



UNIVERSIDAD SAN FRANCISCO DE QUITO
SCHOOL: CIENCIAS SOCIALES Y HUMANIDAD.
COURSE: PSI 3114E - Existential Psychology

COURSE DETAILS:

Credits: 3

Prerequisites: Verify prerequisites in Banner academic system.

Co requirements: The course does not have Co requirements

COURSE DESCRIPTION:

This course will focus on meaning and Viktor Frankl's Logotherapy (Meaning-centered Psychotherapy). However, it will also cover broad issues in existential psychology (such as death, freedom, responsibility, and responsibility). Many mental illnesses can be traced to meaninglessness and the most common may be what we call the living dead. These are people who are living good lives by all sociological and economic standards, but they seem more dead than alive. There is something worse than being deprived of life: It is being deprived of life and not knowing it. This course will discuss this kind of death. Finally, this course will use several Logotherapy psychological and personality exams for you to take. Obviously, these are not graded and there are no correct answers. They are intended to help all of you in your search for meaning.

COURSE LEARNING OUTCOMES:

#	Learning Outcomes	Level
1	Analyze and understand the assumptions and practices of Logotherapy.	Medio
2	Understand the most relevant Existentialists and how their ideas contributed to the foundation of Logotherapy.	Medio
3	Understand and apply Logotherapy-related concepts to alleviate unavoidable suffering.	Medio
4	Applying all the concepts of the course, conduct your own search for meaning and document the findings of this search.	Medio

COURSE CONTENTS:

- Introduce the students to the assumptions and practices of Logotherapy.
- Discuss how the realization of death can add meaning to our lives.
- Discuss three important Existentialists and their contribution to Logotherapy.
- Describe the fundamentals or principles of Logotherapy.
- Understand techniques to assist in the search for meaning.
- Understand responsibility and its important psychological difference from responsibility.
- Understand goals, purposes, and missions as a source of meaning.
- Understand and apply processes as a source of meaning.
- Understand the value of love as a source of meaning
- Review key concepts to alleviate suffering in unavoidable suffering situations.



METHODOLOGY FOR THE INTEGRATION OF THEORETICAL AND PRACTICAL CONTENTS:

The teaching methodology used to teach all the course at USFQ follow the liberal arts philosophy: encourage dialogue and enable the learning construction through providing opportunities for ideas exchange among teachers and students. It is expected that all the theoretical content courses explore potential applications to the professional practice and work context where students are anticipated to perform through the integration of diverse activities and simulations that foster the contextualized understanding of concepts using reality and professional practice as frames of reference.

HOURS DESCRIPTION OF APPLIED PRACTICE

If this course has declared applied practice hours (laboratories, exercises, field trips, practicums, etc.); the instructor for the theoretical element is responsible for describing how the applied practices hours will be fulfilled and assessed during the semester.

Students must pass or fail both the theoretical and application practice components simultaneously.

All courses with declared applied practice hours must provide students with a written guide detailing the requirements for fulfilling the application practice component.

COURSE ASSESSMENT:

Each instructor is responsible for creating an evaluation scheme that corresponds to the learning outcomes declared for each course. The assessment scheme should be presented in a clear and direct manner, such as a chart that indicates the assessment categories and the elements included in each category; it must indicate the total weight that each category will have on the final grade. Category weights may vary, but under no circumstance can an individual element weigh more than 25% of the final grade. For example, it is acceptable for a "Homework" category to weigh 30% if it includes three tasks that weight 10% each. However, a "Final Exam" category that weighs 30% and only includes on element would be unacceptable.

Some academic areas or specific courses have pre-established assessment parameters. In these cases, all instructors assigned to these courses must follow the pre-determined scheme.

If this course has declared applied practice hours (laboratories, exercises, field trips, practicums, etc.) the assessment of these hours must be incorporated within the course's general assessment scheme.

#	Category	Description	Percentage of final grade



MAIN BIBLIOGRAPHY:

[The main bibliography must be in library in physical or digital format]

- Frankl, V. (1984). Man's search for meaning?: an introduction to logotherapy (3° ed.). Simon & Schester.

COMPLEMENTARY BIBLIOGRAPHY:

[The complementary bibliography can be digital format]

POLICIES:

All students taking courses at USFQ must follow the ethics of learning, ethics of research and ethics of behavior rules detailed in the [USFQ's Code of Honor and Coexistence](#). All the general policies for the courses offered at USFQ are detailed in the Student's Manual, it can be downloaded in [Manual del Estudiante](#).

This syllabus (Syllabus) was reviewed and approved by the coordination of the academic area or department responsible, so all the parallels that are dictated must be governed by this program. If changes / adjustments to the study program are necessary, you should To the coordination of the academic area or department responsible so that the approved changes / adjustments are reflected in the system of Curricular design.'