

Academic Year/course: 2022/23

## 31239 - Psychology of Communications

### Syllabus Information

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**Academic Year:** 2022/23

**Subject:** 31239 - Psychology of Communications

**Faculty / School:** 301 - Facultad de Ciencias Sociales y Humanas

**Degree:** 613 - Degree in Psychology

**ECTS:** 6.0

**Year:** 3

**Semester:** Second semester

**Subject Type:** Optional

**Module:**

## 1. General information

### 1.1. Aims of the course

The subject and its expected outcomes respond to the following approaches and objectives. objectives: The course is structured as a learning process of theoretical-practical competences where students can develop the essential learning communication processes oriented towards intervention in different areas of psychology. psychology.

The course is structured as a learning process of theoretical and practical competences in which the students can develop the essential learning communication processes oriented towards intervention in different areas of psychology. psychology. To this end, the conceptual development of basic theoretical contents is contemplated, and exposure and applied work in these areas, which will provide students with the basic competences. basic competences. These approaches and objectives are in line with the following Sustainable Development Goals (SDGs) of the Development Goals (SDGs) of the United Nations Agenda 2030 (). (<https://www.un.org/sustainabledevelopment/es/>), in such a way that the acquisition of the subject's learning outcomes of the subject provide training and competence to contribute to some extent to their achievement. contribute to some extent to their achievement.

- Goal 3: Health and well-being.
- Goal 4: Quality education.
- Goal 5: Gender equality.
- Goal 10: Reduction of inequalities.
- Goal 16: Peace, justice and strong institutions.

### 1.2. Context and importance of this course in the degree

The subject Psychology of Communication is present in the 3rd year of the Psychology Degree Syllabus, within the Social Psychology itinerary. This allows the learning developed in the subjects of this area, as well as others from different areas, to be complemented with knowledge that, later on in professional practice, will show the transversality of this subject in the different contexts of the degree. practice, will show the transversality of this subject in the different contexts of intervention. intervention.

### 1.3. Recommendations to take this course

To take this subject it is recommended to have a basic training in Social Psychology. It is important to have taken and passed Social Psychology I and Social Psychology II. Social Psychology II. In addition, interest and motivation are required, as the dynamism of the course depends in part on the role of the student. The dynamism of the subject depends in part on the role of the students.

## 2. Learning goals

### 2.1. Competences

By passing the subject, the student will be more competent to:

- (1) Know the different theoretical models of Psychology and be able to critically assess their contributions and limitations.
- (5) Know and understand the cultural factors and psychosocial principles that intervene in the behavior of individuals, groups and organizations.
- (6) Know the social and anthropological dimension of the human being considering the historical and sociocultural factors that intervene in the human psychological configuration.

- (9) Know the different fields of application of Psychology and have the necessary knowledge to influence and promote the quality of life in individuals, groups, communities and organizations in different contexts: educational, clinical and health, work and organizations and community. Respect and promote Human Rights, as well as their application to people with special educational needs, which implies the knowledge and exercise of the principles of equal opportunities, non-discrimination, universal accessibility and design for all
- (16) Know how to describe and measure interaction processes, group dynamics and group and intergroup structure
- (17) Being able to identify group and intergroup group and intergroup differences, problems and needs.
- (18) Know how to describe and measure the processes of interaction, dynamics and organizational and interorganizational structure
- (19) Know how to identify organizational and interorganizational problems and needs.
- (20) Know how to analyze the context where individual behaviors, group and organizational processes develop
- (21) Know how to select and manage instruments, products and services and be able to identify interested people and groups.
- (22) Identify the relevant characteristics of the behavior of individuals and groups, their problems and needs, as well as plan and execute the appropriate interventions.
- (23) Promote and influence the health, quality of life and well-being of individuals, groups, communities and organizations.

## 2.2. Learning goals

In order to pass this subject, the student must demonstrate the following results:

1. Know the main concepts, theories and elements of communication.
2. Understand, analyse and explain the main psychosocial phenomena in which communication is present, as well as the contextual factors that affect them.
2. Understand, analyse and explain the main psychosocial phenomena in which communication is present, as well as the contextual factors that affect them.
3. Understand and know the main techniques, strategies and skills of communication, being able to apply them to different contexts of intervention.
4. Know how to use the relevant documentary sources in communication psychology with a capacity for critical analysis and synthesis, as well as keeping the knowledge and skills of the profession up to date.
5. Know how to interpret the problems and social needs related to communication competence and know how to intervene in this area.

## 2.3. Importance of learning goals

The ability to understand, know and apply effective communication is essential both for a comprehensive understanding of the social dimension of the human being, and for the understanding the social dimension of the human being as a whole, as well as for the purpose of exercising professionally in areas where social and to work professionally in areas where social and communicative dynamics are especially relevant. particularly relevant. The importance of the psychology of communication, in any applied context, is fundamental. And the The practical training offered by this subject, as well as making it more enjoyable, allows students to get to know the work carried out by the students to get to know the work carried out by psychology professionals once they finish their studies, which can their studies, which can broaden their horizons and, in some cases, clarify their in some cases, their areas of interest for the future.

## 3. Assessment (1st and 2nd call)

### 3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

The learner must demonstrate that he/she has achieved the expected learning outcomes by through the following assessment tests.

There are two assessment modalities described below:

A) FACE-TO-FACE ASSESSMENT\* CONSISTS OF 2 BLOCKS

Block I of the Continuous Assessment

Theoretical and Practical Examination which accounts for 70% of the mark for the course.

The exam will have between 20-30 questions whose format and design may consist of multiple-choice questions (multiple choice -three questions). multiple-choice (three or four alternative answers), true or false (T/F) questions and/or true or false (V/F) and/or short questions.

Block II\*\* of the Continuous Assessment

Completion and evaluation of the theoretical-practical activities (up to 30% of the grade for the course): (1) Theoretical and practical activities subject):

In this case, active participation in the performance of the activities will be taken into consideration, as well as the delivery activities, as well as delivery, compliance with the format and quality of the content, in order to show mastery of the instrumental skills expected of a student taking the subject. The course is designed to show mastery of the instrumental skills expected of a student taking the subject.

\*\*Requirement: the student must attend at least 80% of the practical classes. In addition, the student must, and will be valued, his/her active participation and involvement in the practical sessions as well as the performance of the activities. and the completion of the proposed activities, which can be done in teams or individually. individual. Absences of more than 20% must be justified by documentation.

\*EXIGENCY LEVEL MODALITY A): the student must obtain a mark equal to or higher than 50% in both assessment blocks. more than 50% in both evaluation blocks (Block I and Block II). Therefore, in Block I must achieve a score of at least 3.5 points out of 7 and, in Block II, a score of at least 1.5 points out of 7. a score of at least 1.5 out of 3 points must be achieved. above, it is a prerequisite and necessary to have obtained a score equal to or higher than 50%. more than 50%.

## B) NON-ATTENDANCE MODE

The student will have to pass an exam with all the content of the subject, both theoretical and practical, in which he/she will have to theoretical and practical, in which he/she would have to obtain a score of 5 or more points out of 10. out of 10. The exam will have between 20-50 questions whose format and design may be multiple choice (three or four options), true/false (V/F) and/or short questions.

*"In any case, students will have the right to a global assessment of all the contents of the subject in which they will be able to opt for the maximum grade.*

For more information, please consult the University of Zaragoza's Regulations on Learning Assessment Standards at the following link: <http://cud.unizar.es/docs/ReglamentodeNormasdeEvaluaciondelAprendizaje.pdf>".

In the event of a health scare, the teaching and assessment of the subject will be done telematically, not face-to-face.

Information on the success and performance rate of previous academic years, please consult the following links:

Information on results Academic year 2008/09

[http://titulaciones.unizar.es/psicologia/infor\\_resultados.html](http://titulaciones.unizar.es/psicologia/infor_resultados.html)

Information on results Academic year 2009/10

[http://titulaciones.unizar.es/psicologia/infor\\_resultados10.html](http://titulaciones.unizar.es/psicologia/infor_resultados10.html)

Results information Academic year 2010/11

[http://titulaciones.unizar.es/psicologia/infor\\_resultados11.html](http://titulaciones.unizar.es/psicologia/infor_resultados11.html)

## 4. Methodology, learning tasks, syllabus and resources

### 4.1. Methodological overview

The learning process that has been designed for this subject is based on the following: - The learning process that has been designed for this course is based on the following The subject has an applied orientation:

The subject has an applied orientation, so that the activities proposed are focused on the understanding, assimilation and theoretical understanding, assimilation and theoretical and practical application of the main fundamentals of the fundamentals of the psychology of communication. The sequence of activities designed includes the following modalities:

Theoretical sessions: stimulating participation and active learning on the part of the students and using the exposition Theoretical sessions: stimulating participation and active learning on the part of the students and using lectures as a complement.

Practical sessions: theoretical knowledge will be applied to real situations and teamwork and cooperative learning will be facilitated. and cooperative learning.

Oral presentations: there will be an oral presentation of a group practical work.

Teaching platform: the subject's moodle space will be used as a support for consultation and downloading of basic and complementary material.

Support of audiovisual methodology in the development of the contents.

Active participation of students, both in groups and individually, in order to promote meaningful and collaborative learning through the exposition and collaborative learning through the presentation of cases or examples of interest to them, reflection and critical thinking through debate, etc. critical thinking through debate, etc.

Development of assumptions and practical cases and any other methodology that develops the practical sense of the subject and the students' skills. the subject and the students' abilities.

### 4.2. Learning tasks

1. Theoretical sessions in which work will be carried out to stimulate participation and active learning on the part of the students, as well as reflection, reflection and active thinking.

1. Theoretical sessions in which work will be done stimulating participation and active learning on the part of the students, as well as reflection and critical thinking, in order to promote autonomy, competence and support in learning.

2. Practical sessions in which case studies will be examined and reflected upon, and in which teamwork and collaborative-cooperative learning will be especially encouraged.

In addition, it will also be possible to count on the intervention and implementation of:

- Professionals linked to the content of the subject
- Attendance at conferences, symposia
- Analysis of case studies
- Search for information and literature review
- Carrying out cooperative team work, using different participation techniques such as role-playing.
- Oral presentations by students in the classroom.
- Viewing of audiovisual material

### 4.3. Syllabus

The programme offered to the learner to help him/her to achieve the expected outcomes comprises activities included in different blocks:

BLOCK 1. Introduction to the Psychology of Communication.

BLOCK 2. Conceptual approach to the Psychology of Communication and its importance in the field of Psychology.

BLOCK 3. Applied approach to the Psychology of Communication.

#### **4.4. Course planning and calendar**

The theoretical and practical sessions of this elective complement each other in order to provide students with meaningful learning and applied students meaningful learning and applied transfer. The sequence of these sessions will be successive, each session following the corresponding block of contents. Likewise, the key dates are those relating to the presentation and exhibition of practical group work. All these dates will be informed well in advance, and will also be available in Moodle. The date of the exam will be the one indicated in the official announcement. The timetables and key dates of the subject can be consulted on the website of the Faculty of Social and Human Sciences (<http://fcs.h.unizar.es/>).

#### **4.5. Bibliography and recommended resources**

<https://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=25927>