

**COURSE DATA****DATA SUBJECT****Code:** 33548**Name:** Psychological activity and human behaviour**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
1311 - Degree in Social Work	Facultat de Ciències Socials	1	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1311 - Degree in Social Work	Psychology	BASIC

**COORDINATION**

BAÑULS EGEDA ROSA

**SUMMARY**

*Psychological Activity and Human Behaviour* is a subject of the Basic Psychology department which belongs to the Faculty of Psychology.

It is especially related to the subjects *Psychological Development in the Vital Cycle*, oriented to the study of the psychological processes throughout the different stages of life; *Psychology and the Sex-gender System*, aimed at the psychological aspects of the sex and gender dimensions; and *Introduction to Social Psychology*, aimed at presenting the social and interactive dimension of human beings.

It is also related to the rest of subjects included in module C (Processes and Problems on which Social Work acts) such as Sociology, Anthropology, Gender Equality and Non-discrimination, Health and Social Work.

The main aim of this subject is to provide students with the most relevant concepts of the processes that describe, forecast and explain the cognitive and behavioural activity of human beings. Therefore, the subject aims to make students capable of applying the theoretical concepts to different personal and professional fields. Besides, this subject is a basis for the rest of subjects included in the degree.



## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

### OTHER REQUIREMENTS

## COMPETENCES / LEARNING OUTCOMES

### 1311 - Degree in Social Work

Act with autonomy in learning, making informed decisions in different contexts, issuing judgements based on experimentation and analysis, and transferring knowledge to new situations.

Apply intervention strategies in social work with individuals, families, groups, organisations and communities to assist them in making informed decisions about their needs, circumstances, risks, preferred options and resources.

Assess needs and possible options to guide an intervention strategy from a social work perspective.

Collaborate effectively in work teams, assuming responsibilities and leadership roles and contributing to collective improvement and development.

Demonstrate critical and self-critical thinking in the field of the degree programme, considering aspects such as professional ethics, moral values and the social implications of the different activities carried out.

Demonstrate professional competence in the practice of social work.

Establish professional relationships in order to identify the most appropriate form of intervention.

Identify intervention methodologies in social work for interaction, support and resolution of needs and problem situations with individuals, families, groups and communities.

Identify the disciplinary knowledge necessary for the analysis of contemporary society, its structure and dynamics, including the complexity of social phenomena, adopting a multidisciplinary perspective.

Know how to communicate effectively, both orally and in writing, adapting to the characteristics of the situation and the audience.

Know methods and models of social work for intervention with individuals, families, groups, organisations and communities according to their needs and circumstances.

Reinforce the capacities of individuals, families, groups and communities so that they may act as agents of transformation in the situations in which they live.



## DESCRIPTION OF CONTENTS

### 1. Different Perspectives on Psychological Activity and Human Behaviour

1. The Concept of Psychology
2. The Origins and Development of Psychology
3. Contemporary Perspectives in Psychology

### 2. Different Methods Used to Investigate Psychological Activity and Human Behaviour

1. Psychology as a Science: The Scientific Method
2. Research Methods in Psychology

### 3. Biological Foundations of Psychological Activity and Human Behaviour

1. The Nervous System and the Brain
2. Neurons
3. The Brain and Behaviour

### 4. Sensation, Perception and Attention

1. The Structure and Functions Associated with the Process of Sensation
2. The Structure and Functions Associated with the Process of Perception
3. Visual Perception
4. Different Types of Attention

### 5. Learning and Memory

1. Learning and Behaviour
2. Classical Conditioning
3. Operant Conditioning
4. Observational Learning
5. An Introduction to the Study of Human Memory: The Two Major Traditions in Memory Research
6. Basic Memory Processes
7. The Structure and Models of Memory
8. Remembering and Forgetting

### 6. Motivation and Emotion



1. The Motivational Process
2. The Emotional Process

**7. Language and Thought**

1. The Relationship Between Thought and Language
2. Problem-Solving and Decision-Making

**8. Psychological Activity and Abnormal Behaviour**

**WORKLOAD**

**PRESENCIAL ACTIVITIES**

Activity	Hours
Theoretical and practical classes	60,00
<b>Total hours</b>	<b>60,00</b>

**NON PRESENCIAL ACTIVITIES**

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	90,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

**TEACHING METHODOLOGY**

Master class and participatory lecture.

Participatory debates and discussions.

Expository activities: theoretical presentations, seminars, and assignment presentations.

Practical activities: role-playing, case resolution, computer-based applications, workshops.

Collaborative work/teamwork by students.



Development of concept maps and summary charts.

Individual, group, and/or virtual tutoring.

## EVALUATION

### EVALUATION SYSTEM

**SE1. Exam: Assessment of theoretical content through an individual final multiple-choice objective test in the official examination periods.**

**SE2. Assessment of practical cases, projects, or academic assignments:**

SE2.1. Assessment of practical cases through a final examination during the official examination periods established by the Faculty.

SE2.2. Academic project aimed at fostering the development of information search and selection skills, organization, and critical thinking.

SE2.3. Classroom activities in which students demonstrate the acquisition of competencies related to problem-solving, collaborative work, and analytical skills. During the different sessions, a series of group activities will be carried out, consisting of exercises, assessments, activities, etc.

### WEIGHTING AND MINIMUM REQUIREMENTS

**SE1. Theoretical content exam, accounting for 50% of the final grade.** Minimum requirement: 20%, which means that students must obtain a minimum of 2 points out of 5 in order to be eligible to pass the course. This section is fully recoverable in the second examination period.

**SE2. Assessment of practical cases, projects, or academic assignments, accounting for 50% of the final grade,** distributed as follows:

SE2.1. Assessment of practical cases, accounting for 20% of the final grade. This section is fully recoverable in the second examination period.

SE2.2. Academic project, accounting for 10% of the final grade. The submission deadline for this assignment will be determined by the lecturer and will be available from the beginning of the academic year. This project assessment is fully recoverable in the second examination period.

SE2.3. Classroom activities, accounting for 20% of the final grade. This assessment is NOT recoverable in



the second examination period, as it includes activities that evaluate teamwork and cooperation, and these competencies can only be assessed within the classroom context.

In summary, there are no differences regarding the minimum requirements for passing the course in either the first or second examination period. Only if the exam grade is equal to or higher than 2, will the grades obtained in SE2 be added, and the course will be passed if the final grade is equal to or higher than 5. If the course is not passed in the first call, the mark obtained in SE2 will be retained for the second call.

## GRADING SYSTEM

The grading of the course will follow the provisions of the Grading Regulations of the Universitat de València (ACGUV 108/2017):

[http://www.uv.es/graus/normatives/2017\\_108\\_Reglament\\_avaluacio\\_qualificacio.pdf](http://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio.pdf)

According to these regulations, final grades will be recorded on a numerical scale from 0 to 10 with one decimal place, using the following grading scheme:

-0 to 4.9: Fail

-5 to 6.9: Pass

-7 to 8.9: Good

-9 to 10: Excellent or Excellent with Honors

In the event of a tie in the final grade with the possibility of awarding honors, the Teaching Unit of the course may establish the procedure to resolve it, if deemed appropriate. The final grade will be recorded in the course report according to the following rules:

-The final grade will result from the sum of the exam score, the grade for the reports, and the classroom activities, provided that the minimum exam requirement has been met.

-If there is no grade in the evaluation component with the highest weighting (the exam), the final grade will be recorded as Not Presented, regardless of the other scores.

-If there is a grade in the evaluation component with the highest weighting, but it does not meet the minimum requirement, the final grade will be recorded as Fail.

The review and appeal of grades awarded for assessment tasks shall be governed by the University of



Valencia's Regulations on Assessment and Grading for Bachelor's and Master's Degree Programmes (ACGUV 108/2017):

[http://www.uv.es/graus/normatives/2017\\_108\\_Reglament\\_avaluacio\\_qualificacio.pdf](http://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio.pdf)

## WARNING

Copying or plagiarism in any assignment that forms part of the assessment will result in automatic failure of 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, December 30), it is the student's responsibility to refrain from using or cooperating in fraudulent practices in assessment activities, coursework, or official university documents.

In cases of fraudulent conduct, the procedures established by the Protocol for Action in Cases of Fraudulent Practices at the Universitat de València will be followed (ACGUV 123/2020): <https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

The works and activities presented by the students must be of their own and original authorship. In case of using artificial intelligence (ChatGPT or others), a declaration of responsible use must be submitted.

## REFERENCES



- Domjan, M. (2018). Principios de aprendizaje y conducta (7.a ed.). Cengage Learning.
- Goldstein, E. B. (2006): Sensación y percepción (3a edición). Madrid: Paraninfo
- Mer MarTa. (2013, 17 noviembre). «Más allá del Espejo», documental de Joaquim Jordà [Vídeo]. YouTube. <https://www.youtube.com/watch?v=xOGrNoYKewg>
- Peine, H. A. i Howard, R. (1995): Padres e hijos. Problemas cotidianos de conducta. Madrid: Siglo XXI.
- Reducindo, I., Rivera, L. R., Rivera, J., Olvera, M. A. (2017) Integración de plataforma LMS y algoritmo de código abierto para detección y prevención de plagio en Educación Superior. Revista General de Información y Documentación 27 (2), 299-315. <https://revistas.ucm.es/index.php/RGID/issue/view/3197>
- Sanmartín, J. (2004): La violencia y sus claves. Ariel.
- Sarriá, J. F. y De Francisco, J. C. (2018). Ciberplagio académico: un tema de importancia. Lite ¡A tu alcance!, 68, 4-12. <https://es.calameo.com/read/00557874303bfa3c48182>.
- Schacter, D. L., & Chic, S. J. (2012). Los siete pecados de la memoria: Cómo olvida y recuerda la mente. Editorial Ariel
- Fernández-Abascal, E. G., & Diaz, M. M. D. (2004). Procesos Psicológicos / Psychological Processes (1a ed., 9a imp. ed.). Piramide Ediciones Sa.
- Lilienfeld, S. O., Lynn, S. J., Namy, L. L., & Woolf, N. J. (2011). Psicología. Una introducción. Pearson.
- Worchel, S. (2000). Psicología - Fundamentos y Aplicaciones - 5 Edición. Prentice Hall.