

**COURSE DATA****Data Subject**

Code	33317
Name	History of psychology, science and profession
Cycle	Grade
ECTS Credits	4.5
Academic year	2022 - 2023

Study (s)

Degree	Center	Acad. year	Period
1319 - Degree in Psychology	Faculty of Psychology and Speech Therapy	3	First term

Subject-matter

Degree	Subject-matter	Character
1319 - Degree in Psychology	17 - History and ethics of psychology	Obligatory

Coordination

Name	Department
PASTOR SORIANO, JUAN CARLOS	300 - Basic Psychology

SUMMARY

This subject aims to offer an integrative and overall vision of psychological science. The main currents, orientations and schools that have been marking the development of psychology over time are studied, from a longitudinal and transversal perspective. Its temporal evolution from the origins and foundation of modern psychology to contemporary times is followed and its historical development as an academic specialty, science and profession is examined. The course also aims to provide a historical frame of reference in which students can comprehensively, coherently and meaningfully integrate the information and basic knowledge they have acquired in other subjects of the degree's teaching plan, before the start of a second cycle with more specialized studies and knowledge.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

The achieved in the matters of he first cycle. Be open to develop the interest in history.

OUTCOMES

1319 - Degree in Psychology

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Be able to prepare oral and written reports.
- Know and comply with professional ethics of Psychology.
- Know the principles of the scientific method and the characteristics of the different methods used in psychology and its analytical techniques.

LEARNING OUTCOMES

To identify the historical contribution of the different cultural traditions, intellectual currents and schools of thought to contemporary psychology

To identify the descriptive methods and procedures of historical research and the documentation and analysis techniques necessary for historiographic reconstruction.

To identify the identity and character of the scientific psychology and the historical development of the professional profiles characteristic of contemporary psychology.



DESCRIPTION OF CONTENTS

1. Introduction to the History of Psychology.

UNIT 1. History and historiography of psychology.

UNIT 2. Background of modern psychology.

UNIT 3. Foundation of modern psychology.

2. History of psychology until the second world war.

UNIT 4. The development of modern psychology in Germany.

4.1. The evolution of experimental psychology.

4.2. The development of Gestalt psychology.

UNIT 5. The first developments of modern psychology in the Anglo-Saxon world.

5.1. Development of differential and applied psychology in Great Britain.

5.2. Introduction and first developments of modern psychology in America.

5.3. The origin and first developments of behaviorism.

UNIT 6. The first developments of modern psychology in the Francophone area and Austria.

6.1. The beginnings of clinical and differential psychology in France.

6.2. The psychology of the unconscious and psychoanalysis in Austria.

UNIT 7. The first developments of psychology in Russia.

7.1. The origin and first developments of Russian reflexology.

7.2. Evolution of Soviet psychology.

3. History of Psychology after the second world war

UNIT 8. The development of behavioral psychology.

UNIT 9. The development of cognitive psychology.

UNIT 10. The development of applied and professional psychology.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	45,00	100
Development of group work	10,00	0
Development of individual work	10,00	0
Study and independent work	10,00	0
Readings supplementary material	15,00	0
Preparation of evaluation activities	15,00	0
Resolution of online questionnaires	7,00	0
TOTAL	112,00	

TEACHING METHODOLOGY

M1. Theoretical classes given by the teacher in which the different contents of the subject will be developed, giving the student the opportunity to participate in the issues and questions that arise throughout the exposition.

M18. Carrying out of practical activities: case study, debate and analysis of texts.

M6. Individual or group scheduled tutorials for the supervision of practical work, orientation and resolution of doubts.

The use of mobile devices, tablets and laptops will be available depending on the teaching methodology proposed by each professor.

EVALUATION

The evaluation system for this subject is distributed as follows:

- SE1: Assessment of theoretical and practical content through a final individual test (examination) in the official calls determined by the faculty. This test will ask questions about a selection of the contents and competences previously indicated in this teaching guide.
- SE2: Written presentation, and complementary oral presentation of reports, individual or group work.
- SE3: Active participation in class activities, motivation for the quality of learning results and delivery of those activities determined by the teacher.

The evaluation of theoretical and practical contents through the exam (SE1) will be equivalent to 70% of the final grade, having to obtain a minimum of 3.5 out of 7 to be eligible for approval.



The continuous or progress evaluation (SE2+ SE3) will be equivalent to 30% of the final grade, having to obtain a minimum of 1.5 out of 3 to be eligible for approval. This 30% will be distributed in two equivalent parts: 15% for the reports or work carried out and presented in writing (SE2), and 15% for the activities (readings, comments, questionnaires and other exercises) carried out and/or delivered in the classroom (SE3). This means that reports and written work (SE2) score from 0 to 1.5 points, and classroom activities (SE3) score from 0 to 1.5 points. The continuous or progress assessment (SE2+SE3) computes both, from 0 to 3 points.

The teacher will specify the face-to-face and/or non-face-to-face tasks that the students will have to carry out and deliver throughout the course. They can include readings, text comments, quizzes, essays, tutorials, etc. individual and/or group. The delivery or exhibition schedule of these works will be determined by the teacher, together with the students. Reports and activities carried out and delivered outside the agreed period for their completion and delivery will be penalized.

The requirement to pass the course is to obtain a minimum grade of 5 out of 10 both in the exam (SE1) and in the continuous or progress assessment activities (SE2+SE3), that is, a minimum grade of 5 out of 10 (3.5 out of 7) in the final individual test or exam (SE1) and a minimum average mark of 5 out of 10 (1.5 out of 3) in the set of tasks, including reports and written work (SE2 scoring from 0 to 1.5 points) and classroom activities (SE3 scoring from 0 to 1.5 points).

In case of achieving the minimum score both in the exam (3.5 in SE1) and in the set of tasks (work and activities) of the continuous evaluation (1.5 in SE2+SE3) the final grade will be obtained by adding (SE1 +SE2+SE3), taking into account the indicated percentages (SE1 70% of the grade, SE2 15% of the grade, SE3 15% of the grade). In case of not getting the minimum score, either in the exam (SE1) or in the activities (SE2+SE3), the partial grades will not be added, and the final grade will be failed, with the grade of the failed part (continuous assessment exam or tasks)

In the second call, the score of the part approved in the first call will be maintained as long as it is at least or higher than 3.5 out of 7 in the theoretical-practical contents and at least or higher than 1.5 out of 3 in the continuous evaluation. To recover the part or parts that are failed, the following criteria will be applied:

- SE1) The evaluation of theoretical-practical content will be recoverable in the second call and will be evaluated by means of an exam of theoretical-practical content similar to that of the first call. The grade obtained in the exam will be equivalent to 70% of the final grade (from 0 to 7 points).
- SE2) This part of the continuous assessment will be recoverable on the second call and the teacher will establish the dates and procedures for its retake. As a general rule, reports and papers may be made and delivered in writing, similar to those made and delivered in writing in the first call (not the same). The note obtained in the work will be equivalent to 15% of the final grade (from 0 to 1.5 points).
- SE3) This part of the continuous assessment will not be recoverable on the second call as it is linked to attendance and participation in class. As a general rule, the partial mark obtained in the first call will be maintained (from 0 to 1.5 points).



RATING SYSTEM.

The grading of the subject will be subject to the provisions of the Reglament d'Avaluació i Qualificació de la Universitat de València per a títols de Grau i Màster (ACGUV 108/2017 of May 30, 2017).
http://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio.

A minimum of 5 points in the final grade is required to obtain a pass.

According to UV regulations, the grade is specified in numerical expression from 0 to 10 with one decimal place, using the following grading scale:

- 0 to 4.9: fail.
- From 5 to 6.9: pass.
- From 7 to 8.9: outstanding.
- From 9 to 10: outstanding or outstanding with honors.

The best grades of each group will be taken into account to obtain the Honor Grades (as long as a minimum of 9 is reached). In case of a deadlock, an oral or written test will be held to break the difference. If not being able to award Honorable Mentions in a group, the Teaching Unit will agree on the assignment of the Honorable Mention to another group.

WARNING.

Copying or plagiarism of any assignment part of the evaluation will mean the impossibility of passing the subject, which is then subject to the appropriate disciplinary procedures. Please note that, according to Article 13. d) of the University Student Statute (RD1791/2010, December 30), the student's duty is to refrain from using or cooperating in fraudulent procedures in the evaluation tests, in the coursework performed or in official university documents. During tutoring hours, lecturers may request individual or group interviews to verify the degree of participation and achievement of the objectives set for any assignment. Failure to accept such verification will result in the failure of the assignment or activity in question.

REFERENCES

Basic

- Sáiz, M. (Coord.) (2012). Historia de la Psicología. Barcelona: Editorial UOC.
- Tortosa, F. ; Civera, (Coord.) (2006) "Historia de la psicología", Madrid: McGraw-Hill Interamericana
- Pastor, J.C.; Civera, C.; Tortosa, F. (2000). Historia de la psicología. Investigación y didáctica. Valencia: Tirant Lo Blanch
- Carpintero, H.; Crego, A. (2018). Historia de la psicología. Madrid: Centro de Estudios Financieros.
- Hergenhahn, R.B. (2019): Introduction to the History of Psychology, 8th. ed, Belmont: Wadsworth Publishing Co.



Additional

- Greenwood, J. (2010). Historia de la psicología. Un enfoque conceptual. Madrid: Mc.Graw Hill Interamericana.
- Hergenhahn, B. R. (2001). Introducción a la historia de la psicología. Madrid: Paraninfo.
- Leahey, Th. H. (2005). Historia de la psicología. Madrid: Prentice-Hall.
- Benjamin, L.T. (1997). A history of psychology. Original sources and contemporary research. New York: McGraw-Hill.
- Hothersall, D. (2004). History of psychology. New York: McGraw-Hill.