

## 1. BASIC INFORMATION

<b>Course</b>	History of Psychology and fields of action
<b>Degree program</b>	Bachelor's Degree in Psychology
<b>School</b>	Health Sciences
<b>Year</b>	1
<b>ECTS</b>	6
<b>Credit type</b>	Compulsory
<b>Language(s)</b>	English/ Spanish
<b>Delivery mode</b>	On campus / virtual
<b>Semester</b>	1
<b>Academic year</b>	2025 – 2026
<b>Coordinating professor</b>	Romina Beatriz Lencina

## 2. PRESENTATION

Understanding the history of a discipline helps in comprehending its present, and thus, in appreciating and understanding its value. Over time, both the definition and objective of Psychology have evolved. This introductory course provides a historical overview of the development of the discipline, offering students a solid reference framework from which to develop a comprehensive view of Psychology as both a professional and scientific activity. It also fosters a critical mindset and a transversal and longitudinal perspective. To achieve this, the course will cover the main theoretical models, schools, and authors that have influenced the development of Psychology, tracing its evolution up to contemporary Psychology.

The aim is not only to provide students with an overview of the types of issues that Psychology addresses, including its theoretical or methodological problems and approaches, but also to understand it as a dynamic and expanding field within a broader context. In this way, this course serves as an introduction and reinforcement for other courses in the curriculum that focus on these aspects more specifically, allowing students to acquire tools and resources that will be valuable for their development throughout their studies.

### 3. LEARNING OUTCOMES

#### **Knowledge**

KNO06. Understand the social and anthropological dimension of the human being considering the historical and socio-cultural factors that intervene in the human psychological configuration.

KNO07. Know different methods of psychological assessment, diagnosis and treatment.

KNO09. Know the different fields of application of Psychology and have the necessary knowledge to impact and improve the quality of life of individuals, groups, communities and organisations in different contexts: education, clinical and health, work and organisations.

#### **Skills**

SK03. Know how to analyse the context where individual behaviour and group/organisational processes develop.

#### **Competencies**

CP13. Know and meet the deontological obligations of Psychology

CDC02. Transmit messages (ideas, concepts, feelings, arguments), both orally and in writing, strategically aligning the interests of the different stakeholders involved in the communication in the academic and professional environment.

CDC06. Integrate analysis with critical thinking in a process of evaluating different ideas or professional possibilities and their potential for error, based on evidence and objective data leading to effective and valid decision-making.

#### **LEARNING OUTCOMES**

- Know the evolution of psychological ideas and knowledge in time, showing the main lines of theoretical development and the changes that have been experienced over time.
- Show the evolution of scientific Psychology, discovering how it is configured and institutionalised with different historical rhythms and ways of developing the different understandings of the object and research method.
- Know the most relevant authors who, as scientists, have given rise to the theoretical and experimental currents in the field of Psychology, as well as their links to other sciences, such as Philosophy, Medicine, Physiology, etc.
- Place the evolution of psychology in the general historical context, showing its influence on social and cultural changes.
- Show the evolution of research methods in this discipline over time.
- Know the different fields of action of psychologists.

## 4. CONTENT

- Historical Background of Psychology
- Structuralism and Functionalism
- Gestalt
- Psychoanalysis
- Russian Reflexology
- Beginnings of Psychology as a Science
- Behaviorism and the Psychology of learning
- Neo-behaviorism
- Cognitivism
- Differential and Comparative Psychology
- Current Trends
- Overview of the psychologist's different scopes of the activity

## 5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Cooperative learning
- Lectures
- Students oral presentations

## 6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

### Campus-based mode:

Learning activity	Number of hours
Debates	20
Practical exercises	30
Formative evaluation (feedback from the evaluation tests performed)	5
Master class	40
Face-to-face tutoring	5
Autonomous work	50
<b>TOTAL</b>	<b>150</b>

### Virtual mode:

Learning activity	Number of hours
Online forums	25
Debates and discussions via virtual seminar	20
Webinar	40

Formative assessment (feedback on assessment tests) via web conference	10
Virtual tutoring	5
Autonomous work	50
<b>TOTAL</b>	<b>150</b>

## 7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

### Campus-based mode:

Assessment system	Weight
Face-to-face Knowledge test	60%
Oral presentations	15%
Participation in debates and forums	10%
Portfolio (document compiling student work, providing information on the results of the teaching-learning process)	15%

### Virtual mode:

Assessment system	Weight
Virtual Knowledge tests	60%
Oral presentations	15%
Portfolio (document compiling student work, providing information on the results of the teaching-learning process)	10%
Participation in online debates and forums	15%

When you access the course on virtual Campus, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

### 7.1. Ordinary call period

#### Campus-based mode:

To pass the course in the Ordinary call period you must obtain a grade greater than or equal to 5,0 out of 10,0 in each of the assessment systems of the course.

**If cases of plagiarism are detected** in any of the activities delivered, the grade will be **0** and this activity will be suspended during the Ordinary call period. **Late delivery of activities is not allowed either (it will be evaluated with a "0"), except in duly justified cases.** These activities must be recovered in Extraordinary call period, applying rules of the assessment period.

Finally, to pass the course in the Ordinary Exam period, **a minimum of 50% of class attendance is required. Absence excuses do not imply the elimination of such absences in any case.**

**The European University of Valencia establishes the continuous assessment as a system of evaluation of knowledge, Skills and basic, general, cross-disciplinary and specific Competencies of the qualification of "Bachelor's Degree in Psychology", in accordance with the provisions of the Regulations for the evaluation of Bachelor's Degrees. In this regard and for the purposes of the consumption of calls the student must be aware that, if he/she presents any assessment system provided in the Learning Guide, in the Ordinary Exam**

period the student will have a global grade of the course, thus consuming call for entries.

#### **Virtual mode:**

To pass the Subject in Ordinary call period you must obtain a grade greater than or equal to 5,0 out of 10,0 in the final grade (weighted average) of the course.

In any case, it will be necessary to obtain a grade greater than or equal to 5,0 in the final test, so that it can be averaged with the rest of the activities.

**If cases of plagiarism are detected** in any of the activities submitted, the grade will be **0** and this activity will be suspended during the Ordinary call period. **Late delivery of activities is not allowed either (it will be evaluated with a "0"), except in duly justified cases.** These activities must be recovered in Extraordinary call period, applying the same rules in that call for entries.

**The European University of Valencia establishes the continuous assessment as a system of evaluation of knowledge, Skills and basic, general, cross-disciplinary and specific Competencies of the qualification of "Bachelor's Degree in Psychology", in accordance with the provisions of the Regulations for the evaluation of Bachelor's Degrees. In this regard, and for the purposes of the consumption of entries, the student must be aware that, if he/she presents any assessment system provided in the Learning Guide, in the Ordinary call period the student will have an overall grade for the course, thus consuming a call for entries.**

## **7.2. Extraordinary call period**

#### **Campus-based mode:**

To pass the course during the Extraordinary call period you must obtain a grade higher than or equal to 5,0 out of 10,0 in each of the Assessment systems of the course.

Activities not passed in the Ordinary call period must be handed in, after having received the corresponding corrections from the teacher, or those that were not handed in.

**The European University of Valencia establishes the continuous assessment as a system of evaluation of knowledge, Skills and basic, general, cross-disciplinary and specific Competencies of the qualification of "Bachelor's Degree in Psychology", in accordance with the provisions of the Regulations for the evaluation of Bachelor's Degrees. In this regard and for the purposes of the consumption of calls the student must be aware that in the Extraordinary call period will be the Objective Test of Knowledge (POC) which determines whether or not consumes call for entries and in the exceptional case that only has pending to overcome assessment system/s other than the POC, it will be considered NP if it does not present it/s and will obtain numerical grade if it presents at least one of them.**

#### **Virtual mode:**

To pass the Subject in Extraordinary call period you must obtain a grade greater than or equal to 5,0 out of 10,0 in the final grade (weighted average) of the course.

In any case, it will be necessary to obtain a grade greater than or equal to 5,0 in the final test, so that it can be averaged with the rest of the activities.

Activities not passed in the Ordinary call period must be handed in, after having received the corresponding corrections from the teacher, or those that were not handed in.

**The European University of Valencia establishes the continuous assessment as a system of evaluation of knowledge, Skills and basic, general, cross-disciplinary and specific Competencies of the qualification of "Bachelor's Degree in Psychology", in accordance with the provisions of the Regulation of evaluation of the Bachelor's Degrees. In this regard and for the purposes of the consumption of entries the student must be aware that in the Extraordinary exam period will be the Objective Test of Knowledge (POC) which determines whether or not consumes call for entries and in the exceptional case that only has pending to overcome assessment system/s other than the POC, will be considered NP if not presented and will obtain a numerical grade if you present at least one of them.**

## **8. SCHEDULE**

This table shows the delivery deadline for each assessable activity in the course:

**Campus-based mode:**

Assessable activities	Deadline
Face-to-face Knowledge test	Date set by the university based on the academic calendar
Oral presentations	Between november 17th and 22th
Participation in debates and forums	December 4th
Portfolio (document compiling student work, providing information on the results of the teaching-learning process)	Between december 15th and 20th

**Virtual mode:**

Assessable activities	Deadline
Virtual Knowledge tests	Date set by the university based on the academic calendar
Oral presentations	Between november 17th and 22th
Portfolio (document compiling student work, providing information on the results of the teaching-learning process)	Between december 15th and 20th
Participation in online debates and forums	December 4th

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

## 7 BIBLIOGRAPHY

The main references work for this subject are:

Spanish:

- Burgos, J.M. (2014). *Historia de la Psicología*. Palabra, Colección Albatros.

English:

- Hergenhahn, B.R.(2013). *An introduction to the History of psychology*. Cengage Learning.
- Additional material uploaded by the teacher

The recommended Bibliography are:

- Gondra, J. M. (1997). *Historia de la psicología: introducción al pensamiento psicológico moderno: volumen I, nacimiento de la psicología científica*. Síntesis.
- Greenwood, J. D. (2011). *Historia de la psicología: un enfoque conceptual*. NA.
- Hardy-Leahey, T., Gonzalo de la Casa, L., Ruiz, G., & Sanchez, N. T. (2005). *Historia de la psicología: principales corrientes en el pensamiento psicológico*.
- Machado de Asís, J. (2009). *El alienista*. Ediciones Palencia
- Santamaría, C. (2001). *Historia de la psicología: el nacimiento de una ciencia*. Grupo Planeta (GBS).
- Tortosa, F; Civera, C. (2006). *Historia de la psicología*. McGraw-Hill.

## 8 EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance, Diversity and Inclusion Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

[orientacioneducativa.uev@universidadeuropea.es](mailto:orientacioneducativa.uev@universidadeuropea.es)

## 9. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.