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|  | Syllabus  Course Program |  |
| General psychology. Workshop on general |

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| Specialty 053- psychology | Institute Educational and Scientific Institute of Social and  Humanitarian Technologies |
| Educational program psychology | Department Pedagogy and Psychology and Social System  Control named after I. A. Ziaziun (301) |
| Level of education Bachelor's level | Course type Special (professional) |
| Semester 2 | Language of instruction English, |

## Lecturers and course developers

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|  | First name and surname Chebakova Yuliia  [yuliia.chebakova@khpi.edu.ua](mailto:yuliia.chebakova@khpi.edu.ua)  Сandidate of Pedagogical Sciences, Associate Professor, Professor NTU  "KhPI"  Author over 15 years ago. Author of over 45 scientific and basic methodological works. Courses: “Theory and practice of high knowledge”, “Pedagogical technologies in knowledge”, “Psychology of activity”, “Psychology of managerial activity of a leader”  [More about the lecturer on the department's website](https://www.kpi.kharkov.ua/ukr/)  https://web.kpi.kharkov.ua/ppuss/uk/portfolio-chebakovoyi-yuliyi-grigorivni/ |
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### General information

### Summary

The discipline "General psychology. Workshop on general" is a general education course of professional training of future bachelors - psychologists, which is aimed at studying and understanding of the basic categories and concepts of the science of psychology, systems psychological knowledge, regularities, mechanisms, methodological approaches to the study of mental phenomena of the individual, their occurrence functioning and development; behavior, activity, actions; interaction people in small and large social groups; psychophysiological processes and mechanisms underlying various forms of mental activity.

### Course objectives and goals

The purpose of the educational discipline "General psychology. Workshop on general" is formation scientific ideas about the nature of the psyche, about methods and results study of mental phenomena, about individual and typological properties personalities; development of the ability to apply psychological knowledge in conditions of professional activity.

### Format of classes

Lectures, practical classes, consultations, self-study. Final control in the form of an exam.

### Competencies

GC1. Ability to apply knowledge in practical situations.

GC4. Ability to learn and master modern knowledge.

GC5. The ability to be critical and self-critical.

GC6. Ability to make informed decisions.

GC7. Ability to generate new ideas (creativity).

GC8. Interpersonal skills.

GC9 Ability to work in a team.

GC13. The ability to analyze the phenomenon of leadership and the leadership potential of an individual.

GC16. The ability to determine the psychological characteristics of a person and the sources of their origin at the individual, personal and individual level.

### Learning outcomes

LO14 To evaluate social and psychological processes in the team in the process of solving professional tasks.

LO15 Be responsible for professional self-improvement, training and self-development

LO16 Know, understand and adhere to the ethical principles of the psychologist's professional activity.

LO17 Demonstrate socially responsible and conscious behavior, follow humanistic and democratic values ​​in professional and social activities.

### Student workload

The total volume of the course is 150 hours (5 ECTS credits): lectures - 32 hours, practical classes - 32 hours, self-study - 86 hours.

### Course prerequisites

Theory and practice of leader formation, introduction to the specialty, anthropology, history of psychology.

### Features of the course, teaching and learning methods, and technologies

The methods of teaching in the teaching are:

- verbal (conversation, discussion, lecture, work with a book)

- research (theoretical analysis of scientific sources, empirical research)

- practical (practical exercises)

- group (creative groups, work in small groups, work in pairs)

## Program of the course

### Topics of the lectures

#### Topic 1. Introduction to the psychology .

Subject, methods, tasks of psychology. Understand the etymology of the word “psychology”, Define psychology.

#### Topic 2. History of Psychology

Understand the importance of Wundt and James in the development of psychology, appreciate Freud’s influence on psychology, the basic tenets of Gestalt psychology, the important role that behaviorism played in psychology’s history.

#### Topic 3. Contemporary Psychology

Appreciate the diversity of interests and foci within psychology, basic interests and applications in each of the described areas of psychology

Topic 4. States of Consciousness.

Understand what is meant by consciousness, explain how circadian rhythms are involved in regulating the sleep-wake cycle, and how circadian cycles can be disrupted, discuss the concept of sleep debt.

Topic 5. Other States of Consciousness.

Define hypnosis and meditation, similarities and differences of hypnosis and meditation.

Topic 6. Sensation.

The concepts of absolute threshold and difference threshold. Describe the basic anatomy of the visual system, discuss how rods and cones contribute to different aspects of vision, describe the basic anatomy and function of the auditory system, explain how we encode and perceive pitch, discuss how we localize sound

Topic 7. Perception.

Distinguish between sensation and perception, show how physical properties of light waves are associated with perceptual experience and how physical properties of sound waves are associated with perceptual experience.

Topic 8. The Other Senses

The basic functions of the chemical senses, the basic functions of the somatosensory, nociceptive, and the moceptive sensory systems, the basic functions of the vestibular, proprioceptive, and kinesthetic sensory systems.

Topic 9. Learning

Explain how learned behaviors are different from instincts and reflexes, define learning, recognize and define three basic forms of learning—classical conditioning, operant

conditioning, and observational learning

Topic 10 Cognition.

Describe cognition, distinguish concepts and prototypes, the difference between natural and artificial concepts.

Topic 11. Language.

Define language and demonstrate familiarity with the components of language, the use of language develops, the relationship between language and thinking.

Topic 12. Attention.

Attention Definition. Perception and Attention in Cognitive Psychology. Types of Attention. Factors Affecting Attention. Theories of Attention in Psychology.

Topic 13. Memory.

The three basic functions of memory, the three stages of memory storage, describe and distinguish between procedural and declarative memory and semantic and episodic memory.

Topic 14. Problems with Memory.

Compare and contrast the two types of amnesia, the unreliability of eyewitness testimony, the encoding failure, the various memory errors.

Topic 15. Intelligence.

Defining and Measuring Intelligence. Howard Gardner’s Eight Specific Intelligences. The Social, Cultural, and Political Aspects of Intelligence

Topic 16. Emotions.

The biological experience of emotion. The psychological theories of emotion.

Examples of the ways that emotion is communicated. Functions of Emotions.

### Topics of the workshops

#### Topic 1. Merits of an education in psychology.

#### Topic 2. Basic tenets of humanism. The cognitive revolution shifted psychology’s focus back to the mind Structural and functional characteristics of the psychology of activity and its components.

#### Topic 3. Demonstrate familiarity with some of the major concepts or important figures in each of the

#### described areas of psychology.

Topic 4. Areas of the brain involved in sleep, hormone secretions associated with sleep, several theories aimed at explaining the function of sleep.

Topic 5. Sleep Problems and Disorders.

Topic 6. Color Vision.

Topic 7. Gestalt Principles of Perception.

Topic 8. The basic functions of the vestibular, proprioceptive, and kinesthetic sensory

Systems.

Topic 9. Classical Conditioning of Learning. Observational Learning (Modeling)

Topic 10. A schema is a mental construct.

Topic 11. The relationship between language and thinking.

Topic 12. Divided Attention and Multitasking.

Topic 13. Ways to Enhance Memory.

Topic 14. Controversies over Repressed and Recovered Memories.

Topic 15. Extremes of Intelligence: Retardation and Giftedness.

Topic 16. Social and Cultural Functions of Emotion.

### Topics of the laboratory classes

Laboratory work within the discipline is not provided.

### Self-study

The course involves the completion of a term paper in the form of an essay and a computer presentation

in the Power Point program. The result of such work is the student's report in class and readiness to

answer questions according to the chosen topic. calculations and modeling is drawn up in a written

report. Students are recommended a list of topics and additional materials (videos, articles) for independent study and analysis

## Course materials and recommended reading

Basic literature

1. Jorden A. Cummings, Lee Sanders. Introduction to Psychology. Saskatoon, SK: University of Saskatchewan Open Press (2019), pp. 7-618

2. Ciccarelli, Saundra K. Psychology, USA (2015), p, 611.

3. Miles Hewstone, Frank D. Fincham, Jonathan Foster. Psychology. Oxford, UK (2005), p. 561

4. Alexey Popov, Lee Parker, Darren Seath. Psychology. Oxford, UK (20017), p. 568

5. David G. Myers. Psychology. USA (2013), p. 908

6. Torrii Kearrnss. General Psychology: An Introduction. - GALILEO, University System of Georgia ( Spring 2015, p.514

Supplementary literature

1. Vella, E. J., Kamarck, T. W., Flory, J. D., & Manuck, S. (2012). Hostile mood and social strain during daily

life: A test of the transactional model. Annals of Behavioral Medicine, pp. 341–352.

2. Maren, S., Phan, K. L., & Liberzon, I. (2013). The contextual brain: Implications for fear conditioning,

extinction and psychopathology. Nature Reviews Neuroscience, pp. 417–428.

3. Corballis, M. C., & Suddendorf, T. Memory, time, and language. In C. Pasternak (Ed.), What makes us human. Oxford, UK: Oneworld Publications(2007), pp.17-36 .

4. Grothe, B., Pecka, M., & McAlpine, D. Mechanisms of sound localization in mammals. Physiological Reviews (2010), pp. 983–1012

## Assessment and grading

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| Criteria for assessment of student performance, and the final score structure . 100% of the final grade consists of assessment  results in the form of an exam (40%) and ongoing  assessment (60%).  Exam: written assignment (3 questions on theory)  and oral presentation.  Current assessment: 1 online module test and  individual assignment (20% each).  A rating system is also provided. | Grading scale  |  |  |  | | --- | --- | --- | | Total points | National | ECTS | | 90–100 | Excellent | A | | 82–89 | Good | B | | 75–81 | Good | C | | 64–74 | Satisfactory | D | | 60–63 | Satisfactory | E | | 35–59 | Unsatisfactory (requires additional learning) | FX | | 1–34 | Unsatisfactory (requires repetition of the course) | F | |

## Norms of academic integrity and course policy

The student must adhere to the Code of Ethics of Academic Relations and Integrity of NTU "KhPI": to demonstrate discipline, good manners, kindness, honesty, and responsibility. Conflict situations should be openly discussed in academic groups with a lecturer, and if it is impossible to resolve the conflict, they should be brought to the attention of the Institute's management.

Regulatory and legal documents related to the implementation of the principles of academic integrity at NTU "KhPI" are available on the website: <http://blogs.kpi.kharkov.ua/v2/nv/akademichna-dobrochesnist/>

## Approval

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| Approved by | Date, signature | Head of the department Nina PODBUTSKAYA |
|  | Date, signature | Guarantor of the educational program |