SYLLABUS

TITLE:	General Psychology
CODE:	PSI 201
PREREQUISITE:	N/A
CREDITS:	3 credits	45 contact hours	1 term

DESCRIPTION

This course is an approach to the fundamental topics of Psychology as a scientific discipline that explains the construction of the psychological object. The course discusses the various categories of analysis and the main debates of contemporary psychology. It also emphasizes, from the various currents of psychological thought, on the discussion of the biopsychosocial context that serves as the basis for the development of the discipline. Likewise, the course critically approaches the understanding of the philosophical, epistemological, and methodological bases of the discipline. The course encompasses the importance of assuming a critical stance of professional commitment in the face of conditions of oppression and social inequality.

JUSTIFICACIÓN

This course aims to address the current discussions within and from the discipline in relation to the other Social Sciences. It is important that students approach these debates in order to know and understand the role that Psychology has assumed in its socio-historical evolution. Likewise, the course is fundamental to situate students within a multidimensional view of what comprises the study of psychology allowing them to know their role within the workplace and the ethical aspects of professional practice.

COMPETENCES

The course develops the following competences in students:

- **Critical questioning**
- **Communication**

OBJECTIVES

After completion of the course, students will be able to:

1. Understand the constitution of the object of study of Psychology in its historical evolution.
2. Know the ethical principles and legislation that legitimize the practice of the profession.
3. Recognize the biopsychosocial dimension of the human being.
4. Explain the theoretical basis of emotions and motivation.
5. Understand the historical trends, dilemmas, and controversies of learning.
6. Critically analyze the theoretical models that define personality.
7. Deconstruct the vision of traditional models of psychopathology.
8. Discuss current theoretical debates in Social Psychology.

CONTENTS

I. Psychology and Science
   A. Psychology: ideology or science?
   B. Definition of Psychology's object of study
   C. The traditional notion of Science: Critique of the Cartesian Paradigm
   D. Historical trajectory of the discipline's development
      1. Structuralism
      2. Functionalism
      3. Psychoanalysis
      4. Behaviorism
      5. Gestalt
      6. Humanism
      7. Cognitivism
      8. Critical perspective
   E. Areas of expertise
      1. Clinical
      2. Psychological counseling
      3. Social
      4. Communitarian
      5. Industrial organizational
      6. Physiological
      7. Experimental
      8. School
      9. Academic research
      10. Others

II. Research methods and techniques in Psychology
    A. Historical debates: Does the rupture between quantitative and qualitative paradigms exist?
    B. Paradigms and the search of explanations of reality
    C. Quantitative paradigm
    D. Qualitative paradigm
    E. Ethical aspects of psychological research in Puerto Rico
III. Psychobiological bases of the human being
    A. Theoretical approaches to psychobiological bases: Mechanistic or linear, evolutionary, systemic, and organic models
    B. Inclusion of holographic and chaos models, and the notion of fractals
    C. Mind/body: Critique of the Cartesian paradigm
    D. Application aspects
        1. Psychobiology and addictions
        2. Pharmacotherapy
        3. Altered states of consciousness
        4. Stress and anxiety
        5. Meditation and relaxation techniques
IV. Motivation and emotion
    A. Definition of basic concepts
    B. Body homeostasis
    C. Sexual motivation and evolutionary bases
        1. Sexual response cycle
        2. Myths around human sexuality and gender construction
    D. Dimensions of the emotional response (quadripartite character): subjective, biological, functional, and expressive
    E. Theoretical explanations: biological, cognitive, and the approach of the two systems
    F. Emotional expression: verbal and non-verbal
V. Learning and cognition
    A. Definition of basic concepts: learning, cognition, and individual and cultural differences
    B. Learning dilemmas and controversies
    C. Important historical tendencies
        1. Associationist learning: classic and operant conditioning
        2. Operant or Skinnerian conditioning
        3. Social-cognitive learning theory
    D. Insight learning
    E. Applications of learning principles
VI. Personality

      A. Definition of the construct

      B. Critical analysis

      C. Theoretical models

VII.   Psychopathology

      A. Definition of concepts

         1. Normality

         2. Maladaptive behaviors

      B. Theoretical models

      C. Critical analysis of the traditional construction of psychopathology

VIII.   Social psychology

      A. Social perception

         1. Impressions formation and management

      B. Current theoretical debates in social psychology

         1. Constructionism vs. essentialism

METHODOLOGY

The following strategies from the active learning methodology are recommended:

- Flipping classroom
- Discussion
- Analysis of readings and videos
- Reflection exercises
- Interviews
- Conferences
- Seminaries
- Concept maps
- Oral presentations
- Research project
- Collaborative learning

EVALUATION

Partial assignments	15%
Compositions	30%
Oral presentations	30%
Final Project or exam	<u>25%</u>
TOTAL	100%

LEARNING ASSESSMENT

The institutional assessment rubric is applied to the course's core activity.

BIBLIOGRAPHY

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diseños y estrategias. Ediciones SM.

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es-natural-joseph-vincent-marques

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Reeve, J. (2010). Motivación y emoción (5th ed.). McGraw-Hill Interamericana.

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ELECTRONIC RESOURCE
https://universodeemociones.com/

For more information resources related to the course's topics, access the library's webpage http://biblioteca.sagrado.edu/

REASONABLE ACCOMMODATION
For detailed information on the process and required documentation you should visit the corresponding office. To ensure equal conditions, in compliance with the ADA Act (1990) and the Rehabilitation Act (1973), as amended, any student in need of

reasonable accommodation or special assistance must complete the process established by the Vice Presidency for Academic Affairs.

ACADEMIC HONESTY, FRAUD, AND PLAGIARISM

Any student who fails to comply with the Honesty, Fraud, and Plagiarism Policy is exposed to the following sanctions: receive a zero in the evaluation and/or repetition of the assignment, an F(*) in the course, suspension, or expulsion as established in the document *Política de Honestidad Académica* (DAEE 205-001) effective in August 2005.