

## 1. BASIC INFORMATION

<b>Course</b>	History of Psychology and fields of intervention
<b>Degree program</b>	Degree in Psychology
<b>School</b>	Faculty of Biomedical and Health Sciences
<b>Year</b>	1st
<b>ECTS</b>	6
<b>Credit type</b>	Mandatory
<b>Language(s)</b>	English
<b>Delivery mode</b>	Face-to-face
<b>Semester</b>	S1
<b>Academic year</b>	2025-26
<b>Coordinating professor</b>	Francisco Montesinos Marín
<b>Professor</b>	Lidia Budziszewska Popiela, Rita Lara Gras

## 2. PRESENTATION

In this subject the student will acquire a general and introductory vision of psychology from a historical and applied point of view. Given the location of the subject in the first semester of the first year of the degree, it will have an eminently introductory character and some of the contents presented will be developed in greater depth and detail in other subjects of the degree taught later. The student will discover the relationships between different contributions from inside and outside the field of psychology, as well as the elements that allow the developments of psychology to be considered scientific.

## 3. LEARNING OUTCOMES

### KNOWLEDGE

CON01: Describe the temporal evolution of psychological ideas and knowledge, and the changes that the different conceptions of the object of psychology and research methods have undergone over time.

### SKILLS

HAB06: Analyse deontological obligations in the different fields of psychology

### COMPETENCIES

COMP06: Knowing the social and anthropological dimension of the human being considering the historical and socio-cultural factors involved in the human psychological configuration.

COMP07: Knowledge of different methods of assessment, diagnosis and psychological treatment in different applied areas of health psychology.

COMP09: To know the different fields of application of psychology and have the necessary knowledge to influence and promote quality of life in individuals, groups, communities and organisations in different contexts: education, clinical and health, work and organisations, and community.

COMP20: Knowing how to analyse the context in which individual behaviour, group and organisational processes take place.

COMP34: Knowing how to provide feedback to recipients in an appropriate and accurate manner

COMP35: Being able to prepare oral and written reports

COMP36: Knowledge of and compliance with the deontological obligations of psychology.

COMP39. Transmit messages (ideas, concepts, feelings, arguments), both orally and in writing, strategically aligning the interests of the different agents involved in communication in the academic and professional environment.

### **Subject-specific learning outcomes**

#### Subject-specific knowledge

- Describe the temporal evolution of psychological ideas and knowledge, and the changes that the different conceptions of the object of psychology and research methods have undergone over time.
- Identify the most relevant authors who, as scientists, have given rise to the theoretical and experimental currents in the world of Psychology, as well as their links to other sciences, such as Philosophy, Medicine, Physiology, etc.
- Identify the different fields of action of psychologists.
- To situate the evolution of psychology in the general historical context.

#### Subject-specific skills

- Analyse the evolution of scientific psychology and research methods in this discipline over time.
- Differentiate between the different theoretical models in psychology.

## **4. CONTENT**

UNIT 1: Historical background of psychology. Beginnings of psychology as a science. Structuralism and functionalism. Characteristics of psychology as a science.

UNIT 2: Psychoanalysis.

UNIT 3: Russian reflexology. Behaviorism and the psychology of learning. Interbehaviorism and neobehaviorism.

UNIT 4: Cognitivism.

UNIT 5: Gestalt and humanistic psychology.

UNIT 6: Differential and comparative psychology.

UNIT 7: Current currents in psychology. Third generation therapies.

UNIT 8: Overview of the different areas of action of the psychologist.

## 5. TEACHING-LEARNING METHODOLOGIES

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

- Cooperative learning
- Master class
- Student 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:

Learning activity	Number of hours
Practical exercise	25h
Debates	20h
Lectures	33h
Asynchronous lectures	7h
Autonomous work	50h
Formative evaluation	8h
Knowledge test	2h
Tutorials	5h
<b>TOTAL</b>	<b>150h</b>

## 7. ASSESSMENT

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

Assessment system	Weight
Knowledge test (40 multiple-choice questions with 3 answer options).	50%
Oral presentations (Group presentation of the work on the psychologist's fields of action).*	10%
Portfolio: <ul style="list-style-type: none"> <li>- written report involving bibliographic research and answers to questions (10%)</li> <li>- Practical activities carried out at home and in the classroom (20%)</li> </ul>	30%
Participation in debates and forums <ul style="list-style-type: none"> <li>- Class discussion: Psychology as a science (5%)</li> <li>- Online Forum: Women in the history of psychology (5%)</li> </ul>	10%

\*To pass the oral presentation, attendance to the oral presentations of all the groups is mandatory.

When you access the course on the *Campus Virtual*, 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.

### Attendance

According to Art. 1.4 of the Regulation for the Evaluation of Official Degree Degrees of the European University of Madrid (of the continuous evaluation): "The obligation to justify at least 50% attendance at classes is established as part of necessary for the evaluation process and to comply with the student's right to receive advice, assistance and academic follow-up from the teacher. For these purposes, students must use the technological system that the University puts at their disposal, to accredit their daily attendance to each of their classes. This system will also serve to guarantee objective information on the active role of the student in the classroom.

Those students who have not achieved a 50% attendance rate in the first exam period may be graded as failing and must pass the corresponding objective exams in the second exam period for the subject, where they must obtain a grade equal to or higher than 5.0 out of 10.

### 7.1. First exam period

To pass the subject in the ordinary call, you must follow the **continuous assessment system** and pass both the mandatory active methodologies and the objective test. To pass the subject in ordinary call you must obtain a grade greater than or equal to 5.0 out of 10.0 in:

- Knowledge test
- each of the active methodologies: oral presentation, written report, portfolio and participation in debates and forums.
- in the final grade (weighted average) for the subject

### PLAGIARISM AND USE OF AI

Any student who resorts to or uses illicit means during an evaluation test, or who improperly claims authorship of academic work required for assessment, will receive a failing grade ("0") in all evaluation tests for the exam period in said subject in which the violation occurred, and may also face disciplinary action following the opening of a disciplinary proceeding.

**AI-Generated content:** AI-generated content tools (AIGC), such as ChatGPT and other language models (LLMs), cannot be used to generate assignments. These tools also cannot be responsible for any written content in the assignment. The use of AI must be authorized by the instructor for each activity. If a student has used these tools to develop any part of their work, this use must be detailed in the assignment. The student is fully responsible for the accuracy of the information provided by the tool and for correctly referencing any supporting work. Tools used for spelling, grammar, and general editing are not included in these guidelines. The final decision on the appropriateness of the reported use of an AI tool rests with the instructor, academic coordination, and program director.

### Delayed submission of mandatory activities

Late submissions of mandatory assignments will result in the activity not being graded, and a numerical grade of 0 will be assigned.

## 7.2. Second exam period

In order to pass the course in the second exam period, the same requirements as in the first exam period must be met. The activities that were not passed in the ordinary exam must be handed in, after having received the corresponding corrections from the teacher, or those that were not handed in. In order to pass the course in the extraordinary exam, you must obtain a grade higher or equal to 5 out of 10 in:

- Knowledge test
- each of the active methodologies: oral presentation, written report, portfolio and participation in debates and forums.
- in the final grade (weighted average) for the subject

The debate, by its nature, cannot be repeated, and will therefore be assessed by written paper with the same learning objectives in the extraordinary session.

## 8. SCHEDULE

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

Assessable activities	Deadline
Debate	week 3
Oral presentation	week 12
Forum	week 16
Portfolio	week 18
Knowledge test	week 18

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.

## 9. BIBLIOGRAFÍA

The main reference work for this subject is:

English
<b>Reference manuals</b> <ul style="list-style-type: none"> <li>• Myers, D.G. (2011). <i>Psychology</i>, 11th Ed. Worth Publishers</li> <li>• Leahey, T.H. (2013). <i>A history of psychology: from antiquity to modernity</i>. Boston: Pearson</li> <li>• Hunt, M. (1994) <i>The story of psychology</i>. Anchor</li> </ul> <b>Recommended handbooks</b> <b>HISTORY</b> <ul style="list-style-type: none"> <li>• Brett, G. (2015). <i>A History of Psychology: Mediaeval and Early Modern Period Volume II</i>. Routledge.</li> </ul>

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| <ul style="list-style-type: none"> <li>• Hothersall , D. (2004) <i>History of Psychology</i>. Boston: McGraw-Hill.</li> <li>• Malocco , DE (2015). <i>A brief history of psychology: important timelines</i> . Createspace Independent Publishing Platform.</li> <li>• Shiraev , Eric (2015). <i>A history of psychology: a global perspective</i>. Thousand Oaks: SAGE</li> <li>• Dennis, W. (1948 ). <i>Readings In The History Of Psychology</i> . New York: Appleton</li> </ul>  |
| <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Chalmers, AF (2013). <i>What is this thing called science?</i> Hackett Publishing.</li> </ul>   |
| <p><b>Fields of application</b></p> <ul style="list-style-type: none"> <li>• Coolican, H., Cassidy T. (2007) <i>Applied Psychology</i>. Hodder Arnold Publication. Trans-Atlantic Publications (e-book)</li> <li>• Donaldson, S.I. , Berger, D.E. (2006). <i>Applied Psychology: New Frontiers and Rewarding Careers</i>. Psychology Press. Mahwah, N.J.: Lawrence Erlbaum Associates (e-book)</li> <li>• Bekerian, D. A., Levey, A. B. (2012) <i>Applied Psychology: Putting Theory into Practice</i>. Oxford University Press. 2 (e-book)</li> </ul> |

## 10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity 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@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## 11. 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.