

SYLLABUS

TITLE:	Seminar in Psychology
CODE:	PSI 450
PREREQUISITES:	30 approved credits in Psychology
CREDITS:	3 credits 45 contact hours 1 term

DESCRIPTION

Discussion of current topics related to the development of Psychology as a scientific discipline and the practice of the profession. The course's topics lead students towards processes of reflection and analysis that motivate a broader level of understanding around the production of psychological knowledge.

JUSTIFICATION

It is important that Psychology students integrate the knowledge acquired through their undergraduate courses. This seminar contributes to developing a global vision of Psychology and encourages students to critically examine the concepts, approaches, and theoretical formulations of their discipline. It is expected that graduates can apply them in decision making in their professional and personal lives, and that, if they so decide to, they may continue graduate studies.

COMPETENCES

The course develops the following competences in students:

- **Ethical sense and social justice**
- **Communication**
- **Critical questioning**

OBJECTIVES

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

1. Develop a process of construction of critical perspectives that allow a broad look at the complexity of the work done by the discipline and the multiplicity of its explanations.
2. Examine the influence of the political, social, economic, and cultural contexts on

the discipline.

3. Develop ethical positions that lead to the achievement of social justice, equity, solidarity, and the promotion of citizen responsibility.
4. Promote openness and respect for human diversity from the intersections of class or social status, race/ethnicity, sex/gender, national origin, age, sexual orientation, gender identity, and functional diversity, among others.

CONTENTS

- I. Teaching: Its Political Dimension
- II. The Future of Human Rights
- III. Psychology: Socio-Political Challenge
- IV. Identity: Epistemological Bases and Ethical Projections
- V. Abstentionism in Consensus Building: The Cultural Fabric
- VI. Values and their Psychological Projection
- VII. Moral Autonomy: A Possibility for Human Development from the Ethics of Solidarity and Responsibility
- VIII. Towards a Positive Psychology: Subjective Well-Being
- IX. Environmental Psychology in the XXI Century: The Challenge of Sustainable Development
- X. The Construction of the World in Language
- XI. Emotional Processes of Care and Risk in Professionals who Work with Human Suffering

METHODOLOGY

The following strategies from the active learning methodology are recommended:

- The course has a discussion seminar structure which requires the active participation of everyone in the class.
- In some class sessions the professor will lead the dialogue, in others, students will be the ones to lead.

EVALUATION

Timely attendance and participation in the discussion of assigned readings are required.

15%

Six (6) written reflections discussing readings 6, 7, 8, 9, 10, and 11, mentioned in the “Contents” section of this syllabus.	35%
Critical reflection of the book: <i>Mobbing: Un ataque a la dignidad ¿Acaso te acosan?</i>	25%
End of course critical reflection. Intellectual work in which students will demonstrate their competence on the topics examined through the semester. The holistic nature of this exercise is highlighted.	<u>25%</u>
TOTAL	100%

LEARNING ASSESSMENT

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

BIBLIOGRAPHY

Achinstein, P. (1987). *Los modelos teóricos. Seminario de problemas científicos y filosóficos*. Universidad Nacional Autónoma de México.

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Capra. F. (1992). *El Punto Crucial: Ciencia, sociedad y cultura naciente*. (Trans. Graciela de Luis). Editorial Troquel S. A.

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Chamizo, J. A. (2010). Una tipología de los modelos para la enseñanza de las ciencias. *Revista Eureka sobre Enseñanza y Divulgación de las Ciencias*, 7(1), 26-41.

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López Segrera, F. (2000). Abrir, impensar, y redimensionar las ciencias sociales en América Latina y el Caribe. ¿Es posible una ciencia social no eurocéntrica en nuestra región? En *La colonialidad del saber: eurocentrismo y ciencias sociales. Perspectivas Latinoamericanas*. CLACSO.

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Sonntag, H. R. (Ed.). (1989). *¿Nuevos temas, nuevos contenidos?: las ciencias sociales de América Latina y el Caribe hacia el nuevo siglo*. Nueva Sociedad.

Vélez, L. M. (2006). *Mobbing: Un ataque a la dignidad ¿Acaso te acosan?* Ediciones Situm, Inc.

Vélez, L. M. (2010). Mobbing: consejería y consultoría en Puerto Rico. *Revista de Derechos Humanos y Transformación de Conflictos*, 2, 56-67.

<http://iniprodeh.org/RevistaDerechosHumanos%20Vol2.pdf>

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.

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