subject to the provisions of the Regulations for Appealing Grades (ACGUV of April 29, 2008) (<http://www.uv.es/=sgeneral/Reglamentacio/Doc/Estudis/C9.pdf>)

WARNING:

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 duty of a student to refrain from using or cooperating in fraudulent procedures in evaluation tests, in the work carried out or in official university documents.

REFERENCES**Basic References:**

Esparza-Reig, J., Martí-Vilar, M., & Gonzalez-Sala, F. (2024). Prosociality as a Protective Factor for Gambling Addiction during COVID-19. *Universitas Psychologica*, 23, 1-14. <https://doi.org/10.11144/Javeriana.upsy22.pfpa>

Esparza-Reig, J.; González-Sala, F.; Martí-Vilar, M. (2022). Social support and resilience to Foster prosocial behaviours during the covid-19 pandemic confinement: an explanatory model. *Estudios de Psicología* 42 (3), 701-719. Doi:10.1080/02109395.2021.1971898

Martí Vilar, M. (2010). *Razonamiento moral y prosocialidad. Fundamentos. Introducción*. Madrid: CCS.

Martí-Vilar, M., Villalonga-Aragón, M., González-Sala, F., Hidalgo-Fuentes, S., Merino-Soto, C., & Toledano-Toledano, F. (2023). Promoting prosociality and health through musical interventions with groups at risk of social exclusion: a systematic review. *Sustainability*, 15(23), 16334. <https://doi.org/10.3390/su152316334>

Pastor, Y; Martí-Vilar, M.; Wright, M.F.; Rodriguez, L.M.; Merino-Soto, C. (2024). Editorial: Online prosocial behaviour and altruism in adolescence and youth. *Frontiers in Psychology*, 15. 1402979. doi: 10.3389/fpsyg.2024.1402979

Supplementary References:

Badenes-Ribera, L., Duro-García, C., López-Ibáñez, C., Martí-Vilar, M., & Sánchez-Meca, J. (2023). The adult prosocialness behavior scale: A reliability generalization meta-analysis. *International Journal of Behavioral Development*, 47(1), 59-71. <https://doi.org/10.1177/01650254221128280>



Escrig-Espuig, J. M., Martí-Vilar, M., and González-Sala, F. (2023). Criminal Thinking: Exploring its Relationship with Prosocial Behavior, Emotional Intelligence, and Cultural Dimensions. *Anuario de Psicología Jurídica*, 33(1), 9 - 15. <https://doi.org/10.5093/apj2022a2>

Esparza-Reig, J. (2022). Relationship between prosocial behaviours and addiction problems: A systematic review. *Healthcare*, 10(1):74. Doi: 10.3390/healthcare10010074

Esparza-Reig, J., Martí-Vilar, M., González-Sala, F., Merino-Soto, C., & Toledano-Toledano, F. (2022). Social Support and Resilience as Predictors of Prosocial Behaviors before and during COVID-19. *Healthcare*, 10(9), 1669. <https://doi.org/10.3390/healthcare10091669>

Martí-Vilar, M., Trejos-Gil, C. A., & Betancur-Arias, J. D. (2022). Emotional Intelligence as a Predictor of Prosocial Behaviors in Spanish and Colombian Older Adults Based on Path Models. *Healthcare*, 10(2), 284. <https://doi.org/10.3390/healthcare10020284>

Martí-Vilar, M., Tortosa, A. C., Sales-Galán, A., & Corradi, G. (2022). Resilience and prosocial behaviour in Spanish care professionals of dependent persons. *Health & Social Care in the Community*, 30, e6613-e6621. <https://doi.org/10.1111/hsc.14110>

Pardo-Olmos, M., Martí-Vilar, M., Hidalgo-Fuentes, S., & Cabedo-Peris, J. (2025). Interventions Through Music and Interpersonal Synchrony That Enhance Prosocial Behavior: A Systematic Review. *European Journal of Investigation in Health, Psychology and Education*, 15(3), 29. <https://doi.org/10.3390/ejihpe15030029>.

Piñeiro-López, S., Martí-Vilar, M., y González-Sala, F. (2022): Intervenciones educativas en conducta prosocial y empatía en alumnado con altas capacidades. *Bordón. Revista de Pedagogía*, 74 (1), 141-157. doi: 10.13042/Bordon.2022.90586

Reig-Aleixandre N, Esparza-Reig J, Martí-Vilar M, Merino-Soto C, Livia J. (2023). Measurement of Prosocial Tendencies: Meta-Analysis of the Generalization of the Reliability of the Instrument. *Healthcare*; 11(4):560. <https://doi.org/10.3390/healthcare11040560>

Villalonga-Aragón, M., Martí-Vilar, M., Merino-Soto, C., & Tantalean-Terrones, L. (2023). A Scoping Review of Educational Interventions to Increase Prosociality against Gender-Based Violence in University Bystanders. *Social Sciences*, 12(7), 406. <https://doi.org/10.3390/socsci12070406>