UAB
Universitat Autònoma de Barcelona

Introduction to Psychology

Code: 102305
ECTS Credits: 6

2024/2025

Degree	Type	Year
2501572 Business Administration and Management	OT	4
2501573 Economics	OT	3
2501573 Economics	OT	4

Contact

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Teachers

Adrián Pérez Aranda

Teaching groups languages

You can view this information at the end of this document.

Prerequisites

There are no prerequisites.

Objectives and Contextualisation

Context:

The subject of Introduction to Psychology is taught by faculty of the Faculty of Psychology, as an optional of the Faculty of ADE. It is the first contact that students have of degree with psychological contents that can help them understand the behavior of people in the business and labor world.

Targets:

Know some of the basic psychological processes that have implications in the business and work environment: motivation, emotion, learning, memory, sensation and perception. Understand the importance of these processes to explain the conduct of people in the business and work environment. Know how to analyze the psychological aspects in the interactions between people and the dynamics of the groups in these areas. Understand the importance of work stress processes in the health of workers.

Competences

Business Administration and Management

- Capacity for independent learning in the future, gaining more profound knowledge of previous areas or learning new topics.
- Capacity for oral and written communication in Catalan, Spanish and English, which enables synthesis and oral and written presentation of the work carried out.
- Demonstrate initiative and work individually when the situation requires it.
- Identify improvements in the internal management process to stimulate company productivity.
- Select and generate the information necessary for each problem, analyse it and take decisions based on that information.
- Work well in a team, being able to argue proposals and validate or reject the arguments of others in a reasoned manner.

Learning Outcomes

1. A capacity of oral and written communication in Catalan, Spanish and English, which allows them to summarise and present the work conducted both orally and in writing.
2. Capacity to continue future learning independently, acquiring further knowledge and exploring new areas of knowledge.
3. Demonstrate initiative and work independently when required.
4. Identify ways of improving labour relations.
5. Interpret the basic principles of psychology.
6. Select and generate the information needed for each problem, analyse it and make decisions based on this information.
7. Work as part of a team and be able to argue own proposals and validate or refuse the arguments of others in a reasonable manner.

Content

Topic 1: What is psychology?

1. Is it a science?
2. Where does it come from?
3. Modern psychology.
4. Contemporary psychology,
5. Is it not enought with common sense?
6. Describing, correlating and experimenting.
7. Why do we need statistics?
8. Relevant questions in psychology.

Bibliography:

Myers, D.G.(2011, 9ª edició). ***Psicologia***. Madrid: Editorial Médica Panamericana. (Pròleg, Cap. 1, Cap.3)

Complementary: Lafuente Niño, E., Loredo Narciandi, J.C., Castro Tejerina, C., & Pizarroso López, N. (2017). *Historia de la psicología*. Universidad Nacional de Educación a Distancia.

Fontes de Gracia, S. et al. (2015). *Fundamentos de investigación en psicología.* Universidad Nacional de Educación a Distancia.

Topic 2: Sensation and perception.

1. Basic principles of sensation.

2. Vision.
3. Audition.
4. Selective attention.
5. Perceptive organization.
6. Perceptive interpretation.
7. How can perceptive ilusions be used?

Bibliography:

Myers, D.G.(2011, 9ª edició). ***Psicologia***. Madrid: Editorial Médica Panamericana. (Cap. 5, Cap. 6)

Topic 3: Learning and memory.

1. Innate abilities?
2. Classic conditioning.
3. Operant conditioning.
4. Learning through observation.
5. Codifying information.
6. Storing information.
7. Retrieving information.
8. Improving memory.

Bibliogrpahy:

Myers, D.G.(2011, 9ª edició). ***Psicologia***. Madrid: Editorial Médica Panamericana. (Cap. 8, Cap. 9)

Complementary: Pellón Suárez de Puga, R. et al. (2015). *Psicología del aprendizaje*. Universidad Nacional de Educación a Distancia.

Topic 4: Thought, inteligence and personality.

1. What is thought?
2. What is inteligence?
3. Genetic and environmental influences.
4. Psychoanalisis and personality.
5. Personality traits.
6. Sociocognitive perspective.
7. Culture and personality.

Bibliography:

Myers, D.G.(2011, 9ª edició). ***Psicologia***. Madrid: Editorial Médica Panamericana. (Cap. 11, Cap. 15)

Complementary: Bermúdez Moreno, J. et al. (2011). *Psicología de la personalidad.* Universidad Nacional de Educación a Distancia.

Topic 5: Psychological disorders and psychotherapy.

1. What is and what is not a psychological disorder?
2. How can they be classified?
3. Psychotherapy.
4. Anxiety disorders.
5. Depressive disorders.
6. Obsessive compulsive disorders.
7. Eating disorders.
8. Addictive disorders.
9. The schizoprhenic and psychotic spectrum.
10. Bipolar disorder.
11. Stress and trauma related disorders.
12. Personality disorders.

Bibliography:

Myers, D.G.(2011, 9ª edició). ***Psicologia***. Madrid: Editorial Médica Panamericana. (Cap. 16, Cap. 17)

Complementary: Barraca Mairal, J. (2014). *Técnicas de modificación de conducta: una guía para su uessa en práctica.* Madrid: Editorial Síntesis.

Topic 6: Stress and health.

1. What is stress?
2. The causes of stress.
3. Stress and illnesses.
4. How to dealwith stress.
5. Fighting smoking.
6. Eating habits and weight regulation.

Bibliography:

Myers, D.G.(2011, 9ª edició). ***Psicologia***. Madrid: Editorial Médica Panamericana. (Cap.14)

Complementary: Frankl, V. (2015, 3a edició). *El hombre en busca de sentido.* Barcelona: Herber Editorial.

Topic 7: Motivation and emotion.

1. Motivational concepts.
2. Hunger.
3. Sexual motivation.
4. The need of belonging.
5. Emotion theories.
6. Emotion on the body.
7. Expressing emotions.
8. The emotional experience.

Bibliography:

Myers, D.G.(2011, 9ª edició). ***Psicologia***. Madrid: Editorial Médica Panamericana. (Cap.12 i 13)

Topic 8: Psychology in the workplace.

1. Industrial and organizational psychology.
2. The job interview.
3. Motivation and performance.
4. Leadership.
5. Interacting with people.
6. Conflict management.
7. Negotiating.
8. Communicating.

Bibliography:

Myers, D.G.(2011, 9ª edició). ***Psicologia***. Madrid: Editorial Médica Panamericana. (Cap.13 i 18)

Complementary: Alcover de la Hera, C.M. et al. (2012). *Psicología del trabajo.* Universidad Nacional de Educación a Distancia.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Practical sessions	17	0.68	5
Theoretical sessions	32.5	1.3	5
Type: Supervised			
Completion of practical or applied work	26.5	1.06	1
Tutorials	6	0.24	4, 5
Type: Autonomous			
Reading of texts and studies	50	2	1, 6
Search for documentation in magazines, books and the Internet	12	0.48	6

Planned teaching is face-to-face teaching.

Teaching methodology based on:

1. Guided activities: Theoretical and practical classes with ICT support. Each class will propose a theoric part followed by a practice, in which the student will have to apply the concepts that were presented in the first part of the class, and where the student will also have to present critical synthesis of scientific and dissemination articles linked to the topic of the subject.
2. Supervised activity: consisting of attending tutorials and carrying out a group project about a topic that is related to the subject.
3. Individual self-study activity: it will include the student's personal study part (study of basic bibliography, complementary readings, information search, etc.).

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1: Individual written test	50%	2	0.08	1, 4, 5, 6
EV2: Written reports delivered in class and participation.	10%	2	0.08	1, 2, 3, 4, 6, 7
EV3: Oral presentations of group work	40%	2	0.08	1, 3, 4, 5, 6, 7

CONTINUED EVALUATION

The competences of this subject will be evaluated by means of: written tests; written reports and active participation in the different activities; and oral presentations of the work carried out in groups.
The recommended evaluation system includes the following aspects, each of which will be assigned a specific

weight in the final grade:
• EV1: Individual written test: 50%.
• EV2: written reports and active participation in the different activities: 10%.
• EV3: Oral presentations of the group work performed: 40%.
The subject is considered exceeded when the student reaches a total of at least 5 points in the final evaluation, with a minimum of 4.5 points (on a scale 0-10) in EV1 and EV3. In case of not meeting these requirements the maximum grade that can be obtained is 4.9 points.If students do not reach the minimum levels required, they can apply for recovery if they have obtained an average grade of the subject of at least 3.5.

An assessable student is considered anyone who has accumulated at least 40% of the weight of the learning evidences.
It is considered non-evaluable student all those who have not accumulated at least 40% of the weight of the learning evidences.

Calendar of evaluation activities

The dates of the different evaluation tests (partial exams, classroom exercises, work delivery, ...) will be announced sufficiently in advance during the semester.

The date of the final exam of the subject is programmed in the calendar of exams of the Faculty.

"The programming of the evaluation tests can not be modified, unless there is an exceptional and duly justified reason for which an evaluation act can not be carried out. In this case, the people responsible for the qualifications, after consulting the teachers and students affected will propose a new programming within the corresponding teaching period. " Section 1 of Article 115. Calendar of evaluation activities (Academic Regulations UAB)

Students and students of the Faculty of Economics and Business who, in accordance with the previous paragraph, need to change an evaluation date, must submit the petition by filling in the application Request reprogramming test https://eformularis.uab.cat / group / deganat_feie / reprogramming-proofs

Procedure for the review of qualifications

Coinciding with the final exam will announce the day and the means by which the final qualifications will be published. In the same way, the procedure, place, date and time of the review of examinations will be reported in accordance with the regulations of the University.

Recovery process

"To participate in the recovery process students must have been previously evaluated in a set of activities that represents a minimum of two thirds of the total grade of the subject or module." Section 3 of Article 112 to have Recovery (Academic Regulations UAB). Students and students have obtained an average grade of the subject between 3.5 and 4.9.

The date of this test will be programmed in the exam calendar of the Faculty. The student who presents and passes will pass the subject with a note of 5. Otherwise he will keep the same note.

Irregularities in acts of evaluation

Without prejudice to other disciplinary measures deemed appropriate, and in accordance with the current academic regulations, "in the event that the student conducts any irregularity that may lead to a significant variation of the rating of an assessment act , this evaluation act will be qualified with 0, regardless of the

disciplinary process that can be instructed. In case there are several irregularities in the assessment acts of the same subject, the final grade of this subject will be 0 ". Section 10 of Article 116. Results of the evaluation. (Academic Regulations UAB)

COMPREHENSIVE EVALUATION

This subject/module does not offer the option for comprehensive evaluation.

Bibliography

Basic handbook of the subject:

Manual bàsic de l'assignatura:

Myers, D.G.(2011, 9ª edición). ***Psicología***. Madrid: Editorial Médica Panamericana.

https://cataleg.uab.cat/iii/encore/record/C__Rb1853213__Sa%3A%28myers%29%20%28psicologia%29%20l%3A

Complementary material:

Barraca Mairal, J. (2014). *Técnicas de modificación de conducta: una guía para su uessa en práctica.* Madrid: Editorial Síntesis.

https://cataleg.uab.cat/iii/encore/record/C__Rb2089696__S%28psicologia%29%20f%3Az%20l%3Aspa%20y%3A

Frankl, V. (2015, 3a edició). *El hombre en busca de sentido.* Barcelona: Herber Editorial.

https://cataleg.uab.cat/iii/encore/record/C__Rb2093254__S%28psicologia%29%20f%3Az%20l%3Aspa%20y%3A

Alcover de la Hera, C.M. et al. (2012). *Psicología del trabajo.* Universidad Nacional de Educación a Distancia.

https://cataleg.uab.cat/iii/encore/record/C__Rb1995867__S%28psicologia%29%20f%3Az%20l%3Aspa%20y%3A

Bermúdez Moreno, J. et al. (2011). *Psicología de la personalidad.* Universidad Nacional de Educación a Distancia.

https://cataleg.uab.cat/iii/encore/record/C__Rb1995866__S%28psicologia%29%20f%3Az%20l%3Aspa%20y%3A

Lafuente Niño, E., Loredo Narciandi, J.C., Castro Tejerina, C., & Pizarroso López, N. (2017). *Historia de la psicología*. Universidad Nacional de Educación a Distancia.

https://cataleg.uab.cat/iii/encore/record/C__Rb2000591__S%28psicologia%29%20f%3Az%20l%3Aspa%20y%3A

Pellón Suárez de Puga, R. et al. (2015). *Psicología del aprendizaje*. Universidad Nacional de Educación a Distancia.

https://cataleg.uab.cat/iii/encore/record/C__Rb1997520__S%28psicologia%29%20f%3Az%20l%3Aspa%20y%3A

Fontes de Gracia, S. et al. (2015). *Fundamentos de investigación en psicología.* Universidad Nacional de Educación a Distancia.

https://cataleg.uab.cat/iii/encore/record/C__Rb1997718__S%28psicologia%29%20f%3Az%20l%3Aspa%20y%3A

Software

- Power Point

- Word

Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	51	Catalan	first semester	afternoon
(TE) Theory	51	Catalan	first semester	afternoon