PROGRAM OF STUDY

**A. General Background:**

Subject Name : Cognitive Theories. Subject code : STC210.

Subject character : Mandatory. Subject type : Theoretical.

Requirements :Classic theories of Psychology.

Credits : 8. Location in the curriculum : First semester.

Academic hours of classes by academic period : 68.

Academic internships by academic period : 17.

**B.** **Course Intentions**: This is a disciplinary course, at the Baccalaureate level, that is taught in the third semester of the Psychology degree. The course allows students an approximation to cognitive theory, in two main lines: cognitive science and cognitive psychotherapy. On the one hand, the course seeks to understand the epistemology, concepts, principles and fundamental processes of the contemporary cognitive approach, and on the other hand deepen the explanatory theoretical models of affective cognitive functioning that arises from cognitive psychotherapy. Students will analyze theoretical and empirical information on problematic cases and situations that facilitate the understanding and application of cognitive science and cognitive psychotherapy.

**C. Specific and generic profile competencies:** The profile of the psychologist is composed of specific competencies that are organized into five domains: Theoretical Domain, Systemic Integration, Scientific Rigorousness, Diagnostics and Intervention. This course aims to develop the following specific competence of the profile at the Baccalaureate level: Specific competence of the Theoretical Domain Understand the socio-historical, political, philosophical and epistemological foundations of the various theoretical approaches to psychology. \* This program may be subject to change at the beginning of the semester\* 2 high school profile Along with the UDD Psychology student profile, consider the development of generic competencies in eight areas: Efficiency, Public Responsibility, Ethics, Autonomy, Entrepreneurship and Leadership, Global Vision, Communication and Analytical Vision. This course aims to develop the following generic competence: Generic competence Analytical Vision Integrate theoretical and empirical evidence into the understanding of psychosocial phenomena. Perform a critical analysis of your own judgments and arguments (and others), distinguishing the biases present in them.

**D. Competencies, content and learning results of the course:** The profile competencies indicated above, materialize in the following course competencies, content and learning results. Central competence of the course: Understand the fundamentals of cognitive science and the theoretical models of cognitive psychotherapy in order to discuss and argue its contributions to the study of human behavior. Course Competencies Content Learning Results 1. Know the revolution of cognitive science and its assumptions as an interdisciplinari sphere or, for the understanding of human behavior. 1.1.Stages of cognitive science development 1.2.Information processing model and its applications 1.3 Computational model of the mind and its applications. At the specific competence level 1.1 Identifies the assumptions of the cognitive revolution to understand the stages of cognitive science development. 1.2 Learn about the theoretical models of cognitive science to understand human behavior. At the level of generic competence 1.3 Relates different concepts coined in the origins of cognitive science to develop theoretical arguments about human phenomena. \* This program may be subject to change at the beginning of the semester\* 3 Understanding psychological theories from traditional cognitive psychotherapy to explain human behavior behavior 2.1 Behavioral and cognition theories: Neo behavioral and behavior modification applications: Bandura Models cognitive and therapeutic applications: Beck, Ellis, Lazarus. At the specific competence level: 2.1 Identifies the conceptualization, vision and applications of Bandura's neoconductism with respect to behavior modification to differentiate them from other theoretical currents in psychology 2.2 Describes the contributions of Beck, Ellis and Lazarus' cognitive models and therapeutic applications to analyze human behavior. At the level of generic competence: 2.2 It uses the concepts of each theory to describe specific everyday phenomena, expressing them rigorously at the oral and written level. Understand the psychological theories that arise from constructivist cognitive psychotherapy to explain the behavior to human 3.1 Constructivist cognitive models (post rationalist, structural, evolutionary and third generation cognitive behavioral models) and their therapeutic applications: Vittorio Guidano and Giovanni Liotti 3.2 Interpersonal models and their therapeutic applications. Antonio Semerari: metacognition as a clinical construct. At the specific level of competence: 3.1 Distinguishes the conceptual contribution of constructivist cognitive models to differentiate their contributions to the study of human behavior 3.2 Know the concepts of organization of personal meaning, evolutionary vision of knowledge, self in process and disorganization of attachment to analyze specific phenomena. At the generic competence level: 3.1 Differentiates the concepts of cognitive currents and their authors to discuss the scopes and limitations of these models in human understanding.

**E. Suggested teaching and learning strategies:** \* This program can be modified at the beginning of the academic period\* \* This syllabus may be subject to change at the beginning of the semester\* 4 This course, being theoretical, integrates learning experiences oriented to the deep and thoughtful understanding of concepts and theories relevant to the development of course competencies and their learning outcomes at the specific and generic level. - In the chair space, the teacher will present the main concepts of the subject from the prior knowledge of the students, assuming a role of mediator in the construction of knowledge. You can use strategies for student dialogue, discussion, theories comparison, and critical debate, incorporating conceptual aspects into real situation analysis. It will reflect on the contributions, scopes and limitations of the revised theoretical models, in terms of the study and understanding of the human being. Given the expected learning outcomes in this course, it is suggested to incorporate the critical discussion methodology to facilitate the development of informed arguments regarding course-related topics in order to discuss and argue about their contributions to the study of human behavior. - In the help space, students' doubts regarding the central concepts of the course and readings will be clarified, privileging the use of graphic organizers of information such as conceptual maps, comparative tables, analysis schemes, timelines, among others. In addition, inputs will be provided for discussions, monitoring their progress, in order to analyze and discuss the various authors seen in the chair. - The student in his autonomous time, will carry out personal study oriented to the reading of the support texts, search for complementary information, exercises of organization of information, realization of group work and / or application. This work is fundamental to the development of thoughtful processes and an active attitude towards their learning As a resource to support learning, all rooms have an audiovisual projector, speakers and internet access, in addition, all subjects have a space on the i-course platform that has tools to publish material, perform forums, send tasks, wiki, among others. Along with this, teachers can request from the Faculty other teaching materials such as theclera, audiovisual resources, texts, etc.

**F. Evaluation strategies:** The evaluation strategies of this course, allow to account for the achievement of competencies and learning outcomes at the generic and specific level. To do this, it promotes the use of authentic assessments that favor a close relationship between learning experiences and the situations that students will face in the \* This program can be modified at the beginning of the academic period\* \* This syllabus may be subject to change at the beginning of the semester\* 5 fields of real application, as well as permanent and timely feedback on student performances. Accordingly, the evaluative instances will be as follows: Partial evaluations: 70% of the final grade of the course. - 2 Cumulative competitions: 30% each. - Reading controls and/or aid exercises: 20% - Critical debate: 20% Examination: 30% of the final grade of the course (written modality suggested) \*The change in evaluation weights should be authorized by the Faculty prior to the completion of the course.

**G. Course Rules**: The course regulations will be related to the provisions of the University in the student's regulations and internal policies (student instruction) of the Faculty of Psychology. Attendance at classes and attendance will be established in the student's instruction, according to standards established by the career. The minimum grade of approval of the course is 4.0, there is no exempt for examination and this must be approved with a minimum grade of 3.0. According to the undergraduate student's academic regulations, any lack of honesty may be sanctioned according to its severity, from verbal warning to expulsion from the University. Notwithstanding the foregoing, with regard to plagiarism or copying in evaluations, penalties can range from note 1.0 in the evaluation, to the disapproach of the subject with note 1.0. The student is expected to attend his academic activities on time, maintain an attitude of active participation and to live up to the responsibility expected of the professional role to which they aspire.

**H. Bibliography:** Bandura, A. (1999). Self-Effectiveness: how we deal with the changes of today's society. Bilbao: Desclée de Brouwer. Beck, A. (1996). Beyond Belief: A theory of modes, personality, and psychopathology. In Salkovskis, P. (Ed.), Frontiers of cognitive therapy. New York: Guilford Press. Gardner, H. (1988). The new science of the mind. History of the cognitive revolution. Barcelona: Paidós. Semerari, A. (2002). History, theories and techniques of cognitive psychotherapy. Barcelona: Paidós. \* This program may be subject to change at the beginning of the semester\* 6 I. Bandura Supplementary Bibliography, A. (1987). Thought and action: social foundations. Barcelona: Martínez Roca. Beck, A. (2000). Cognitive Therapy of Drug Addicts. Barcelona: Paidós. Beck, A. (1999). Cognitive aspects of personality disorders and their relation to syndromal disorders: A psychoevolutionary approach. In Cloninger, R. (Ed.), Personality and psychopathology. Washington: American Psychiatric Press. Beck, A.; Freeman, A., Davis, D. and others. (1995). Cognitive therapy of personality disorders. Barcelona: Paidós. Beck, A., Rush, A., Shaw, B., & Emery, G. (1984). Cognitive depression therapy. Bilbao: Desclée de Brouwer. Bruner, J. (1997). Education, gate of culture. Madrid: Viewer. Bruner, J. (2003). The history factory: law, literature, life. Mexico: Economic Culture Fund. Eich, E., Kihlstron, J., Bower, G., Forgas, J., & Niedenthal, P. (2000). Cognition and Emotion. Oxford: University Press. Echeverría, R. (1993). Minerva's owl. Santiago: Dolmen Editions. Ellis, A. (1994). Reason and Emotion In Psychotherapy, Revised and Updated. Secaucus, NJ: Carol Publishing Group. Guidano, V., & Liotti, G. (2006). Cognitive processes and emotional disorders. Santiago: Four Winds. Guidano, V., & Quiñones, A. (2001). The post-sectionalist cognitive model. Towards a theoretical and clinical reconceptonalization. Bilbao: Desclée de Brouwer. Lamberg, M., & Bergin, A. (2004). Handbook of psychotherapy and behaviour change (5th Edition). New York: Wiley. Mahoney, M. (2005). Constructive Psychotherapy: A Guide Practice. Barcelona: Paidós. Mahoney, M. (Ed.) (1995). Cognitive and constructivist psychotherapies. Theory, research and practice. Bilbao: Desclée de Brouwer. Martin, G., & Pear, J. (1999). Behavior modification. Madrid: Prentice Hall. Mehler, J., & Dupoux, E. (1992). To be born knowing. Introduction to man's cognitive development. Madrid: Alliance. Miro, M. (1994). Epistemology and psychology. Valencia: Editorial Promolibro. Quiñones, A.T. (2000). Organization of personal meaning: a global hermeneutic structure. Journal of Psychotherapy, 41, 11-33. Lazarus, R. & Lazarus, B. (2000). Passion and reason. Barcelona: Paidós Ibérica. Perris, C., & Mcgorry, P. (Eds). (1998). Cognitive psychotherapy of psychotic and personality disorders, Handbook of theory and practice. Chichester: John Wiley. Semerari, A. (2002). History, theories and techniques of cognitive psychotherapy. Barcelona: Paidós. \* This program may be subject to change at the beginning of the semester\* 7 Roses, R., Boeto, C. & Jordan, V. (1999). Introduction to the psychology of intelligence. Santiago: UC Editions.