



SEVILLE UNIVERSITY PSYCHOLOGY DEGREE SYLLABUS (Resolución de 20 de diciembre de 2010, de la Universidad de Sevilla, por la que se publica el plan de estudios de Graduado en Psicología)

SYLLABUS BY SUBJECT

Psychobiological Fundaments

Unit I: Concept of Psychobiology and Research Methods.

Subject 1. Concept of Psychobiology.

Subject 2. Study Methods and Techniques in Psychobiology.

Unit II: Fundaments of Behavioural Genetics and Evolution.

Subject 3. Inheritance, Genes and Behaviour.

Subject 4. Evolution and Behaviour. An Interaction.

Unit III: Neural Signals, their Conduction, Transmission and the Integration.

Subject 5. Microstructure of the Nervous System. (Practical I).

Subject 6. Membrane Potential and Signal Propagation. (Practical II).

Subject 7. Synaptic Transmission.

Subject 8. Neurotransmitters and Neuromodulators.

Unit IV: Functional Neuroanatomy (practical III).

Subject 9. General Organisation of the Nervous System.

Subject 10. Functional Anatomy of the Spinal Cord.

Subject 11. Functional Anatomy of the Brain Stem and Cerebellum.

Subject 12. Functional Anatomy of the Midbrain (Diencephalon) and Telencephalon.

Subject 13. Autonomous Nervous System.

Unit V: Ontogeny and Phylogeny of the Nervous System.

Subject 14. Ontogenetic Development of the Nervous System.

Subject 15. Phylogenetic Approximation to the study of the Nervous System.

Psychobiology of the cognitive processes

Subject 1. INTRODUCTION.

As it is now possible to approach the cognitive processes via Psychobiology, this theme will be approached from an historical perspective.

Subject 2. APPLIED TECHNIQUES IN PSYCHOBIOLOGY.

This theme aims to study the different techniques that enable us to analyse the relationship between the brain and behaviour via the different techniques and methods used in Psychobiology. Among the techniques to be studied, it is worth highlighting the study of psychophysiological techniques, neuroimaging techniques, the means of studying the effect of lesions on behaviour, neurophysiological techniques, etc. Applying these techniques extends to functions such as perception, attention, sleep, language, spatial processing, visual recognition, voluntary action,



memory, emotions, lateralisation, executive functions, psychopathologies, learning difficulties, neurological pathologies, sleep, language, spatial processing, visual recognition, voluntary action, memory, emotion, lateralisation, executive functions, psychopathologies, learning difficulties, neurological pathologies and plasticity, as well as recovery and rehabilitation processes of the Nervous System.

Subject 3. CEREBRAL ASSYMETRY.

This theme will attempt to demonstrate the singular functional organisation of the human brain. We will describe how the hemispheres present a segregated or interrelated pattern of activation when faced with cognitive, emotional and problem-solving functions and situations to which the individual must respond.

Subject 4. ATTENTION PHENOMENA.

The individual confronts an immense range of stimuli in different sensory modalities. S/He is constantly interacting these stimuli, needing to give differential responses. In order to do this, a series of neural selection mechanisms, both sensorial and motor, have developed. These enable the individual to limit analysis of the complex world that surrounds him/her to those stimuli that the subject regards as being the most relevant. This theme will treat these neural mechanisms.

Subject 5. MEMORY.

Focusing on primates and humans, this theme will examine memory-related neural circuits and their neurophysiological mechanisms. This will be approached via the different memory systems described in Cognitive Psychology and Neuropsychology.

Subject 6. LANGUAGE.

Starting with a description of the phylogeny of communication systems, we will describe how a progressively language-specialised system develops in the brain. Based upon studies of the different aphasias and neuroimaging techniques, a sketch of the neurocognitive model will be described.

Subject 7. NEURODEVELOPMENT.

This theme's subject will focus upon the formation and the ontogenetic development of the CNS as the basis for the emergence and maturation of the basic psychological processes.

Subject 8. CONSCIOUSNESS.

This theme will approach the mind-body problem by analysing brain function. The difficulties of arriving at a solution to this problem will also be highlighted.

Systemic Psychobiology

Unit I: Sensorial Systems.

Sensory receptors. Transduction mechanisms, encoding and processing stimuli through the Nervous System. Psychobiology of perception. Chemical senses: taste and smell. Visual system: processing visual information on the retina. Analysis of visual information in the striate and extrastriate cortex. Auditory system. Encoding and neural analysis of the auditory information. Somatosensory systems. Classification of the somatic senses. Cortical processing of touch. Tactile perception and object recognition. Central pain perception mechanisms. Physiological Bases of pain modulation: analgesia.

Unit II: Motor systems.

Physiology of muscular contraction. Hierarchical organisation of the motor system. Motor control of the spinal cord. Monosynaptic and polysynaptic reflexes. Descending



Systems of the brain stem. Vestibular system. Vestibular reflexes. Vestibular system's contribution to posture control and movement. Sensory-motor integration systems. Cortical movement control Mechanisms involved in the planning, decision-making and execution of motor responses, the effects of lesions on the descending motor pathways. Apraxias. Movement modulation systems.

Unit III: Regulatory systems.

Homeostasis and active regulatory mechanisms of the internal states. Intake regulation. Neural and molecular bases of biological rhythms. Physiological mechanisms of sleeping and waking. Sleep functions and disorders.

Physiological Psychobiology

Unit I: Introduction to Physiological Psychology

Concept, history and methods of Physiological Psychology. Historical precedents of Physiological Psychology. Contributions from Philosophy, the Natural Sciences Scientific Psychology. Brain, mind and consciousness. Research strategies for the evolution of the nervous system and behaviour.

Unit II: Evolution, development and plasticity of the Nervous System and behaviour.

Development, maturation and evolution of the nervous system. Sexual development and differentiation. Sexual dimorphism in the central nervous system. Neural and hormonal control of reproductive behaviour. Neural plasticity and behaviour. Cerebral development and experience. Construction of neural circuits. Plasticity of the mature circuits.

Neurogenesis in the mature brain. Evolution of the brain and vertebrate behaviour. Degeneration, regeneration, reorganisation of the CNS. Cerebral lesions, neural plasticity and recovery of functions.

Unit III. Learning and memory.

Cellular and molecular learning and memory mechanisms. Synaptic plasticity. Multiple learning and memory systems. Neural bases of emotional learning. Neural bases of implicit memory. Neural bases of classical conditioning, instrumental conditioning, perceptive learning and working memory. Neural bases of motor learning and procedural memory. Relational learning and declarative memory. Amnesias. Hippocampus and spatial memory. Sleep, memory consolidation and cerebral plasticity.

Psychology of Organisations

Unit I: Organisational Socialisation and Psychological Contract.

Subject 1. Organisational Socialisation.

Subject 2. The Psychological Contract.

Unit II: Leadership and Coaching.

Subject 3. Conceptualisation and Classical Approaches to the study of Leadership.

Subject 4. Transformational Leadership and Charismatic Leadership.

Subject 5. Coaching.

Unit III: Dynamics of Power and Influence.

Subject 6. Power in organisations.



Subject 7. Influencing Tactics.

Unit IV: Conflict, Negotiation and Mediation.

Subject 8. Conflict.

Subject 9. Negotiation.

Subject 10. Mediation.

Unit V. Organisational Culture.

Subject 11. Culture of inclusive organisations.

Subject 12. Organisational Culture and Climate.

Unit VI. Organisational Development and Change.

Subject 13. Organisational Development.

Group Psychology

Subject 0. Introduction to the subject: origins, objectives, content, methodology, relationship with other disciplines and basic bibliography.

Unit I: Introduction to Group Psychology

Subject 1. Concept of the Group.

Subject 2. Group Dynamics and Techniques.

Subject 3. Group Formation, Development and Objectives.

Unit II: Group Structures.

Subject 4. Structural Elements of Groups.

Subject 5. Leadership within the Group.

Subject 6. Group Communication and Communication Networks.

Unit III: Group Functioning.

Subject 7. Conflicts and their Solution.

Subject 8: Virtual Groups.

Subject 9. Measuring Interpersonal Relationships.

Social Psychology

Unit I: Concept, history and methodology.

Unit II: Bases and determinant factors in social behaviour.

Psychosocial processes that determine social behaviour and human interrelationships, such as influencing processes and social learning or socialisation and emotions as a source of social communication.

Unit III: Social Cognition.

Psychosocial processes in the generation and processing of social information, such as in the case of attitude formation processes, social categorisation and causal attribution.

Unit IV: Interpersonal Processes.

Psychosocial bases for some interpersonal processes such as interpersonal relationships based on attraction and love, prosocial behaviour and interpersonal violence.

Psychological Evaluation

Unit I: General Framework.

Subject 1. Concept of Psychological Evaluation. Classification of the Evaluation Techniques.



- Subject 2. The Evaluation Process.
- Subject 3. The Interview in Psychological Evaluation.
- Subject 4. The Psychological Report.
- Unit 2: Evaluation of the Higher Cognitive Functions and Processes.
- Subject 5. Evaluation of Development and Intelligence in Children.
- Subject 6. Evaluation of intelligence in adults.
- Subject 7. Evaluation of aptitudes.
- Subject 8. Evaluation of memory and visual perception.

Learning Difficulties

- Unit I: Models and Principles for Understanding Learning Difficulties.
 - Subject 1. Classification of the principal learning difficulties. DSM-5, CIE-10 and CIDDDM.
 - Subject 2. Medical, Social and bio-psychosocial models in the study of disability and learning difficulties.
 - Subject 3. The ecological model and learning difficulties.
 - Subject 4. Ethics, society and learning difficulties: normalisation, social inclusion, autonomy.
- Unit II: The Different Learning Difficulties: basic concepts, evolutionary development and specific intervention strategies.
 - Subject 5. Disorders in Motor Development.
 - Subject 6. Intellectual Disability.
 - Subject 7. Deafness and Auditory Disability.
 - Subject 8. Disorder on the Autistic Spectrum.
 - Subject 9. Blindness and Visual Disability.
 - Subject 10. Learning Difficulties.
- Unit III: Ambits and Intervention Strategies in Learning Difficulties.
 - Subject 11. Early Attention in Learning Difficulties.
 - Subject 12. Learning Difficulties and School.
 - Subject 13. Adult life and Learning Difficulties: Individual-based Planning.
 - Subject 14. Learning Difficulties and Employment.
 - Subject 15. Sexuality in People with Learning Difficulties.
 - Subject 16. People with Learning Difficulties and Leisure.

Professional Ethics and Deontology

- Unit I: General Aspects.
 - Subject 1: Professional ethics. Ethics and Deontology. Bioethics. Basic principles of ethical actions. Professional Codes of Practice: the Psychologist's Professional Code of Practice (1987, 2010, 2014). The European Federation of Psychologists' Associations (EFPA) Meta-Code of Ethics, 2005. Comparative deontology: the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct (2002/2010/2016); that of the British Psychological Society (2014) and other codes of conduct from relevant Associations of Psychologists. The New Code of Professional Conduct for Psychologists (Principles and regulations).
 - Subject 2: The Psychologist's legal (both civil and criminal) responsibility in cases of professional malpractice. Professional Standards commissions and Ethics Committees. The collegiate disciplinary system.



Unit II: Basic Regulation of Good Practice

Subject 3: Professional competence. The mental health of psychology professionals.

Subject 4. Dual or multiple relationships with patients and third parties involved in the intervention (friendships, sexual relationships, exploitative relationships, business relationships, etc.). Sexual harassment.

Subject 5: informed consent. Respect for the patient's autonomy. Limits of consent and consent by proxy. Characteristics of informed consent in the case of disabled minors. Compulsory clinical admissions due to mental disorders. Forced, non-consensual treatment.

Subject 6: Professional confidentiality. Privacy and confidentiality. Limits of confidentiality. Exceptional circumstances. The right to privacy vs. the parents' or guardians' right to know in interventions with minors. Using audio-visual media. The clinical history: the present legislation concerning its use, storage, the client's rights of access to his/her clinical history and the rights of the professional to reserve his or her subjective annotations, observations and appreciations; the duty to maintain confidentiality of aspects concerning third parties reflected in the clinical notes. Storing and keeping records. Preserving confidentiality when publishing clinical cases.

Subject 7: Other professional aspects. (1) The psychologist's publicity and public declarations, publication of the services offered. The intervention of Psychologists in the public media. (2) Fees. Payment in kind. Payment for client referrals. Methods for recovering the fees owed by defaulting clients.

Unit III: Ethical Aspects of Research and Intervention

Subject 8: Ethical aspects of psychological evaluations and being an expert witness. Professional competence. Informed consent. Confidentiality in the evaluation. Revelation of the evaluation results. Ethical use of the tests and their correct utilisation. Returning the results. Using obsolete tests. Using test correction and interpretation services. Automatic test evaluation and interpretation. Ethical aspects of psychological reports. Psychologists as expert witnesses. Ethical aspects of expert witness reports. Reports commissioned for use by one of the parties in legal proceedings or in the proceedings of other public institutions.

Subject 9: Ethical aspects of psychotherapeutic interventions. Clients' and therapists' rights. Characteristics of informed consent for the therapy. Ethical and legal aspects of family, couple and other group therapies. Interventions with clients/patients from other cultures. Interventions with suicidal clients/patients. Interventions with dangerous clients/patients. Interruption of the services due to reasons imputed to the client/therapist. Concluding the therapy.

Subject 10: psychological intervention via internet. Virtual Psychological centres. The different online modes of intervention: email, chats and videoconference. Basic requirements (the psychologist's identity, that of the user(s), security, confidentiality and informed consent). Professional competence. Disorders that can be managed online. The quality, suitability and effectiveness of online therapies

Subject 11: Ethical aspects of research with human participants. Declaration of Helsinki. Characteristics of informed consent re. the participants in a research work. Deception as an experimental tool. Ethical aspects; economic compensation or other type of benefits for experiment participants. Ethics of the communication of research results: publication of false or misleading results; plagiarism; including people who have not participated in the piece of research as authors; including unqualified students as authors, thus enabling them to become researchers; the double



publication of data; collaborating with other researchers who want to replicate the research, etc.

The Methodological Fundamentals of Psychology

Subject 0. Introduction. The Scientific Method as a set of stages and tasks that give the greatest possible validity.

Unit I. Valid Posing of Questions and Possible Answers.

Subject 1. Identifying concepts that have already been raised: Functions of subjects of study and the context. Types of content. Types of structures. Types and number of values. Means of expression. Levels of expression. Codes of expression.

Subject 2. Validity of the concept: Precision, differentiation and adjustment.

Subject 3. Posing new questions and answers: dimensions of the concepts and the properties of validity as an instrument of proposing concepts.

Unit II. Valid Data Collection

Subject 4. Possibilities of data collection: Exploratory and confirmatory studies. Data collection designs, methods and techniques.

Subject 5. Validity of the data collections: Precision, differentiation and adjustment. Validity in each data collection design, method and technique.

Unit III. Valid Culmination of the Research Process

Subject 6. Introduction to valid data analysis: Elements and stages of the analysis. Derivative types.

Subject 7. Valid presentation of conclusions and communication of what has been researched: Elements of the conclusions. The report as a model of scientific communication. Precision, differentiation and adjustment in both conclusions and in the report.

Subject 8. Ethics in scientific work: Ethics in scientific competence as the embodiment of the three properties of validity.

History of Psychology

Unit I: Science, History and Psychology.

Subject 1. Psychology as a Science. Historiography of Psychology.

Subject 2. From the Psychological to Psychology.

Unit II: The Founding of Psychological Science (1860-1912).

Subject 3. Study of the Conscious: W. Wundt the psychology of Gestalt.

Subject 4. Study of the Subconscious: S. Freud.

Subject 5. Study of Adaptation: H. Spencer a W. James.

Unit III: Diversity and Expansion of Psychological Science (1913-2000).

Subject 6. From the Study of Adaptation to the Study of Behaviour.

Subject 7. Behavioural Science.

Subject 8. The Science of the Mind.

Unit IV. History of Applied Psychology (1892-2000).

Subject 9. Psychology as a Profession.

Modifying Child-juvenile and Adult Behaviour



- Subject 1. Historical and Conceptual Approach to Behaviour Modification in the Child-juvenile and Adult Ambits and Psychological Intervention in Medicine.
- Subject 2. The Therapeutic Process in Behaviour Modification.
- Subject 3. Activation Control Techniques.
- Subject 4. Exposure Techniques.
- Subject 5. Operational Conditioning-based Techniques.
- Subject 6. Social Learning-based Techniques.
- Subject 7. Cognitive Restructuring Techniques.
- Subject 8. Coping Skills Techniques.
- Subject 9. Problem-solving Techniques.
- Subject 10. Other Techniques.

Social and Community Intervention

- Subject 1. Introduction. What is Community Intervention Programme (CIP)? A change of perspective. Ecological analysis levels in the CIP. Its values. Reasons that promote its development. Current trends.
- Subject 2. Community Research. Principles of Community Research. The role of communities in Community Research. Community Research: decisions and questions. The cultural context of Community Research. Ecological analysis levels in Community Research.
- Subject 3. Method in Community Research. Qualitative Methods. Quantitative Methods. Mixed Methods.
- Subject 4. Study of individuals in their context. Theoretical models of ecological psychology. The importance of understanding human contexts. Creating and changing contexts.
- Subject 5. Study of the community. What is a community? A community's psychological sense. Feeling of community. Social Capital. Social networks and online communities.
- Subject 6. Study of human diversity. Dimensions of human diversity. Culture and diversity. Liberation and oppression. Diversity in the community intervention.
- Subject 7. Stress and social support. Ecologico-contextual model of stress and coping. Social support. Mutual help groups. Coping and spirituality.
- Subject 8. Prevention and Promotion. Definitions. Key concepts for understanding prevention and promotion. Risk and resilience. The prevention equation.
- Unit 9. Community promotion and social change. Citizen empowerment and participation. Community and social change.
- Unit 10. Designing, implementing and evaluating community intervention programmes. Getting to Outcomes.

Psychotherapies

- Block I. Psychoanalytical Treatments.
Cure type and classical Freudian psychoanalysis. Dynamic Psychotherapy. Brief, focused psychoanalytical psychotherapies. Psychoanalysis today. Other psychoanalytical models.
- Block II. Experiential Therapies.
Rogers and the client-centred therapy model: working with relationships. Concept of existential analysis: values in therapy. Gestalt Therapy: working with emotions. Working roles in psychotherapy: psychodrama.
- Block III. Constructivist Therapies.



Constructivisms in psychotherapy. Personal construct therapy. Non-rationalist cognitive therapies. Narrative Therapy. Cognitive-Narrative Therapy. Full Attention and the redefinition of working on experience.

Block IV. Practical Aspects.

Concept and implications of psychotherapy. Commons factor in Psychotherapy. Therapeutic Relationship. Therapeutic Alliance. Therapeutic group strategies. Experience cycles and emotional work according to Gestalt. Typical work in psychoanalysis. Psychodrama exercises. Narrative Thread. Experience cycles and scalings in personal constructs. End of the therapy.

Data Design and Analysis 1

Block I: Introduction and Descriptive Statistics.

Subject 1: Basic conceptual frameworks for the university; psychology and data analysis.

Subject 2: Knowing a variable: tables, graphs and analytical resources for describing the behaviour of a variable according to its scale of measurement and its distribution.

Subject 3: Interpreting a case: resources for interpreting a specific case with regard to its reference data group.

Block II: Relationships between Variables

Subject 4: General principles, fundamental concepts and taxonomy for studying bi-variable relationships.

Subject 5: Resources and singularities when analysing the relationship between two qualitative variables.

Subject 6: Resources and singularities when analysing the relationship between two quantitative variables.

Subject 7: Resources and singularities when analysing the relationship between a qualitative and a quantitative.

Block III: Inferential Statistics.

Subject 8: Sampling and sample distribution.

Subject 9: The Normal Curve.

Subject 10: Estimation Statistics.

Subject 11: Sample Size.

Subject 12: Significance Test of the Null Hypothesis.

Data Design and Analysis 2

Subject 1.- General Introduction to Research Procedures in Psychology. Types of design and research techniques. Variables measurement scales. The correct statistical technique in function of the number of variables and according to the type of scale. Validity of the research.

Subject 2.- Relationship between a Qualitative Variable and a Quantitative Variable: means contrast (independent and related groups) and analysis of variance. *A posteriori* contrasts. Alternative of analysis against supposed homoscedasticity and normality. Nonparametric tests. Size of effect and statistical power. ANOVA of repeated measurements. Assumptions and non-fulfilment correction. Assumption of sphericity in ANOVA. Alternative of analysis in the absence of sphericity. Multi-comparisons analysis, both *a priori* and *a posteriori*.



Subject 3.- Relationship between Two Quantitative Variables. The simple linear regression model. Dispersion diagram. Model specification.

Parameters estimation. Components of variation. Validity of the model. Validation of the model. Significance of the regression parameters. Prediction. The model's assumptions. Contrasting measurements from the perspective of the linear regression model. Other types of non-linear adjustments.

Subject 4.- Relationship between Several Quantitative Variables and one Quantitative Variable. Multiple linear regressions. Model specification. Estimation of the parameters. Interpretation of the regression equation. Model diagnosis: variation components validity of the adjustment, validation of the model, parameters of significance. Prediction. Semi-partial and partial correlation variance analysis from the perspective of the multiple regression model. Multi-collinearity. Interaction in regression: qualitative moderating variable and quantitative moderating variable. Analysis of residues: graphic and analytical procedures.

Subject 5.- Inter-variable Interaction. Interaction in factorial designs. Interaction between two categorical predictor variables: two levels and more than two levels. Interaction between a categorical variable and another, quantitative variable. Interaction in mixed factorial designs. Interaction en regression: moderating qualitative variable and moderating quantitative variable

Psychometrics

Subject 1. Introduction to the Conceptual Bases and Methodologies of Measuring in Psychology.

Subject 2. Construction Procedure for a Measuring Instrument.

Subject 3. Evaluation of the Measuring Instrument.

Subject 4. Standardising the Measuring Instrument.

Fundamentals of Psychopathology

Subject 1. Conceptualisation of Psychopathology as a Basic Science.

Subject 2. Psychopathology of Consciousness.

Subject 3. Psychopathology of Perception and the Imagination.

Subject 4. Psychopathology of Thought and Language.

Subject 5. Psychopathology of Memory.

Subject 6. Psychopathology of Intelligence and of Judgement.

Subject 7. Psychopathology of Affectivity. Lesson 8. Psychopathology of Motor Behaviour.

Subject 9. Psychopathology of Primary Motivations and Free Will.

Subject 10. Cerebral Bases for Psychopathology.

Psychology of the Personality and Human Diversity

Unit I: Theoretical, Empirical and Methodological Fundamentals of Psychology of the Personality.

Unit II: Elements of the Personality: Traits, Adaptations Characteristics and Identity.

Unit III: Applications of the Psychology of the Personality in Clinical and Health Ambits.



Clinical Psychopathology

- Subject 1. Introduction to Clinical Psychopathology.
- Subject 2. Anxiety, Obsessive-compulsive and other related Disorders.
- Subject 3. Traumatic Disorder and other Stressor-related Disorders.
- Subject 4. Dissociative Disorders.
- Subject 5. Somatic Symptoms disorder and other related Disorders.
- Subject 6. Schizophrenia Spectrum and other Psychotic Disorders.
- Subject 7. Disorders of the Emotional State: Depressive Disorders, bipolar and other related Disorders.
- Subject 8. Impulse Control Disorders.
- Subject 9. Sleep Disorders, Sexuality Disorders, Eating Disorders and Eating Behaviour Disorders.
- Subject 10. Substance Abuse and Addiction Disorders.
- Subject 11. Neurocognitive Disorders.
- Subject 12. Personality Disorders.

Complex Learning and Cognition

Unit I: Fundaments.

SUBJECT 1. Conceptual introduction. Functionalism, mechanism and structuralism. Complex learning and behaviour: sources of complexity. The functional-evolutionist model: variation and selection. Molar analysis and molecular analysis. The functional analysis Unit.

Unit II: Complex Discriminations.

SUBJECT 2. Stimulus control. Generalisation/discrimination of stimuli. Measuring stimuli control. Selective attention. Multiple discrimination control.

Discriminatory transfers. Classical theories of stimulus control.

SUBJECT 3. Conditional control by the stimulus. Conditional discriminations. Physical sample equalisation-differentiation. Arbitrary or symbolic sample equalisation. Sources of conditional control: exteroceptive samples, own behaviour, internal states. Conditional discrimination of relationships between events.

SUBJECT 4. Concepts and categories learning. Perceptive Categories/ Natural Concepts. Functional categories. Classes of equivalence.

Unit III: Verbal Language and Behaviour.

SUBJECT 5. Verbal behaviour. Functional Analysis vs. Structural Analysis of language. Hypothesis in the origins of linguistic behaviour. Simple verbal agents.

Extensions of verbal behaviour. Complex verbal agents.

SUBJECT 6. Relationships between verbal and non-verbal behaviour.

“Say-do” and “do-say” correspondences. Rule-governed behaviour shaped by consequences. Relational framework theory.

Unit IV: Comparative Perspective of Cognition.

SUBJECT 7: Intelligence, creative behaviour and problem-solving. Intelligent behaviour. Insight and problem-solving. Reasoning.

SUBJECT 8: Cognition and complex behaviour. Auto-Concept and consciousness. Perception of time and space. Language and communication. Imitation and social learning.



Fundamentals of Learning and Behaviour

Unit I. Introduction to the Psychology of Learning and Conditioning.

Subject 1: Conceptual and methodological introduction to the psychology of learning.

Subject 2: Unconditional behaviour and pre-associative (without specific reinforcement) learning.

Unit II. Inter-stimuli learning relationships: Classical or Pavlovian conditioning.

Subject 3: Fundamentals of classical conditioning.

Subject 4: Conditions for learning through classical conditioning.

Subject 5: Content of learning, nature of the associative representations and determinants of the conditioned response.

Subject 6: Associative learning mechanisms.

Unit III. Learning of relationships between behaviour and its consequences: Instrumental or agent conditioning.

Subject 7: Fundamentals of instrumental conditioning.

Subject 8: Positive reinforcement or reward learning.

Subject 9: Selection behaviour and reinforcement mechanisms.

Subject 10: Aversion control: escape, avoidance, defencelessness and punishment.

Subject 11: Extinction.

Psychology of Attention and Perception

Unit I. Psychology of Attention.

Subject 1. Attentional Phenomena.

Subject 2. Types of Attention.

Subject 3. Experimental Preparations for Studying Attention

Subject 4. Variables that Determine Attention.

Subject 5. Explanatory Models of Attention.

Unit II. Psychology of Perception.

Subject 6. Components of the Perceptive Experience.

Subject 7. Perceptive Modalities.

Subject 8. Perceptive Phenomena.

Subject 9. Theories of Perception.

Psychology of Memory

Subject 1: Concept and types of memory. Concept of memory. Amnesia. Concept and types. Measures of memory. Dissociations between memory measurements. Memory systems.

Subject 2: Working memory. The classical view: the notion of short-term-memory (STM). Criticisms of the classical view. Working memory and cognition:

Baddeley's model. The secondary task method. Components of working memory.

Subject 3: Learning. Learning and memory. The role of practice. Semantic elaboration and learning: the levels of processing framework. Organisation and learning. Memory improvement.

Subject 4: Retrieval. The concept of retrieval. Forgetting. Theories of retrieval processes. The role of context and emotions. Autobiographical memory.



Subject 5: Knowledge. The analogical representation of knowledge. Semantic representation of knowledge. Schemas and scripts.

Subject 6: Memory development. Memory in childhood. Development of memory strategies. Memory and aging.

Psychology of Motivation and Emotion

Unit I. INTRODUCTION.

Subject 1. Study of the motivation and the emotion in psychology: basic concepts, analysis unites and principal study perspectives.

Unit II. MOTIVATION.

Subject 2. Approaches and theories in the study of motivation: classical, neurophysiological, behavioural, cognitive, psychoanalytical and humanistic perspectives.

Subject 3 Types of motives: primary motives and secondary motives.

Unit III. EMOTION.

Subject 4. Approaches and theories in the study of emotion: classical, neurobiological, evolutionary, behavioural, cognitive, psychoanalytical and humanistic perspectives.

Subject 5. Types of emotions: basic emotions and social emotions.

Unit IV. AMBITS OF APPLICATION.

Subject 6. Motivation and emotion in the ambits of health, education, organisations and other ambits of professional action.

Psychology of Thought and Language

Unit I. BASIC CONCEPTS OF LANGUAGE.

SUBJECT 1. Scientific Nature of Language: Concepts and Dimensions of Analysis.

1.1. Scientific conceptualisation of language: dimensions of study.

1.2. Basic elements of language: semiotics: the science of signs.

1.3. Functions of the sign.

1.4. The problem of the referent, meaning and sense.

SUBJECT 2. Language, Activity and Symbolic Function.

2.1. Language and symbolic function.

2.2. Symbols, meta-representation, and theory of the mind.

2.3. The genesis of symbols and the development of communication.

Unit II. ONTOGENESIS OF THOUGHT: when LANGUAGE MEETS THOUGHT

SUBJECT 3. Control of Action: the Study of Egocentric Speech.

3.1. By way of an introduction: the Piagetian and Vygotskian approaches.

3.2. The problem of interiorising language: egocentric speech.

3.3. Western research on egocentric speech: problems in its study.

3.4. By way of a conclusion: egocentric speech in the genesis of target-oriented mediated action.

Unit III. ARCHITECTURE OF HIGHER MENTAL FUNCTIONS

SUBJECT 4. Mental Functions I: Concepts Formation and Classification.

4.1. By way of an introduction, the problem of conceptualisation.

4.2. Cognitive Psychology, a study of the concepts.

4.2.1. The classical or attributes approach.

4.2.2. The probabilistic or E. Rosch prototypes approach.



- 4.3. Study of the concepts from Historic-Cultural Psychology.
- 4.3.1. Ontogenesis of concepts: commonplace concepts vs. scientific concepts.
- 4.3.2. By way of an example, an empirical study of concepts formation in the Historic-Cultural perspective.
- SUBJECT 5. Mental Functions II: Reasoning and Problem-solving.
- 5.1. By way of an introduction, the problem of reasoning.
- 5.2. Classical perspectives on human reasoning. The rationalist vision.
- 5.2.1. Limitations of the classical perspective and alternatives.
- 5.2.1.1. The bias approach, pragmatic reasoning schemes and mental models.
- 5.2.1.2. Studies on informal reasoning.
- 5.3. The rhetorical perspective: reasoning and argumentation. Reasoning in daily contexts.
- 5.3.1. Reasoning and discourse: reasoning as a rhetorical action.

Development and Intervention Contexts

- Subject 1. The Ecology of Human Development.
- Subject 2. The Family as a Context for Development and Intervention.
- Subject 3. Attention and Protection for the Infant and the Family.
- Subject 4. Intervention Strategies and Programmes in the Family Context.
- Subject 5. The Group of Equals as a Context for Development and Intervention.
- Subject 6. The school as a Context for Development and Intervention.

Educational Psychology

- Subject 1. Educational Psychology in the training of psychologists. The Students' initial knowledge and interests.
- Subject 2. Identity of educational psychology. Educational psychology as a psychological and educative discipline. Concept, subject, content and methodology of educational psychology. Study of the educational processes as a multidisciplinary task.
- Subject 3. The global framework of the culture and the school as a context for social learning and development. The nature and functions of school education.
- Subject 4. Characteristics of the school educational practices. Culture, school and cognitive processes. The differences between education in commonplace environments, practice communities and formal educational contexts.
- Subject 5. Explanatory models of the educational processes. The constructivist approach in education. Characteristics of the constructivist conception of teaching and learning.
- Subject 6. The role of the students' knowledge. Conceptions of the students and learning.
- Subject 7. The theory of significant verbal learning.
- Subject 8. Learning and conceptual change.
- Subject 9. Teaching learning strategies in schools. Learning how to learn.
- Subject 10. Learning attitudes. Education in values.
- Subject 11. Motivation in the classroom and student learning.
- Subject 12. Casual attributions academic motivation.
- Subject 13. Self-Concept and academic motivation.
- Subject 14. Teachers' perception of the students: representations, causal attributions and expectations.



Subject 15. Teachers as mediators of the instructional process. Teacher behaviour and the effectiveness of teaching. Research on teachers' thinking. The teachers' thinking and teaching models.

Subject 16. Guided knowledge construction. Teacher-student interaction. Educational knowledge as the construction of meanings and forms of shared discourse. Interactions between students and school learning.

Subject 17. Collaborative knowledge construction. Cooperative competitive and individualistic organisation.

Developmental Psychology in Adolescence, Adulthood and Old age

Unit I. Psychology of adolescence: nature and meaning of adolescence, cognitive and social physical development and development of the adolescent personality, problems during adolescence.

Unit II. Psychology of adulthood and the senility: change and development during adulthood and old age, cognitive, social and physical development of the personality during adulthood and old age.

Developmental Psychology in Infancy

Unit 1. Psychology of Infant Development and needs.

Unit 2. Physical and Psychomotor Development.

Unit 3. Cognitive Development.

Unit 4. Communication and Language.

Unit 5. Emotional Development and Development of the Personality.

Unit 6. Social Development.

Psychological Intervention in the Over 65s

Unit I: General aspects of Old Age, Aging and the over 65s.

Subject 1. Sociodemography of Old Age.

Subject 2. Psychology of the over 65s.

Unit II: Evaluation-Intervention.

Subject 3. Integrated Evaluation in Gerontological Contexts.

Subject 4. Abilities and Psychogerontological Assessment.

Subject 5. Memory Training.

Subject 6. Psychostimulation Programmes in Dementias.

Subject 7. Evaluation and Intervention in Behavioural Disorders in the over 65s.

Subject 8. Evaluation and Intervention in Emotional Disorders in the over 65s.

Subject 9. Evaluation and Intervention in Dependent the over 65s.

Subject 10. Promoting Active Aging.

Subject 11. Environmental Evaluation and Intervention in Old Age.

Psychosocial Intervention in Formal Contexts: Social Services

Unit I: Introduction to the Social Services from the European Framework to the Andalusian Framework.

Subject 1. What are the Social Services?

Subject 2. Principles of the Social Services



- Subject 3. Working Aim of the Social Services
- Subject 4. European Framework for Social Services
- Subject 5. Andalusian Framework for the Social Services
- Subject 6. Types of Social Services: community- and specific-.
- Subject 7. Services and Resources of the Social Services
- Unit II: Working Objective of the Social Services: Vulnerable Groups.
 - Subject 8. What is Vulnerability?
 - Subject 9. Who are the Vulnerable Groups?
 - Subject 10. Explanatory Models of Vulnerability: (a) Individual Models, (b) Community Models (c) Integrational Model.
 - Subject 11. Examples of Social Services' Work with Vulnerable Groups.
- Unit III. The Social Services as Empowerment Scenarios.
 - Subject 12. Empowerment, Resilience and Social Change.
 - Subject 13. What are Empowerment Scenarios?
 - Subject 14. Empowerment Scenarios: Theory and research.
 - Subject 15. A Model for Action from Empowerment Scenarios.
- Unit IV. The Psychology Professional in Social Services.
 - Subject 16. The Multiple Roles of the Psychology Professional in Social Services
 - Subject 17. The Psychology Professional in Social Services - Models of Action.
 - Subject 18. Multidisciplinarity as a Basic Element.
 - Subject 19. Examples of Action.
- Unit V. Cultural Competence as a Basic Tool in the 21st Century.
 - Subject 20. What is Cultural Competence?
 - Subject 21. Elements of Cultural Competence.
 - Subject 22. Explanatory Models of Cultural Competence.
 - Subject 23. Cultural Competence as an Indispensible Element in Social Services
 - Subject 24. How to Train the Professionals' Cultural Competence.

Psychoeducational Orientation

Unit I. Psychoeducational orientation. The contributions of educational psychology to developmental needs and to improving educational processes: critical integration of knowledge and transformational intervention.

Unit II. Orientation in infant education. Detection, identification and intervention in the needs of infancy. Protocols and resources for evaluating and intervening in the most common problems during infant education. Anticipating the needs of infancy: assessing good educational practices and designing enriched experience contexts.

Unit III. Orientation in primary education. Compulsory education. Academic success and failure. Anticipate and prevent. Performance as a measurement. Improving the processes involved in school learning. Peer relationships and peaceful cohabitation at school. Anticipate and prevent. Bullying at school; victim support and responding to violence. Executive functions in teaching and learning.

Unit IV. Orientation in secondary education. Theoretical fundamentals: the great challenges facing adolescents – identity and future, goals, objectives and plans, educating the character. The main demands: lack of motivation, dropping out, academic failure, interpersonal relationships, identity, taking decisions in training and life pathways, etc.

Psychology of Human Resources



- Block I: General Considerations
- Block II: Theoretical Aspects
- Block III: Intervention and applications

Family, Couples and Group Therapy

Unit I. Theoretical-conceptual fundaments

- Subject 1. Family, Couples and Group Therapy within the Psychotherapeutic Context. Concept and Classifications.
- Subject 2. Main Influences in the Evolution of Family and Group Therapy.
- Subject 3. Psychoanalytical contributions to Family and Group Therapy.
- Subject 4. Developments in Family and Group Therapy.
- Subject 5. Situation of Family and Group Therapy in Spain
- Subject 6. Theoretical Fundaments of Family and Group Therapy.
- Subject 7. Evaluation Family and Group Therapy.

Unit II. Models in Family and Group Therapy.

- Subject 8. The MRI Interactional Model
- Subject 9. The structural model.
- Subject 10. Strategic Family Therapy.
- Subject 11. The Milan model.
- Subject 12. Psychoanalytical Models.
- Subject 13. Trans-generational Models in Family Therapy.
- Subject 14. Humanistic Models in Family Therapy.
- Subject 15. Behavioural Models in Family Therapy.
- Subject 16. Constructivist Family Therapy.
- Subject 17. Eclectic and Integrational Models.

III. Areas de Application of Family, Couples and Group Therapy.

- Subject 18. Family and Group Therapy in Cases of Deficiencies, Chronic and/or Terminal Illness.
- Subject 19. Family and Group Therapy in Addictions.
- Subject 20. Family and Group Therapy in Eating Behaviour Disorders.
- Subject 21. Family and Group Therapy in Cases of Violence and Abuse.

IV. The Scientific and Epistemological Statute in Family and Group Therapy.

- Subject 22. Method and Research Characteristics in Family and Group Therapy.
- Subject 23. Research into Processes and Efficiency in Family and Group Therapy.

V. Present Situation of Family and Couples Therapy. Training and Ethical Aspects.

- Subject 24. Training in Family and Group Therapy. Models and Criteria.
- Subject 25. Ethical Aspects in the Practice of Family and Group Therapy.

External Placements

The thematic content of the degree depends on the type of External Placements which the student undertakes and on the collaborating centre where such practical experience is gained.

The types of External Placements available are:

EXTERNAL CLINICAL PLACEMENT

EXTERNAL FORMAL and INFORMAL EDUCATIONAL PLACEMENT

EXTERNAL COMMUNITY INTERVENTION PLACEMENT

EXTERNAL HUMAN RESOURCES PLACEMENT



EXTERNAL RESEARCH PLACEMENT

End of Degree Dissertation

This is a research work undertaken by all students. Over the course of the dissertation they must apply and demonstrate the knowledge, capacities and skills they have acquired during the degree course.