

SCHOOL OF HEALTH AND SCIENCES

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.

JUSTIFICATION

This course aims to address the discussions that are taking place within the discipline, as well as stemming from it in relation to the other Social Sciences. It is important for the student to approach these debates in order to know and understand the role that Psychology has assumed in its socio-historical development. In the same way, the course is essential to situate the student within a multidimensional view of what the study of Psychology comprises allowing us to know its 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 development.
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. Traditional notion of science: Critique to 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. Clinic

2. Psychological counseling
3. Social
4. Community
5. Organizational Industrial
6. Physiological
7. Experimental
8. School
9. Research Academic
10. Others

II. Research Methods and Techniques in Psychology

- A. Historical debates: is there a break in the quantitative and qualitative paradigms?
- B. Paradigms and the search for explanations of reality
- C. Quantitative paradigm
- D. Qualitative paradigm
- E. Ethical aspects of psychological research in Puerto Rico

III. Psychobiological Basis of the Human Being

- A. Theoretical approaches to psychobiological bases: mechanistic or linear, evolutionary, systemic, and organic models
- B. Inclusion of holographic models, chaos, and the notion of fractals
- C. Mind/body: A critique of the Cartesian Paradigm
- D. Aspects of application
 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 basis
 1. Sexual response cycle
 2. Myths surrounding human sexuality and gender construction

- D. Dimensions of emotional response (quadripartite): subjective, biological, functional, and expressive
- E. Theoretical explanations: biological, cognitive, and the two-systems approach
- F. Emotional expression: verbal and nonverbal
- V. Learning and Cognition
 - A. Definition of basic concepts: learning, cognition, individual and cultural differences
 - B. Learning dilemmas and controversies
 - C. Important historical trends
 - 1. Associative learning: classical and operant
 - 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. Training and handling of impressions
 - B. Current theoretical debates in Social Psychology
 - 1. Constructionism vs Essentialism

METHODOLOGY

The following strategies from the active learning methodology are recommended:

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

EVALUATION

Partial assignments	15%
Compositions	30%
Oral presentations	30%
Final project or exam	25%
Total	100%

LEARNING ASSESSMENT

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

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Lucca-Irizarry, N., Berríos-Rivera, R. (2009). *Investigación cualitativa: fundamentos, diseños y estrategias*. Ediciones SM.

Marqués, J. V. (1992). *No es Natural: Para una sociología de la vida cotidiana*.

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

Santamaría, C. (2018). *Historia de la psicología*. Ariel Ciencias Sociales.

ELECTRONIC RESOURCES

Universo de Emociones: <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 INTEGRITY

This policy applies to all students enrolled at Universidad del Sagrado Corazón to take courses with or without academic credit. A lack of academic integrity is any act or omission that does not demonstrate the honesty, transparency, and responsibility that should characterize all academic activity. Any student who fails to comply with the Honesty, Fraud, and Plagiarism Policy is exposed to the following sanctions: receive a grade of zero in the evaluation and / or repetition of the assignment in the seminar, a grade of F (*) in the seminar, suspension, or expulsion as established in the Academic Integrity Policy effective in November 2022.

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