

Course Outline: “2103 - Introduction to Psychology”

1. General information

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| FACULTY/SCHOOL | Physical Education, Sport Science & Nutrition | | |
| DEPARTMENT | Nutrition & Dietetics | | |
| LEVEL OF STUDY | Undergraduate | | |
| COURSE UNIT CODE | 2103 | SEMESTER | 2nd |
| COURSE TITLE | Introduction to Psychology | | |
| INDEPENDENT TEACHING ACTIVITIES | | WEEKLY TEACHING HOURS | CREDITS |
| in case credits are awarded for separate components/parts of the course, e.g. in lectures, laboratory exercises, etc. If credits are awarded for the entire course, give the weekly teaching hours and the total credits | | | |
| | Lectures | 2 | |
| | Tutoring | 1 | |
| <i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail under section 4</i> | | 3 | 4 |
| COURSE TYPE <i>Background knowledge, Scientific expertise, General Knowledge, Skills Development</i> | Background knowledge General Knowledge | | |
| PREREQUISITE COURSES | None | | |
| LANGUAGE OF INSTRUCTION | Greek | | |
| LANGUAGE OF EXAMINATION/ASSESSMENT | Greek | | |
| THE COURSE IS OFFERED TO ERASMUS STUDENTS | Yes in English | | |
| COURSE WEBSITE (URL) | https://eclass.uth.gr/courses/DND_U_227/ | | |

2. LEARNING OUTCOMES

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| <p>Learning Outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate (certain) level, which students will acquire upon successful completion of the course, are described in detail. It is necessary to consult: Συμβουλευτείτε το</i></p> <p>APPENDIX A</p> <ul style="list-style-type: none"> <i>Description of the level of learning outcomes for each level of study, in accordance with the European Higher Education Qualifications' Framework.</i> <i>Descriptive indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and</i> <p>APPENDIX B</p> <ul style="list-style-type: none"> <i>Guidelines for writing Learning Outcomes</i> <p>The course is an introduction to the basic principles and methods of Psychology. It aims to introduce students to the major subjects of psychological research. In particular, a brief historical review and the main schools of thought in Psychology are critically presented. The main research methods used by psychologists and ethical issues are discussed. The course also includes an introduction to cognitive functions (perception, attention, memory, language, thinking, intelligence), emotions, and psychological disorders.</p> <p>Learning outcomes</p> <p>Upon successful completion of the course, students are expected to:</p> <ul style="list-style-type: none"> • have an understanding of the main principles of Psychology and be able to apply them in everyday life • are able to compare and critically evaluate main psychological theories • have become familiar with the main methods used in Psychology. • be able to identify the factors that influence and shape human behavior • know ethical principles that guide psychological research <p>General Competences</p> |
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Taking into consideration the general competences that students/graduates must acquire (as those are described in the Diploma Supplement and are mentioned below), at which of the following does the course attendance aim?

Search for, analysis and synthesis of data and information by the use of appropriate technologies, Adapting to new situations Decision-making Individual/Independent work Group/Team work Working in an international environment Working in an interdisciplinary environment Introduction of innovative research

Project planning and management Respect for diversity and multiculturalism Environmental awareness Social, professional and ethical responsibility and sensitivity to gender issues Critical thinking Development of free, creative and inductive thinking (Other.....citizenship, spiritual freedom, social awareness, altruism etc.)

Individual/Independent work
 Working in an international environment
 Adapting to new situations

3. COURSE CONTENT

1. **History of Psychology.** Main schools of thought
2. **Fields of Psychology.** Ethical issues.
3. **Methods..**
4. **Learning.** Behavioral and cognitive learning theories
5. **Introduction to cognitive functions.** Information-processing model.
6. **Perception.** Sensation vs Perception. Attention.
7. **Memory.** Short-term vs Long-term Memory. Coding – Storing – Retrieving. Forgetting and memory failure. Mnemonic strategies.
8. **Thinking.** Cognition and problem-solving strategies
9. **Language.** Theories of language acquisition and development. Language and thinking.
10. **Emotions.** Main theories. Emotions and cognition. Emotional expression and communication.
11. **Intelligence.** Measurement. Modern theories. Emotional Intelligence. Mental retardation. .
12. **Psychological disorders.** Definition and classification.

4. TEACHING METHODS - ASSESSMENT

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| MODES OF DELIVERY <i>Face-to-face, in-class lecturing, distance teaching and distance learning etc..</i> | In-class lecturing | |
| USE OF INFORMATION AND COMMUNICATION TECHNOLOGY <i>Use of ICT in teaching, Laboratory Education, Communication with students</i> | Use of ICT in teaching if necessary | |
| COURSE DESIGN <i>Description of teaching techniques, practices and methods: Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, Internship, Art Workshop, Interactive teaching, Educational visits, projects, Essay writing, Artistic creativity, etc. The study hours for each learning activity as well as the hours of self-directed study are given following the principles of the ECTS.</i> | Activity/Method | Semester workload |
| | Lectures | 80 |
| | Essay writing | 20 |
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| | Total | 100 |
| STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS <i>Detailed description of the evaluation procedures:</i> | Written exams at the end of the semester involving multiple choice questions. In addition, during semester students are encouraged to engage in five (optional) exercises. Participants who have | |

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| <p><i>Language of evaluation, assessment methods, formative or summative (conclusive), multiple choice tests, short- answer questions, open-ended questions, problem solving, written work, essay/report, oral exam, presentation, laboratory work, other.....etc.</i></p> <p><i>Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students.</i></p> | <p>successfully completed the examination receive extra credit for these exercises.</p> <p>Evaluation criteria (for written exercises): Relevance to the topic, critical comprehension of the topic, correct use of terminology.</p> |
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5. SUGGESTED BIBLIOGRAPHY

-Suggested bibliography:
 Nolen-Hoeksema, S., Fredrickson, B., Loftus, G. R., & Lutz, C. (2014). *Introduction to psychology*. Washington: Cengage Learning.

Relative Scientific Journals
 Psychology : The Journal of Hellenic Psychological Society.
 Hellenic Journal of Psychology
 Cognitive development
 Cognition
 Intelligence
 Emotions
 British Journal of Psychology