

PROGRAM: CORE COURSES, MASTER IN PSYCHOLOGY

Course name Assessment techniques	Course ID
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Placement in the curricular map
Common Core

Course characteristics
It is a course delivered in a global and integrative way so students, regardless of the concentration chosen, know the different conceptual and methodological bases of psychology assessment, as well as theoretical and applied assessment techniques. Psychological assessment is presented as an analysis scientific process of human behavior in the different contexts presented.

General Learning Objectives
At the end of the course students will: Explain the basic concepts of the psychological assessment discipline. Acquire theoretical understanding about psychological assessment as a discipline, regarding its objectives, processes, and assessment instruments from the different theoretical framework and the different application areas. Describe, compare, and differentiate the different kinds of psychological assessment techniques. Be able to perform interviews, observations, and registrations in different application fields and using collected reportation to apply to the solution and/or understanding of a case given in any of the mentioned areas.

Thematic content	Hours
<p>1. Psychological assessment origins: historic evolution of psychological assessment</p> <ul style="list-style-type: none"> a. Pre-scientific history. b. Psychological assessment indicators as scientific activity. c. Developmental lines of psychological assessment. d. Recent approaches, conductive and ecological. e. Current status of psychological assessment. 	3.5
<p>2. The psychological assessment process: Reportation collection, process, and returning.</p> <ul style="list-style-type: none"> a. The process as scientific procedure. b. The process regarding assessment goals. c. The reportation in the psychological assessment framework. 	3.5.
<p>3. Properties and scientific fundamentals of assessment techniques.</p> <ul style="list-style-type: none"> a. Quality of an assessment instrument. b. Reliability concept and type: the possible error sources. c. The assessment objectivity concept. d. Validity and types. e. Norm reference and criteria. f. Techniques elaboration, adaptation, and validation process: Examples of these processes in Mexico 	3.5
<p>4. Psychological interview</p> <ul style="list-style-type: none"> a. The different theoretical models of the interview. b. Types of interview c. The interview techniques: directive, non-directive, and semi-directive techniques. d. Reportation collection e. Interviewer effects f. Situational effects g. Formal analysis h. Content analysis 	8.0

<p>5. Observation</p> <ul style="list-style-type: none"> a. Observation concept and typology b. Controlled and spontaneous observation. c. Behavior scientific observation condition. d. Analysis units e. Registration techniques. f. Sampling. g. Observation place. h. Observation planning. 	3.5
<p>6. Auto-reports.</p> <ul style="list-style-type: none"> a. General characteristics. b. Variable types. c. Auto-report anatomy. d. Main types of auto-reports. e. Fundamental questions about the auto-report quality 	3.5
<p>7. Subjective techniques</p> <ul style="list-style-type: none"> a. Common characteristics b. The adjective list c. Q classification techniques. d. The semantic differential technique. e. The personal construction test. 	3.5
<p>8. The projective techniques</p> <ul style="list-style-type: none"> a. Theoretical aspects b. Definition and characteristics. c. Classification d. The Rorschach test. e. Thematic techniques f. Some graphic techniques. g. Technique association h. Constructive techniques i. Problems around the scientific value of projective techniques. j. Value of those techniques 	3.5

<p>9. Psychological assessment report</p> <ul style="list-style-type: none"> a. Process result communication: the report. b. Introduction. c. Report characteristics. d. Report types. e. Report content and organization. f. Recommendations 	<p>3.5</p>
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Learning activities guided by the instructor	Hours
	36
1. Thematic presentation	16
2. Assessment techniques demonstration, application, and use.	12
3. Presentation plenary and/ or debates	8

Independent learning activities	Hours
<p>1. Reading material selected by the instructor</p>	
<p>a. The student will have to read individually to understand deeply the theoretical and methodological fundamentals of the assessment techniques checked in the course.</p>	20
<p>2. Writing an article, essay or summary</p>	
<p>a. The student will have to write an essay establishing his ideas about the uses of assessment techniques for psychological performance with special attention to the application area to develop as a professional. The essay must contain a reference framework taken from the books recommended in the course and other sources regarding this topic.</p>	20
<p>3. Fieldwork</p>	
<p>a. The student will have to apply the following assessment techniques independently:</p> <ul style="list-style-type: none"> i. Interview: An interview must be done (the type of interview is optional), a formal and content analysis will be performed, a conclusive report will be written and a video must be presented. ii. Observation and auto-report: working in couples, registration models will be prepared considering the most indicated ones to perform an auto-report observation practice. iii. Subjective techniques: Questionnaires and surveys will be applied to a sample agreed with the instructor, the results will be done and a critical report will be presented. iv. A projective graphic technique will be applied, results will be elaborated and a report will be written 	40
<p>b. A psychological report will be written, according to the instructor, using the results obtained in the assessment application to an individual, group, family, following the parameters established in the course.</p>	20

Assessment procedures and tools

The assessment procedures and tools of the course will be listed as follows:

1. Deliverables
 - a. Article or essay in which the point of view is expressed regarding assessment and the personal concerning about the relevance of certain techniques.
 - b. The student will hand in a report of every assigned practice, in which he will present the elaboration of the obtained results and how pertinent they are regarding the reliability in the description of the individual, group, or family assessed.
 - c. Report of the psychological assessment results according to the requirements presented in class.
2. Group presentation
 - a. Every student will have to present the essay to the group the day and time established by the instructor.
3. Discussion sessions participation.
 - a. This instrument will not be subject to assessment.

Assessment criteria

1. The assessment procedures and instruments will be centered in learning activities, whether guided or individual.
2. The instructor will grade each assessment instrument. The grade given will go from 0 to 100.
 - a. Essay: **25 points.**
 - b. Practice report in an integrative writing: **60 points.**
 - c. Psychological assessment report: **15 points.**
3. The instructor will report to the Department of Graduate Studies the average grade from all the assessment tools obtained for each student.
4. The minimum grade to pass the course will be 80 points.
5. A student cannot fail the course because of accumulated absences

Bibliography

	Type	Title	Author	Publisher	Year
	Reference	Psychological assessment: history, principles and applications (Evaluación psicológica: Historia, principios y aplicaciones)	Gregory	El Manual Moderno	2001
	Reference	Clinical assessment of children's and teenager behavior (Evaluación clínica de la personalidad y la conducta del niño y del adolescente)	Kamphaus y Frick	El Manual Moderno	2000
	Reference	A practical guide to infant and preschool assessment in special education.	Bondurant, J. A. & Luciano, L. B.	Allyn & Bacon	1994

Course curriculum

Course name	Course ID
Developmental Psychology	PS502

Placement in the curricular map
Common Core

Course characteristics
The following course's objective is to make students reach an integrated, critical, and updated vision about the processes of change and evolution that allow progress from children's reality to the autonomous adult's. The different evolving stages that an individual goes through from birth to death will be revised in this course.

General Learning Objectives
At the end of the course the student will: <ol style="list-style-type: none"> 1. Develop a general analysis model of psychogenesis in the psychological phenomenon. 2. Understand the different theoretical concepts and principles to explain the development at different stages. 3. Achieve a global vision about the processes and structures for developing the different evolution stages: nursing, kindergarten and school period, adolescence, adulthood, and elder age. 4. Develop a critical and personal opinion regarding the development of the different evolution stages.

Thematic content	Hours
1. Concepts and fundamental principles of Developmental Psychology. 1.1. The meaning of development 1.2. Concepts and methods in developmental psychology. 1.3. Aspects to be explained: 1.3.1. The dualism legacy – environment. 1.3.2. Endogenous and exogenous factors. 1.3.3. Maturational and environmental factors. 1.3.4. Psychological factors. 1.4. Developmental theories	7
2. Development stages 2.1. Different classifications of development stages. 2.2. Description of the classification to be used, periods and characteristics. 2.3. Concepts of critical periods.	4
3. Psychogenesis of psychological processes. 3.1 Biological development.	7

<p>3.2 Cognitive development: Piaget model.</p> <p>3.3 Affective development:</p> <p>3.3.1 Aspects of the affective phenomenon.</p> <p>3.3.2 Motivations: Maslow model.</p> <p>3.3.3 Basic emotions versus primary affective states.</p> <p>3.3.4 Temper</p> <p>3.4 Development of the autonomy process:</p> <p>3.4.1 Erikson’s model of 8 ages.</p> <p>3.4.2 Obstinance age.</p> <p>3.5 Moral Development: Piaget theory, Kohlberg model.</p> <p>3.6 Social development.</p> <p>3.6.1 Freud model.</p> <p>3.6.2 Social behavior components: biological maturation, sexual types.</p> <p>3.6.3 Sexual behavior development.</p> <p>3.7 Social development and socialization process.</p> <p>3.7 1 Development of children’s games</p>	7
<p>4. Youth</p> <p>4.1. Introduction: Theories and controversies in the development and reality of adolescents: Main approaches.</p> <p>4.1.1. Biological development.</p> <p>4.1.2. Cognitive development.</p> <p>4.1.3. Moral Development and search of autonomy.</p> <p>4.1.4. Affective and social development.</p> <p>4.2. Identity as one of the main tasks at that stage.</p> <p>4.3. Youth crisis and adult transition.</p>	7
<p>5. The adult age.</p> <p>5.1. Introduction: Theories and controversies of this stage.</p> <p>5.2. Periods of adult life (Early adult age, intermediate and late).</p> <p>5.3. Developmental areas at the adult age: Biological, cognitive, moral, affective and social.</p> <p>5.4. Dimensions of Psychological Development.</p> <p>5.4.1. Integration and expansion of society.</p> <p>5.4.2. The individualization process.</p> <p>5.5. The adult age from the psychological identity approach.</p> <p>5.5.1. Couple and marriage election.</p> <p>5.5.2. Parents</p> <p>5.5.3. Settlement and job creativity.</p> <p>5.6. Central tasks of the adult age.</p> <p>5.6.1. Intimacy versus isolation.</p> <p>5.6.2. Generativist versus establishment.</p> <p>5.7. Adult age crisis</p> <p>5.7.1. The crisis concept and its manifestations.</p> <p>5.7.2. Middle age life crisis.</p> <p>5.7.2.1. Physical changes impact and body image.</p> <p>5.7.2.2. Conscience of time lived and life to come.</p> <p>5.8. The process of duel before the limitations of creativity.</p>	
<p>6. The elder age</p> <p>6.1. Introduction: Theories and controversies about the old age.</p>	4

<p>6.2. The biological process of ageing</p> <p>6.3. Ageing as a normal process versus senility: Myths and real facts.</p> <p>6.4. Psychological theories of ageing and developmental areas.</p> <p>6.5. Fundamental thematic about the development of this stage.</p> <p>6.5.1. Retirement adaptation.</p> <p>6.5.2. Social integration versus isolation and loneliness.</p> <p>6.5.3. Psychological integrity versus desperation.</p> <p>6.5.4. Love to old age: the couple adaptation and reaction to the partner's death.</p> <p>6.5.5. The meaning of becoming grandparent</p> <p>6.6. Death: The meaning of death in life's vital course.</p>	
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<p>Independent learning activities.</p> <ol style="list-style-type: none"> 1. Reading material selected by the instructor. <ol style="list-style-type: none"> a. Students must read carefully the material, specially the Lois Hoffman book (Vols. I y II). 2. Writing and article, essay or summary. <ol style="list-style-type: none"> a. Students will write a bibliography where 25 articles from 5 years ago till today will be included, describing new ideas about knowledge application over any of the stages they prefer. 3. Fieldwork. <ol style="list-style-type: none"> a. Students will have a field work experience parting from suggestions from the instructor. Some examples: b. Participative observation of pro-social behavior in a kindergarten. c. Deep interviews to male and female adolescents about topics such as identity, intimacy, vocational election, their role in society, and other topics. d. Design, execution, and assessment of a parental workshop for couples to be parents for the first time. e. Designing a psychological intervention project in a home for the elder. 4. Students will write a journal in which they will describe the experience, the conceptual explanation of what happened every time they interacted with the people involved in the project, and finally, the learning facts in every session. At the end, students will write a report summarizing the most important learned aspects derived from the experience.
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Learning activities guided by the instructor

1. Thematic presentation
2. Presentations by the students
3. Presentation plenary and debates

Small group activities**Assessment procedures and tools**

The assessment procedures and tools of the course will be listed as follows:

1. Deliverables
 - Students will have to hand in the bibliography.
 - Students will hand in a summary extracted from the journal describing the fieldwork experience, its theoretical bases, and the learning obtained. A paper no longer than 25 pages is expected, using space 1.5 with Arial font, using the APA style.
2. Group presentation.
 - Every student must prepare a report in power point about the fieldwork experience to be presented the day and time agreed with the instructor.
3. Participation in dynamics suggested by the instructor in the classroom.
 - This instrument will not be subject to assessment.

Assessment criteria

1. The assessment instruments and procedures will be centered in the learning activities, whether guided by the instructor or independent.
2. The instructor will grade each assessment instrument. The grade will go from 0 to 100.
 - Bibliography turn in 25% (25 points)
 - Written report from the fieldwork following the established patterns: 60% (60 points)
 - Presentation of the experience: 15% (15 points).
3. The instructor will report the Department of Graduate Studies the average grade from all the assessment tools obtained from each student.
4. The minimum grade to pass the course will be 80 points.
5. A student cannot fail the course because of accumulated absences.

Bibliography

Type of book	Title	Author	Publisher	Year
Text	Developmental			

	Psychology Today. Vols. I y II.	Hoffman, L.	McGraw Hill	2003
Reference	Developmental Psychology, 8th. Ed.	Papalia	McGraw Hill	2003
Reference	Adolescence Psychology	Hurlock, E.	Ed. Paidós	1991
Reference	Adulthood	Katchadourian, H.; Erikson, E.	Fondo de Cultura Económica	1981

Course curriculum

Course name Instruments Design	Course ID
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Placement in the curricular map
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Common Core

Course characteristics
In this course the theory and research related to psychology assessment is revised. Individual differences are emphasized and the process for elaborating psychological assessment instruments is studied.

General Learning Objectives
At the end of the course students will: <ol style="list-style-type: none"> 1. Obtain conceptual and methodological tools to build psychology assessment instruments according to work necessities.

Thematic content	Hours
1. Liability and validity <ol style="list-style-type: none"> a. Error theory b. Sources of error variance c. Validity definition d. Types of validity e. Practical methods to calculate the coefficient of liability and validity. 	6
2. Normalization. <ol style="list-style-type: none"> a. Definition and purpose of normalization. b. Practical methods to normalize an instrument. 	3
3. Survey instruments	3

<ul style="list-style-type: none"> a. Definition, purposes, and scope. b. Theoretical Bases for task building 	4
4. Building	
<ul style="list-style-type: none"> a. Methods to determine a representative sample b. Standardization process 	4
5. Comparison method by parts	4
6. Apparently similar interval methods	12
7. Instrument elaboration	
<ul style="list-style-type: none"> a. Task elaboration b. Task selection c. Instrument project d. Supervision. e. Definite version. f. Normalization g. Protocol. h. Instructive i. Grade instructive 	

Learning activities guided by the instructor	Hours
	36
4. Thematic presentation	12
5. Lab practice and/ or workshop	20
6. Presentation plenary and/ or discussion	4
7. Case analysis and discussion.	OP
8. Case presentation and/ or activities.	OP
9. Field work	OP

Independent learning activities	Hours
<p>4. Reading material selected by the instructor</p> <p>a. Students will have to read individually to understand more deeply the concepts related to the psychological assessment instrument building process.</p> <p>5. Writing an article, essay or summary</p> <p>a. Students will have to write an essay where they summarize their ideas regarding the assessment of psychological processes, specifically behavior. They will have to show a reference frame in which they mention the most recent theories about this concept. They will emphasize the pertinence of designing these instruments in a market in which tools made in foreign countries are translated and applied in a indiscriminative way.</p>	<p>20</p> <p>20</p>

Assessment procedures and tools
<p>The assessment procedures and tools of the course are listed as follows:</p> <p>4. Deliverables</p> <p>a. Students will have to hand in an essay describing ideas regarding the building of psychological assessment instruments, as described previously.</p> <p>b. Students will hand in papers about readings provided by the instructor every week.</p> <p>5. Group presentation</p> <p>a. Every student will have to show advances about the process of elaboration of instruments before the group according to the schedule agreed with the instructor.</p> <p>6. Assessment instrument elaboration</p> <p>a. Instrument presentation</p>

Assessment criteria

6. The instruments and procedures for assessment will be centered in the learning activities, whether guided by the instructor or independent.
7. The instructor will grade every assessment tool. The grade given will go from 0 to 100.
 - a. Readings papers: **15 points**
 - b. Essay **25 points**
 - c. Instrument finished: **60 points.**
8. The instructor will report to the Department of Graduate Studies the average grade obtained from all the assessment instruments of each student.
9. The minimum passing grade for the course is 80
10. A student cannot fail the course because of accumulated absences

Bibliography

Type	Title	Author	Publisher	Year
Book	Psychometrical theory (Teoría psicométrica.)	Nunnaly, J. C. Berenstein. I.	El Manual Moderno	1995
Reference	Test theory (Teoría de los tests)	Magnusson, I.	Trillas.	1992
Reference	Developing and using tests effectively.	Cheeser, J. L. & Chase, C. I.	Jossey- Bass	1992
Reference	Attitude scale construction	Edwards, A.	Appleton Century Crofts.	1982
Reference	Attitude Assessment (Medición de actitudes.)	Summers, M.	Trillas	1990

Course curriculum

Course name	Course ID
Mexican's Psychology	

Placement in the curricular map
Common Core

Course characteristics
This course is oriented to analyze what is known about the behavior of Mexican people from different approaches such as psychological, anthropological, psychoanalysis, and the research done in the Mexican ethno-psychology area. The course will allow students to develop a vision of values, conflicts, feelings, and most common attitudes observed in the Mexican from a historical approach to understand the Mexican behavior in different backgrounds

General Learning objectives
At the end of the course, the students will: Be able to be critical about the Mexican psychology, based on the analysis and the assessment of the information provided by the different disciplines that study it. Develop a higher understanding of what being Mexican means and that understanding will be used when assessing interpersonal, family and labor situations.

Thematic content	Hours
1. Socio-anthropological processes underlying the Mexican being. a. Approaches studying the Mexican.	4
2. Distinctive elements of the Mexican and typical features. a. Social characteristics b. Regional differences and similarities.	8
3. Facts related to Mexicans' behavior. a. Mexican culture b. Mexican society. c. Social classes d. The family role	8
4. The Mexican towards life: Ideas before different events	8

a. The Mexican and the culture	8
5. The Mexican and work.	
a. Leadership, motivation, values.	
b. The Mexican industry	

Learning activities guided by the instructor	Hours 36
4. Thematic presentation.	18
5. Presentations by students	10
6. Presentation plenary and debates	4
7. Small group activities	4

Bibliography				
Type of book	Title	Author	Publisher	Year
Book	Mexican psychology at work (Psicología del mexicano en el trabajo)	Rodríguez, M./ Ramírez P.	Mc Graw Hill	1997
Book	The Mexican, psychology of his motivations (El mexicano, psicología de sus motivaciones)	Ramírez, Santiago	Grijalbo.	1977
Book	Studies about Mexican psychology (Estudios sobre Psicología del mexicano)	Díaz-Guerrero, Rogelio	Trillas.	2002
Reference	Myths and fantasies about the middle class in Mexico (Mitos y fantasías de la clase media en México)	Careaga, Gabriel	Cal y Arena.	1998
Reference	The subjective world of Mexicans and North Americans (El mundo subjetivo de mexicanos y norteamericanos)	Díaz-Guerrero Rogelio/ Szalay, Lorand	Trillas.	1993
Reference	There's a lack of businessmen to create businessmen (Hacen falta empresarios creadores de empresarios)	Zaid, Gabriel	Océano	1995

Learning activities	
<ol style="list-style-type: none"> 1. Final exam 2. Writing of two analysis report about Mexican films, one of the golden age of Mexican movies (época dorada del Cine Mexicano) We, the poor (Nosotros los pobres),and another current film “Como agua para Chocolate”, in terms of the concepts reviewed in class 3. Writing an essay in which information about the research about the Mexican in the family and at work, mainly, is integrated. 	

Course curriculum

Course name Psychopathology Seminar	Course ID
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Placement in the curricular map
Common Core

Course characteristics
The general objective in this course is that students develop competencies to explain different nosological symptoms. The concept health-disease is revised, and also how it has been explained from medical, psychological, and sociological approaches. Behavioral disorder in different developmental stages is revised, and elements are provided so that students can diagnose properly.

General Learning Objectives
At the end of the course students will: Identify, explain, and apply the main concepts of abnormal psychology, the different disorders, and clinical symptoms for elaborating diagnosis.

Thematic content	Hours
1. Health- disease concept <ul style="list-style-type: none"> a. Medical approach b. Psychological approach. c. Social approach. d. Systemic approach. 	4
2. Psychopathology <ul style="list-style-type: none"> a. Perception disorders. b. Language disorders. c. Memory disorders. d. Emotional disorders. e. Self experience disorders. f. Motor disorders. 	12
3. Mental disorder classification <ul style="list-style-type: none"> a. DSM IV R b. Psychoanalytic classification. 	4
4. The psychodynamic system. <ul style="list-style-type: none"> a. Me, and super me. b. Reality 	4
5. Conductive manifestations and defenses. <ul style="list-style-type: none"> a. Conflict. b. Regression. c. Defense mechanisms. 	8
6. Symptoms <ul style="list-style-type: none"> a. The clinical symptoms of the neurotic conflict. b. Clinical symptoms classification. 	4

Learning activities guided by the instructor	Hours
	36
10. Thematic presentation	26
11. Lab activities and/or workshop	6
12. Presentation plenary and/ or debates	4
13. Small group activities	OP
14. Individual activities	OP

Independent learning activities	Hours
6. Reading material selected by the instructor.	20
a. The student will have to read individually to understand deeply the psychopathology concept revised in the course. It is important that the student distinguishes between the different health- disease concept approaches and develops an integrative vision of the concept.	
b. The student will have to read the dynamic concepts used to explain the abnormal behavior. He will have to write a critical report comparing this approach with the assumption of DSM IV R.	10
7. Writing an article, essay, or summary	20
a. The student will have to write a paper analyzing a film or novel suggested by the instructor. Novels such as "El Coleccionista" from John Fowles (Colección MiniSelecta, 1967), which is a clear example. Another film is "One Flew over the Cuckoo's Nest", starred by Jack Nicholson.	
8. Fieldwork	21
a. The student will have to perform a visit to clinics or psychiatric hospital independently to make observations about the recruited patients' behavior in this institution. It is especially interesting that the student participates in some staff clinical meetings to observe how they treat cases and the treatment is determined.	

Assessment procedures and tools

The assessment procedures and tools of the course will be listed as follows:

7. Deliverables

- a. The student will have to deliver a paper establishing his ideas towards the health- disease concept, according to details in the previous explanation.
- b. The student will hand in a report of his dynamic concepts comparison and about the DSM IV R.
- c. Handing in a report of at least one movie and a novel in which the psychopathology topic is evident.
- d. The student will present a report about his visit to an institution and the learning obtained during his contact with the staff and the work in the institution. He will confirm what was learnt in the classroom.

8. Discussion sessions participation

- a. This instrument will not be subject to assessment.

Assessment criteria

11. The assessment procedures and instruments will be centered in learning activities, whether guided or individual.
12. The instructor will grade each assessment instrument. The grade given will go from 0 to 100.
 - a. Written work: 25 points.
 - b. Concept comparison report: 20 points.
 - c. Movie and novel analytic report: 20 points.
 - d. Report about the visit to a mental care institution 35 points.
13. The instructor will report to the Department of Graduate Studies the average grade from all the assessment tools obtained for each student.
14. The minimum grade to pass the course will be 80 points.
15. A student cannot fail the course because of accumulated absences

Bibliography

	Type	Title	Author	Publisher	Year
	Text	Psychoanalytic neurosis theories (Teoría psicoanalítica de las neurosis.)	Fenichel, O.	Paidos	1992
	Reference	Personality Development and Psychopathology (Desarrollo y psicopatología de la personalidad.)	Cameron, N.	Trillas	1990
	Text	DSM IV R. statistic and diagnostic manual of mental disorder (diagnóstico y estadístico de los trastornos mentales.)	Asociación Psiquiátrica Americana.	Masson	2000
	Reference	CIE – 10. Mental and behavior disorder (Trastornos mentales y del comportamiento.)	Organización Mundial de la Salud.	OMS	1992
	Reference	Children's behavior disorder (Trastornos de la conducta en el niño)	Clarizio, H. F. Y McCoy, G. F.	El Manual Moderno	1994

Course curriculum

Course name Research Methodology	Course ID
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Placement in the curricular map
Common Core

Course characteristics
Description: This is the course in which students will be introduced to the wide range of qualitative and quantitative methodologies used in social science. Concepts and methods of investigation in analysis and assessment of problems presented in human behavior will be revised. There will be a demonstration on how to show research to increase credibility as well as to reinforce professional performance, and to promote a higher integration between practice and research. Students will develop effective communication abilities from the results of a research effort through oral and written presentations of research reports.

General Learning Objectives
Explore the dynamism of the qualitative and quantitative research theory and its application in psychology. Provide a knowledge base to enhance the critical use of research studies in students' own work, and prepare them to participate in interdisciplinary research projects
At the end of the course, the student will:
<ol style="list-style-type: none">1. Demonstrate a basic comprehension of the wide range of qualitative and quantitative methodologies used in social sciences.2. Apply concepts and research methods in the problems analysis and assessment presented in their work area.3. Demonstrate comprehension about how to use research to increase his credibility as well as to enhance his professional performance, and to promote a higher integration between practice and investigation.4. Increase their comprehension and familiarity with a variety of research tools such as: internet, online communication, CD-ROM, and others, used to make literature revisions, as well as research studies.5. Demonstrate a clear conscience regarding the theory and personal ideology and explaining the basic ideas and its research effects.6. Demonstrate an effective communication of the results of a research through oral and written presentations of a research report.

Thematic content	Hours
1. Qualitative vs. quantitative methodology <ul style="list-style-type: none"> a. Qualitative and quantitative research in social science. b. Different epistemological origins. c. Different approaches of the qualitative methodology. d. Technology in both topics e. Research analysis made with this methodology. 	4
2. The qualitative research process <ul style="list-style-type: none"> a. Problem formulation: general design of the research process b. Recollection and description of the information c. Categorization and content analysis d. Interpretation and final report. 	12
3. Coincidence analysis and experimental language	12
4. Experimental research designs	4
5. Writing of conclusions	4

Learning activities guided by the instructor	Hours
	36
1. Thematic presentation	10
2. Field work	10
3. Presentation plenary and/or debates	6
4. Small group activities	10

Independent learning activities	Hours
1. Reviews about scientific articles <ul style="list-style-type: none"> • Through a guide previously provided, students will perform assessment analysis of research work: 2 of the qualitative type, and 2 of the quantitative type. 	10
2. Power point presentations about research work. <ul style="list-style-type: none"> • Presentation of research articles using these tools and following the rubrics provided. 	10
<ul style="list-style-type: none"> • Scientific literature will be checked to present a reference framework to conceptualize a research problem with a solution selected in the area of experience. 	20
4. Reading material selected by the instructor <ul style="list-style-type: none"> b. Students will have to read individually to understand the epistemological proposals of the qualitative and quantitative approach. Chapters related to the design of the research project and the threats to internal validity in qualitative methodology, and the interpretation and writing of reports in qualitative methodology are very important. 	20

Assessment tools and procedures

The assessment tools and procedures will be listed as follows:

1. Written or oral exam.

- a. Students will have to prove before their instructor, orally and in writing, that they understand the main topics of the course.

2. Deliverables

- a. A research project elaboration will be done progressively during the trimester and can be done in teams with no more than 3 students per team. A document of no less than 25 pages will be handed in, where the solution to solve the research problem is proposed.
- b. Revision of scientific articles according to the requested format.

3. Group presentation

- a. All the students must do their research work presentations in the group the day and time specified by the instructor.

4. Participation in discussion sessions

- a. This instrument will not be subject to assessment.

Assessment criteria:

1. The assessment tools and procedures will be centered in the learning activities, whether guided by the instructor or independent
2. The instructor will assess and grade each of the assessment instruments. The grade given will go from 0 to 100.
 - a. Research project elaboration: 60 points.
 - b. Assessment of 4 articles or research work: 20 points
 - c. Research group work presentation: 20 points
3. The instructor will report to the Department of Graduate Studies the average grade obtained by each student in all the assessment tools.
4. The minimum passing grade for the course will be 80.
5. The student cannot fail the course because of accumulated absences.

Bibliography

	Type	Title	Author	Editorial	Year
	Book	<u>Research methodology (Metodología de la investigación. 4ª. Ed.)</u>	Hernández Sampieri, R., Fernández Collado, C., y Baptista Lucio, P.	McGraw Hill.	2003
	Book	<u>Introduction to qualitative research methods (Introducción a los métodos cualitativos de investigación.)</u>	Taylor, S.J. y Bogdan, R.	Paidos.	1998
	Reference	<u>The scientific research process: research fundamental (El proceso de la investigación científica: Fundamentos de investigación.)</u>	Tamayo y Tamayo, M.	Ed. Limusa.	1981
	Reference	<u>Conceptual approach of behavioral research (Enfoque conceptual de la investigación del comportamiento.)</u>	Kerlinger. F.N.	Interamericana.	2002
	Reference	<u>(the methodological instrumentation in teaching performance recovery (La instrumentación metodológica en la recuperación de la práctica docente.) C.S. Gutiérrez Ibarra (Comp.), En torno a la intervención de la práctica educativa.</u>	García Herrera, A. P.	Guadalajara, Jal., Unidad Editorial del Gobierno del Estado de Jalisco. (33-76)	1997
	Reference	<u>Qualitative methods for the human complexity (Métodos cualitativos para el estudio de la complejidad humana.)</u>	Eguiluz Romo, L. De L	<u>Enseñanza e Investigación en Psicología, 6(1), 99 –116.</u>	2001
	Reference	<u>An approximation to</u>	Hernández	<u>Enseñanza e</u>	1998

		qualitative analysis (Una aproximación al análisis cualitativo.)	Guerson, E. Y López Granados. L.M.	<u>Investigación en Psicología</u> , <u>3(2)</u> , 89 –101.	
	Reference	(methodology for research in special education: Quantitative or qualitative ? (Metodología para la investigación en educación especial: ¿Cuantitativa o cualitativa?)	Roque Hernández. M. Del P	<u>Enseñanza e Investigación en Psicología</u> , <u>6(1)</u> 117-136.	2001

Course curriculum

Course name Seminar of Group Behavior	Course ID
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Placement in the curricular map
Common Core

Course characteristics
The main topic in this course is the group dynamic. Topics such as groups' characteristics and the group formation process are revised, fundamental group processes such as leadership integration, cooperation, the competency, decision making, conflicts, and solution style.

General Learning Objectives
At the end of the course, the students will: <ol style="list-style-type: none"> 1. Identify the functionality or dysfunctionality in determined groups. 2. Determine and explain the theoretical aspects related to the interaction of people in groups. 3. Elaborate intervention programs for diverse work groups.

Thematic content:	Theme Hours
1. Group characteristics <ol style="list-style-type: none"> a. Socialization b. Types of groups c. Goals and tasks d. Group features e. Group function and structure f. Relation between history, culture and groups 	4
2. Groups formation <ol style="list-style-type: none"> a. Group developmental stages b. Roles c. Norms 	4

<ul style="list-style-type: none"> d. Status e. Structure f. Interdependence individual – group 	
<p>3. Group processes</p> <ul style="list-style-type: none"> a. Integration b. Communication. c. Leadership d. Cooperation e. Competency f. Decision making g. Conflicts h. Problem solution 	8
<p>4. Groups types</p> <ul style="list-style-type: none"> a. T group b. Orientation group c. Meeting group d. Gestalt group e. Groups and teamwork 	8
<p>5. The initial facilitation of a group experience.</p> <ul style="list-style-type: none"> a. Design of introduction b. Main aspects of the introduction c. The importance of introduction d. Facilitator features and abilities e. The phrases or stages of a group session f. Assessment of the group's needs g. Identification of interpersonal abilities to be developed. h. Experience termination and assessment. 	12

Learning activities guided by the instructor	Hours 36
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5. Thematic presentation	16
6. Lab activities and/or workshop.	16
7. Presentation plenary and/or debates	4
8. Small groups activities	OP
9. Individual activities	OP

Independent learning activities	Hours
9. Reading material selected by the instructor.	
a. The student will have to carefully read the material recommended, especially the book by Napier y Gershenfeld (1995), since it is a very complete book in this genre.	20
10. Writing an article, essay or summary.	
a. The student will have to write a bibliography in which articles from 5 years ago till today will be registered, describing fresh ideas about the information application to group dynamics in different areas. Teamwork or group work is suggested for this document.	10
11. Fieldwork	
a. The student will design a group dynamic experience following the requirements discussed in class. The design will be approved by the instructor. The student will keep a journal to register the experience, the conceptual explanation of the session, and the learning derived from each group. At the end, a report summarizing what was learnt will be handed in.	20

Assessment procedures and tools

The assessment procedures and tools of the course will be listed as follows:

5. Deliverables:
 - a. The student must hand in work as previously mentioned.
 - b. The student will hand in a report about the group experience designed and held with a group of his choice. The fieldwork journal is especially important.
6. Presentations in class
 - a. Every student must present a brief report about his experience when monitoring group dynamic sessions the day and time agreed with the instructor.
7. Participation in the groups' dynamics in the classroom.
 - a. This instrument will not be subject to assessment.

Assessment criteria

6. The assessment instruments and procedures will be centered in learning activities, whether guided or independent.
7. The instructor will grade every assessment instrument used. The grade will go from 0 to 100.
 - a. Bibliography 25 points.
 - b. Written report of the design, performance, and group experience assessment 60 points.
 - c. Experience presentation: 15 points.
8. The instructor will report to the Department of Graduate Studies the average grade from all the assessment tools obtained for each student.
9. The minimum passing grade is 80 points.
10. A student cannot fail the course because of accumulated absences.

Bibliography

Type	Title	Author	Publisher	Year
Book	Groups: Theory and experience (Grupos: Teoría y experiencia.)	Napier, R. W., y Gershenfeld, M. K	Trillas	1996
Reference	Group Dynamic (Dinámica de grupos.)	Cartwright, D. Y Sander, A.	Trillas	1992
Reference	Group Experience (Experiencia en grupo.)	Bion, W. R.	Paidos	1991
Reference	The small group (El pequeño grupo.)	Olmstead, M. S.	Paidos	1992
Reference	Group Tutoring (Asesoramiento de grupos.)	Hansen, J. C.	El Manual Moderno	1988
Reference	Making groups work: A guide for group leaders.	Napier, R. W., y Gershenfeld, M. K	Houghton Mifflin Co.	1983
Reference	Group development. 2nd. Ed.	Bradford, L. P.	University Associates	1991

Course Curriculum

Course name Seminar of Social Behavior	Course ID
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Placement in the curricular map
Common Core

Course characteristics
This is a course which carries on a revision of knowledge on how people's interaction, with a variety of social contexts, benefits the individuals' development in society. The social- community psychology approach is used as a discipline of psychology that studies the human being, and how the social environment promotes or inhibits the human development; in addition, the social environment, and how people contribute to it, modify it, or adapt to it. This course includes a theory or critical idea to assess social environments structured nowadays with the objective of helping to design psychological interventions to promote human development.

General learning objectives
At the end of the course the student will: <ol style="list-style-type: none">1. Develop understanding about the concepts, approaches and social-community psychology problems nowadays, in our country, as well as abroad.2. Distinguish the processes, strategies, and tactics of psychological intervention from a social- community psychology approach and its application to specific social problems.3. Develop knowledge for planning, implementing, and assessing psychological intervention projects at different social analysis levels (family, group, organization, community)

Thematic content	Hours
1. Definition of social-community psychology <ul style="list-style-type: none"> a. History b. Community mental health movement. c. Community concept. d. Prevention concept 	4
2. Social Intervention concept. <ul style="list-style-type: none"> a. From community mental health to community psychology. b. Social change. c. The community psychologist as social change agent. 	14
3. Concepts of systems and ecology <ul style="list-style-type: none"> a. The ecological model: main concepts and applications. 	14
4. Community intervention strategies and tactics. <ul style="list-style-type: none"> a. Strategies sources. b. Community changes vs. organizational changes. 	4
5. Psychological intervention at different levels in the social system. <ul style="list-style-type: none"> a. Education b. Mental health and psychological services. c. Organizations. d. Ethical considerations. 	
6. Curriculum assessment <ul style="list-style-type: none"> a. Concept and use b. The assessment process c. Evaluation vs. research d. Detecting and assessing needs. e. Final report 	
7. Investigation in social-community psychology. <ul style="list-style-type: none"> a. Problems and perspectives 	

Learning activities guided by the instructor	Hours
	36
10. Thematic presentation	16
11. Lab activities and/or workshop	16
12. Presentation plenary and/ or debates	4
13. Small group activities	OP
14. Individual activities	OP

Independent learning activities	Hours
12. Reading material selected by the instructor	20
a. The student will have to read individually to give a closer look to the social-community psychology approach, especially from a Latin-American perspective; Sánchez Vidal and Serrano García's books are especially recommended.	
b. The student must write a bibliography about the topic selected taking as reference articles published in journals such as: Journal of Community Psychology, and the American Journal of Community Psychology.	20
13. Project intervention formulation.	
a. The student will have to formulate a community intervention project in which he includes detection needs, a project design, and its assessment. He will establish the relation between psychological intervention from this approach and research methodology.	20
14. Fieldwork	
a. The student will make, at least a part of the application project in an intervention format limited in time. Taking in consideration Sánchez Vidal's (1996) recommendations for this activity.	10

Assessment procedures and tools

The assessment procedures and tools of the course will be listed as follows:

8. Deliverables

- a. The student will have to hand in an essay per session about every reading provided by the instructor, according to a format given in advance.
- b. The student will hand in a community intervention project in a limited way, at a social analysis level selected by the student and approved by the instructor.
- c. The student will hand in a report of the intervention results in which concepts of summative and formative assessment are included.
- d. The student will hand in a bibliography as described previously

9. Participation in discussion sessions

- a. This instrument will not be subject to assessment

Assessment criteria

11. The assessment procedures and instruments will be centered in learning activities, whether guided or individual.

12. The instructor will assess and give a grade in each assessment instrument. The grade given will go from 0 to 100.

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|---|------------|
| a. Essays | 15 points. |
| b. Project formulation and intervention report: | 70 points. |
| c. Bibliography: | 15 points. |

13. The instructor will report to the Department of Graduate Studies the average grade from all the assessment tools obtained for each student.

14. The minimum grade to pass the course will be 80 points.

15. A student cannot fail the course because of accumulated absences.

Bibliography

	Type	Title	Author	Editorial	Year
	Text	Community psychology: conceptual basis and intervention methods (Psicología comunitaria: Bases conceptuales y métodos de intervención.)	Sánchez Vidal, A.	EUB.	1998
	Reference	Community intervention: Technical aspects, scientific and valorative (Intervención comunitaria: Aspectos técnicos, científicos y valorativos.)	Sánchez Vidal, A. Y Musitu ochoa, G.	EUB	1996
	Reference	Community psychology (Psicología de la comunidad.)	Gómez del Campo, J. F. Y Hernández Vargas, J. G.	UIA	1989
	Reference	Puertorican contributions to social community psychology (Contribuciones Puertorriqueñas a la psicología social comunitaria.)	Serrano García, I. Y Rosario Collazo, W.	Universidad de Puerto Rico. Río Piedras	1992
	Reference	Principles of community psychology: Perspectives and applications, 2nd. Ed.	Levine, M., y Perkins, D. V.	Oxford	1997
	Reference	Community psychology: Theory and practice.	Orford, J.	Wiley	1992
	Reference	Community psychology and social change: Australian and New Zealand perspectives.	Thomas, D. Y Veno, A. (Eds.)	The Dunmore Press	1996

