

ATENEDE DE MANILA UNIVERSITY
 Loyola Schools
 Generic Course Syllabus for 2nd Semester, School Year 2012-2013

Department	Psychology	School	Social Sciences
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Course No.	PSY 101
Course Title	General Psychology
No. of Units	3

Course Description:

PSY 101 (General Psychology) aims to provide YOU, the student, with a general overview of the field of psychology. Various approaches and theories of human behavior will be introduced to help you develop a better understanding and appreciation of people. You will explore scientific methods and skills, which you can use to formulate solutions to everyday human problems. More importantly, this course aims to facilitate your personal development or growth through enrichment activities and peer interaction.

Course Objectives:

1. *To gain a general overview of the field of psychology*
 - A. *Know the basic concepts and theories of psychology*
 - B. *Apply psychological concepts and theories in the Philippine setting*
2. *To experience the scientific way of understanding human behavior and mental processes*
 - A. *Gain intellectual curiosity about human behavior and thinking*
 - B. *See the self and society in a more scientific and empirical way*
 - C. *Be aware of the use of psychology in dealing with everyday human experiences*
3. *To develop personal awareness and growth*
 - A. *Develop the ability to reflect on personal experiences*
 - B. *Understand and accept one's self and others*
 - C. *Use psychology to facilitate individual and social change*

Course Outline:

Chapter	01 - Introducing the Science of Psychology
Chapter	02 - The Biological Perspective
Chapter	11 - Stress and Health *(not included in the Final Exam)
Chapter	08 - Psychological Development Across the Life Span
Chapter	13 - Theories of Personality
Chapter	05 - Psychology and Learning
Chapter	06 - Psychology and Memory
Chapter	12 - Social Psychology
Chapter	14 - Dealing with Psychological Disorders *(not included in the Final Exam)

References:

Main Reference:

Ciccarelli, S.K., & White, J.N.,(2009). *Psychology* (2nd ed.). New Jersey: Pearson Education, Inc.

Supplementary Reference:

Teh, L.A., & Macapagal, M.E. (Eds.). (2007). *General Psychology for Filipino College Students*. Quezon City: Ateneo de Manila University Press

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Department	Psychology	School	Social Sciences
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Course No.	PSY 103
Course Title	Developmental Psychology
No. of Units	3

Course Description and Objectives:

The main objective of this course is to help you understand the nature of psychological development from conception to late adulthood. To reach this objective, our class lectures, discussions, and activities will:

- ❖ *Focus on the major theories, research findings, and issues on the different aspects of development (physical, cognitive, social, emotional, moral) of infants, children, adolescents, and adults;*
- ❖ *Emphasize the principal factors that shape development, particularly biological and environmental influences and their interplay; and*
- ❖ *Address variations in development, especially those brought about by differences in family-class, and culture.*

A second objective is for you to apply developmental concepts in the Philippine setting and in your own life. To attain this goal, class activities and assignments will emphasize personal and local applications and the use of critical and creative thinking.

Course Outline:

- ❖ *Introduction to Human Development*
- ❖ *Biological Beginnings (Prenatal Development)*
- ❖ *The Newborn*
- ❖ *Infancy: Motor and Brain Development*
- ❖ *Infancy: Cognitive Development*
- ❖ *Infancy: Social and Emotional Development*
- ❖ *Childhood: Cognitive Development*
- ❖ *Childhood: Social and Emotional Development*
- ❖ *The Social Context of Infancy and Childhood*
- ❖ *Adolescence: Biological transition*
- ❖ *Adolescence: Cognitive transition*
- ❖ *Adolescence: Social and Emotional transitions*
- ❖ *Young Adulthood*
- ❖ *Middle and Late Adulthood*

References:

Course Textbook:

Papalia, D., Olds, S., & Feldman, R. (2007). *Human Development (10th ed.)*. NY: McGraw-Hill.

There will also be additional assigned readings for every topic that will be covered in the course.

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Department	Psychology	School	Social Sciences
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Course No.	PSY 104
Course Title	Personality
No. of Units	3

Course Description:

The course is a study of the major theories of personality current in the field. The emphasis will be on attaining a deeper understanding of the basic concepts and principles provided by the different theoretical perspectives to the study of personality. Each approach is evaluated in relation to the standard scientific criteria with an analysis of the strengths and limitations inherent in a particular viewpoint. Included in the course are activities intended to enhance the integration of lessons with knowledge about the self, others, and of various areas of psychology.

Course Objectives:

- Students who take the course will be enriched with:*
- *A working knowledge of the major scientific paradigms and the methods used by the personality psychologists to understand people;*
 - *An increased ability to make sense of their own lives and their relationships with others in more objective and realistic ways;*
 - *Improved interpersonal skills to be able to establish more meaningful and satisfying relationships; and*
 - *A stimulating thirst to explore more about personality to promote growth and or healing.*

Course Outline:

Introduction
 Chapter 1
 Chapter 2 - Freud
 Chapter 4 - Jung
 Chapter 7 - Fromm
 Chapter 9 - Erikson
 Chapter 10- Maslow
 Chapter 11- Rogers
 Chapter 14- Eysenck, Costa and Mc Crae
 Chapter 15- Skinner & Pavlov
 Chapter 16- Bandura
 New Perspective - Wayne Dyer
 Chapter 18- Kelly

References:

(PRIMARY) Feist & Feist (2010). *Theories of Personality*, 7th ed. McGraw Hill, USA.

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Department	Psychology	School	Social Sciences
Course No.	PSY 105.1 and PSY 105.2		
Course Title	Experimental Psychology (Lecture) and (Laboratory)		
No. of Units	3 and 2		

Course Description:

This course introduces the concepts, principles, procedures and issues of the experimental method of studying human behavior and mental processes. Specifically, the course aims to equip the student with the knowledge and skills to be able to design and conduct experiments, write a scholarly research report, as well as critically evaluate existing and future research. It is hoped that the student will develop a more scientific approach in understanding and addressing human problems.

Course Objectives:

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

- 1. Describe the basic principles of psychological research, particularly experimental research, clearly and within the context of concrete psychological examples;*
- 2. Design and carry out a methodologically sound experiment, analyze and interpret the results accurately, and write a scholarly research report using the APA format;*
- 3. Evaluate the strengths and weaknesses of the experimental method;*
- 4. Behave towards research participants responsibly; and*
- 5. Appreciate the nature and practice of psychological research and scientific thinking, and apply this in your daily life.*

Course Outline:

- I. Introduction
 - A. Psychology as a Science
 - B. Psychological Experimentation and the Scientific Method
 - C. Ethics of Research
- II. Alternatives to the Experimental approach
 - A. Non-experimental Designs
 - B. Surveys and Sampling
 - C. Correlational and Quasi-Experimental Designs
- III. Experimental Method
 - A. The Research Problem
 - B. The Experimental Hypothesis
 - C. The Basics of Experimentation
 1. Independent and Dependent Variables
 2. Operational Definitions

- 3. Reliability and Validity
- 4. Extraneous Variables and EV Control
- IV. Basic Experimental Designs and Statistical Analysis
 - A. Two Independent Groups Design
 - B. Two Matched Groups Design
 - C. Multiple Group Design
 - D. Factorial Design
 - E. With-Subjects/Repeated Measures Design
- V. Writing the Research Report

References:

Myers, A., & Hansen, C. (2012). *Experimental psychology (7th ed.)*. Wadsworth Cengage Learning.

American Psychological Association (2010). *Publication manual (6th ed.)*. Washington, DC: Author.

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Department	Psychology	School	Social Sciences
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Course No.	PSY 108
Course Title	Social Psychology
No. of Units	3

Course Description:

Social Psychology is the scientific study of human social behavior: how and why we think, feel, behave, and relate to one another in social situations. This course is designed to introduce the student to the basic theories, concepts, empirical findings, and methods used by social psychologists in studying and understanding social behavior. It also aims to give the students the necessary knowledge and skills to view current important social events in our country from a social psychological perspective.

Course Objectives:

The course aims for students to:

- 1. Appreciate the importance and usefulness of learning social psychology, especially given the fact that much of human behavior is social behavior;*
- 2. Understand and be able to discuss the theories, concepts, and research findings covered in the course; and*
- 3. Apply social psychology to social behavior and social phenomena in the Philippine setting and to daily life.*

Course Outline:

- I. Introducing Social Psychology
- II. Social Self
- III. Social Beliefs and Judgments
- IV. Behaviors and Attitudes
- V. Conformity and Obedience
- VI. Persuasion
- VII. Group Influence
- VIII. Aggression: Hurting Others
- IX. Attraction and Intimacy: Liking and Loving Others
- X. Helping
- XI. Conflict and Peacemaking
- Integration/Culminating Activity

Reference:

Myers. D., (2002). *Social psychology (10th ed.)*. USA: McGraw Hill, Inc.

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Department	Psychology	School	Social Sciences
Course No.	PSY 109.1 (Lec) and 109.2 (Lab)		
Course Title	Psychological Testing (Lecture and Laboratory)		
No. of Units	3 and 2		

Course Description:

This course is an orientation to the rudiments of psychological testing. The basic principles, methods, current trends, issues, and ethics of psychological testing are tackled. The course involves a review of the basic psychometric principles that apply to all types of psychological tests, including item analysis, reliability and validity. Students will also gain actual exposure in administering, scoring, interpreting and evaluating various cognitive and personality tests that are typically used in assessment batteries across the different applied fields of psychology in the Philippine setting.

Course Objectives:

To acquaint the student with the historical growth of the field of psychological testing, appreciate its contribution to the understanding of human behavior, and imbibe a critical and creative attitude towards a more scientific development of the psychological testing movement.

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

- 1. Discuss the rationale and principles of psychological testing;*
- 2. Define the practical use and necessary limitations of the use of psychological tests;*
- 3. Score and interpret commonly used group administered psychological tests, which include some-locally developed Filipino tests;*
- 4. Participate in the development of a psychological test; and*
- 5. Write a psychological report about a classmate using information gathered from an interview and results from psychological tests studied in class.*

Course Outline:

- I. Introduction
 - A. Basic concepts
 - B. Historical perspective
- II. Basic Skills in Psychological Assessment
 - A. The Interviewing Techniques
 - B. Test Administration
 - C. Behavioral Observations
- III. Writing Test Items
- IV. Statistics in Psychological Testing
 - A. Norms and Basic Statistics for Testing
 - B. Correlation and Regression

- C. Reliability
- D. Validity
- V. Evaluating Test Items
- VI. Cognitive Assessment
 - A. Theories of Intelligence
 - B. Individual Intelligence Tests
 - 1. The Binet Scale
 - 2. The Weschler Intelligence Scales
 - C. Group Ability Tests
 - 1. Intelligence
 - 2. Achievement
 - 3. Aptitude
- VII. Personality Assessment
 - A. Projective Personality Tests
 - B. Applications in Clinical and Counseling Settings
 - C. Testing in Industrial and Business Settings
- VIII. Test Bias
- IX. Ethics and the Future of Psychological Testing

References:

- Cohen, R.J., & Swerdlik, M.E. (). *Psychological testing and measurement: An introduction to tests and measurements. (ed)*. New York: McGraw –Hill Companies Inc.
- Groth-Marnat, G. (1997). *Handbook of psychological assessment, (3rd ed.)*. New York: Johan Wiley & Sons, Inc.
- Kaplan, R.M., & Saccuzzo, D.P. (2011). *Psychological testing: Principles, applications, and issues (7th ed.)*. Singapore: Cengage Learning Asia Pte. Ltd.

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Department	Psychology	School	Social Sciences
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Course No.	PSY 110
Course Title	Industrial Psychology with Group Dynamics
No. of Units	3

Course Description:

The course will introduce Industrial Organizational Psychology, (also known as Work Psychology; Occupational Psychology) the major applied branch of the Psychology field, which is concerned with people's attitudes, behavior, cognitions, emotions and personality in the workplace. It will present psychological principles and research methods utilized by psychologists to improve the effectiveness and fairness of human resource management decisions, It will try to understand how focusing on human behavior and scientific structuring of organizations and work, result in greater productivity and better quality of life in organizations.

Course Objectives:

At the end of the course, the student is expected to be able to:

- 1. Discuss and explain the major concepts in Industrial/Organizational Psychology;*
- 2. Explain how psychological theories can be applied to the world of work;*
- 3. Discuss the key current issues facing organizations and Industrial psychologists;*
- 4. Describe the role of the HR practitioner in the work setting;*
- 5. Gain an appreciation and understanding of group dynamics in work setting.*

Course Outline:

- Setting up the Learning Environment
- Why We Study IO Psychology?
- Groups in Organizations
- Filipino Model of Team Effectiveness
- Communication in the Workplace
- Process Observation and Analysis
- Meaning of Work
- Motivation
- Overview of Strategic Human Resource Management
- Job Analysis, Job Description and Competencies
- Recruitment and Selection
- Training and Development
- Training the Airline Professionals
- Performance Management
- Job Satisfaction and Positive Employee Behaviors
- Worker Stress
- Leadership and Organization Culture

- Reporting of Experiential Learning and Integration

References:

Main Reference:

Riggio, Ronald E. (2009). *Introduction to Industrial/Organizational Psychology (5th ed)*. Prentice Hall: New Jersey

Additional References:

Hechanova, Ma. Regina M. & Franco, Edna P. (2005). *The Way We Work: Research changing world: Research and best practices*. Ateneo de Manila University Press: Quezon City

Ortigas, Carmela O. (1990). *Group Process and the Inductive Method*. Ateneo de Manila University Press: Quezon City

Philippine Journal of Psychology (Special I-O Edition) 2005, Vol. 38

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Department	Psychology	School	Social Sciences
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Course No.	PSY 114
Course Title	Research in Psychology II
No. of Units	3

Course Description:

This course aims to immerse the student in the theoretical and methodological bases of scientific research. Specifically, the course aims to equip the student with the skills and knowledge to design and conduct psychological research, write a high-quality and scholarly research report, and evaluate empirical research in the field. The student will go through the actual research process. Finally, it is hoped that the student will gain a more scientific attitude in solving relevant human problems.

Course Objectives:

By the end of the course, the student is expected to:(a) describe the basic principles, processes, and issues of psychological research;(b) design and carry out a psychological study, analyze and interpret the results, and write a high-quality and scholarly research report using the APA format;(c) evaluate the soundness and significance of empirical research;(d) behave towards research participants in a responsible and ethical manner; and,(e) appreciate the nature and practice of psychological research and scientific thinking, and to apply this to their life and to solving human problems.

Course Outline:

- Field Work & Consultations
- Submission of Draft of Results
- Submission of Draft of Discussion
- Submission of Draft of Thesis
- Oral Presentations
- Poster Presentations
- Seniors' Research Conference and Awarding Ceremonies
- Submission of Final Bound Thesis

References:

- Guidelines for Theses and Dissertations, Psychology Department, Ateneo de Manila University.
- American Psychological Association (2001). *Publication Manual of the American Psychological Association (5th ed.)*. Washington, DC: Author.
- Hershey, D.A., Jacobs-Lawson, J.M., & Wilson, T.L. (2006). Research as a script. In F.T.L. Leong & J.T. Austin (Eds.), *The Psychology Research handbook (2nd ed.)* (pp. 3-22). Thousand Oaks, CA: Sage.
- Frankfort-Nachmias, C. & Nachmias, D. (1996). Conceptual foundations of research. *In Research Methods in the Social Sciences* (pp. 25-49). London: St Martin's Press.
- Creswell, J.W. (2003). A framework for design. In *Research Design: Qualitative, Quantitative, and Mixed Method Approaches (2nd ed.)* (pp. 3-26). Thousand Oaks, CA: Sage.
- Frankfort-Nachmias, C. & Nachmias, D. (1996). Questionnaire Construction. *In Research Methods in the Social Sciences* (pp. 249-278). London: St Martin's Press.
- Goddard, R.D. III & Villanova, P. (2006). Designing surveys and questionnaires for research. In F.T.L. Leong & J.T. Austin (eds.). *The Psychology Research handbook (2nd ed.)* (pp. 114-124). Thousand Oaks, CA: Sage
- Wilkinson, D. & Birmingham, P. (2003). Interviews. *In Using Research Instruments: A Guide for Researchers* (pp. 43-65). London: Routledge.
- Millward, L. (1995). Focus groups. In G.M. Breakwell, S. Hammond, & C. Fife-Schaw (Eds.), *Research Methods in Psychology* (pp. 274-291). London: Sage.
- Wilkinson, S.(2004). Focus groups. In J.A. Smith (Ed.), *Qualitative Psychology: A Practical Guide to Research Methods* (pp. 184-204). London: Sage.

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Department	Psychology	School	Social Sciences
Course No.	PSY 115 A/PSY 115.11		
Course Title	Current Issues in Psychology: Positive Psychology		
No. of Units	3		

Course Description:

The course focuses on the research findings in the major areas of positive psychology especially positive emotional states and processes (happiness, subjective well-being, emotional intelligence); positive cognitive states and processes (self-efficacy, creativity, wisdom, courage, optimism, hope); optimal experiences (“flow”, spirituality); prosocial behavior (empathy, altruism, forgiveness, love); and positive environments (positive work environment, building better communities). It is hoped that the course will lead students to apply what they learn on positive human functioning to their own lives and to their practice and work as psychologists.

Course Objectives:

This course intends to: (a) provide an introduction to the scientific study of topics related to positive aspects of human experience, (b) encourage students to apply what they learn on positive human functioning to their own lives and to their practice and work as psychologists, (c) gain understanding of human virtues and strengths among individuals, and (d) investigate what makes life worth living thereby developing positive emotions, positive characters, and positive relations.

Course Outline:

1. Introduction to Positive Psychology
2. Emotion, Motivation, and the Nature of Well-Being
3. Subjective Well-Being
4. Leisure, Flow, Mindfulness, and Peak Performance
5. Love and Well-Being
6. Positive Health
7. Excellence, Aesthetics, Creativity, and Genius
8. Well-Being Across the Lifespan
9. Optimal Well-Being
10. Religion, Spirituality, and Well-Being
11. Positive Institutions and Cultural Well-Being

References:

Main Reference:

Compton, W. C., & Hoffman, E. (2013). *Positive psychology: The science of happiness and flourishing* (2nd ed.). Belmont, CA: Wadsworth, Cengage Learning.

Supplementary References:

Aspinwall, L.G., & Staudinger, U.M. (2003). *A psychology of human strengths: Fundamental questions and future directions for a positive psychology*. Washington, D.C.: American Psychological Association.

Carr, A. (2004). *Positive psychology: The science of happiness and human strengths*. Hove and New York: Brunner-Routledge.

Compton, W.C. (2005). *Introduction to positive psychology*. U.S.: Thomson Wadsworth.

Csikzentmihalyi, M., Csikzentmihalyi, I.S., Eds. (2006). *A life worth living: Contributions to positive psychology*. Oxford: Oxford University Press.

Hupper, D., Balyis, N. & Keverne, B. (2006). *The science of well-being*. Oxford: Oxford University Press.

Linley, P.A., & Joseph, S. (2004). *Positive psychology in practice*. New Jersey: John Wiley & Sons, Inc.

Peterson, C. (2006). *A primer in positive psychology*. Oxford: Oxford University Press.

Seligman, M. (2008). Positive health. *Applied Psychology: An International Review*, 57, 3-18.

Snyder, C. R., & Lopez, S.J. (2005). *Handbook of positive psychology*. Oxford: Oxford University Press.

Snyder, C.R., & Lopez, S.J. (2007). *Positive psychology: The scientific and practical explorations of human strengths*. London: Sage Publications.

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Department	Psychology	School	Social Sciences
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Course No.	PSY 115 B
Course Title	Current Issues in Psychology – Health Psychology
No. of Units	3

Course Description:

PSY 115 B aims to introduce the basic principles of health psychology and expose them to various theoretical frameworks that have emerged from this new branch of psychology. It is designed to foster greater understanding of the link between body and mind; and how this link is manifested in human illnesses and in the progress or recovery from such illnesses. A review of local and foreign empirical and epidemiological studies will reinforce the new knowledge and understanding of key issues related to this field.

Course Objectives:

By the end of the course, students are expected to:

- 1. Understand and appreciate health psychology as a field of study;*
- 2. Know and become familiar with the various theories explaining health and sick behaviors; relate these theories to their own experience;*
- 3. Identify and appreciate the role of psychology in the prevention, care and support as well as in the healing or recovery of physical diseases and ailments; and*
- 4. Know and appreciate the health patterns and relevant behavioral factors affecting these patterns among young people through empirical research.*

Course Outline:

- Orientation: Course Introductions
- Introduction to Health Psychology
- Seeking Health Care
- Adhering to Medical Advice
- Defining and Measuring Stress
- Understanding Stress and Diseases
- Planning Field Research
- Understanding Pain
- Coping with Stress and Pain
- Planning of Field Research
- Behavioral Factors in Cancer
- Living with Chronic Illness
- Using Alcohol and Other Drugs

- Implementation of Research Plan and Consultations
- Analysis of Field Research Data; Oral Presentation
- Submission of Research Report

References:

Textbook:

Brannon, L., & Feist, J. (2004). *Health psychology: An introduction to behavior and health* (5th ed.). Belmont, CA: Wadsworth.

Other References:

Moyers, B. (1993). *Healing and the mind*. New York: Doubleday.

Sanderson, C. (2004). *Health psychology*. New Jersey: Wiley

Taylor, S.E. (1999). *Health psychology* (4th ed.). Singapore: MacGraw-Hill.

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Department	Psychology	School	Social Sciences
Course No.	PSY 115 C/ PSY 115.2		
Course Title	Current Issues in Psychology: Counseling Principles and Techniques		
No. of Units	3		

Course Description:

This course offers an overview of the essential knowledge, skills, and attitudinal orientation required for the practice of counseling. The stages of basic counseling will be introduced, and will include lectures and discussions on the theoretical basis behind each stage, together with the training and skills formation of the counseling steps. Various specialized therapeutic interventions will also be explored. Essentially, the course provides a solid understanding of the counseling process and hands-on training for basic counseling skills.

Course Objectives:

The students of the course will be empowered to:

- ◆ *Have a working knowledge of the basic concepts, principles, and processes of counseling*
- ◆ *Meaningfully integrate learned theories with the counseling strategies and skills*
- ◆ *Become aware of one's strengths and limitations as a counselor*
- ◆ *Grow in terms of the qualities of empathy, respect, compassion, sensitivity, and care*

Course Outline:

- I. Overview
 - A. Introduction
 - B. Counseling Framework
 - C. Characteristics of an Effective Helper
- II. Phase I – The Facilitation Phase
 - A. Goal and Rationale
 - B. Empathy, Respect, and Care
 - C. Non-Verbal Communication
 - D. Verbal Communication

III. Ineffective Styles of Counseling

IV. Phase II – Transition

A. Goal and Rationale

B. Concreteness, Genuineness, and Self-Disclosure

V. Phase III – Commitment to Action

A. Effective Problem-solving

References:

Gazda, G.M., Asbury, F. R., Balzer, F.J., Childers, W.C., & Walters, R.P. (1991). *Human Relations Development: A Manual for Educators* (4th Ed). MA: Allyn& Bacon.

Hill, C.E. (2004). *Helping Skills: Facilitating Exploration, Insight, and Action* (2nd ed.). Washington, D.C.: APA.

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Department	Psychology	School	Social Sciences
Course No.	PSY 115 D/ PSY 115.6		
Course Title	Current Issues in Psychology: Gender and Sexuality		
No. of Units	3		

Course Description:

This course tackles the psychological conceptions of gender and how it manifests itself in intimate human relationships and sexuality. It delves into the meanings of gender and how gender affects intimate relations (communication, division of labor, relational power), sexual attitudes, and sexual behaviors. It will look into how relationships become gendered by exploring current psychological theories that explain gender differences. It will also probe into the diversity of human relationships by examining heterosexual, gay, lesbian, bisexual, and transgender lives.

Course Objectives:

1. *To develop greater awareness of the real, constructed, and assumed meanings of gender and its influence on intimate and sexual relations*
2. *To present the diversity of intimate human relating in terms of sexual orientation and discover the oftentimes invisible lives of gay, lesbian, bisexual, and transgendered people*
3. *To inspire critical thinking and re-thinking of present psychological conceptions of gender and sexuality and to elicit original ideas as to how we can model the reality of genders and sexualities accurately and humanely*
4. *To be an opportunity for personal reflection and rumination on how our own beliefs on gender and sexuality impact our intimate relationships and our attitudes toward people of diverse sexualities*
5. *To arouse, stimulate, and excite our minds and bodies by acknowledging our own gender and sexuality and opening ourselves to the possibilities of intimate relating*

Course Outline and References:

Conceptualizing Sex/Gender

Fausto-Sterling, A. (2001). The five sexes, revisited. *Sciences*, July 2000.

Golden, C. (2002). The intersexed and the transgendered: Rethinking sex/gender. In J. C. Chrisler, C. Holden, & P.D. Rozee (Eds.), *Lectures on the psychology of women* (2nd ed., pp. 81-95). Boston: McGraw-Hill Higher Education.

The Significance of a Psychology of Gender

Bem, S.L. (2000). Transforming the debate on sexual inequality: From biological difference to institutionalized androcentrism. In J.C. Chrisler, C. Holden, & P. D. Rozee (Eds.), *Lectures on the psychology of women*, (2nd ed., pp. 2-15). Boston:

McGraw-Hill Higher Education.

Berscheid, E. (1993). Foreword. In A.E. Beall & R.J. Sternberg (Eds.), *The psychology of gender* (pp. vii-xvii). NY: Guilford Press.

Porio, E. (2010). Gender power and social change in the Philippine rural communities. In by M. Vilches & R. Bolipata-Santos (Eds.), *Prowess and grace: A festcrift for Edna Zapanta Manlapaz* (pp. 31-39). Quezon City: Ateneo de Manila University Press.

Theorizing about Gender

Brannon, L. (2010). *Gender: Psychological perspectives* (6th ed.). Needham Heights, MA: Allyn and Bacon.

Banaji, M.R. (1993). The psychology of gender: A perspective on perspectives. In A.E. Beall & R.J. Sternberg (Eds.), *The psychology of gender* (pp. 251-573). NY: Guilford Press.

Gender & Intimate Relationships

Brown, N.M., & Amatea, E.S. (2000). Influences of gender on intimate relating. In *Love and intimate relationships: Journeys of the heart* (pp. 205-239). PA: Brunner/Mazel.

Gender & Sexuality

Lips, H.M. (2008). *Sex and gender: An introduction* (6th ed.). Boston: McGraw-Hill.

Oliver, M.B., & Hyde, J. S. (2001). Gender differences in sexuality: A meta-analysis. In R.F. Baumeister (Ed.), *Social psychology and human sexuality* (pp. 29-43). PA: Psychology Press.

Baumeister, R.F. (2001). Social psychology, social exchanges, and sexuality. In R.F. Baumeister (Ed.), *Social psychology and human sexuality* (pp. 1-24). PA: Psychology Press.

Diverse Sexualities

Ofreneo, M.A., & de Vela, T.C. (2010). Spheres of lesbian, gay, bisexual, and transgender struggles: A comparative feminist analysis, *Gender, Technology, and Development*, 14(2), 197-215.

Ofreneo, M.A., & Montiel, C.J. (2010). Positioning theory as a discursive approach to understanding same-sex intimate violence. *Asian Journal of Social Psychology*.

Rutter, V. & Schwartz, P. (1996). Same-sex couples: Courtship, commitment, context. In A.E. Auhagen & M. von Salisch (Eds.), *The diversity of human relationships* (pp. 197-226). NY: St. Martin's Press.

Love & Sex in the Philippines

Medina, B.T.G. (2001). Love and sex. In *The Filipino family* (2nd ed., p. 116-137). Quezon City: University of the Philippines Press.

Medina, B.T.G. (2001). Husband and wife roles. In *The Filipino family* (2nd ed., pp. 136-160). Quezon City: University of the Philippines Press.

ATENEIO DE MANILA UNIVERSITY
 Loyola Schools
 Generic Course Syllabus for 2nd Semester, School Year 2012-2013

Department	Psychology	School	Social Sciences
Course No.	PSY 115 E		
Course Title	Current Issues in Psychology: Cognitive Neuropsychology		
No. of Units	3		

Course Description:

Cognitive neuropsychology - a branch of cognitive psychology-seeks to understand human cognition, typically through single case studies of adults with acquired brain damage and the cognitive deficits they exhibit (Caramazza & Coltheart, 2006). The course begins with an introduction to the field's unique methods and assumptions, and will cover disorders of memory, object naming and recognition, face processing, reading, and spelling. Through the study of these conditions, one may draw inferences about the way people store memories, process language, and perceive the world around them. As such, the end goal is not to study the disorders per se, but to interpret these phenomena in terms of models of normal cognitive processing.

Course Objectives:

By the end of the course, students are expected to demonstrate adequate understanding of major concepts and methods behind cognitive neuropsychology, to apply these in evaluating case studies under existing cognitive frameworks, and to develop an interest in the current frontiers of psychological research in neurosciences.

Course Outline and References:

Lecture 1: Introduction to Cognitive Neuropsychology
 Lecture 2: History, methods, and assumptions of Cognitive Neuropsychology
 Caramazza, A., & Coltheart, M. (2006). Cognitive Neuropsychology twenty years on. *Cognitive Neuropsychology*, 23(1), 3-12.
 Lecture 3: Memory and Amnesia
 Sacks, O. (2007). *The Abyss: A Neurologist's Notebook*. *The New Yorker*, 83(28), 100-112.
 Lecture 4: Object Recognition and Agnosia
 Ellis & Young (1996), Chapter 2
 Lecture 5: Visual and Spatial Attention/Statistics for Single Case Studies
 Ellis & Young (1996), Chapter 3
 Lecture 6: Face Processing and Prosopagnosia
 Ellis & Young (1996), Chapter 4
 Lecture 7: Object Naming and Anomia
 Ellis & Young (1996), Chapter 5
 Lecture 8: Reading and Dyslexia
 Barry, C. (1989). Acquired disorders of reading and spelling: A cognitive neuro

psychological perspective. In C. Code (Ed.), *The Characteristics of Aphasia* (pp. 178-199). London: Taylor & Francis.

Lecture 9: Spelling and Dysgraphia

Lecture 10: Literacy Development and Developmental Dyslexia/Integration

Castles, A., & Coltheart, M. (1993). Varieties of developmental dyslexia. *Cognition*, 47, 149-180.

Lecture 11: Methods of Neuroscience (Class Presentations)

Additional References:

Ellis, A.W., & Younger, A.W. 1996). *Human Cognitive Neuropsychology: A Textbook with Readings*. Hove: Psychology Press. (On reserve)

Rapp, B. (2001). *A Handbook of Cognitive Neuropsychology: What Deficits Reveal About the Human Mind/Brain*. Philadelphia: Psychology Press (QP360.5. H357 2001 – General Reference section)

ATENEO DE MANILA UNIVERSITY
 Loyola Schools
 Generic Course Syllabus for 2nd Semester, School Year 2012-2013

Department	Psychology	School	Social Sciences
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Course No.	PSY 119
Course Title	Research Methods
No. of Units	3

Course Description:

This course introduces the students to qualitative and survey research in psychology using the most widely used research methods in the field today. The course covers theory and epistemology behind qualitative and quantitative research, the handling of textual data, including online or internet documents, and visual data, such as photos and videos. Students learn the complete research process: (1) problem conceptualization, (2) sampling design and instrumentation, (3) data collection, (4) data management, (5) data analysis, and (6) writing of results. Advanced qualitative approaches such as interpretative phenomenological analysis and discourse analysis among others will also be discussed.

Course Objectives:

1. *To know the different theories and epistemologies behind qualitative and quantitative research*
2. *To understand and apply the complete research process: (1) problem conceptualization, (2) sampling design and instrumentation, (3) data collection, (4) data management, (5) data analysis, and (6) writing of results*
3. *To design and carry out research involving three data collection methods: (1) the interview, (2) the focus group discussion, and (3) the survey*
4. *To know how to manage qualitative data using transcription and qualitative data analysis software*
5. *To know how to analyze qualitative data using different analytical lens or frameworks*

Course Outline:

- Week 1 - Introduction to the Course
- 2 - Overview of the Research Process
- 3 - Theories and Epistemologies of Qualitative and Quantitative Research
- 4 - Theories and Epistemologies of Qualitative and Quantitative Research
- 5 - The Interview: Conceptualization & Tool Construction
- 6 - Field Research (Data Collection)
- 7 - The interview: Data Management & Data Analysis
- 8 - The Interview: Writing of Results (Written & Oral Report)
- 9 - The FGD: Conceptualization & Tool Construction
- 10 - Field Research (Data Collection)
- 11 - The FGD: Data Management & Data Analysis

Week 12 - The FGD: Writing of Results (Written & Oral Report)
13 - The Survey: Conceptualization & Tool Construction
14 - Field Research (Data Collection)
15 - The Survey: Data Management & Data Analysis
16 - The Survey: Writing of Results (Written & Oral Report)
17 - Interpretative Phenomenological Analysis
18 - Foucauldian Discourse Analysis
19 - Consolidation

References:

Flick, U. (2006). *An introduction to qualitative research* (3rd ed.). London: Sage.

Gravetter, F., & Forzano, L. (2009). *Research methods for the behavioral sciences*. Belmont, Ca: Wadsworth.

Lyons, E., & Coyle, A. (Eds.). (2007). *Analyzing qualitative data in psychology*. London: Sage.

Shaughnessy, J., Zechmeister, E., & Zechmeister, J. (2009). *Research methods in psychology* (8th ed.). McGraw-Hill Higher Education.

Silverman, D. (2005). *Doing qualitative research: A practical handbook* (2nd ed.). London: Sage.

Smith, J. A. (2004). *Qualitative psychology: A practical guide to research methods*. London: Sage.

Willig, C., & Stainton-Rogers, W. (Eds.). (2008). *The SAGE handbook of qualitative research in psychology*. London: Sage.