



PROGRAM: CLINICAL PSYCHOLOGY

Name	Code:
Psychobiology	PB400

Hours Under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	32	64	128	8

Placement in the curricular map
First semester, in the Basic Formation Axis

Characteristics

This academic activity is centered in the study of the biological mechanisms, emphasizing in the evolution, genetics y adaptation quality of the behavioral processes relating to the emotional, affective y cognitive processes of human beings from a biological perspective.

It is this biological property that permits that the organisms that posses it can establish an active relationship with the environment. Therefore, the objective of Psychobiology is to make clear the processes and biological systems involved in the behavior of the human being as well as the manner in which natural selection has been conforming to this systems and processes, as well as the behavior itself, contributing to the evolution of a variety of behavioral repertoires that are display by human beings. It is geared towards education centered on the learner.

Objectives

- Explain the psychobiological principles of human behavior.
- Explain the reciprocal influence between brain and behavior.
- Explain the role of complexity and plasticity in the selection of those

behaviors that best guarantee the attainment of goals of the individual and/or the species.

- Describe the main factors involved in the evolution of the human brain.

Content	Hours
<p>1. Human evolution and fundamental genetics</p> <p>1.1 Evolution and human behavior. 1.2 The course of the human evolution. 1.3 Evolution of the human brain. 1.4 Mendel's genetics. 1.5 The genetic code and the genetic expression. 1.6 Chromosomatic structure and replication. 1.7 Chromosomes and reproduction. 1.8 The development of the individual against the development of interindividual differences.</p>	16
<p>2. Anatomy and physiology of the nervous system</p> <p>2.1 Division of the nervous system: central, peripheral, and autonomic. 2.2 Rudimentary structures of the nervous system (primary brain vesicles) 2.2.1 Myelencephalon. 2.2.2 Metencephalon. 2.2.3 Mesencephalon. 2.2.4 Diencephalon. 2.2.5 Telencephalon. 2.3 Anatomy of the neuron. 2.4 Glial cells and satellites cells of the nervous system.</p>	24
<p>3. Neuronal conduction and synaptic transmission</p> <p>3.1 Structure of the synapse. (organization of neuronal synapses) 3.2 Molecular liberation of the neurotransmitter. 3.3 Activation of the receptors. 3.4 Reuptake, enzymatic degradation, y recycling. 3.5 Excitatory postsynaptic potential, inhibitory postsynaptic potential and synaptic transmission. 3.6 Neurotransmitters and their classification. 3.7 Pharmacology of the synaptic transmission.</p>	8
<p>4. Sensations and perceptions</p> <p>4.1 Sensory information. 4.2 Sensory attributions: modality, intensity, duration, and</p>	16

<p>localization.</p> <p>4.3 The sensory receptors: mechanical receptors, chemical receptors, thermal receptors, electromagnetic receptors, and nociceptors.</p> <p>4.4 Sensory transmission pathways.</p> <p>4.5 Visual, auditory, olfactory, gustatory, and cutaneous sensations.</p> <p>4.6 Visual, auditory, olfactory, gustatory, and cutaneous perceptions.</p>	
<p>5. Sensory motor system</p> <p>5.1 Descendent motor pathways.</p> <p>5.2 Spinal sensory motor circuits.</p> <p>5.3 Spinal reflexes.</p> <p>5.4 Sensory motor cortex: primary and secondary.</p> <p>5.5 supplementary and promontory.</p> <p>5.6 Cerebellum and basal ganglia.</p>	8
<p>6. Eating and Drinking</p> <p>6.1 Theories about hunger and drinking.</p> <p>6.2 Physiology of hunger and satiety.</p> <p>6.3 Regulation of body weight.</p> <p>6.4 Regulation and control of water.</p> <p>6.5 Drinking and satiety.</p>	8
<p>7. Hormones and sex</p> <p>7.1 The endocrine system.</p> <p> 7.1.1 Endocrine glands.</p> <p> 7.1.2 Hormones.</p> <p> 7.1.3 Gonads.</p> <p> 7.1.4 Hypothalamus and hypophysis.</p> <p>7.2 Hormones and sexual development.</p> <p>7.3 Human reproduction.</p> <p>7.4 The hypothalamus and sexual behavior.</p> <p>7.5 Sexual orientation and hormones.</p>	16
<p>8. Motivation and Emotion</p> <p>8.1 Anatomy and physiology of emotions.</p> <p>8.2 Fear, fight and aggression.</p> <p>8.3 Classification of emotions.</p> <p>8.4 The motivation cycle.</p> <p>8.5 The limbic system.</p> <p>8.6 The physiology of stress.</p>	8
<p>9. Memory and learning.</p> <p>9.1 Theories regarding memory storing.</p>	8

2	Reference	Neurociencia y conducta	Eric Kandel	Prentice Hall	2000
3	Reference	El cerebro y el mito del yo	Rodolfo, R. Llinas	Grupo Edit. Norma	2003
4	Reference	El cerebro	John J. Ratey	Arena Abierta	2002



Clinical Psychology Program

Name	Code:
Procesos Humanos	PG400

Hours Under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	32	64	128	8

Placement in the curricular map
Second semester, in the Basic Formation Axis

Characteristics

This course includes those processes that characterizes the human, as an

individual as well as a collective being, such as communication, leadership, decision making, conflict resolution, learning, team work, assertiveness and emotional intelligence. This course is designed as workshop methodology, therefore conceptual and practical concepts are included. In order to successfully complete this course it is necessary for the student to have a good disposition towards personal development, share personal experiences and to have the ability to analyze and synthesize.

Objectives

- The student will be able to identify the way in which human processes take place in his or her personal life.
- The student will be able to promote the development of human processes, as a result of his or her own experiences throughout the course.

Thematic Content	Hours
1. Communication	16
1.1 Concept	
1.2 Speaking	
1.3 Listening	
2. Leadership	16
2.1 Concept	
2.2 Rules	
3. Decision making	16
3.1 Concept	
3.2 Process	
4. Conflict resolution	16
4.1 Concept	
4.2 Process	
5. Learning	16
5.1 Concept	
5.2 Group learning	
6. Team work	16
6.1 Concept	
6.2 High performance team	
6.3 Systemic group	
7. Assertiveness	16

7.1 Concept 7.2 Freedom 7.3 Communication 7.4 Persistence 7.5 Respect 8. Emotional intelligence 8.1 Concept 8.2 Interpersonal intelligence 8.3 Intrapersonal intelligence	16
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<p>Learning Activities</p> <p>Independent:</p> <ul style="list-style-type: none"> • Internet information search. • Specialized texts reading. • Essay writing (term paper). • Writing programs for the promotion of human processes. <p>Under the instructor's guidance:</p> <ul style="list-style-type: none"> • Case analysis. • Structured experiences.

<p>Evaluation Procedures and Criteria</p> <ul style="list-style-type: none"> • Reading assignemt report 15% • Essay (term paper) 15% • Program 40% • Case analysis report 30%
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Bibliography

	Type	Title	Author	Publisher	Year
1	Reference	Asertividad: una alternativa	Flores Galaz, Mirta	UADY	2002
2	Reference	Para el óptimo manejo de las relaciones interpersonales	Margarita y Diaz Loving, Rolando		

3	Reference	Psicologia organizational: comportamiento del individuo en la organizaciones	Furnham, Adrian	Oxford	2001
4	Reference	Las cinco disfunciones de un equipo	Lencioni, P.	Urano	2003 `

Course Name: Man and Environment	Course ID HU400
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Location in the curricular map: First semester

Course characteristics:
This course is focused on the reflection of how men are related to their natural environment and it analyzes the changes in the environment as a result of men's activities. Students are expected to look for and develop mechanisms to improve these changes, perceive the planet's self regulatory capacity and value themselves as capable of modifying the environment in different directions. The fundamental values to promote are: observation, tolerance, communication and respect for those who are different from us.

General learning objectives:
At the end of this course the student is expected to:
Know the impact that the human being has on the environment with the dominating development and **apply** an environmental-educational proposal that will improve the relation man-society-nature in a specific time.
Design alternate development models to value and achieve an adequate social sustainability towards natural spaces.
Build a commitment formula that reflects a personal and professional responsibility when transforming the environment.
Develop a serious and profound review of the context and establish priorities freely as an individual that is part of a society, always pursuing the well being of others in order to get closer to society and the environment.

Thematic Content:	Hours
Unit 1 Getting close with regional environment 1 Natural landscaping <ul style="list-style-type: none"> ▪ The region's ecosystems ▪ The value of the regional ecosystems 2 Transforming landscapes <ul style="list-style-type: none"> ▪ The city's first decades ▪ Expansion and development ▪ Current situation 3 Environmental crisis <ul style="list-style-type: none"> ▪ Population growth ▪ Economical diversity and environment ▪ Environmental impact 4 Solutions to the environmental crisis <ul style="list-style-type: none"> ▪ Protected Natural Areas (PNA) 	20

<p>Unit 2 Serious Environmental Problems of Modern Life</p> <p>1 Historical appropriation of natural spaces</p> <ul style="list-style-type: none"> ▪ Upper Paleolithic ▪ The Neolithic and the beginning of the environmental crisis ▪ The message of Chief Seattle ▪ Entering modern life <p>2 Modern Life's Environmental Crisis</p> <ul style="list-style-type: none"> ▪ Human Population ▪ Human Consumption ▪ The Loss of Bio-diversity ▪ Climatic Demonstrations <p>3 Habitability</p> <ul style="list-style-type: none"> ▪ Characteristics ▪ Cases of habitable cities 	28
<p>Unit 3 Environmental Education for Sustainable Development</p> <p>1 Environmental education</p> <ul style="list-style-type: none"> ▪ International encounters ▪ Characteristics of environmental education ▪ Environmental projects <p>2 Sustainable Development</p> <ul style="list-style-type: none"> ▪ Focus on sustainability: economical, ecological and social-political ▪ The role of the government ▪ The case of a sustainable culture: the Mayas <p>3 Environmental Values</p>	16

Learning activities: The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the students outside the classroom. Those carried out by the students will be held in the following way:

1. Collaborative work inside the classroom to analyze and debate over the contents directed by the instructor.
2. Case methods to apply and evaluate the scope and limitations of the course contents.
3. Cooperative work outside the classroom to analyze cases and problem solution.
4. Learning based on structured and non-structured problems so the students learn to formulate problems and apply the course contents by generating solutions, working individually as well as in teams, starting from brainstorming.
5. Contents presentation by the instructor, avoiding at all costs its becoming a

custom throughout the course.

6. Learning based on application projects in teams, so the students apply their knowledge in projects of their own interest.

Assessment criteria and procedures:

Students' performance throughout the course will be based on the following criteria:

(7) The availability and cooperation manifested in concrete actions to achieve the learning objectives in each unit and the course's general objectives.

(8) The commitment, honesty, seriousness, responsibility, quality, participation and creativity manifested when executing all learning activities developed throughout the course.

(9) The ability and dexterity manifested to solve specific problems throughout the course.

Considering the criteria before mentioned, an assessment form is proposed:

Form	Instrument	Percentage
Problem questioning and solution	Individual and team tasks, such as questionnaires, essays, summaries, structured problems to solve and bibliographic or internet research.	35%
Problem solving	Individual objective tests: part exams and one final exam.	45%
Product request	Application, documental or field research project and a team report of the project.	20%
	TOTAL	100%

Bibliography

	Type	Title	Author	Publisher	Year
1	Text 1	Environmental Sciences. Ecology and Sustainable Development	Bernard Nebel, Richard Wright	Pearson Prentice Hall	1999
2	Text 2	Environmental Science and Sustainable Development	Ernesto Enkerlin	Thomson	1997
3	Text 3	Environmental Science	G. Tyler Millar	Thomson	2002

		Preserving Herat			
4	Reference	Ecology and Environment	G. Tyler Millar	Iberoamericana	1994

Course Name: Advanced Communication in Spanish	Course ID: CS400
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Location in the curricular map: First semester.

Course characteristics:
As a workshop, this course deals with the practice of the process that implies planning different writings, discourses and oral presentations before different listeners in order to inform, motivate and convince.

General learning objectives:
At the end of this course the student is expected to:
Know and apply their abilities regarding planning, the correct and ideal structure and writing of documents to communicate in public for specific purposes.
Write information of different, trustworthy sources that support an oral presentation before a specific public.
Oral and body language for informative, motivational and persuasive discourses.
Design oral presentations that reflect the contents of the course.
Build an individual public presentation using verbal and visual support.
Develop an analysis scheme from cases, exercises, videos and other dynamic techniques that will allow students to improve their communication abilities.

Thematic Content: 1. Introduction, set up and general concepts 1.1. The human communication process 1.2. Nature and purpose of the course 1.3. The importance of the course for college students	Hours 10
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1.4. Application video	14
2. Discourse creative planning	
2.1. Purpose specification.	
2.2. Theme selection	
2.3. Discourse planning and writing	
2.4. The role of the introduction and conclusion in a discourse	
2.5. Application video	14
3. Discourse elaboration according to different purposes	
3.1. Information discourse	
3.2. Motivation discourse	
3.3. Convincing discourse	14
3.4. Application video	
4. Communicator and discourse support	
4.1. Verbal support	
4.2. Visual support	
4.3. Visual communication	12
4.4. Application video	
5. Characteristics of a good communicator	
5.1. Credibility	
5.2. Honesty	
5.3. Know how to listen	
5.4. Improvisation	
5.5. Persuasion ethics	
5.6. Cases of application	

Learning activities: The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the students outside the classroom. Those carried out by the students will be held in the following way:

1. Collaborative work inside the classroom to analyze and debate over the contents directed by the instructor.
2. Case methods to apply and evaluate the scope and limitations of the course contents.
3. Cooperative work outside the classroom to analyze cases and problem solution.
4. Learning based on structured and non-structured problems so the students learn to formulate problems and apply the course contents by generating solutions, working individually as well as in teams, starting from

brainstorming.

5. Contents presentation by the instructor, avoiding at all costs its becoming a custom throughout the course.
6. Learning based on application projects in teams, so the students apply their knowledge in projects of their own interest.

Assessment criteria and procedures:

Students' performance throughout the course will be based on the following criteria:

- (1) The availability and cooperation manifested in concrete actions to achieve the learning objectives in each unit and the course's general objectives.
- (2) The commitment, honesty, seriousness, responsibility, quality, participation and creativity manifested when executing all learning activities developed throughout the course.
- (3) The ability and dexterity manifested to solve specific problems throughout the course.

Considering the criteria beformentioned, an assessment form is proposed:

Form	Instrument	Percentage
Problem questioning and solution	Individual and team tasks, such as questionnaires, essays, summaries, structured problems to solve and bibliographic or internet research.	35%
Problem solving	Individual objective tests: part exams and one final exam.	45%
Product request	Application, documental or field research project and a team report of the project.	20%
	TOTAL	100%

Bibliography

	Type	Title	Author	Publisher	Year
1	Text	Communicate!	Rudolph F. Verderber	Thomson	1999
2	Reference	Oral communication, the art and science	Hielen McEntee de Madero	Alambra Mexicana	1992

		of speaking in public			
3	Reference	Non-verbal communication	Mark Knapp L.	Paidós	1997

Course Name: Thinking Habilitéis	Course ID: CS401
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Location in the curricular map: First semester

<p>Course characteristics:</p> <p>This course's nature is theoretical and experimental and it seeks to strengthen students' cognitive abilities through specific strategies that will favor critical and creative thinking in order to solve problems, hence improving their performance in the different courses they will take throughout college, as well as in daily life. Due to its contents, this course is placed in the first semester of all majors.</p>	
<p>General Learning Objectives:</p> <p>At the end of this course the student is expected to:</p> <p>Know and Understand:</p> <p>The concepts of intelligence, creativity, innovation, the basic functions of the brain, divergent thought, convergent thought, emotional intelligence, as well as the formal operations of thought.</p> <p>Know:</p> <p>Elaborate in an individual way a self-diagnosis on each intelligence, according to Gardner.</p> <p>Elaborate a personal program to develop the components of Emotional Intelligence pointed out by Goleman.</p> <p>Elaborate and present an innovation project in teams.</p> <p>Apply the creative process to problem solving.</p> <p>Develop the capacity to work in teams in a responsible and organized way.</p>	
<p>Thematic Content:</p> <p>1. Thought and brain.</p> <p>1.1. Introduction and course set up.</p> <p>1.2. Intelligence background.</p> <p>1.3. Meanings of intelligence.</p> <p>1.4. Neurophysiology.</p> <p>2. Types of intelligences.</p> <p>2.1. Brain hemispheres.</p>	<p>Hours</p> <p>10</p>

<p>2.2. Convergent thought. 2.3. Divergent thought. 2.4. Emotional intelligence.</p> <p>3. Emotional intelligence. 3.1. Factors according to Goleman: 3.1.1. Self conscience. 3.1.2. Selfcontrol. 3.1.3. Motivation. 3.1.4. Empathy. 3.2. Relationships management.</p> <p>4. Convergent thought. 4.1. Instrumental enrichment program. 4.2. Organization (algorithmic thought). 4.3. Classifications. 4.4. Numerical progressions and syllogisms.</p> <p>5. Divergent thought. 5.1. What is creativity? 5.2. Where is my creativity? 5.3. Daily life creativity. 5.4. The advantages of being creative. 5.5. Creativity myths. 5.6. Phases in the creative process. 5.7. Criteria to value creativity. 5.8. Perception. 5.9. Recovering the power of creativity.</p>	<p>10</p> <p>14</p> <p>14</p> <p>16</p>
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Learning activities: The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the students outside the classroom. Those carried out by the students will be held in the following way:

1. Collaborative work inside the classroom to analyze and debate over the contents directed by the instructor.
2. Case methods to apply and evaluate the scope and limitations of the course contents.
3. Cooperative work outside the classroom to analyze cases and problem solution.

4. Learning based on structured and non-structured problems so the students learn to formulate problems and apply the course contents by generating solutions, working individually as well as in teams, starting from brainstorming.
5. Contents presentation by the instructor, avoiding at all costs its becoming a custom throughout the course.
6. Learning based on application projects in teams, so the students apply their knowledge in projects of their own interest.

Assessment criteria and procedures:

Students' performance throughout the course will be based on the following criteria:

- (7) The availability and cooperation manifested in concrete actions to achieve the learning objectives in each unit and the course's general objectives.
- (8) The commitment, honesty, seriousness, responsibility, quality, participation and creativity manifested when executing all learning activities developed throughout the course.
- (9) The ability and dexterity manifested to solve specific problems throughout the course.

Considering the criteria beformentioned, an assessment form is proposed:

Form	Instrument	Percentage
Problem questioning and solution	Individual and team tasks, such as questionnaires, essays, summaries, structured problems to solve and bibliographic or internet research.	35%
Problem solving	Individual objective tests: part exams and one final exam.	45%
Product request	Application, documental or field research project and a team report of the project.	20%
	TOTAL	100%

Bibliography

	Type	Title	Author	Publisher	Year
1	Text	Intelligence	Howard Gardner	Basic	2000

		Reframed: Multiple Intelligences for the 21st Century		Books	
2	Reference	Six hats to think	Edward De Bono	Ediciones Garnica	1999
3	Reference	Emotional Intelligence	Daniel P. Goleman	Bantam Books	1997



Name	Code:
Social Development	PS400

Hours Under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	32	64	128	8

Placement in the curricular map
Second semester, in the Basic Formation Axis

Characteristics

This course has as its main characteristic, that the student taking this course gears him or herself towards the search, acquisition, and application of the theory of "Social Development", as well as its legal framework and social promotion.

Objectives

The student will apply the different concepts that apply to "Social Development" theory.

Content	Hours
Unit themes	12
1. Social development theories	
1.1 Concept	
1.2 variables	
1.3 Economic development	
1.4 Social development	
1.5 Development indicators	
1.6 Community types	

2. Judicial framework

- 2.1 Legislation at the national level
- 2.2 Legislation at the state level
- 2.3 Legislation at the municipal level

3. Social development and social promotion

- 3.1 The concept of social commitment
- 3.2 Process
- 3.3 Sensibilization
- 3.4 Mobilization
- 3.5 Qualification
- 3.6 Awareness
- 3.7 Relationship between social promotion and social development

4. Social intervention as the area of professional affairs

- 4.1 Applied ethics to social promotion
- 4.2 Multidisciplinary intervention

5. Groups

- 5.1 The group and its constitution
- 5.2 Group concept and group processes
- 5.3 Constitution and evolution of group processes
- 5.4 Different approaches for the studying of groups:
functional, psychodynamic and behavioral
 - a. group dynamic processes
 - b. Authority and power
 - c. Leadership
 - d. Status
 - e. Cooperation
 - f. Competition

6. Social communication

- 6.1 Communication models
- 6.2 Interpersonal communication
- 6.3 Non-verbal communication
- 6.4 Conversation
- 6.5 Talk, gossip
- 6.6 Rumor
- 6.7 Mass communication
- 6.8 Development of public opinion
- 6.9 Propaganda and publicity
- 6.10 Public opinion and styles of expression
- 6.11 Mass media communication
- 6.12 Social marketing; publics (receptor, audiences)

<p>7. The community attention</p> <p>7.1 Protection factors</p> <p>7.2 Risk factors</p> <p>7.3 Municipal programs</p> <p>7.4 State programs</p> <p>7.5 Federal programs</p> <p>7.6 Social civil service programs</p> <p>7.7 Intersectorial work</p> <p>7.8 Structure and functions of a neighborhood committee</p> <p>7.9 Social participation</p> <p>7.10 Legal-ethical aspects of social participation</p> <p>8. Social intervention strategies</p> <p>8.1 Community diagnoses</p> <p>8.2 Group facilitation</p> <p>8.3 Social facilitation</p> <p>8.4 Promotion and development</p> <p>8.5 The use of social networks</p>	
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Evaluation procedures and criteria	
Documental research	15%
Presentation	15%
Assigned readings report	20%
Social development promotion program	50%

Bibliography

1	Reference	Psicología Social Aplicada	Alvaro J.L. Garrido A., Torregrosa J. R.	Mc Graw Hill	1996
2	Reference	Estereotipos, discriminación y relaciones entre grupos	Bourhis, R., Leyens, J.P. y Morales, J.	Mc Graw Hill	1996
	Reference	Psicología social	Myers, D.G.	Mc Graw Hill	1995
4	Reference	Guía para multiplicadores de escuela para padres	Beatriz Machado, Yolanda Chavez, georgina Serrano y Concepcion Lopez	XVII Ayuntamiento de Tijuana	2003

5	Reference	Comunicación Intercultural	McEntte, E.	Mc Graw Hill Interamericana	1998
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Course Name: The Human Being, History, and Society	Course ID: HU401
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Placement in curricular map: Second Semester

Course Characteristics:
Develop in students an recognition of the Human Being as a being that participates in history and society; in history in different eras and spaces and with diverse cultural traits to understand the collective experience that precedes us; and in society where it is placed as a social subject in search of evaluating some contemporary social manifestations and its predictable future consequences, all this with the idea that the student can reflect on this and help locate themselves in reality in order to become responsible for their future.

General Learning Objectives:
At the end of this course the student is expected to:

Apply mechanisms that will allow identification and reconstruction of vision about mankind and contemporary and future society through study and reflection of diverse sociological thinking.

Design a system to identify the most outstanding traits of historical development in a micro and macro environment.

Build: social analysis procedures with more elements than current employees, in order to allow participation in social planning procedures.

Elaborate an essay where specific time periods are recognized, fundamentally

<p>identifying the role of human beings in history</p> <p>Build a serious and profound critique of the context, freely establishing priorities as an individual and as part of a society, always in favor of a common good.</p> <p>Operate in the performance of their profession, a more intimate closeness with society.</p> <p>Elaborate an outline that demonstrates the importance of historical knowledge for their Being and what to do as a social subject.</p> <p>Apply a strategy that allows them to know and understand the difference and similarities of diverse cultures, in order to perform positively, locally, regionally, and in any other part of the world.</p> <p>Elaborate a community intervention Project that will be defined by the instructor</p>	
<p>Thematic Content::</p> <p>Unit 1 Society, Humanism, and School.</p> <p>1.1 Exploration of the concept of Society.</p> <p>1.2 The bases that make it tangible.</p> <p>1.3 The specialty and temporality of the concept.</p> <p>1.4 Basic categories for its analysis.</p> <p>1.5 Mankind in Society</p> <p>1.6 Humanism, Society, School.</p> <p>1.7 Humanism concept</p> <p>1.8 The role of individual education and humanism.</p> <p>1.9 Humanized society vs. Dehumanized society.</p> <p>1.10 Socially accepted values and humanism.</p> <p>1.11 Humanism and university</p> <p>1.12 Cases and application problems</p> <p>Unit 2 Human Being and History</p> <p>2,1 Why History?</p> <p>2.2 Immediate history and the 90's decade</p> <p>2.3 40's and 50's decade and the postwar.</p> <p>2.4 Convulsions in the beginning of the 20th century.</p> <p>2.5 19th century life and development</p> <p>2.6 From modernism to the contemporary.</p> <p>2.7 Cases and application problems</p> <p>Unit 3 Contemporary paradigms: the visions of today's actors. Los</p> <p>3.1 Today's actors</p> <p>3.1.1 Alvin Toffler and his theory of change</p> <p>3.1.2 Carlos Fuentes and the internationalization of cultures through a inclusive progress.</p> <p>3.1.3 Erich Fromm: Where are we and where are we going?</p> <p>3.1.4 Perry Anderson and his postmarxism view.</p>	<p>Hours</p> <p>14</p> <p>14</p> <p>14</p>

<p>3.1.5 Paulo Freyre and his vision of Latin-American thinking. 3.1.6 Francis Fukuyama and confidence as a central value. 3.2 The crisis of the everyday 3.2.1 Major problems vs. notable topics. 3.2.2 Basic forms of reality knowledge. 3.2.3 The role of velocities of time. 3.2.4 The social role of a company 3.2.5 Education as a central element in society. 3.3 Cases and applications study.</p>	
<p>Unit 4 Contemporary society as a trampoline for a future society. 4.1 Regional social manifestations. 4.2 The role of hope in the dreams of mankind. 4.3 Social responsibility of mankind and youth. 4.4 Social values that should remain. 4.5 Intervention projects with the purpose of returning to a more just society. 4.6 Cases and applications study.</p>	14
<p>Unit 5 Social Intervention project in the community. 5.1 Project definition and justification. 5.2 Project planning. 5.3 Project implementation. 5.4 Project assessment.</p>	8

Learning Activities:

The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the student outside the classroom. Those carried out by students will be held in the following way:

1. Collaborative work in the classroom to analyze and debate over course content under instructor supervision.
2. Case methods to apply and assess the scope and limitations of the course content.
3. Cooperative work outside the classroom to analyze cases and problem solving.
4. Learning based on structured and non-structured problems in order for students to learn formulate problems and the course content by generating solutions, working individually as well as in groups, after brainstorming.

5. Content presentation by the instructor, avoiding at all cost its becoming a custom throughout the course

Learning based on application projects in groups in order for students to apply their knowledge in these projects

Assessment criteria and procedures:

Students' performance throughout the course will be based on the following criteria:

1. The manifested willingness and cooperation with concrete actions to achieve the learning objectives of each unit of the course's general objective.
2. The manifested commitment, honesty, seriousness, responsibility, quality, participation, and creativity when executing all learning activities developed throughout the course.
3. The manifested ability and dexterity to solve specific problems throughout the course.

Considering the criteria mentioned above, the following assessment form is proposed:

Form	Instrument	Percentage
Interrogation and problem solving.	Individual and group assignments, in the form of questionnaires, essays, structured problems to solve biographical or internet research	35%
Problem solving	Individual objective tests: partial and final exam.	45%
Product Request	Application, documental or field research project and individual or group report of the project.	20%

Bibliography:

	Type	Title	Author	Publisher	Year
1	Reference	Esbozo de Historia de México	Juan Brom	Grijalva	1996
2	Reference	Esbozo de Historia Universal	Juan Brom	Grijalvo	1990
3	Reference	Introducción a la sociología	Peter Berger	Limusa	1996
4	Reference	Valores en la Educación	Pedro Ortega, Ramón Mínguez	Ariel	2001
5	Reference	Historia Mínima de	Daniel Cossío	El Colegio	1994

		México	Villegas	de México	
6	Reference	Anatomía del Mexicano	Roger Bartra	Plaza Janés	2002



Name	Code:
Theories of Personality	PG407

Hours Under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	32	64	128	8

Placement in the curricular map
Second semester, in the Basic Formation Axis

The academic activity of Theories of Personality includes the evolutionary changes that psychology has had throughout history within a historical, cultural and social context of the various stages by which this science has gone through. In the first part of the course, the history of psychology as an emerging formal discipline by the end of the XIX century. The second part of the program will focus towards the study of psychological systems that have originated the various psychology expressions in the XX century. In order to be successful in this academic activity, it is preferred that the student possess the ability to analyze and synthesize information, as well as being able to recognize the relationship between information taken from different perspectives.

Objectives

- Elaborate a glossary of essential terms for the understanding of each of the theories and systems studied during the course.
- Elaborate conceptual maps related to the different topics that make up the program of the course.
- Compare objectively the different psychological theories.

Content	Hours
<ul style="list-style-type: none"> • Philosophical Foundations of Psychology <ul style="list-style-type: none"> ○ Rationalism. ○ Empiricism. ○ Parallelism. ○ Dualism. ○ Monism. ○ Associationism. 	12
<ul style="list-style-type: none"> • Contemporary Psychology <ul style="list-style-type: none"> ○ The beginning of Experimental Psychology. ○ Structuralism: Ebbinghaus, Wundt and Titchener. ○ Functionalism: Darwin, Galton, Thorndike and James. 	12
<ul style="list-style-type: none"> • Behaviorism. <ul style="list-style-type: none"> ○ Conditioning response. ○ Stimulus-Response Relationship. ○ Operant conditioning. ○ Reinforcement contingencies. 	24
<ul style="list-style-type: none"> • Gestalt <ul style="list-style-type: none"> ○ The Phi phenomenon. ○ Principles of perception. ○ Applications of Gestalt in learning. ○ Personality development. 	20
<ul style="list-style-type: none"> • Cognitivism <ul style="list-style-type: none"> ○ Social interaction. ○ Psychogenesis of knowledge. ○ Human information processing. 	20
<ul style="list-style-type: none"> • Humanism <ul style="list-style-type: none"> 6.1. The concept of self. 6.2 Self-realization. 	20
<ul style="list-style-type: none"> • Psychoanalysis <ul style="list-style-type: none"> ○ Psychosexual development and the structure of the psyche. ○ Jung's archetypes and the collective unconscious. ○ Erikson's psychosocial development. 	20

Learning activities:

Independent:

- Research of documents.
- Elaboration of glossary.
- Elaboration of conceptual maps.
- Elaboration of a synthesis about the analyzed information.

Under academic conduction:

- Participation in group activities, such as: debates, discussions, small group discussions, etc.
- Classmate's feedback and positive criticism in an atmosphere of respect and openness.
- Presentations in front of the class.
- Discussion in class.

Evaluation procedures and criteria:

- Objective exams at the end of each unit 15%
- Comparative summaries 20%
- Glossaries 20%
- Document research outcomes 15%
- Conceptual maps 30%

Bibliography

	Type	Title	Autor	Publisher	Year
1	Reference	Historia y sistemas de la psicología	Brennan, J.	Prentice Hall	1999
2	Reference	Historia de la psicología. Principales corrientes en el pensamiento psicologico	Leahey, T.H.	Prentice Hall Iberia	1998
3	Reference	Sistemas y teorías psicologicos contemporaneos	Marx, M. y Hillix, W.	Paidós	1999
4	Reference	Teorías y sistemas contemporaneos en psicología	Wolman, B.	Planeta	1999

5	Reference	Teorías de la personalidad	Fadiman, J. y Fragor, R.	Oxford	2001
6	Reference	Teorías de personalidad	Dicaprio, N.S	McGraw Hill	1989



Name	Code:
Psychological Development	PB401

Hours Under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	32	64	128	8

Placement in the curricular map
Second semester, in the Basic Formation Axis

Characteristics

This subject includes the human developmental processes, birth, infancy, childhood, youth, maturity, old age concluding with death. (Developmental psychology, *which studies age-related changes in behavior and mental process from conception to death.*)

Objectives

- The student will explain the characteristics of the stages of development of human beings, the biological, psychological, family and social changes ending with old age and death.
- The student will create a project towards the attention of children and adolescents.
- The student will elaborate a project towards the attention of adults.

Content	Hours
1. Prenatal development and labor 1.1 Prenatal growth and development. 1.2 External influences during prenatal development.	12

1.3 Labor.	
1.4 The family development.	
2. Physical, cognitive and language development during infancy.	14
2.1 Newborns.	
2.2 Physical and motor development.	
2.3 Sensory and perceptual development.	
2.4 Cognitive development.	
2.5 Language development.	
3. Socialization and personality development during infancy.	14
3.1 Social and emotional development during infancy.	
3.2 Initial relationships patterns.	
3.3 Parents, siblings and the family system.	
3.4 Personality development.	
4. The preschool child.	14
4.1 Physical and motor development.	
4.2 Cognitive development.	
4.3 Language development.	
4.4 Review of three theories.	
4.5 Play and learning.	
5. Middle and school age childhood.	14
5.1 Physical and motor development.	
5.2 Cognitive development.	
5.3 Learning and cognition in school.	
6. Development in youth.	16
6.1 Theories about adult development.	
6.2 Biological clocks and social norms.	
6.3 Paradigms and contextual methods.	
6.4 Physical development in youth.	
6.5 Continuity and cognitive changes.	
6.6 Stages and developmental tasks in the adult.	
6.7 Socialization and personality development.	
6.8 The self, the family and work.	
6.9 Establishing intimate relationships.	
6.10 Paternity and maternity.	
6.11 The occupational cycle.	
6.12 Work and gender.	
7. Development during mature age.	16
7.1 Development during maturity.	
7.2 Continuity and physical changes.	

<p>7.3 Health and illness. 7.4 Continuity and cognitive change. 7.5 Personality change. 7.6 Family and friends. 7.7 Occupational changes. 7.8 Work and stress.</p> <p>8. Development during late adulthood 8.1 Ageing in the present time. 8.2 Physical aspects of ageing. 8.3 Causes of ageing. 8.4 Cognitive changes during advanced age (late adulthood). 8.5 Retirement. 8.6 Family and interpersonal relationships. 8.7 Social politics and the elderly.</p> <p>9. Death. 9.1 Thoughts and fears before death. 9.2 How to face your own death. 9.3 In search of a humane death. 9.4 Grief and mourning. 9.5 Rituals and customs.</p>	<p>16</p> <p>12</p>
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<p>Learning Activities Independent:</p> <ul style="list-style-type: none"> • Previous readings of texts and articles. • Integrated results of the field practicum. • Elaboration of written reports in order to identify the changes occurred within personal, family, and social context of the before mentioned stages. <p>Under academic conduction:</p> <ul style="list-style-type: none"> • Elaboration of illustrative diagrams in order to indicate the biopsychosocial changes that are manifest during childhood, youth, adulthood and late adulthood. • Visit to orphanages and nursing homes. • Power point presentations. • Elaboration of projects of community-social intervention.

Evaluation Procedures and Criteria	
<u>For the two partial evaluations</u>	
a) Presentation of the practicum	20%
b) Report of the readings.	20%

c) Group presentations.	20%
d) Written exam.	60%
<u>For the final evaluation</u>	
Written exam.	50%
Report and presentation of the community-social intervention Project.	50%

Bibliography

	Type	Title	Autor	Publisher	Year
1	Text	Desarrollo psicologico	Craig Grace, J.	Pearson Educación	2001
2	Reference	Desarrollo humano	Papalia, Diane	Mc Graw Hill	1995
3	Reference	Agonia, Muerte y duelo	Flores, Sonia	Manual Moderno	1992
4	Reference	Como cuidar y entender a nuestros ancianos	Ardilla Alfredo.	La Prensa Medica	1986
	Reference	La tercera edad	Hooker Susana	Gedisa Mexicana	1993
	Reference	La formación de adultos	Knoll, Joachim.	Editorial Roca	1979

Course subject Culture I	Course ID CS403
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Placement in the curricular map: Second semester

Course characteristics:

This course is given for all bachelor curriculums of 2004 so that students, regardless their career, have a vision of art history, thinking and culture history in a way to develop sensitivity for the artistic expressions.

This course is not design so that students acquire or develop an artistic ability, but to understand and know how arts function, its impact in culture and in society in general.

However, if this is accomplished, it is possible to create an appreciation sense and art valuation, thinking and culture in different expressions, with which a professional acquires an integral formation and a thinking structure more complete and diverse.

Learning general objectives

By the end of the course students will:

Understand

The art and culture state (as concept)

The importance of culture in society.

The different art developmental stages and their impact in society

The different stages of thinking development and ideas.

Identify:

Culture as an inherent part of all the social processes.

Art as a usual manifestation in human life

Art as cultural manifestation and communicational act.

The generation context and knowledge transmission.

Criteria for art appreciation beyond beauty the expression and balance.

Develop:

Analysis capability of the different cultural and artistic manifestations in the nowadays society.

Conceptual framework of knowledge development.

A sensibility and appreciation for artistic expressions that motivate them to keep enjoying of those art expressions they find interesting.

Art and expressions conceptual framework

Their ability to communicate oral and written

Thematic content:	Hours
1. Culture theory	12
1.1. Introduction and course setting	
1.2. Towards a culture concept	
1.3. Culture and communication	
1.4. Virtual culture and culture dynamic	
1.5. Cultural rights in communication	
2. Ideas thinking history	10
2.1. The men awakens	
2.2. From antique to middle age	
2.3. From 1492 to XX century	
2.4. Postmodernism and information age	
3. Art history	10
3.1. The classic and traditional	
3.2 Antique art	
3.3. El renaissance	
3.4 Modern art and contemporary	

Learning activities: the learning experiences in this course will be individually and in groups, some of them will be guided by the instructor, and some others will be done outside the classroom independently by the students. Those activities done by the students will be in a way of:

1. Team work in the classroom to analyze and debate the content with the instructor's guidance.
2. Cases methods to apply and assess the pros and cons on the course content.
3. Cooperative work outside the classroom for cases analysis and problem solution.
4. Learning based on structured and non-structured problems so that students learn how to create problems and apply the information of the course to look for a solution, working individually, as well as in teams parting from brainstorming.
5. Content presentation done by the instructor, avoiding it to become a pattern.
6. Learning of application project bases, so that students apply their knowledge in projects of their own interest.

Assessment procedure and criteria:

The students' performance during the course will be based on the following criteria:

- (1) Availability and cooperation, manifested with concrete actions, to accomplish the learning objectives in every unit and the general objective of the course.
- (2) Compromise, honesty, seriousness, responsibility, quality, participation, and creativity observed in the learning activities developed during the course.
- (3) The ability and skills observed to solve specific problems worked during the course.

Taking in consideration the criteria mentioned, the following assessment is proposed:

Form	Instrument	Percentage
Questionnaire and problem solution	Individual tasks and teamwork in questionnaires, essays, summaries, structured problems to be solved, and bibliographic or online research	35%
Problem solving	Individual objective tests: Partial Exams and a final exam.	45%
Product request	Application project or documental or field research and team report about the project.	20%
	TOTAL	100%

Bibliography

	Type	Title	Author	Editorial	Year
1	Text	History of art: Slipcased	Anthony H. W. Y Janson Janson	Harry N Abrams	2001
2	Reference	Hybrid culture (Culturas híbridas)	Néstor García Canclini	Paidos	2000
3	Reference	Life and death of little ideas: occidental thinking history (Vida y muerte de las ideas: Pequeñas historia del pensamiento occidental)	José María Valverde	Ariel	2003



Course program

Course name: Research Methodology	Course ID: CS402
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Placement in curricular map: Second semester

<p>Course characteristics: To develop in students a solid information platform to create basic research processes on topics related to their major labour market.</p>
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<p>General learning objectives: At the end of the course students will:</p> <p>Apply research fundamental models. Design a system to identify in different cases the problems inherent to research vulnerable areas. Construct: information analysis. Discriminating among relevant and irrelevant data. Elaborate a written assignment establishing a research problem including: definition of the problem, objectives, justification and delimitation. Construct the research theoretical framework mentioned in the previous paragraph. Operate the research hypothesis, defining variables, indicators, measurement, population and sample instruments. Elaborate a research report Apply a strategy that allows making adequate source detection, discarding, based on their methodological principles, the ones that are not reliable. Defend the importance of scientific research in a professional area. Elaborate an entrepreneurial project according to the class process following the appropriate methodology. Such project will be carried out physically and will be presented in the institution facilities</p>	
Contents:	Hours

<p>Unit 1 Problem identification.</p> <p>1.1 Science and the professional. 1.2 Ways to approach knowledge. 1.3 Topics that can be researched. 1.4 Research approaches. 1.5 Research models. 1.6 Stating the problem. 1.7 Cases and application problems.</p>	13
<p>Unit 2 Research theoretical framework</p> <p>2,1 Recollection of documental information. 2.2 Recollection of empirical data. 2.3 Elaboration of the theoretical framework. 2.4 Cases and application projects</p>	13
<p>Unit 3 Hypothesis</p> <p>3.1 Determination of the hypothesis. 3.2 Sampling. 3.3 Elaboration of the data recollection instrument. 3.4 Study of cases and applications</p>	13
<p>Unit 4 Final report.</p> <p>4.1 Information processing using SPSS 4.2 Elaboration of research reports. 4.3 Study of cases and applications</p>	12
<p>Unit 5 Project: development of an entrepreneurial model</p> <p>5.1 Exploration of the entrepreneurial model. 5.2 Selection of the entrepreneurial project. 5.3 Development of the entrepreneurial project. 5.4 Presentation of the entrepreneurial project. 5.5 Assessment of the entrepreneurial project.</p>	

Learning activities:

Learning experiences in this course will be of an individual and group character. Some of them will be in the classroom with the instruction and other will be independent to be carried out by students out of the classroom. Those performed by students will be in the form of:

1. Collaborative work in the classroom to analyze and debate on the contents under the instructor's supervision
2. Method of cases to apply and assess the reach and limitations of the course contents
3. Cooperative work out of the classroom for the analysis of cases and solution of problems
4. Learning based on structure and non-structured problems so students can formulate problems and apply the course contents in the generation of solutions, either from individual efforts or as a result of teamwork starting from brainstorming
5. Presentation of contents by instructor, avoiding at all cost its becoming a costume throughout the course.
6. Learning based on application projects by teams so students can apply their knowledge on projects.

Assessment procedures and criteria:

Students performance through the course will be based on the following criteria

1. The manifested willingness and cooperation with concrete actions to achieve the learning objectives of each unit of the course's general objective.
2. The manifested commitment, honesty, seriousness, responsibility, quality, participation and creativity when executing all learning activities developed throughout the course.

3. The manifested ability and dexterity to solve the specific problems throughout the course.

Students performance through the course will be based on the following criteria:

Form	Instrument	Percentage
Interrogation and problem solving	Individual and group assignments in the form of questionnaires, essays, summaries, structured problems to solve, and bibliographical or internet research.	35%
Problem solving	Individual objective tests: Partial and final exam.	45%
Product request	Application, documental or field research and individual or group report of the project.	20%

Bibliography:

	Type	Title	Author	Publisher	Year
1	Text 1	Metodología de la Investigación	Roberto Hernández S., Carlos Fernández C. Pilar Baptista L.	McGraw-Hill	2003
2	Text 2	Metodología de la Investigación	Maurice Eyssautier de la Mora	Thomson	2006
3	Text 3	Técnica de la Investigación documental	Yolanda Jurado Rojas	Thomson	2002



Name	Code:
Prevention Strategies	AC404

Hours Under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	32	64	128	8

Placement in the curricular map
Third semester, in the Basic Formation Axis

Characteristics

This academic activity includes the review of first level of attention to health as a prevention strategy.

Objectives

At the end of the course, the student will be able to:

1. Apply strategies for the promotion of health.
2. Apply strategies for the education of health.
3. Apply strategies for the communication of health.

Content	Hours
1. The concept of prevention 1.1 The concept of health and disease. 1.2 Primary attention to health. 1.3 Risk factors. 1.4 Protection factors. 1.5 Ethical aspects of health care.	20

4	Electronic	http://www.paho.org/spanish/HPP/HPM/HEC/hs_about.htm			
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Name	Code:
Psychopathology	PG408

Hours Under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	32	64	128	8

Placement in the curricular map
Third semester, in the Basic Formation Axis

Characteristics

This course is characterized by a revision of concepts, symptomatology, incidence and prevalence, among other elements, of the various psychopathological disorders, according to the DSM-IV-TR. It is important to consider that this course was designed under the concept of education focused on the learner; therefore it is necessary that the student play a predominant active role throughout the course, by being involved in independent activities, either individual or in group.

Objectives

1. The student will use technical formats or index cards, made by him/her for the multiaxial evaluation.

2. The student will make differential diagnoses of the disorders that appear initially during infancy, childhood and adolescence, in accordance with the diagnostic criteria of the DSM-IV-TR, indicating its psychological treatment.
3. The student will make differential diagnoses of the mood disorders, anxiety disorders and somatoform disorders, in accordance with the diagnostic criteria of the DSM-IV-TR, indicating its psychological treatment.
4. The student will make differential diagnoses of the personality disorders, in accordance with the diagnostic criteria of the DSM-IV-TR, indicating its psychological treatment.
5. The student will make differential diagnoses of schizophrenia and other psychotic disorders. Delirium, dementia, and amnestic and other cognitive disorders, in accordance with the diagnostic criteria of the DSM-IV-TR, indicating its psychological treatment.
6. The student will make differential diagnoses of sexual and gender identity disorders, in accordance with the diagnostic criteria of the DSM-IV-TR, indicating its psychological treatment.
7. The student will make differential diagnoses of substance-related disorders in accordance with the diagnostic criteria of the DSM-IV-TR, indicating its psychological treatment.
8. The student will make differential diagnoses of eating disorders and sleep disorders, in accordance with the diagnostic criteria of the DSM-IV-TR, indicating its psychological treatment.

Content	Hours
1. Use of the DSM-IV-TR	12
2. Disorders usually first diagnosed in infancy, childhood, or adolescence. <ul style="list-style-type: none"> • Mental retardation • Learning disorders • Motor skills disorders • Communication disorders • Pervasive developmental disorders • Attention deficit disorder and Conduct disorder • Tic disorders • Elimination disorders 	18
3. Mood disorders, anxiety disorders, and somatoform disorders.	16
4. Personality Disorders.	16
5. Schizophrenia and other psychotic disorders. Delirium, dementia, and amnestic and other cognitive disorders in	16

accordance with the DSM-IV-TR diagnostic criteria.	
6. Sexual and gender identity disorders in accordance with the DSM-IV-TR diagnostic criteria.	18
7. Substance-related disorders in accordance with the DSM-IV-TR diagnostic criteria.	16
8. Eating disorders and sleep disorders in accordance with the DSM-IV-TR diagnostic criteria.	16

Learning activities

- Elaboration of formats to be used in the multi-axial diagnoses.
- Case analysis.
- Differential diagnosis utilizing the DSM-IV-TR diagnostic criteria.
- Group discussions.
- Presentations (Power point).
- Reading assignments.
- Discussion panel on Blackboard Learning System.

Evaluation procedures and criteria:

- Formats or index cards for the multi-axial evaluation. 10%
- Differential diagnoses of the disorders usually first diagnosed in infancy, childhood, or adolescence. 10%
- Differential diagnoses of the mood disorders, anxiety disorders, and somatoform disorders. 10%
- Differential diagnoses of the personality disorders. 10%
- Differential diagnoses of schizophrenia and other psychotic disorders. 10%
- Sexual and gender identity disorders in accordance with the DSM-IV-TR diagnostic criteria, indicating its psychological treatment. 20%
- Substance-related disorders in accordance with the DSM-IV-TR diagnostic criteria, indicating its psychological treatment. 10%.
- Eating disorders and sleep disorders in accordance with the DSM-IV-TR diagnostic criteria, indicating its psychological treatment. 10%

Bibliography

	Type	Title	Autor	Publisher	Year
1	Reference	Psicopatología sus fundamentos dinámicos	Jose R. Paz	Nueva Vision	2004
2	Reference	DSM-IV-TR Breviario	A. Ibor Aliño	Masson	2005

		Criterios diagnosticos			
3	Reference	Manual de psicopatología	Amparo Belloch	Mc Graw Hill	2000
4	Reference	DSM-IV Manual diagnostico y estadistico de los trastornos mentales	American Psychiatric Association	Masson	1999
5	Reference	Introducción a la psicopatología y a la psiquiatria 6ª Edicion	J. Vallejo	Masson	2006

Course Name: Culture II	Course ID: CS404
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Location in the curricular map: Third semester

Course Characteristics:

This course is applied to all college programs, regardless of their major, students will be exposed to a vision of the arts. This course is not intended for students to acquire or develop artistic abilities, but to know and understand how art works. However, if this comprehension and understanding of art is achieved, a sense of appreciation will be born towards art in its diverse expressions, with which a professional acquires a complete structure of thought.

General learning Objectives:
At the end of this course the student is expected to:

Know:

- * The four great sides of Art.
- * The social context and the development of artistic disciplines. Identify:
 - * The different art disciplines
 - * The diverse genres in art
 - * The principal aesthetic proposals
 - * The formal, cultural and semantic level of artwork and/or the artistic demonstration.

Develop:

- * An appreciation for artistic expressions.
- * Opinions and points of view on artistic expressions that go beyond taste or aesthetic appreciation.
- * Body Language
- * Oral and written communication.

Thematic Content:	Hours:
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Assessment criteria and procedures:

Students' performance throughout the course will be based on the following criteria:

(7) The availability and cooperation manifested in concrete actions to achieve the learning objectives in each unit and the course's general objectives.

(8) The commitment, honesty, seriousness, responsibility, quality, participation and creativity manifested when executing all learning activities developed throughout the course.

(9) The ability and dexterity manifested to solve specific problems throughout the course.

Considering the criteria before mentioned, an assessment form is proposed:

Form	Instrument	Percentage
Problem questioning and solution	Individual and team tasks, such as questionnaires, essays, summaries, structured problems to solve and bibliographic or internet research.	35%
Problem solving	Individual objective tests: part exams and one final exam.	45%
Product request	Application, documental or field research project and a team report of the project.	20%
	TOTAL	100%

Bibliography

	Type	Title	Author	Publisher	Year
1	Text	History of art: Slipcased.	Anthony H. W. y Janson Janson	Harry N Abrams	2001
2	Reference	Understanding music.	Jeremy Judkin	Prentice-Hall	2001
3	Reference	Bedford Introduction to Literature: Reading, Thinking, Writing.	Michael Meyer	Bedford/St. Martin's	2001

Course Name: Statistics	Course ID MA409
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Location in the curricular map: Third semester

Course characteristics:
 Statistics provide important tools to gather relevant information that every decision-making process requires. Supported by computer systems, statistics have stopped being a field just for specialists or for high budget companies. The course implies theoretical and practical training and encourages the student to organize and summarize data, as well as making a decision when there is a large amount of information, examining just a small part of it. This course introduces the concept of variability.
 Acknowledge statistics as a science in which the development and application of methods and the analysis and interpretation of quantitative information in social research is carried on in a way that the conclusions based on that information must be evaluated objectively through the laws of probability.

General learning objectives:
 At the end of this course the student is expected to:
Know and apply the basic tools of analysis to continuously improve quality, the most common distribution models of probability in real life problems and SPSS, Excel and scientific calculator to process and analyze obtained information in research.
Design random samples for statistic inference. Calculate the size of a sample to make scientific estimates about the media and the population ratio. Try statistic hypothesis of the media and population ratio for large samples, as well as correlations of attributes in distribution X^2 .
Build graphs, calculus and interpret measurements of central and dispersion trends.
Develop solutions to probability problems applying the rules and concepts of the Theory of probability and combined analysis, calculate and interpret measurements of central and dispersion trends. Develop solutions to correlations between 2 variables to determine the type of correlation and determine the regression equation to make predictions.

Thematic Content: Unit 1 Statistics and Descriptive Statistics 1. Meaning of the concept of Statistics and its importance. 2. Divisions in Statistics 3. Types of variables and measurement levels. 4. Data gathering.	Hours 14
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<ul style="list-style-type: none"> 5. Graphic tools in statistics 6. Construction of fequency distributions 7. Histograms and its interpretation. 8. Frequency polygons. 9. Other graphic presentations 10. Central trends measurements and its interpretation 11. Dispersion measurements and its interpretation 12. Normal: the most important distribution of probability. 	
<p>Unit 2 Probability</p> <ul style="list-style-type: none"> 1. Concepts and focus on probability 2. Properties and rules of the Theory of Probability 3. Conditional Probability and independence 4. Bayesian Probability 5. Combined analysis 	12
<p>Unit 3 Sampling and sampling distribution. Hypothesis.</p> <ul style="list-style-type: none"> 1. Sampling distributions <ul style="list-style-type: none"> a. Sampling distribution of the media b. Expected value and variability c. Uniform distribution d. Binomial distribution. Applications e. Poisson distribution. Applications. f. X^2 Distribution. Applications. 2. Sampling <ul style="list-style-type: none"> a. Sample distribution of the media b. Standard error in the media c. Central media theorem d. Population media estimation e. Trustability interval for the media f. Determination of the size of the sample. 3. Hypothesis Testing <ul style="list-style-type: none"> a. Concept of hypothesis b. 5 step hypothesis testing c. Hypothesis testing for media and propotion. d. Parametric and non-parametric hypothesis testing 	16
<p>Unit 4 Linear and Simple Analysis of Correlation</p> <ul style="list-style-type: none"> 1. Concept of linear and simple analysis of correlation 2. Dispersion diagram 3. Correlation and determination coefficient 4. Regression equation and prediction 	8
<p>Unit 5 SPSS</p> <ul style="list-style-type: none"> 1. Designing a questionnaire 2. SPSS variable encoding 3. Information processing 4. Results analysis and interpretation 	14

Learning activities: The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by

the students outside the classroom. Those carried out by the students will be held in the following way:

1. Collaborative work inside the classroom to analyze and debate over the contents directed by the instructor.
2. Case methods to apply and evaluate the scope and limitations of the course contents.
3. Cooperative work outside the classroom to analyze cases and problem solution.
4. Learning based on structured and non-structured problems so the students learn to formulate problems and apply the course contents by generating solutions, working individually as well as in teams, starting from brainstorming.
5. Contents presentation by the instructor, avoiding at all costs its becoming a custom throughout the course.
6. Learning based on application projects in teams, so the students apply their knowledge in projects of their own interest.

Assessment criteria and procedures:

Students' performance throughout the course will be based on the following criteria:

- (7) The availability and cooperation manifested in concrete actions to achieve the learning objectives in each unit and the course's general objectives.
- (8) The commitment, honesty, seriousness, responsibility, quality, participation and creativity manifested when executing all learning activities developed throughout the course.
- (9) The ability and dexterity manifested to solve specific problems throughout the course.

Considering the criteria before mentioned, an assessment form is proposed:

Form	Instrument	Percentage
Problem questioning and solution	Individual and team tasks, such as questionnaires, essays, summaries, structured problems to solve and bibliographic or internet research.	35%
Problem solving	Individual objective tests: part exams and one final exam.	45%
Product request	Application, documental or field research project and a team report of the project.	20%
	TOTAL	100%

Bibliography

	Type	Title	Author	Publisher	Year
1	Text	Statistics for Administration	M. Berenson, D, Levine, T. Krehbiel	Prentice Hall	2001
2	Reference	Statistics for Administration and Economy	Douglas A. Lind, Robert D. Mason, William G. Marchal	Alfa y Omega	2004
3	Reference	Statistics	Mario Triola	Pearson	2004
4	Reference	Statistics applied to Administration and Economy	David K. Hildelbrand, R. Lyman Ott	Pearson	1998

5	Reference	Introducción a la sicopatología y a la psiquiatria 6ª Edicion	J. Vallejo	Masson	2006
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Name	Code:
Statistics for the Social Sciences	MA409

Hours Under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	32	64	128	8

Placement in the curricular map
Third semester, in the Basic Formation Axis

Characteristics

In this course attitudinal and theoretical aspects of quantification will be review, as well as the statistical processes that applied to the behavioral sciences. This course is designed under the educational model centered on learning and the electronic learning model, which requires active participation of the students en the carrying out of various exercises.

Objectives

1. The student will make a term paper in which he /she will establish an ethical position in the face of measuring.
2. The student will integrate a portfolio with thematic synopses and exercises related to the statistical procedures for the gathering and systematization of data.
3. The student will integrate a portfolio with thematic synopses and exercises related to the statistical procedures for data comparison.

Content 1. Ethics and measurement • Ethics.	Hours 16
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<ul style="list-style-type: none"> • The concept of measure. • Scales and levels of measure. 	
2. Obtaining and systematizing data <ul style="list-style-type: none"> • Dot plots. • Frequency distributions. • Graphical displays. • Sampling. 	24
3. Data processing <ul style="list-style-type: none"> • Measures of central tendency. • Measures of distribution. • Variance. • Normal distribution • Quartiles. • Correlation. 	32
4. Data Comparison <ul style="list-style-type: none"> • Sample distributions. • Decision making procedure. • Parametric tests. • Student's T. • Z Test. • Analysis of variance. • Pearson's correlation. • Spearman's correlation. • Non parametric tests. • Chi square. • Friedman's test. • Wilcoxon's test. • U de Mann Witney's test. 	56

Learning activities:

- Making documental bibliographical and electronic research.
- Making thematic synopses.
- Participating in a motivational exercise about quantification.
- Grading and making correct changes on the term paper, based on the instructor's observations.
- Answering the analysis guide regarding ethics and measurement.
- Making a crossword puzzle based and ethical and measurement concepts.
- Making of exercises pertaining the gathering and systematization of data.

- Participating in the development of sub themes.
- Making a glossary or crossword puzzle.
- Participating in a discussion panel through the Blackboard Learning System by contributing information about statistical procedures.
- Analysis of specialized readings.
- Analysis of themes regarding ethics and measurement.
- Making of crossword puzzles.
- Doing exercises about gathering and systematization of data.
- Doing exercises about data comparison.

Evaluation procedures and criteria:

- Term paper. 15%
- Gathering and systematization of data portfolio. 25%
- Data processing portfolio. 25%
- Data comparison portfolio. 25%
- Self-evaluation. 10%
- Case analyses 30%
- Treatment plans 70%

Bibliography

	Type	Title	Autor	Publisher	Year
1	Reference	Estadística para las ciencias del comportamiento.	Pagano, R.R.	Thomson	1999
2	Reference	Introducción a la estadística.	Pena, D y Romo, J.	Mc Graw Hill	1997
3	Electronic Resource	Comprensión y uso de la estadística. http://www.cortland.edu/flteach/stats-sp.html .			



Name	Code:
Psychological Interview	EV404

Hours Under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	32	64	128	8

Placement in the curricular map
Third semester, in the Basic Formation Axis

Characteristics

The psychological evaluation is one of the first steps that follow any kind of psychological intervention. For that reason, it is important that the student acquires the ability to pose in a professional way practical problems, make a decision regarding the necessary information y select the best approach to gather the information. The Techniques of Psychological Evaluation course has as a fundamental objective that the student obtains the necessary tools in order to successfully produce interviews in clinical, educational, and organizational settings, as well as the design and application of observational and self-information instruments.

Objectives

1. The student will make a personal synthesis about the concepts and basic principles of the psychological interview, as well as the application of them in specific situations.
2. The student will elaborate a questionnaire for the application of structure and semi-structure psychological interviews that can be applied in the clinical, educational, and organizational settings.
3. The student will conduct psychological interviews using a previously established format y will make a written report for each of the conducted interviews.
4. The student will design and apply valid and reliable instruments in making the observations in the clinical, educational, and organizational

settings.

5. The student will design and apply valid and reliable instruments in the making of the self-report in the clinical, educational, and organizational settings.

Content	Hours
1. Basic concepts of the psychological interview <ul style="list-style-type: none">• Basic concepts of the psychological interview.• Requirements needed to make an interview.• The interview processes.	14
2. Types of interviews <ul style="list-style-type: none">• Structured interview.• Semi-structured interview.• None structured interview.• The interview in clinical, educational, and organizational settings.	14
3. Stages during the interview <ul style="list-style-type: none">• The beginning of the interview.• The recognition.• The detailed investigation.• The closing of the interview.• Interviews practicum.	40
3. Observation techniques <ul style="list-style-type: none">• Definition.• What to observe.• Units of measurement.• Recording techniques.• Sources of error in the observation.	30
4. Self-report techniques <ul style="list-style-type: none">• Definitions.• Requirements needed for the self-report.• Types of variable to be evaluated.• Types of self-reports.• Sources of error in the self-report.	30

Learning activities:

- Bibliographic documentary and electronic reviews.
- Text analysis.
- Reading discussions.
- Presentations.
- Conducting interviews and taping them.
- Participation in interview role-playing.
- Observation of interviews through the Gessell chamber.
- Conducting field research in clinical, educational, and organizational settings, regarding the type of interviews that are used in each of those settings.
- Field practice.
- Elaboration of formats in order to conduct structure and semi-structured interviews.
- Elaborate formats for conducting observations.

Evaluation procedures and criteria:

- | | |
|---|-----|
| • Synthesis. | 10% |
| • Questionnaires for structured and semi-structured interviews. | 10% |
| • Interviews. | 40% |
| • Tools for observation. | 20% |
| • Tools for self-inform. | 20% |

Bibliography

	Type	Title	Autor	Publisher	Year
1	Reference	El Proceso de la Entrevista Conceptos y Modelos	Acevedo Ibanez, A y Lopez, M.A.	Limusa	2001
2	Reference	Instructivo del entrevistador	Bemjamin, A	Diana	1982
3	Reference	<i>Los autoinformes.</i>	Garaigordobil, M.		2004
4	Reference	La entrevista clinica	Poussin, G.	Limusa	1994
5	Reference	La entrevista psiquiatrita	Sullivan, H.S.	Psique	1985

6	Reference	Tests Psicologicos y Evaluacion	Aiken, L.R.	Prentice Hall	1996
7	Reference	Entrevista y diagnostico	Torres de bea, E	Paidos	1991

Course program

Course name: Advanced communication in English	Course ID: ID400
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Placement in curricular map: Third semester

Course characteristics: This course represents another space through which the internationalization profile of all majors in CETYS Universidad is fostered. In this course English is the object of study, but from the perspective of professional practice. In this course students will have the opportunity to importantly improve their mastery of English language, mainly through an intensive approach on speaking and writing. This course involves a series of learning activities through which students will have to use English in typical labor conditions in the professional exercise, as well as social interaction, looking for the improvement of their oral expression as well as the increase of the use of conventional vocabulary related to their major. On the other hand, this course is critical for students that are interested in participating in academic exchange programs with overseas universities where English is the official language. This course demands from participants a positive attitude towards cooperative and collaborative learning, ability to work in groups and a commitment with the continuous improvement of their English language mastery.

General learning objectives:

At the end of this course students will:

Master English language in terms of writing and speaking it correctly in such way that they can keep on improving in the use of this language.

Understand the importance of this language in their professional exercise and specifically in activities in which English is frequently used.

Use different sources of information that can help them update the technical vocabulary in their respective professional area.

Apply the terminology related to the professional practice of their major.

Follow up a job interview, as well as meetings and presentations in English in a fluent way.

Formulate their resume in English, as well as other legal or work documents related to the practice of their major.

Employ correctly and widely the vocabulary related to their major.

Contents: Unit 1. English in the workplace, people and organizations. 1.1. Introduction and course set up. 1.2. Structures of organizations. 1.3. Work, forms of work and the people at the workplace. 1.4. Managerial styles and business leaders.	Hours 16
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1.5. Personnel recruiting and selection: Skills and competencies.	
Unit 2. English in the functional areas of a company.	
2.1. Marketing, markets and competence.	16
2.2. Product design, innovation and development.	
2.3. Materials, suppliers and production.	
2.4. Money of finances and economy.	
2.5. Business philosophy.	
Unit 3. English in business and personal skills.	
3.1. Time and its administration	16
3.2. Stress and its administration.	
3.3. Meetings, group work and presentations.	
3.4. Negotiation skills.	
3.5. Telephone calls, fax and e-mail.	
Unit 4. English in culture and organizational values.	
4.1. Cultures and organizational cultures.	16
4.2. Authority management and distance in cultures.	
4.3. Customs in cross-cultural businesses.	
4.4. Acquisitions and corporate alliances.	
4.5. Corporate and product image.	

Learning activities:

Learning experiences in this course will be of an individual and group character. Some of them will be in the classroom with the instruction and other will be independent to be carried out by students out of the classroom. Those performed by students will be in the form of:

Collaborative work in the classroom to analyze and debate on the contents under the instructor's supervision

Method of cases to apply and assess the reach and limitations of the course contents

Cooperative work out of the classroom for the analysis of cases and solution of problems

Learning based on structure and non-structured problems so students can formulate problems and apply the course contents in the generation of solutions, either from individual efforts or as a result of teamwork starting from brainstorming

Presentation of contents by instructor, avoiding at all cost its becoming a costume throughout the course.

Learning based on application projects by teams so students can apply their knowledge on projects.

Assessment procedures and criteria:

Students performance through the course will be based on the following criteria

The manifested willingness and cooperation with concrete actions to achieve the learning objectives of each unit of the course's general objective.

The manifested commitment, honesty, seriousness, responsibility, quality, participation and creativity when executing all learning activities developed throughout the course.

The manifested ability and dexterity to solve the specific problems throughout the course.

Students performance thought the course will be based on the following criteria:

Form	Instrument	Percentage
Interrogation and problem solving	Individual and group assignments in the form of questionnaires, essays, summaries, structured problems to solve, and bibliographical or internet research.	35%
Problem solving	Individual objective tests: Partial and final exam.	45%
Product request	Application, documental or field research and individual or group report of the project.	20%
	TOTAL	100%

Bibliography

	Type	Title	Author	Publisher	Year
1	Text	Business Vocabulary in Use Advanced.	Bill Mascull.	Cambridge University Press.	2004.
2	Reference	Business Vocabulary	Bill	Cambridge	2002.

		in Use intermediate.	Mascull.	University Press.	
3	Reference	Common American Phrases in Everyday Contexts: A Detailed Guide to Real-Life Conversation and Small Talk.	Richard A. Spears.	McGraw-Hill, segunda edición.	2002.



Name	Code:
Community Social Psychology	PS406

Hours Under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	32	64	128	8

Placement in the curricular map
Fourth semester, in the Basic Formation Axis

Characteristics

In this course the student is introduced to the study of Community Psychology, which is conceptualized as a scope of psychology that uses concepts of various theoretical-methodological approximations within the social and behavioral sciences and as an area of research and intervention in various levels of social analysis (individual, family, small groups, organization, community).

In this course a general overview of the theories pertaining community processes

will also be presented, as well as the research that has been conducted in relationship to such theories. Emphasis will be given to a systems ecological orientation as well as its utilization in order to conceptualize and define so much as the community problems as their possible solutions and their consequences.

The course will provide a general perspective of the social-community psychology emphasizing those aspects that could be relevant for the planning, implementation and evaluation of projects of intervention within the various community contexts.

Objectives

- To develop an understanding of the concepts, approaches, and contemporary problems in community psychology, in our country as well as in foreign countries.
- To develop an understanding of the processes, strategies and tactics of psychological intervention from Social-Community Psychology approach, and its application to specific social problems.
- To develop knowledge for the planning, implementing, and evaluation of psychological intervention projects at different analysis levels (family, group, organization, community).

Content	Hours
<p>1. Basic Concepts.</p> <p>1.1 Basic concepts of Social-Community Psychology. 1.2 Relationship with other disciplines, 1.3 The Community Mental Health movements. 1.4 Its impact in psychology.</p>	16
<p>2. Concepts of Ecology and Systems.</p> <p>2.1 The ecological analogy. 2.2 Main concepts and applications to psychosocial problems. 2.3 Most important proponents of this approach. 2.4 Subjective and objective models of the environment. 2.5 The role of the social-community psychologist. Different versions.</p>	16
<p>3. Social Thinking.</p> <p>3.1 Social beliefs. 3.2 Behavior and attitudes. 3.3 Social cognition and human welfare.</p>	16

<p>4. Social Influence. 4.1 Conformity. 4.2 Persuasion. 4.3 Group influence.</p>	<p>16</p>
<p>5. Individual psychology concepts of benefit to the social-community psychologist 5.1 Community psychology and clinical psychology. 5.2 An alternative model of emotional disorder. 5.3 Stress and the individual-environment interaction. 5.4 Social class and stress. 5.5 Styles of confronting stress.</p>	<p>16</p>
<p>6. Mental disorder prevention. 6.1 Promoting mental health in different populations. 6.2 Three levels of prevention: Primary, secondary and tertiary. 6.3 Program examples in each of the modalities. 6.4 Methodological, conceptual and ethical problems in the implementation of these programs. 6.5 Possibilities and implications of the preventive work as part of the psychologist.</p>	<p>16</p>
<p>7. Social intervention concepts. 7.1 The psychologist as an agent of change. 7.2 The concept of change. 7.3 Individual change. 7.4 Organizational change versus institutional change. 7.5 Change measurement within a psychological intervention from the social-community perspective.</p>	<p>16</p>
<p>8. Strategies and tactics of community intervention. 8.1 Counseling: psychodynamic, behavioral, and organizational development perspectives. 8.2 Implications for social-community psychology. 8.3 The psychologist as a consultant. 8.4 Intervention within the various social system levels: a) pre-school education, b) mental health organizations, and c) communities. 8.5 Social support as a community resource</p>	<p>16</p>

(empowerment).
8.6 Ethics in community intervention.

Learning Activities

Independent

- Prior reading of articles and texts.
- Integration of the results from the field practices.
- Elaboration of written reports in order to identify the changes within the personal, family, and social contexts of the stages previously mentioned.

Under academic conduction

- Elaboration of illustrative charts.
- Visits to community centers and interviews at neighborhood meetings.
- Power point presentations.
- Elaboration of projects of social-community intervention. Students will choose a social problem from a list such as the one below and will develop, as teams, a psychological intervention project in a specific community. Topics to choose from:
 - Interfamilial (domestic) violence and child abuse.
 - The increase in the number of persons with AIDS, and the health services available to treat this problem.
 - The quality, sometimes questionable, of medical services rendered by social welfare institutions.
 - Poverty and the marginal conditions in which many families live.
 - School drop-out.
 - Marital dissolution.
 - Personnel turn-over within the maquiladora industry.

Evaluation Procedures and Criteria

For the two partial evaluations

a) Field practice presentation	20%
b) Reading reports	20%
c) Group presentations	20%
d) Written exam	60%

For the final evaluation

Written exam	50%
Report and presentation of the community intervention project	50%

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Bibliography

	Type	Title	Autor	Publisher	Year
1	Text	Psicología Social	Myers David	Mc Graw Hill	
2	Text	Introducción a la psicología comunitaria	Musitu Ochoa, G. Herrera Olaizaola, J. Cantera Espinosa, L.M, y Montenegro martinez, M.	Ed. UOC	2004
3	Reference	Psicología Social, cultura y educación	Paez, D. y cols.	Pearson	2004
4	Reference	Introducción a la psicología comunitaria: Desarrollom conceptos y procesos.	Montero, M.	Paidos	2004
5	Reference	Psicología Social Comunitaria	Tovar Pineda Ma. Angeles	Plaza y Valdez	2001
6	Reference	Psicología Social	Nazira Calleja y Gilda Gomez	Fondo de Cultura Economica	2001
7	Reference	Psicología Social	Rodríguez Aroldo	Trillas	2002
8	Reference	Evaluating training programs: The tour levels. 2 nd Ed.	Kirkpatrick, D.L.	Berrett-Koehler Publishers	1998
9	Reference	Ecological concepts and community psychology: Essays on theory, research and training.	Kelly, J.G. (Ed)	Oxford University Press	2005
10	Reference	Handbook of Community Psychology	Rappaport, J. and Seidman, E. (Eds)	Plenum Press	2002
11	Reference	Community Psychology: In Pursuit of Liberation and Well-Being	Nelsom G. & Prillentsky, I.	Plagrave Macmillan	2005



Clinical Psychology Program

Name	Code:
Social Research	CS406

Hours Under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	32	64	128	8

Placement in the curricular map
Fourth Semester, in the Basic Formation Axis

Characteristics

In this course the ethical aspects of research, measurement and evaluation, different research designs applicable to the social area, as well as the processes required for the elaboration of instruments, are reviewed. It is a course designed under the educational model focused on learning, which requires the active participation of the student through team work. This course is closely related with statistics for the social sciences and research methodology.

Objectives

1. The student will write a term-term containing his or her ethical posture about research.
2. The student will elaborate an anthology of social research designs.
3. In teams, students will construct a measurement instrument.

Content	Hours
1. Ethics and research <ul style="list-style-type: none"> • Ethics • Social research 	16
2. Social research designs <ul style="list-style-type: none"> • One subject designs • Group designs • Behavioral designs 	42
3. Construction of measurement instruments applicable to the social area <ul style="list-style-type: none"> • Measurement concepts • Scales of measuremt • Reliability and validity • Types of items • Types of instruments • Porcesses for the construction of measuremt instruments. 	80

Learning Activities
<ul style="list-style-type: none"> • Case analysis • Documental and electronic research. • Participation in the discussion panel trough the Blackboard Learning System. • Term-paper • Anthology (collection of...) • Construction of instruments

Evaluation Procedures and Criteria	
• Term-paper	20%
• Anthology	30%
• Measurement tool	50%

Bibliography

	Type	Title	Author	Publisher	Year

1	Reference	Pruebas y evaluacion psicologicas	Cohen, R.J. y Swerdlik, M.E.	Mc Graw Hill	1996
2	Reference	Tests psicologicos y evaluacion	Aiken, L.R.	Prentice Hall	1996
3	Reference	Metodologia de la investigacion	Hernandez, S.r, Fernandez, C.C.y Baptista, L.P.	Mc Graw Hill	



Name	Code:
Human Sexuality	PB402

Hours Under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	32	64	128	8

Placement in the curricular map
Fourth semester, in the Basic Formation Axis

Characteristics

Sexual education and the scientific knowledge that constitutes it are necessary for the proper training of every professional and indispensable for those professionals specializing in the areas of human health, such as psychology.

Objectives

2. The student will write a term paper (monograph) about the history of Human Sexuality.
3. The student will present a monograph showing the male and female anatomy, as well as the human sexuality functions.
4. The student will write a monograph indicating the characteristics of the human sexual response.
5. The student will write a monograph indicating the human sexual behavior characteristics.
6. The student will write birth control programs and programs against sexually transmitted infections.

Content	Hours
1. The history of human sexuality. <ul style="list-style-type: none"> • Human sexuality through history. 	16
2. Anatomy of the male and female sexual organs. <ul style="list-style-type: none"> • Male sexual anatomy. • Female sexual anatomy. 	28
3. Human sexual response. <ul style="list-style-type: none"> • Feminine arousal (the sexual response cycle in women). • Feminine plateau phase. • Feminine orgasm phase. • Feminine resolution phase. • Male excitement phase. • Male plateau phase. • Male orgasm phase. • Male resolution phase. • Neurological mechanisms of the human sexual response. • Birth control and abortion. 	16
4. Fertilization <ul style="list-style-type: none"> • Conception. • Prenatal development. • Birth. 	12
5. Human sexual behavior <ul style="list-style-type: none"> • The sexual impulse. • Masturbation. • Heterosexual relationships. • Homosexuality. • Human sexual concerns since birth. • The concept of normality in sexology. • Human sexual behavior modification. • Sexual exhibitionism. • Menopause. • Sexuality in adolescence. • Sexual dysfunctions etiology. • Social psychology and educational psychology. • Relationship (couple) problems. • Human sexuality myths and fallacies. • Sex and legislation. 	28

<p>6. Sexually transmitted infections (illnesses)</p> <ul style="list-style-type: none"> • Venereal illnesses. • The human immunodeficiency virus (HIV) and acquired immune deficiency syndrome. 	28
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<p>Learning Activities</p> <ul style="list-style-type: none"> • Text analysis. • Presentation. • Participation in discussion forum through the Black Board Learning System. • Writing a term paper (monograph). • Documental and electronic bibliographic research. • Locate and describe in writing the different parts that constitute the anatomy of the male and female internal and external sexual organs. • Each of the table participants will write a synthesis of the thematic contents previously discussed.

<p>Evaluation Procedures and Criteria</p> <ul style="list-style-type: none"> • Unit 1 term paper (monograph) 20% • Unit 2 term paper (monograph) 20% • Unit 3 term paper (monograph) 20% • Unit 4 term paper (monograph) 20% • Unit 5 program 20%

Bibliography

	Type	Title	Autor	Publisher	Year
1	Text	Sexualidad humana 5 ^a Edicion	Mccary, James y Cols.	Manual Moderno	2000
2	Reference	Nuestra sexualidad 7 ^a Edicion	Crooks, R. y Baur Karla	Thomson	2000
3	Reference	Historia del erotismo	Morales, Gregorio	Espasa	2006
4	Reference	Ritos de sangre u sexo	Utirriaga, Jose	Grijalva	2007

Name	Code:
Design of Interventions (Treatment Planning)	AC403

Hours Under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	32	64	128	8

Placement in the curricular map
Fourth semester, in the Basic Formation Axis

Characteristics

The present academic activity includes the process of making intervention plans in organizational, educational, and clinical settings.

Objectives

By the end of the course the student will be able to make treatment plans

Content	Hours
1. Ethical aspects of psychological intervention.	8
2. Sources of information for the design of intervention plans 2.1 Evaluation techniques. 2.2 Evaluations tools. 2.3 Diagnostic impression.	20
3. Intervention plans design 3.1 Long-term objectives. 3.2 Short-term objectives. 3.3 Selection of interventions. 3.4 Evaluation mechanisms for the effectiveness of the interventions.	100

Learning Activities

- Case analyses.
- Guided discussions.
- Making intervention plans (treatment plans)

Evaluation Procedures and Criteria

Case analyses	30%
Treatment plans	70%

Bibliography

	Type	Title	Autor	Publisher	Year
1	Reference	The Child and Adolescent psychotherapy Treatment Planner	Jongsma, A.E. & Peterson, L.M.	John Wiley	2003
2	Reference	Diagnosis and treatment planning in counseling	Seligman, L.	George Mason University	1996
3	Reference	1,2,3's Therapist's Guide to Clinical Intervention	Johnson, S.L.	Academic Press	1997
4	Reference	DSM-IV-TR Manual diagnostico y estadistico de los trastornos mentales Texto Revisado	Asociación Americana de Psiquiatria	Masson	2005



Name	Code:
Learning facilitation supervised practicum	VI425

Hours under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	96		128	8

Placement in the curricular map
Fourth semester, in the Professional Training Axis

Characteristics

In this course teaching strategies geared towards the achievement of a significant learning, motivation for school and its aspects, the interpersonal nature of learning, the significance or learning to learn and the evaluation of achievement. The theoretical aspects will be reviewed in weekly sessions under the instructor's supervision. In this course greater emphasis will be given to the practicum that each student will have at the previously assigned institution. Also, the student will develop a project to be applied with teachers and students.

Content	Horas
1. The mediating function of the teacher and the educational intervention. 1.1 The role of the teacher and the nature of interpersonal learning. 1.2 Teacher's didactic thinking.	25
2. The significant learning. 2.1 What does it mean learning to learn? 2.2 What are the strategies of learning?	25

2.3 Metacognition and self-regulation	
3. School motivation and its effects on learning.	25
3.1 Factors that determine motivation for learning.	
3.2 Motivational process in students.	
3.3 Teaching principles and learning strategies.	
4. Cooperative learning	28
4.1 Structures and situations.	
4.2 Basic components.	
4.3 Specific structures.	
5. The evaluation	28
5.1 The purpose of evaluation.	
5.2 Achievement evaluations	
5.3. Other functions of the evaluation	

Learning activities

- The student individually will perform a bibliographical and electronic research in order to elaborate a preliminary project (draft) that will be applied at the school were he or she was assigned practicum.
- In pairs, students will present a summary of the questionnaires that they used, in order to find out the learning strategies that teachers of apply at the elementary private schools.
- In pairs, students will present a summary of the questionnaires that they used, in order to find out the learning strategies that teachers apply at the public school system.
- In teams of four, the students will make a pedagogic-didactic presentation of how students learn to learn.
- In triads, students will present a video of interviews with teachers and educators that work with personalized programs.
- In a Power Point projection, each student will show photos of children being encouraged by their teachers to accomplish a specific academic activity.
- Student will participate in a discussion panel about the strategies used in a traditional evaluation process.
- Student will do their professional practices at the assigned institutions, and will receive direct supervision from the practicum coordinator and the

assigned supervisor.

- The student will write a field journal and a monthly activities report about the activities that he or she performs in his or her professional practices.

Evaluation procedures and criteria

Individual intervention project, approved by the coordinator and the supervisor of the institution.	30%
Turning in the practicum field journal.	15%
Supervised practicum monthly report.	20%
Application of questionnaires to elementary school teachers report.	20%
Video of children that are being motivated.	15%

Bibliography

	Type	Title	Author	Publisher	Year
1	Reference	Estrategias docentes para un aprendizaje significativo. Una interpretación constructivista	Díaz Frida, Arceo Barriga, Hernández Rojas, Gerardo.	Mc Graw Hill	2006
2	Reference	La evaluación psicológica educativa.	Anderson Richard C. Faust Gerald.	Trillas	2004
3	Reference	El aprendizaje cooperativo en el aula.	Jonson, David J. Jonson , Roger T.	Paidos	2004
4	Reference	Aprender a estudiar	Chávez, Maury	Edamex	2000



Clinical Psychology Program

Name	Code:
Criminologic Psychology	PG404

Hours Under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	32	64	128	8

Placement in the curricular map
Fifth semester. In the Basic Formation Axis

Characteristics

This course requires the knowledge and hability to use psychoogical tests, to include intelligence and proyective tets, in order to diagnose and write the correspondent reports. This course also requires knowledge of the different mental disorders (psychopathology).

The student will review the origins of criminal behavior. The endogenous and exogenous factors that influence in this type of behavior, the student will know the victim's personality and its relation with the pepetrator. The student will have the opportunity to learn about what implies to readapt a criminal, as wel as the forms to prevent criime.

Objectives

At the end of the course, it is expected of the student to:

- 1) Write two terms papers, one about the origins of criminality according to personality development.
- 2) Write a term paper about a psychopath personality, especifically of the movie "Asesina en seria", inclding the psychodiagnosis y recommendations for social readaptation, as well as the realtionhip

between victim-perpstrator.

- 3) Conduct a research project at the State penitentiary, about the social cost of crime. Also, as a bonus, the student will write a crime prevention program directed at minors, including the way to learn to identify a possible perpetrator.

Content	Hours
<p>1. The origins of criminal behavior (criminal psychology)</p> <p>1.1. Criminal behavior.</p> <p>1.2. Classification of crime.</p> <p>1.3.</p>	30
<p>2. Endogenous and exogenous behavioral factors</p> <p>2.1 Characteristics of the endogenous factors.</p> <p>2.2 Endogenous factors influence upon the criminal behavior.</p> <p>2.3 Characteristics of the exogenous factors.</p> <p>2.4 Exogenous factors influence upon the criminal behavior.</p>	16
<p>3. The victim-perpetrator relationship</p> <p>3.1 Definitiona and concept of victim.</p> <p>3.2 Definition and concept of perpetrator.</p> <p>3.3 The relationship vivtim-perpetrator.</p> <p>3.4 Types of criminality.</p>	38
<p>4. Social readaptation of the criminal</p> <p>a. Penitentiary sciences.</p> <p>b. The social cost of crime.</p> <p>c. Types of penitentiaries in Mexico</p> <p>d. History of social readaptation in Mexico</p>	44

Learning Activities

- Definitions
- Team definitions
- Class presentations
- Guided debates
- Team presentation ina sociodrama format of criminal behavior and its consequences.
- Guided brainstorming regarding the following questions: How could you identify in daily life a psychotic and a psychopath? How could be know

that someone is dangerous? How could we prevent a psychotic and psychopath from committing a crime? How could we apply prevention measures to psychotic and psychopaths criminals?

- By teams, elaboration of comparative chart.
- By teams, filed research activities.
- By teams research regarding consequences of criminal behavior.
- Writing term-paper
- Distinguished different types of behaviors and difrent types of potential pepretators.
- Guided discussions.
- Problem solution identifying the exogenous and endogenous factors in criminal behavior.
- Assigned readings.
- Role play.
- Round table discussions.
- Power Point presentations.
- Documental and electronic research.
- Site visit (PGJE)
- Site visit (State penitentiaries).
- Invitation to class of special guest.

Evaluation Procedures and Criteria

- Honesty and respect in regards to its won and others activities. 5%
- Propositive attitude towards the work in class. 5%
- Writing a term paper about the origen of criminality acording to personality development. 30%
- Term paper about the different factors (endogenous and exogenous) that influence the criminal. 20%
- Write a term paper about the personality of a psychopath, (especi-fically from the movie “Asesina en serie”, including the psycho-diagnosis y recommendations for social readaptation, as well as the victim-perpetrator relationship. 20%
- Research at the state penitentiary about the social cost of crime. 20%

Bibliograpy

	Type	Title	Author	Publisher	Year
1	Reference	Criminologia	Luis Rodriguez Manzanera	Porrúa	2003
2	Reference	Medicina legal. Psiquiatria forense: Psicogenesis de los delitos.	Dennos A. Castro B., Arema Dickerman de Castro	Alin	1994

3	Reference	Psicología criminal	Hilda Marchiori	Porrúa	2004
4	Reference	Victimología	Elias Neuman	Porrúa	1984

Name	Code:
Neuropsychology	PB409

Hours under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	32	64	128	8

Placement in the curricular map
Fifth semester, in the Professional Training Axis

Characteristics

This academic activity encompasses a review of the human being neurological organization, as well as the neurological basis for learning.

Objectives

- Write a term paper about the neurological higher psychological functions.
- Diagnose the cognitive, behavioral, and emotional dysfunctions produced by a functional or structural affectation of the central nervous system.
- Design neuropsychological treatments.

Content	Hours
1. Brain organization 1.1 Brain organization models. 1.2 Higher psychological functions	12
2. Neuropsychological syndromes 2.1 Neurological disorders. 2.2 Motor skills disorders. 2.3 Attention and perception disorders. 2.4 Memory disorders. 2.5. Language disorders. 2.6 Learning disorders.	38
3. Neuropsychological care. 3.1 Neuropsychological evaluation. 3.2 Neuropsychological treatments.	80

Learning Activities

- Performance of neuropsychological clinical interviews.
- Integration clinical histories.
- Application, scoring, and integration of assessment tests.

- Application, scoring, and integration of neuropsychological test batteries.
- Integration of clinical cases.
- Application, scoring, and integration of specific tests.
- Make a descriptive and/or differential diagnosis in order to evaluate or support the development of a intervention program, as well as to recommend strategies that would aid the patient and his or family.

Evaluation procedures and criteria

Case analysis	20%
Diagnostic reports	40%
Neuropsychological treatments	40%

Bibliography

	Type	Title	Author	Publisher	Year
1	Reference	http://neurologia .rediris.es/congreso-1/conferencias/neuropsicologia -3-1.html#MODELOs			
2	Reference	http://iteso.mx/~hectorr/brainsex/capitulo3.doc			
3	Reference	Neuropsicologia	Gil, R.	Masson	2007



Name	Code
Currículum design supervised practicum	VI426

Hours under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	96		128	8

Placement in the curricular map
Fifth semester, in the Professional Training Axis

Characteristics

In this course will review the theoretical aspects regarding the definition of curriculum, its composition and development. Also, the process of writing a curriculum, study plan, descriptive syllabus, the purpose and functions of evaluation and the theoretical perspectives.

Objectives

At the end of this course it is expected that the student will be able to:

1. Design a mental map about the curriculum theoretical perspectives.
2. Elaborate a manual that includes the processes and stages of a curriculum.
3. Elaborate a study plan.

4. Elaborate a descriptive syllabus.

Content	Hours
<p>1. The curriculum and the learning process 1.1 Definition of curriculum. 1.2 Curriculum's composition. 1.3 Curricular development.</p>	32
<p>2. Curriculum development 2.1 Formulation of objectives 2.2. Elaboration of the study plan. 2.3 Elaboration of the descriptive syllabus.</p>	32
<p>3. Theoretical perspectives of curriculum 3.1 Traditional. 3.2 Behavioral. 3.3 Cognitive. 3.4 Experiential.</p>	32
<p>4. Evaluation of the curriculum 4.1 Evaluation planning. 4.2 Perspectives about curricular evaluation. . .</p>	32

Learning Activities

1. In teams of three, students will design and develop a program for parenting.
2. In pairs, the students will review a basic level program and/or study plan.
3. In teams of three, students will write an alternative program to one already design in an elementary school.
4. Each student will work with a basic grade school teacher, in the development of a psychopedagogic activity.
5. In triads, students will design and coordinate a psychoeducational program "outdoors" in which the participation of students, teachers, and parents will be included.
6. Students will design an evaluation strategy of an activity in which students, parents, and teachers participate.

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Evaluation procedures and criteria	
Parenting class program	20%
Review of the program written report	20%
“Outdoors” psychoeducational program	20%
Semester’s supervised practicum report	20%
Evaluation report by the practicum supervisor	20

Bibliography

	Type	Title	Author	Publisher	Year
1	Reference	La planeacion curricular	Arnaz, Jose	Trillas	2000
2	Reference	Analisis del curriculum	Posner, George J.	Mc Graw Hill	1998
3	Reference	Psicología y curriculum	Coll, Cesar.	Paidos	1999
4	Reference	Modelos de sistematización del proceso de Enseñanza-Aprendizaje	Gago Huguel, Antonio	Trillas	2006
5	Reference	Código ético del psicólogo	Sociedad Mexicana de Psicología	Trillas	2003

Course curriculum

Course name: Globalization and economical development	Course ID CS405
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Placement in the curricular map: Fifth semester
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<p>Course characteristics</p> <p>In this course the students will start globalization studies, in theoretical fundamentals, as well as the circumstances where presented; such as: economical development, the international free trading, the movement of capital in short term, direct foreign investment, migration phenomenon, communication</p>

technology development, and its cultural effect, among others.

The student will judge the advantages and the inconvenient regarding globalization, distinguishing the different ways it can be presented. As a part of the learning activities the students will do **application projects** through field research, knowledge application, problem identification, methodology development, creativity, and solution contributions. The topics to be considered are as follows:

- The importance of capital international flow for development (wealth and crisis)
- Commercial liberation, is it a benefit or a crisis originator?
- Does globalization reduce payments and cause less jobs?
- How are merchandise international movement, services and capital counted?
- Changes in technology reflected by globalization.
- The national economies aptitude to generate competitive advantages.

Learning general objectives

By the end of the course students will:

Know

What globalization is, The role of commercial liberation nowadays, what sustainable development is, how communication technologies affect and its cultural effect, the concept of international free trading, direct foreign investment, when a migratory phenomenon occurs

Understand

Advantages and disadvantages of globalization, what the key economical variables are, how a country can reach sustainable development, the role of cultural differences.

Apply what they know regarding globalization and sustainable development in cases analysis, economical politics debates, and in the course application project elaboration.

Develop ability to work in teams responsibly and organized.

Thematic content	Hours
1. Globalization 1.1. Globalization before the 20th century 1.2. Globalization during the 20 th century 1.3. Globalization in the 20 th century 1.4. Defining globalization 1.5. Real and virtual globalization	10
2. Who regulates globalization? 2.1. International trading regulating institutions	11

2.2. The international money fund system (FMI).	10
2.3. The gold- patterns system	
2.4. Currency market	
2.5. The payments balance	
2.6. The international investment position (financial rules).	
2.7. International trading barrier	
2.8. Paretian movements	
3. Economical development	
3.1. The production possibilities boundary.	
3.2. The classic development theories.	
3.3. The modern development theories	
3.4. The Harrod-Domar model.	
3.5. The Solow model.	
3.6. The development limits	
3.7. The economical convergence concept.	
3.8. the dependence theory	10
4. Globalization and puberty	
4.1. Globalization and knowledge	
4.2. University and globalization	
4.3. The world of puberty	10
4.4. The vicious circle of sub-development	
5. Cultural globalization.	
5.1. Culture and development	
5.2. Tourism globalization	
5.3. Globalization and its effects in migrations	
5.4. Demography and development	
5.5. Globalization effects on women's role and children's rights in the most traditional societies.	10
5.5 The role of United States in Globalization	
6. Globalization: Growing and development (Study cases).	13
6.1 Savings, productivity and structured growing. Study case. Singapore	
6.2. Gradual transition from a planned economy. Study case: China	
6.3. Importations substitution. Study case: India	
6.4 Chile economical miracle and transnational industry politic independence Study case: Chile	
6.5 A new American century? Iraq and the hidden war of dollars vs. Euros. Study case	

<p>6.4. About the origins, the use and the content of sustainable term. Study case</p> <p>6.5 The social movements in the globalization area. Study case</p> <p>6.6 Globalization empire, imperialism? A contemporary debate. Study case</p> <p>6.7 The argentine politic system crisis in a globalized context and one of its consequences: urban puberty Study case</p> <p>6.8 “Politic Economy of Capitalist Globalization” Study case</p>	
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Learning activities: the learning experiences in this course will be individually and in groups, some of them will be guided by the instructor, and some others will be done outside the classroom independently by the students. Those activities done by the students will be in a way of:

1. Team work in the classroom to analyze and debate the content with the instructor’s guidance.
2. Cases methods to apply and assess the pros and cons on the course content.
3. Cooperative work outside the classroom for cases analysis and problem solution.
4. Learning based on structured and non-structured problems so that students learn how to create problems and apply the information of the course to look for a solution, working individually, as well as in teams parting from brainstorming.
5. Content presentation done by the instructor, avoiding it to become a pattern.
6. Learning of application project bases, so that students apply their knowledge in projects of their own interest.

Assessment procedure and criteria:

The students' performance during the course will be based on the following criteria:

- (1) Availability and cooperation, manifested with concrete actions, to accomplish the learning objectives in every unit and the general objective of the course.
- (2) Compromise, honesty, seriousness, responsibility, quality, participation, and creativity observed in the learning activities developed during the course.
- (3) The ability and skills observed to solve specific problems worked during the course.

Taking in consideration the criteria mentioned, the following assessment is proposed:

Form	Instrument	Percentage
Questionnaire and problem solution	Individual tasks and teamwork in questionnaires, essays, summaries, structured problems to be solved, and bibliographic or online research	35%
Problem solving	Individual objective tests: Partial Exams and a final exam.	45%
Product request	Application project or documental or field research and team report about the project.	20%
	TOTAL	100%

Bibliography

	Type	Title	Author	Editorial	Year
1	Book	Globalization: A Very Short Introduction (Very Short Introductions)	Manfred B. Steger	Oxford University Press	2003
2	Reference	Globalization & Growth: Case Studies in National Economic Strategies	Richard H. K. Vietor	South-Western College/West	2004
3	Reference	International Economics: Theory & Policy	Paul Krugman y Maurice Obstfeld	Addison-Wesley	1998



Name	Code:
Psychological Evaluation Instruments	EV401

Hours Under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	32	64	128	8

Placement in the curricular map
Fifth semester, in the Basic Formation Axis

Characteristics

This course includes the use of psychometric, intelligence and projective tests, for the purpose of evaluation. This is a theory-practice course in which the student will develop skills necessary to apply, score and interpret tests and diagnostic tools as well as, the writing of the corresponding psychological reports.

Objectives

The student will present and hand in the application, scoring and interpretation of intelligence psychological tests and the corresponding evaluation.

The student will present and hand the application, scoring, and interpretation of projective psychological tests and the corresponding evaluation.

Content	Hours
Themes and sub themes for each unit	
1. Intelligence and aptitude psychological tests <ul style="list-style-type: none"> • Wechsler. • Raven. 	32
2. Projective techniques <ul style="list-style-type: none"> • Human Figure Drawing (Machover, Koppitz y Goodenough). • Thematic Apperception Test (TAT). • Children Thematic Apperception Test (CAT). • Sack's Incomplete Sentences. • The Family Test. • HTP • Person Under Rain 	96

Learning Activities

- Guided participation.
- Analysis and case solution.
- Application of Intelligence Tests.
- Guided discussion.
- Presentation of psychological report.
- Documental and/or electronic bibliographical research about intelligence psychological tests.
- Analysis of assigned readings.

Evaluation Procedures and Criteria

Intelligence tests written reports	40%
Projective tests written reports	60%

Bibliography

	Type	Title	Autor	Publisher	Year
1	Reference	Escala de inteligencia revisada para el nivel escolar (WAIS-RM)	Wechsler, D	Manual Moderno	1980
2	Reference	Codigo etico del psicologo	Sociedad Mexicana de Psicologia	Trillas	2003
3	Reference	Tests Psicologicos	Anastasi, A & S. Urbina	Prentice Hall	1998
4	Reference	Pruebas y evaluacion psicologica	Cohen, R	Mc Graw Hill	1999

Course Program

Course Name	Course ID
Human Being and Ethics	HU 402

Placement in curricular map:

This course is located in sixth, seventh or eighth semester of all of CETYS University's majors; it is not serialized with other courses but is recommended to be the last course to be taken as part of their general training.

Course Characteristics:

Human Being and Ethics is third in a series of three courses that CETYS has

implanted in its three campi for students of all bachelor degrees. These courses seek to imprint a distinctive characteristic in all CETYS students, through reflecting on Human Beings and the way they relate with their environment, their past, their society, and themselves.

This course reflects on some anthropological conceptions in order to later establish the fundamental criteria for a better ethical discernment from a human being centered point of view. It takes on the field of personal and social values, which are taken on in some margins of liberty. It culminates with the recognition of the responsibilities in the workplace to establish some reflection on professional ethics.

Students are required to have the ability of reading comprehension as well as writing essays, and book reports, ability for oral communication in public, as well as the skill and tolerance to work in groups. At a knowledgeable level, it is recommended that the student have clear basic concepts of anthropological reflection done in the Human Beings, History, and Society course.

General Learning Objectives

At the end of this course, students will:

- Elaborate an essay where different versions of Human Beings and Ethics will be discussed.
- Create an organizational chart where the contents of the unit are integrated.
- Present a written paper where a reflection upon his/her own values will be exposed.
- Structure a code of ethics according to their profession.

Thematic content:

<p>Unit I: Relationship of humans and the world. 1.1. Some visions about Humans 1.2. The world of Humans 1.3. Problems to approaching ethics 1.4 Types of Ethics</p>	<p>Hours 16</p>
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1.5 Ethics and problems in Mexico 1.6 Ethics in CETYS' mission	
Unit II: Human Liberty and Conscience 2.1. Humane acts and acts of humans 2.2. Amoralism 2.3. Liberty 2.4 Types of Liberty 2.5 Responsibility modifiers 2.6 Determinism 2.7 Evidence of liberty 2.8 Types of conscience 2.9 Formation of conscience	16
Unit III: Values 3.1. What is goodness? 3.2 Goodness as a value 3.3 What are values? 3.4 Axiological subjectivism and objectivism. 3.5 Synthetic position 3.6 Characteristics of values 3.7 Values and alumni characteristics	16
Unit IV: Professional Ethics and Social Responsibility. 4.1. Professional Ethics 4.2. Basic criteria on professional ethics. 4.3. Code of Ethics 4.4 Relations inside organizations. 4.5 Society-Organization relations 4.6 Social Responsibility	16

Learning Activities:

Under Instructor supervision:

- Group discussions
- Group discussions
- Instructor presentations
- Collaborative work using diverse learning strategies.
- Student presentations
- Organizational graph elaboration.

Independent Activities:

- Conduct research
- Solve assignment exercises based on questions.
- Case solution
- Presentation preparation

- Recuperation in situations of moral court.
- Research information on-line.
- Solution of moral dilemmas
- Elaboration of their own code of ethics

Assessment criteria and procedures:

Each of the four units of this course will have a value of 25%

In each of them, accordingly, the following elements will be observed:

- Individual work (book reports, research, final project)
- Group work (presentations, organizational graph elaboration, discussions, case solving) de
- Performance self-assessment
- Co-assessment

Bibliography

	Type	Title	Author	Publisher	Year
1	Book	Ethics, theory and application	FAGOTHEY, Austin	McGraw-Hill	1994
2	Book	Ethics in Business, cases and applications	VELÁSQUEZ, Manuel G	Pearson Educación	2002
3	Book	Ethical dilemmas of modern corporations.	LLANO Cifuentes, Carlos	F.C.E.	1997



Name	Code:
Group Facilitation	PS401

Hours Under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	32	64	128	8

Placement in the curricular map
Sixth semester, in the Basic Formation Axis

Characteristics

The facilitation of groups is a skill that like any other skill requires practice in order to make it effective. This course encompasses the review of the most important processes that take place within a group, having as an objective that the facilitator can recognize and apply them through the facilitation process.

There is no single form of facilitating groups; therefore a detailed review of the various theoretical orientations toward the achievement of this task will be made.

Objectives

At the end of this academic activity, it is expected that the student:

1. Write a term paper (monograph) about the group behavior fundamentals, following the appropriate guidelines.
2. Will write a term paper that includes the different phases of the development of a group.
3. Will present a research report about the application of the different theoretical orientations in the facilitation of groups.
4. Will write a group facilitator's manual that will include the steps to follow in the facilitation process.
5. Will participate in a round table discussion about the ethical aspects of group facilitation.

Content	Hours
1. Group behavior fundamentals 1.1 Characteristics of groups.	20

<p>1.2 Dynamics of groups. 1.3 Power and influence of groups. 1.4 Motivational processes in groups.</p>	
<p>2. Development phases of groups 2.1 Integration. 2.2 Confrontation. 2.3 Normalization. 2.4 Productivity. 2.5 Dissolution.</p>	20
<p>3. Theoretical orientations for the work with groups 3.1 Humanism (Encounter groups). 3.2 Psychoanalysis. 3.3 Gestalt. 3.4 Cognitive-behavioral approach.</p>	20
<p>4. Group facilitation 4.1 Who is a group facilitator? 4.2 Elements of the work in groups. 4.3 Group management techniques. 4.4 Writing the manual.</p>	56
<p>5. Ethical aspects of group facilitation 5.1 Ethical code of the Mexican psychologist. 5.2 Values declaration and the code of ethics for facilitators.</p>	12

<p>Learning Activities</p> <ol style="list-style-type: none"> 1. Students will analyze the course program, in conjunction with the instructor, using a group technique. 2. In teams, students will discuss in class the readings content. Will obtain conclusions about the fundamentals of group processes. 3. The students will participate en various collaborative learning activities in order to obtain examples that will illustrate the different fundamental concepts of group behavior. 4. In class, the outline of the monographs will be reviewed. Student will perform the review process under the supervision of the instructor. 5. The students will make a bibliographic investigation or will research trough the Internet the main principles of group behavior. 6. From the bibliographic investigations, as well as from the group discussions, each student will write a term paper (monograph) about the fundamentals of group behavior. 7. The students will read various articles for each of the topics.
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8. The students will participate in a group technique that will allow them to review the evolution that they have experienced as a group.
9. In teams, they will facilitate a group activity in which they will analyze each of the steps involved in group development.
10. The group will design a time line including the five stages of the developmental stages of their own group.
11. In class, the term paper (monograph) outline will be review. The review will be made by the students under the instructor's supervision.
12. The students will write a bibliographic research in order to obtain information regarding the different stages of group development.
13. Each group will prepare the facilitation of a group activity for the review of each of the stages.
14. The student will write a term paper (monograph) about de stages of group development.
15. In class, the outlines of the research reports will be reviewed. The review process will be made by the students under the instructor's supervision.
16. The students will participate in specific group activities that will allow them to learn in an experiential manner the different theoretical approaches.
17. The students will write a comparative table and/or a mental map of the approaches with their advantages and disadvantages.
18. The students will present their final work to the group.
19. Students will investigate in books, journals or through electronic means the application of the different approaches that were reviewed in class.
20. The students will prepare a presentation of their investigation, taking into consideration the formal aspects of a presentation in public.
21. The student will see a movie that includes scenes of group therapy and will explain which of the approaches is being utilized with its advantages and disadvantages in terms of the problem (issue) at hand.
22. Departing from a previous reading, students, under the instructor's guide, will write a profile of the desirable characteristics of a group facilitator.
23. In a team format the students will participate as group facilitators, from the different theoretical approaches, in which their fellow students will participate a members of the group.
24. Through a letter soup delivered by the instructor, students will identify the terms related to the unit and with them they will reflect about group facilitation.
25. Each team will turn in their work about the elaboration the group facilitation manual for review.
26. The students will make a bibliographic review in order to obtain information about the different techniques that could be included in

their manual.

27. The students will perform practices outside the classroom, in which they will apply different facilitation techniques.
28. With the gathered information and the observation made by the instructor, students will elaborate, in a team format, a group facilitator's manual.
29. After reading the code of ethics, students will share their concerns to the group; in order for those to be clarified before the round table participation.
30. Under the instructor's coordination, the different teams will participate in a round table discussion regarding the different ethical aspects of group facilitation.
31. The students will read the Code of Ethics for the Psychologist, as well as the Declaration of Values and Ethics for Group Facilitators, and will prepare their questions to be clarified in the group.
32. The students will make a conceptual map or a diagram of the Code of Ethics for the Psychologist.

Evaluation Procedures and Criteria

Round Table participation	10%
Term paper (monograph) about the fundamentals of group behavior	15%
Term paper (monograph) including the stages of group development	15%
Group facilitator's manual	30%
Written exam about the theoretical approaches	20%
Bibliographical written report about the application of different theoretical approaches	10%

Bibliography

	Type	Title	Author	Publisher	Year
1	Text	Código ético del psicólogo	Sociedad Mexicana de Psicología	Trillas	2003
2	Reference	Grupos: teoría y experiencia	Napier, R.W. y Gershenfeld, M.K.	Trillas	2000
3	Reference	Dinámica de grupos: técnicas y tácticas	González, N.J.J	Pax Mexico	1994
4	Reference	Grupo de encuentro	Rogers. C.R.	Amorrortu	1973



Name	Code:
Psychological Evaluation Instruments II	EV402

Hours Under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	32	64	128	8

Placement in the curricular map
Sixth semester, in the Basic Formation Axis

Characteristics

This academic activity includes the use of psychometric and projective tests for conducting personality and neuropsychological evaluations. This is a theory-practicum academic activity in which the student will be able to develop the skills in order to apply, score and interpret tests and diagnostic instruments, as well as elaborate the corresponding reports.

Objectives

By the end of the course the student should be able to:

1. Display the application, scoring and interpretation of personality psychological tests and its corresponding written report.
2. Display the application, scoring and interpretation of neuropsychological tests and its corresponding written report.

Content	Hours
1. Personality tests 1.1 Minnesota Multiphasic Personality Inventory (MMPI-2). 1.2 Sixteen Personality Factor Questionnaire (16PF). 1.3 Beck Depression Inventory. 1.4 Beck Anxiety Inventory. 1.5. Temperament Taylor and Johnson Questionnaire.	88
2. neuropsychological tests 2.1 Bender 2.2 Rey-Osterreit Complex Figure Drawing	40

Learning Activities

- Guided participation.
- Analysis and solution of cases.
- Tests administration...
- Guided discussion.
- Presentation of integrated evaluation report.
- Report of research findings.
- Reading analysis.
- Intelligence tests administration.

Evaluation Procedures and Criteria

Personality tests written report	50%
Neuropsychological tests written report	50%

Bibliography

	Type	Title	Author	Publisher	Year
1	Text	Aplicaciones del MMPI-2 en los ambitos clinico, forense y laboral	Casullo, M.M.	Paidos	1999
2	Reference	Codigo etico del psicologo	Sociedad Mexicana de Psicología	Trillas	2003
3	Reference	Tests psicologicos	Anastasi, A y S. Urbina	Prentice Hall	1998
4	Reference	Evaluacion Infantil	Sattler, S.	Manual Moderno	1996
5	Refrence	Pruebas y evaluacion psicologica	Cohen, R.	Mc Graw Hill	1999
6	Reference	Tests psicologicos y evaluacion	Lewis, R.	Prentice Hall	1996



Name	Code:
Cognitive-Behavioral Intervention	AC400

Hours Under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	32	64	128	8

Placement in the curricular map
Sixth semester, in the Basic Formation Axis

Characteristics

The course encompasses the basic elements for the use of cognitive-behavioral strategies in organizational, educational, and clinical settings. It is theory-practicum course in which ethical aspects, applicable to intervention, as well as to the different cognitive-behavioral strategies will be reviewed, including

evaluation and treatment. On the other hand, the course is related with all other therapeutic process courses taken before. As a prerequisite for this course it is necessary the student has the disposition and basic ability for the observation, analysis, and systematization of data.

Objectives

1. The student will write a monograph (term paper) including his/her ethical position regarding cognitive-behavioral therapy.
2. The student will elaborate a portfolio containing a glossary of terms and examples illustrating the concepts included in this unit.
3. The student will elaborate an anthology of cognitive-behavioral evaluation techniques.
4. In teams the students will elaborate a manual for the application of cognitive-behavioral techniques.

Content	Hours
1. Ethics cognitive-behavioral therapy <ul style="list-style-type: none"> • Ethics • Professional ethics in psychological intervention. 	16
2. Behavioral modification <ul style="list-style-type: none"> • Operant conditioning. • Reinforcement principles. • Discrimination and generalization. • Behavioral designs. 	16
3. Cognitive-behavioral evaluation techniques <ul style="list-style-type: none"> • Behavioral interview. • Behavioral observation. • Self-reports 	16
4. Cognitive-behavioral intervention <ul style="list-style-type: none"> • Cognitive-behavioral strategies to establish or increase behaviors. • Cognitive-behavioral strategies to eliminate or reduce behaviors. 	80

Learning Activities

- Writing a term paper.
- Case analyses.

- Guided participation.
- Writing a portfolio.
- Documental and electronic investigations.
- Participation in the Blackboard Learning System Discussion Board.
- Writing a manual.

Evaluation Procedures and Criteria

Attendance	10%
Comparative char of the different cognitive-behavioral approaches including their differences and their contributions.	10%
Term papers.	20%
Bibliographic review.	10%
Assigned readings reports.	10%
Design of a cognitive-behavioral intervention program.	20%
Exam.	20%

Bibliography

	Type	Title	Author	Publisher	Year
1	Reference	Terapia Breve Integradora	Prston, John	Desclee de Brower	2004
2	Reference	24 ideas para una psicoterapia breve	Bevebach Mark	Herder	2006
3	Reference	Una Terapia mas profunda y duradera: enfoque racional emotivo-conductual	Ellis, A.	Paidos	1999



Name	Code
Supervised Practicum in Educational Counseling	VI427

Hours under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	96		128	8

Placement in the curricular map
Sixth semester, in the Professional Training Axis

Characteristics

This course addresses the aspects related to the process of educational counseling from the psychological intervention point of view. The various types of counseling that can be presented in psychology are analyzed. Each type of counseling presents its particular characteristics of intervention, as well as baseline from which they depart, in such that in this course such interventions are studied.

This is a fundamental subject in the specialization area of educational Psychology; it is of obligatory character and practical. The importance that characterizes within the psychology programs of CETYS Universidad is of terminal training, since it provides specialized knowledge in this particular field.

In order the finish satisfactorily this course, is required that the student has basic knowledge about psychological theories, techniques and psychological evaluation instruments, diagnostic integration, and group facilitation.

Objectives

By the end of this course, it is expected for the student to:

1. Design a mental map taking into consideration the three traditional counseling approaches: Educational counseling, Emotional (affective) counseling, and Vocational counseling.
2. In pairs, the students will design a three sessions workshop, or six hours

- for junior high school students about any of the proper topics of educational counseling.
3. In teams of two, students will design two vocational intervention plans for two groups; one will be design for high school students and another for college students.
 4. In triads, students will design an emotional counseling program a group level, as well as individual based on a diagnosis.
 5. Turn in individually three supervised practicum reports.

Content	Hours
<p>1. Principles of counseling</p> <p>1.1 Objectives of counseling. 1.2 Counseling functions. 1.3 Areas of intervention. 1.4 Educational counseling. 1.5 Emotional (affective) counseling. 1.6 Vocational counseling.</p>	32
<p>2. Models of intervention</p> <p>2.1 Clinical model. 2.2 Programs Model 2.3 Counseling model.</p>	32
<p>3. Contexts of interventions</p> <p>3.1 Educational system. 3.2 Community settings. 3.3 Organizations, 3.4 Counselor's profile.</p>	32
<p>4. Areas of educational counseling</p> <p>4.1 Techniques and study habits. 4.2 Learning strategies. 4.3 Learning styles. 4.4 Sensory preferences for learning.</p>	32

- Learning activities**
- The student will participate in a case analysis provided by the instructor.
 - Will receive advice about his or her practicum project and will make the necessary corrections.
 - Will conduct documental and/or electronic research to write a report about

the principles of counseling.

- Individually, will conduct documental and/or electronic research for the writing of his or her professional practicum project.
- Presentations before the group, of the findings obtain from visiting schools that have a vocational counseling department.
- Each student will present progress of the mental map and will receive feedback from the instructor and classmates.
- Student will conduct visits to educational institutions and will make observations and interviews to specialized staff.
- Will do their professional practicum at the assigned institution.
- Will write a report of their progress, following the same structure of the previously designed project, it must be signed by the practicum supervisor.
- In dyads, student will write a summary of the various contexts of counseling intervention.
- The student will present his or her progress of the term paper (monograph) about the habits and study techniques, learning strategies, and learning styles.
- The student will receive advice for his final practicum report and will make the necessary modifications.

Evaluation procedures and criteria

- Report about the visit to schools that have a vocational counseling department. 15%
- High school students program. 20%
- Two vocational intervention plans. 20%
- Semester's report about the supervised practicum. 15%
- Evaluation report from the practicum supervisor. 30%

Bibliography

	Type	Title	Author	Publisher	Year
1	Reference	Los estilos de aprendizaje	Alonso Catalina, M. Gallego Domingo, J.	Mensajero	2004
2	Reference	Orientación Vocacional	Marcuschamer, Eva	Mc Graw Hill	2004
3	Reference	Orientación Profesional: Un enfoque sistémico	Valdés Salieron, Verónica	Pearson	2000

4	Reference	Elección de carrera	Oliver Rogelio	Noriega	1992
5	Reference	Código ético del psicólogo	Sociedad Mexicana de Psicología	Trillas	2003



Name	Code:
Humanistic Intervention	AC401

Hours Under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	32	64	128	8

Placement in the curricular map
Seventh semester, in the Professional Training Axis

Characteristics

In this academic activity, the aspects concerning humanistic intervention are reviewed, which is based in an atmosphere of “growth” within the client’s expectations. It is an academic activity focused on the learning process.

Objectives

At the end of the course, the student will:

1. Design a comparison chart about the main precursors of the humanistic intervention, highlighting their differences and similarities.
2. Write a term paper highlighting the fundamental principles and statements of these theories, indicating the role of the therapist, the management of time during the sessions, treatment procedures, and the techniques that are used in therapy.
3. Present a monograph highlighting the fundamental principles and statements of this theory, indicating the role of the therapist, the management of time during the sessions, treatment procedures, and the techniques that are used in therapy.
4. Will design a comparison chart of these two theories highlighting its precursors, fundamentals, postures, methodologies, and exercises.

5. Design and present to the group (class) a parenting class program or organizational productivity class, utilizing some of the humanistic intervention reviewed in the course.

Content	Hours
<p>1. Placement of the humanistic psychotherapies</p> <p>1.1 Introduction to Humanistic Psychotherapy. 1.2 Movement and historical apparition. 1.3 Unity and diversity of the humanistic psychotherapies. 1.4 Humanistic intervention's principles, expectations and contributions. 1.5 Some of the therapies considered to be humanistic.</p>	20
<p>2. Logotherapy and Bioenergetics</p> <p>2.1 Viktor Frankl as the precursor of logotherapy. 2.2 The concept of logotherapy. 2.3 Logotherapy basic principles. 2.4 Fundamental approach and contributions of logotherapy. 2.5 Methodology of logotherapy. 2.6 Wilhelm Reich and Alexander Lowen. 2.7 The concept of bioenergetics. 2.8 Fundamental principles of bioenergetics. 2.9 Fundamental approach and contributions of bioenergetics. 2.10 Bioenergetics exercises.</p>	28
<p>3. Neurolinguistics</p> <p>3.1 Neurolinguistics precursors. 3.2 The concept of neurolinguistics. 3.3 Basic fundamental principles of neurolinguistics. 3.4 Fundamental approach and contributions of neurolinguistics. 3.5 Linguistic methodology. 3.5 Neurolinguistic exercises.</p>	28
<p>4. Transactional analysis and the grief process theory</p> <p>4.1 Transactional analysis precursors. 4.2 The concept of transactional analysis. 4.3 Basic fundamental principles of transactional analysis. 4.4 Fundamental approach and contributions of transactional analysis. 4.5 Transactional analysis methodology. 4.6 Transactional analysis exercises. 4.7 Grief processes theory precursors.</p>	28

<p>4.8 The concept of the grief processes theory.</p> <p>4.9 Basic fundamental principles of the grief processes theory.</p> <p>4.10 Fundamental approach and contributions of the grief processes theory.</p> <p>4.11 Grief processes exercises.</p> <p>5. Psychodrama</p> <p>5.1 Psychodrama exercises that support the humanistic intervention.</p>	24
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<p>Learning Activities</p> <ul style="list-style-type: none"> • Reading commentaries. • Group charts. • Review of information. • Reading assignments reports. • Comparison chart. • Presenting in class. • Writing a term paper. • Participation in neurolinguistic exercises. • Elaboration of an apply project. • Case analysis. • Case presentation. • Encounter group. • Stages of grief chart.

Evaluation Procedures and Criteria	
Attendance	10%
Comparison chart of the different humanistic interventions, taking into consideration their similarities, differences and contributions.	10%
Term papers.	20%
Bibliographical research.	10%
Assigned reading reports.	10%
Design of a parenting class or productivity in any organizational area.	20%
Exam.	20%

Bibliography

	Type	Title	Author	Publisher	Year
1	Text	Dinámicas grupales 1 y 2		Trillas	2001
2	Reference	Aprender jugando: 60 dinámicas vivenciales	Acevedo Ibañez Alejandro	Limusa: Noriega	1991
3	Reference	Psicología de los grupos: elementos básicos y dinámica	Martinez y Martinez, Maria del Carmen, Diego Marin	Fondo de cultura economico.	1998



Name	Code:
Family Counseling	AC405

Hours Under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	32	64	128	8

Placement in the curricular map
Seventh semester, in the Professional Training Axis

Characteristics

This academic activity contemplates the conceptual analysis of what is a family, in terms of its structure, its functions and the typical behaviors of the familial group. Also, the various options for family counseling are reviewed.

Objectives

At the end of this academic activity, it is expected that the students:

1. Write a term paper about the structure and the functions of the family.
2. Write a term paper about the family functional and dysfunctional behavior.
3. Elaborate a family counseling guide.

Content	Hours
1. The family 1.1 Family structure. 1.2 Family functions. 1.3 The family as a system.	28
2. Family behavior 2.1 Functional families. 2.2 Dysfunctional families.	50
3. Family counseling 3.1 Ethical issues of family counseling. 3.2 Family diagnosis. 3.3 Family counseling strategies.	50

Learning Activities

Individual

Independent

Bibliographic and electronic research.

Writing terms papers.

Elaboration of a family counseling guide.

Individual

under academic participation

Grading term papers.

Grading the family counseling guide.

Group

Under academic participation

Analysis and discussion of the concepts corresponding to each unit.
 Elaboration of family diagnoses through the use of the genogram.
 Case analysis of family diagnosis.
 Analysis of the family counseling strategies.

Evaluation Procedures and Criteria

- Term paper about the family structure and functions. 25%
- Term paper about family behavior. 25%
- Family counseling guide. 50%

Bibliography

	Type	Title	Author	Publisher	Year
1	Reference	Como proteger a los hijos de las driogas	Moreno, K.	Disigraf	1998
2	Reference	Ekl arte de la terapia familiar	Minuchin, S.	Paidos	1991
3	Reference	Nuevas relaciones en el nucleo familiar	Satir, V.	Pax Mexico	1991
4	Reference	Las crisis familiares y su superacion	Brazelton, T.B.	Paidos	1997
5	Reference	Terapia familiar, su uso hoy en dia	Eguiluz, I	Pax Mexico	2004
6					



Name	Code:
Integration of the Psychological Evaluation	EV405

Hours Under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	32	64	128	8

Placement in the curricular map
Seventh semester, in the Basic Formation Axis

Characteristics

This academic activity involves the process of integrating a psychological evaluation that would include relevant data taken from the initial interview, clinical history, assessment tools and the elaboration of a written report. This course also includes the review of various ethical aspects involved in the psychological evaluation.

Objectives

By the end of the course the student will be able to integrate a psychological evaluation by using the evaluation and diagnostic elements.

Content	Hours
1. Ethical aspects of the psychological evaluation	8
2. Sources of information for the integration of a psychological	20

evaluation 2.1 Interview 2.2 Clinical history. 2.3 Observation. 2.4 Psychological tests. 3. Elaboration of diagnostic reports	100
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Learning Activities <ul style="list-style-type: none"> • Case analysis. • Guided discussion.

Evaluation Procedures and Criteria <ul style="list-style-type: none"> • Case analysis 30% • Dignostic reports 70%
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Bibliograpy

	Type	Title	Author	Publisher	Year
1	Reference	Psicodiagnostico clinico del niño	Esquivel, A.F., Heredia, A.M.C y Gomez-Maqueo, E.L.	Manual Moderno	1999
2					
3					
4					



Name	Code
Supervised Practicum in Learning Disabilities	VI428

Hours under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	96		128	8

Placement in the curricular map
Seventh semester, in the professional Training Axis

Characteristics

In this course conceptual aspects of learning, as well as the communication disorders and disorders by deficit attention, will be reviewed.

The program of supervised practicum is established as a model by which is expected to achieve knowledge by practice.

Objectives

By the end of the course it is expected from the student to:

1. Write a term paper in which the learning disorders are identified.
2. Design a comparative chart identifying the characteristics of the communication disorders.
3. Conduct research that will identify the main disorders by attention deficit seen in educational institutions.

Content	Hours
1. Learning Disorders 1.1 Reading disorders 1.2 Mathematic disorder 1.3 Disorder of written expression	48

<p>2. Communication disorders 2.1 Expressive language disorder 2.2 Mixed Receptive-Expressive Language Disorder 2.3 Phonological disorder 2.4 Stuttering</p>	40
<p>3. Attention-Deficit and Disruptive Behaviors Disorders 3.1 Attention-deficit/hyperactivity disorder 3.2 Conduct disorder 3.3 Oppositional defiant disorder</p>	40

<p>Learning activities</p> <ul style="list-style-type: none"> • Group activity in which students will analyze the knowledge and skills they possess and that will serve as a foundation for the development of this course. • The student will participate in discussion panel about the content of the course. • The student will participate in the analysis of a case given by the instructor or by the students. • The student will receive advice for the elaboration of his or her practicum project and will make the necessary corrections. • The student will receive advice for the preparation of his or her term paper. • The student will do documental and/or electronic research to write a term paper about learning disorders. • The student individually, will do documental and/or electronic research to write his or her professional practicum project. • The student will participate in group activities, such as debates, seminars, etc. in which the different communication disorders can be analyzed. • The student will participate in the analysis of cases given by the instructor and/or by the students. • The student will receive advice for the elaboration of a comparison chart of the communication disorders. • The student will do documental and electronic research about the different communication disorders, in order to strengthen his or her participation in group activities. • The student will do his or her professional practicum in an institution assigned by the school and the supervisor of such institution will evaluate

his or her performance.

- The student will write a progress report of his or her project, using the same structure of previously designed project, and it must be signed by the practicum supervisor.
- The student will participate in various group activities, such as debates, seminars, etc. in which the various deficit-attention disorders can be discussed and analyze.
- The student will participate in the analyses of cases given by the instructor or students.
- The student will receive advice for the elaboration of the research report, as well as for the elaboration the practicum final report.
- The student will do documental and/or electronic research about the different attention-deficit disorders, with the purpose of strengthening his participation in the group activities.
- The student will conduct his or her professional practicum at the assigned institution by the school and the supervisor of such institution will evaluate his or her performance.
- The student will write a final report of his or her project, following the same structure previously elaborated, and must be signed by the practicum supervisor.
- The student will do documental research and visits to educational institutions in order to identify the main presenting attention-deficit disorders, as well as the different intervention options.

Evaluation procedures and criteria

Work plan	10%
Supervisor's evaluation	30%
Final report	20%
Term paper about learning disorders	10%
Comparison chart about communication disorders	10%
Research about attention-deficit and disruptive behavior disorders	20%

Bibliography

Type	Title	Author	Publisher	Year
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1	Reference	Codigo etico del psicologo	Sociedad Mexicana de Psicologia	Trillas	2003
2	Reference	Manual diagnostico y estadístico de los trastornos mentales	Asocian Psiquiatrica Americana	Masson	2006
3	Reference	El niño con disfunción cerebral	Calderón González, Raúl	Limusa	1994
4	Reference	Educación especial para alumnos con deficiencia mental.	Miles Christine	Pax	1990
5	Reference	Las necesidades educativas especiales en las aulas ordinarias.	Gerda Hunko	Paidos	1998



Name	Code:
Psychodynamic Intervention	AC402

Hours Under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	32	64	128	8

Placement in the curricular map
Eighth semester, in the Professional Training Axis

Characteristics

In this theoretical-practical academic activity, the aspects related to the treatment and intervention from the psychodynamic perspective will be reviewed. This course is based mainly in the work of its originator, Sigmund Freud and followers, as a basic theory, although contemporary psychodynamic concepts will be considered. In the field the student will see patients, under the instructor's supervision in order for him or her to achieve adequate skills for interviewing and treatment, as well as for them to visualize an alternative in achieving an equilibrium in their mental health.

Objectives

At the end of the course the student:

1. Will elaborate a comparative chart of the main precursors of the psychoanalytic intervention, underlying the principal concepts, the most important dates, as well as the contributions of each author to the psychoanalytic theory.
2. Will make a presentation (as a team member) to the class.
3. Will write a term paper (monograph) about the psychoanalytic conception.
4. Will hand-in a report about the work done with a patient including the initial review and four psychodynamic oriented psychotherapy sessions.

Content	Hours
1. History and general concepts of psychanalytic psychotherapy	20
2. Topography of the psychic apparatus, Freudian slips, dreams, and libido.	20
3. Pyschodynamic interview.	20
4. Psychoanalytic psychotherapy.	68

Learning Activities
<ul style="list-style-type: none"> • Reading and comments. • Review of information. • Comparative chart. • Presentation in class. • Writting a term-paper (monograph). • Case analylsis. • Class participation.

Evaluation Procedures and Criteria	
Comparative chart	20%
Term-paper	20%
Class presentation	10%
Intervention report and outcome	30%
Exam	20%

Bibliography

	Type	Title	Author	Publisher	Year
1	Reference	Introduccion al metodo psicoanalitico	Millar, J.A.	Paidos	1997
2	Reference	Obras completas	Freud, S.	Amorrotu	1985
3	Reference	Los mas famosos casod de psicosis.	Nassio, J.D.	Paidos	2001

4	Reference	Construir la realidad: el futuro de la psicoterapia	Gergen, Kenneth	Paidos	2006
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Name	Code:
Gerontologic Psychology	PG405

Hours Under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	32	64	128	8

Placement in the curricular map
Eighth semester, in the Professional Training Axis

Characteristics

Currently, science advancement has made possible a longer life expectancy in human beings, contributing to a greater number of persons to be in the later developmental stages of life. Therefore individuals have an implicit hope that death will be somewhat deferred, this has brought as a consequence the possibility of being able to become older with dignity and with a good quality of life, especially in regards to the psychological and social spheres.

In this course topics such as, ageing and gender, the psychological processes of

ageing, mental health and ageing, organic disorders of ageing, psychosocial evaluation of the elderly, the gerontologic report and a gerontologic intervention model.

Objectives

At the end of this course, the student will be able to:

- Write two term papers (monographs), one about the psychological development in ageing, and another on the ageing processes.
- Write a term paper about the gerontology evaluation tools (instruments).
- Conduct research mood disorders in the elderly.
- Conduct as a team member a workshop about learning and ageing.

Content	Hours
The Psychology of aging development	32
<ol style="list-style-type: none"> 1. Biosocial development. 2. Cognitive development. 3. Psychosocial development. 	
Psychological processes and aging	32
<ol style="list-style-type: none"> 1. Ageing theories. 2. Ageing, learning and memory. 3. Ageing and language. 4. Ageing and motor skills. 5. Ageing, personality and life style. 	
Evaluation, report and gerentological intervention.	32
<ol style="list-style-type: none"> 2. The gerontological interview. 3. The gerontological evaluation. 4. The gerontological report. 5. The gerontological intervention. 	
Psychological and organic disorders in the elderly	32
<ol style="list-style-type: none"> 1. Mood disorders in the elderly. 2. Anxiety disorders in the elderly. 3. Sleep disorders in the elderly. 4. Sexual disorders in the elderly. 5. Dementia and amnesic disorders. 6. Organic disorders in the elderly. 	

Learning Activities

- Course outline

- Concepts clarification.
- Guided debate.
- Brainstorming.
- Comparative chart.
- Bibliographic research.
- Term paper (monograph).
- Case methods.
- Team activity.
- Presentation of monograph paper to the class.
- Assigned readings.
- Group written monograph paper.
- Guided visit to a nursing home in San Diego, CA.
- Instructor's presentation to introduce the topic regarding gerontologic interview.
- Presentation of the outcome regarding the interviews with nursing staff and residents.

Evaluation Procedures and Criteria

Honesty and respect regarding its own and others work.	5%
Propositive attitude towards the work in class and continuous improvement.	5%
Evaluation first partial exam.	5%
Evaluation second partial exam.	5%
Written term paper (monograph) about psychological development in ageing	10%
Written term paper (monograph) about ageing processes.	10%
Written term paper about gerontologic evaluation	10%
Research paper about mood disorders in the elderly.	20%
Elaboration of a learning workshop about old age.	20%

Bibliography

	Type	Title	Author	Publisher	Year
1	Reference	Psicologia y envejecimeinto	Nelida Asilla, Agris Galvanovskis	Departamento de Psicologia de la Universidad de las Americas	
2	Reference	Psicologia del Envejecimiento	Janet Belsky	Paraninfo Thomson Learning	

3	Reference	Psicoterapia Geriatric	Miguel Krassoievitch	Fondo de Cultura Economica	
4	Reference	Envejecimiento Cognitivo	Dense Park	Medica Paramericana	
5	Reference	Psicologia del envejecimiento	Stuart Hamilton	Morata	
6	Reference	Gerontologia conductual	Maria Izal & Ignacio Montorio	Sintesis	



Name	Code
Supervised Practicum in Educational Integration	VI429

Hours under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	96		128	8

Placement in the curricular map
Eight semester, in the Professional Training Axis

Characteristics

In this course the conceptual aspects, the legal perspective and the types of learning problems will be reviewed. It is a course designed on the educational model focused in the learner, since the student will base his information on

ongoing investigation process. The theoretical aspects will be reviewed in the weekly sessions under the instructor's guidance. The main focus of this course will be in the practicum that will be done in an institution assigned by the school, in which the student will develop a project previously authorized by the instructor.

Objectives

By the end of the course it is expected from the student to:

1. Explain through a research report the characteristics of the social environment of those students with especial educational needs.
2. Elaborate a mental map about the classification of the especial educational needs.
3. Write a term paper about education integration process based on the current normative aspects of our country.

Content	Hours
<p>1. Students with special educational needs and their social environment.</p> <p>1.1 Different perspectives for the study of special educational needs. 1.2 Social perception of the child with especial educational needs.</p>	30
<p>2. Classification of the special educational needs.</p> <p>2.1 Auditory and vision special needs. 2.2 Physical special needs. 2.3 Learning problems. 2.4 Mental deficiency. 2.5.</p>	30
<p>3. Educational integration</p> <p>3.1 Ethics and educational integration. 3.2 Legal dispositions.</p>	68

Learning activities

- Show a video of a person with special needs.
- Ask each group participant to introduce him or herself, giving personal data and state what should be the involvement of an educational psychologist in attending a case like the one shown in the video.
- The student will participate in a discussion panel about the content units.
- The student will participate in an analysis of a case given to him or her by the instructor.

- The student will receive advice about his or her practicum project and will make the necessary corrections.
- The student will conduct documental and electronic research that help in writing a report of the investigations done about the social perception of special educational needs.
- Presentation before the group of the results gather from visiting a center for persons with special educational needs, or from the institution that he or she is doing the professional practicum.
- The student will participate in a case analysis assigned by the instructor.
- The student will present his or her progress about the mental map, and will receive feedback from the instructor, as well as from his or her classmates.
- Students will visit educational institutions and will observe and conduct interviews to specialized staff members.
- The student will do his or professional practicum in an institution assigned by the school and the supervisor at that institution will evaluate his or her achievement.
- The student will write a progress report of his or her project, using the same structure used in the previous written project and it must be signed by the practicum supervisor.
- In dyads, students will elaborate a mental map involving the classification and characteristics of special educational needs.
- The student will present the progress made about his or her education integration in our country and in the region, term paper. The student will receive feedback from the instructor and the group in general.
- The student will receive advice for his or her final practicum report and will make the necessary modifications.
- The student will make documental consultations, will make observations, and will perform interviews, etc., in order to gather helpful information for the writing of his or her term paper.
- The student will receive advice for his or her final practicum report and will make the necessary modifications.

Evaluation procedures and criteria

Self-evaluation regarding his or her participation in the practicum project.	10%
Professional practicum project.	10%
Documental research about the social perceptions of persons with special educational needs.	10%
Mental map about the classification of special educational needs.	10%

Term paper about educational integration.	10%
Practicum supervisor's evaluation report.	30%
Professional practicum report.	20%

Bibliography

	Type	Title	Author	Publisher	Year
1	Reference	Código Ético del Psicólogo	Sociedad Mexicana de Psicología	Trillas	2003
2	Reference	Desarrollo de Escuelas Inclusivas. Ideas, propuestas y experiencias para mejorar las instituciones escolares.	Ainscow, M.	Narcea	2001
3	Reference	¿Integración escolar: Plataforma para la escuela inclusiva?	Carrión Martínez, J.J.	Aljibe	2000
4	Reference	Niveles de educación especial.	Díaz Bernal, I.	Escuela Española Padrón García, A.L.	2002
5	Reference	Educación Especial: Un enfoque ecológico.	Shea, T.M. y Bauer, A.M.	Mc Graw Hill	2000



Name	Code:
Educational Technology	AE400

Hours Under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	32	64	128	8

Placement in the curricular map
Eight semester, in the Professional Training Axis

Characteristics

In this course the theoretical aspects of the relationship between technology and education will be reviewed, as well as the specific applications of educational technology. It is a course designed under the educational model focused on learning and the electronic modality in learnin. It is required of the student to

have the skills necessary to work as a team in the use of the Internet, especially the Blackboard Learning System ML.

Objectives

At the end of the course:

1. The student will write a term paper including his position regarding ethics in the use of (electronic) technology.
2. By teams. The students will write a term position paper about educational technology.
3. By teams, students will implement a program of educational technology application and will report their findings, in the APA format.

Content	Hours
<p>1. Ethics and technology</p> <p>1.1 Ethics</p> <p>1.2 technology.</p>	16
<p>2. Educational technology</p> <p>2.1 Concept of technology.</p> <p>2.2 Educational communication.</p> <p>2.3 Educational technology</p>	32
<p>3. Educational technology applications</p> <p>3.1 Educational technology in the facilitation of learning.</p>	80

Learning Activities

- By teams, students will do documental investigations about ethics and the concept of technology.
- By teams, the students will discuss the application of the psychologist's code of ethics about the use of technology.
- Reading assignment discussions in class.
- Participation on case analysis.
- Conducting documental/bibliographical research.

- Conducting electronic research.
- Writing of a term-paper.
- Partipation in a discussion panel through Blackboard learning System for interventions with the following characteristics: summaries of electronic documents, documents about the application of technology in education.
- Case analysis.
- Practicum.
- Analysis of the elements necessary for the writing of scientific reports.
- Case search.

Evaluation Procedures and Criteria

Paper is turned in on time.	2.5%
Team work.	5%
Active participation.	2.5%
Term paper.	20%
Documental integration of the term paper.	20%
Design and application of a educational technology program.	25%
Writitng a scientific report.	25%

Bibliograpy

	Type	Title	Author	Publisher	Year
1	Reference	Manual de estilo de Publicaciones de la American Psychological Association		Manual Moderno	2002
2	Reference	Tecnologia educative: educar para ;a sociocultura de la comunicacion y del conocimiento	Poole, B.J.	Mc Graw Hill	1999
3	Reference	Codigo etico del psicologo	Sociedad Mexicana de Psicologia	Trillas	2003