PROGRAM: CHILD PSYCHOLOGY

Name	Code:
Psychobiology	**PB400**

Hours Under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	32	64	128	8

Placement in the curricular map
First semester, in the Basic Formation Axis

Characteristics

This academic activity is centered in the study of the biological mechanisms, emphasizing in the evolution, genetics y adaptation quality of the behavioral processes relating to the emotional, affective y cognitive processes of human beings from a biological perspective.

It is this biological property that permits that the organisms that posses it can establish an active relationship with the environment. Therefore, the objective of Psychobiology is to make clear the processes and biological systems involved in the behavior of the human being as well as the manner in which natural selection has been conforming to this systems and processes, as well as the behavior itself, contributing to the evolution of a variety of behavioral repertoires that are display by human beings. It is geared towards education centered on the learner.

Objectives

- Explain the psychobiological principles of human behavior.
- Explain the reciprocal influence between brain and behavior.
- Explain the role of complexity and plasticity in the selection of those

behaviors that best guarantee the attainment of goals of the individual and/or the species. • Describe the main factors involved in the evolution of the human brain.	

Content	Hours
1. Human evolution and fundamental genetics 1.1 Evolution and human behavior. 1.2 The course of the human evolution. 1.3 Evolution of the human brain. 1.4 Mendel's genetics. 1.5 The genetic code and the genetic expression. 1.6 Chromosomatic structure and replication. 1.7 Chromosomes and reproduction. 1.8 The development of the individual against the development of interindividual differences.	16

2. Anatomy and physiology of the nervous system
2.1 Division of the nervous system: central, peripheral, and autonomic.
2.2 Rudimentary structures of the nervous system (primary brain vesicles)
  2.2.1 Myelencephalon.
  2.2.2 Metencephalon.
  2.2.3 Mesencephalon.
  2.2.4 Diencephalon.
  2.2.5 Telencephalon.
2.3 Anatomy of the neuron.
2.4 Glial cells and satellites cells of the nervous system.
	24

3. Neuronal conduction and synaptic transmission 3.1 Structure of the synapse. (organization of neuronal synapses) 3.2 Molecular liberation of the neurotransmitter. 3.3 Activation of the receptors. 3.4 Reuptake, enzymatic degradation, y recycling. 3.5 Excitatory postsynaptic potential, inhibitory postsynaptic potential and synaptic transmission. 3.6 Neurotransmitters and their classification. 3.7 Pharmacology of the synaptic transmission.	8
4. Sensations and perceptions 4.1 Sensory information. 4.2 Sensory attributions: modality, intensity, duration, and	16

localization.	
4.3 The sensory receptors: mechanical receptors, chemical receptors, thermal receptors, electromagnetic receptors, and nocireceptors.	
4.4 Sensory transmission pathways.	
4.5 Visual, auditory, olfactory, gustatory, and cutaneous sensations.	
4.6 Visual, auditory, olfactory, gustatory, and cutaneous perceptions.	
5. Sensory motor system 5.1 Descendent motor pathways. 5.2 Spinal sensory motor circuits. 5.3 Spinal reflexes. 5.4 Sensory motor cortex: primary and secondary. 5.5 supplementary and promontory. 5.6 Cerebellum and basal ganglia.	8
6. Eating and Drinking 6.1 Theories about hunger and drinking. 6.2 Physiology of hunger and satiety. 6.3 Regulation of body weight. 6.4 Regulation and control of water. 6.5 Drinking and satiety.	8

7. Hormones and sex
7.1 The endocrine system.
    7.1.1 Endocrine glands.
    7.1.2 Hormones.
    7.1.3 Gonads.
    7.1.4 Hypothalamus and hypophysis.
7.2 Hormones and sexual development.
7.3 Human reproduction.
7.4 The hypothalamus and sexual behavior.
7.5 Sexual orientation and hormones.
	16

8. Motivation and Emotion 8.1 Anatomy and physiology of emotions. 8.2 Fear, fight and aggression. 8.3 Classification of emotions. 8.4 The motivation cycle. 8.5 The limbic system. 8.6 The physiology of stress.	8
9. Memory and learning. 9.1 Theories regarding memory storing.	8

9.2 Anatomy and physiology of memory.
9.3 Neurological principles of memory.
9.4 Classification of memory.
 	
10. Thinking and language.
    10.1   Anatomy and physiology of thinking.
    10.2   The classification of thinking.
    10.3   Anatomy and physiology of language.
    10.4   The classification of language.
 	
11. Sleep and circadian rhythms.
    11.1   Neurological mechanisms of sleep.
    11.2   Brain activity and brain waves.
    11.3   Sleep classification.
    11.4   Circadian cycles of sleep.
	
	8
	
	8

Learning activities:

Independent

- Assigned reading summaries.
- Term papers.

Under academic conduction

- Solution of practical cases
- Group discussion
- Participation in learning games.
- Presentation of topic in front of the group using didactic material developed by the student.

Evaluation procedures and criteria:

20%   Daily work (Cases, group discussions, and topic presentation)

50%   Term paper.
10%   1st. written exam (partial)
10%   2nd. written exam (partial)
10%   3rd. Written final exam.

Bibliograpy

	Type	Title	Author	Publisher	Year
1	Text book	Biopsicologia	John P.J. Pinel	Prentice Hall	2001

2	Reference	Neurociencia y conducta	Eric Kandel	Prentice Hall	2000
3	Reference	El cerebro y el mito del yo	Rodolfo, R. Llinas	Grupo Edit. Norma	2003
4	Reference	El cerebro	John J. Ratey	Arena Abierta	2002

Course Name: Man and Environment	Course ID HU400

Location in the curricular map: First semester

Course characteristics:
This course is focused on the reflection of how men are related to their natural environment and it analyzes the changes in the environment as a result of men's activities. Students are expected to look for and develop mechanisms to improve these changes, perceive the planet's self regulatory capacity and value themselves as capable of modifying the environment in different directions. The fundamental values to promote are: observation, tolerance, communication and respect for those who are different from us.

General learning objectives:
At the end of this course the student is expected to:
Know the impact that the human being has on the environment with the dominating development and **apply** an environmental-educational proposal that will improve the relation man-society-nature in a specific time.
Design alternate development models to value and achieve an adequate social sustainability towards natural spaces.
Build a commitment formula that reflects a personal and professional responsibility when transforming the environment.
Develop a serious and profound review of the context and establish priorities freely as an individual that is part of a society, always pursuing the well being of others in order to get closer to society and the environment.

Thematic Content: **Unit 1 Getting close with regional environment**	Hours 20

1 Natural landscaping
   ■ The region's ecosystems
   ■ The value of the regional ecosystems
2 Transforming landscapes
   ■ The city's first decades
   ■ Expansion and development
   ■ Current situation
3 Environmental crisis
   ■ Population growth
   ■ Economical diversity and environment
   ■ Environmental impact
4 Solutions to the environmental crisis
   ■ Protected Natural Areas (PNA)	

Unit 2 Serious Environmental Problems of Modern Life
1 Historical appropriation of natural spaces
   ■ Upper Paleolithic
   ■ The Neolithic and the beginning of the environmental crisis
   ■ The message of Chief Seattle
   ■ Entering modern life
2 Modern Life's Environmental Crisis
   ■ Human Population
   ■ Human Consumption
   ■ The Loss of Bio-diversity
   ■ Climatic Demonstrations
3 Habitability
   ■ Characteristics
   ■ Cases of habitable cities
	28

Unit 3 Environmental Education for Sustainable Development
1 Environmental education
   ■ International encounters
   ■ Characteristics of environmental education
   ■ Environmental projects
2 Sustainable Development
   ■ Focus on sustainability: economical, ecological and social-political
   ■ The role of the government
   ■ The case of a sustainable culture: the Mayas
3 Environmental Values
	16

Learning activities: The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the students outside the classroom. Those carried out by the students will be held in the following way:

1. Collaborative work inside the classroom to analyze and debate over the contents directed by the instructor.

2. Case methods to apply and evaluate the scope and limitations of the course contents.

3. Cooperative work outside the classroom to analyze cases and problem solution.

4. Learning based on structured and non-structured problems so the students learn to formulate problems and apply the course contents by generating solutions, working individually as well as in teams, starting from brainstorming.

5. Contents presentation by the instructor, avoiding at all costs its becoming a custom throughout the course.

6. Learning based on application projects in teams, so the students apply their knowledge in projects of their own interest.

Assessment criteria and procedures:
Students' performance throughout the course will be based on the following criteria:
(7) The availability and cooperation manifested in concrete actions to achieve the learning objectives in each unit and the course's general objectives.
(8) The commitment, honesty, seriousness, responsibility, quality, participation and creativity manifested when executing all learning activities developed throughout the course.
(9) The ability and dexterity manifested to solve specific problems throughout the course.

Considering the criteria before mentioned, an assessment form is proposed:

Form	Instrument	Percentage
Problem questioning and solution	Individual and team tasks, such as questionnaires, essays, summaries, structured problems to solve and bibliographic or internet research.	35%
Problem solving	Individual objective tests: part exams and one final exam.	45%
Product request	Application, documental or field research project and a team report of the project.	20%
	TOTAL	**100%**

Bibliography

	Type	Title	Author	Publisher	Year
1	Text 1	Environmental Sciences. Ecology and Sustainable Development	Bernard Nebel, Richard Wright	Pearson Prentice Hall	1999
2	Text 2	Environmental Science and Sustainable Development	Ernesto Enkerlin	Thomson	1997
3	Text 3	Environmental Science Preserving Herat	G. Tyler Millar	Thomson	2002
4	Reference	Ecology and Environment	G. Tyler Millar	Iberoamericana	1994

Course Name: **Advanced Communication in Spanish**	**Course ID:** **CS400**

Location in the curricular map: First semester.

Course characteristics:

As a workshop, this course deals with the practice of the process that implies planning different writings, discourses and oral presentations before different listeners in order to inform, motivate and convince.

General learning objectives:
At the end of this course the student is expected to:
Know and apply their abilities regarding planning, the correct and ideal structure and writing of documents to communicate in public for specific purposes.
Write information of different, trustworthy sources that support an oral presentation before a specific public.
Oral and body language for informative, motivational and persuasive discourses.
Design oral presentations that reflect the contents of the course.
Build an individual public presentation using verbal and visual support.
Develop an analysis scheme from cases, exercises, videos and other dynamic techniques that will allow students to improve their communication abilities.

Thematic Content:	Hours
1. **Introduction, set up and general concepts**	10
1.1. The human communication process	
1.2. Nature and purpose of the course	
1.3. The importance of the course for college students	
1.4. Application video	14
2. Discourse creative planning	
2.1. Purpose specification.	
2.2. Theme selection	
2.3. Discourse planning and writing	
2.4. The role of the introduction and conclusion in a discourse	
2.5. Application video	14
3. Discourse elaboration according to different purposes	
3.1. Information discourse	
3.2. Motivation discourse	14
3.3. Convincing discourse	
3.4. Application video	
4. Communicator and discourse support	
4.1. Verbal support	
4.2. Visual support	12
4.3. Visual communication	
4.4. Application video	
5. Characteristics of a good communicator	
5.1. Credibility	

5.2. Honesty 5.3. Know how to listen 5.4. Improvisation 5.5. Persuation ethics 5.6. Cases of application	

Learning activities: The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the students outside the classroom. Those carried out by the students will be held in the following way:

1. Collaborative work inside the classroom to analyze and debate over the contents directed by the instructor.

2. Case methods to apply and evaluate the scope and limitations of the course contents.

3. Cooperative work outside the classroom to analyze cases and problem solution.

4. Learning based on structured and non-structured problems so the students learn to formulate problems and apply the course contents by generating solutions, working individually as well as in teams, starting from brainstorming.

5. Contents presentation by the instructor, avoiding at all costs its becoming a custom throughout the course.

6. Learning based on application projects in teams, so the students apply their knowledge in projects of their own interest.

Assessment criteria and procedures:
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(1) The availability and cooperation manifested in concrete actions to achieve the learning objectives in each unit and the course's general objectives.
(2) The commitment, honesty, seriousness, responsibility, quality, participation and creativity manifested when executing all learning activities developed throughout the course.
(3) The ability and dexterity manifested to solve specific problems throughout the course.

Considering the criteria beformentioned, an assessment form is proposed:

Form	Instrument	Percentage
Problem questioning and solution	Individual and team tasks, such as questionnaires, essays, summaries, structured problems to solve and bibliographic or internet research.	35%
Problem solving	Individual objective tests: part exams and one final exam.	45%
Product request	Application, documental or field research project and a team report of the project.	20%
	TOTAL	**100%**

Bibliography

	Type	Title	Author	Publisher	Year
1	Text	Communicate!	Rudolph F. Verderber	Thomson	1999
2	Reference	Oral communication, the art and science of speaking in public	Hielen McEntee de Madero	Alambra Mexicana	1992
3	Reference	Non-verbal communication	Mark Knapp L.	Paidós	1997

Course Name:	Course ID:
Thinking Habilitéis	**CS401**

Location in the curricular map: First semester

Course characteristics:

This course's nature is theoretical and experimental and it seeks to strengthen students' cognitive abilities through specific strategies that will favor critical and creative thinking in order to solve problems, hence improving their performance in the different courses they will take throughout college, as well as in daily life. Due to its contents, this course is placed in the first semester of all majors.

General Learning Objectives:
At the end of this course the student is expected to:

Know and Understand:

The concepts of intelligence, creativity, innovation, the basic functions of the brain, divergent thought, convergent thought, emotional intelligence, as well as the formal operations of thought.

Know:
Elaborate in an individual way a self-diagnosis on each intelligence, according to Gardner.

Elaborate a personal program to develop the components of Emotional Intelligence pointed out by Goleman.

Elaborate and present an innovation project in teams.

Apply the creative process to problem solving.

Develop the capacity to work in teams in a responsible and organized way.

	Hours
Thematic Content: **1. Thought and brain.** 1.1. Introduction and course set up. 1.2. Intelligence background. 1.3. Meanings of intelligence. 1.4. Neurophisiology. **2. Types of intelligences.** 2.1. Brain hemispheres. 2.2. Convergent thought. 2.3. Divergent thought. 2.4. Emotional intelligence. **3. Emotional intelligence.** 3.1. Factors according to Goleman: 3.1.1. Self conscience. 3.1.2. Selfcontrol.	**Hours** **10** **10**

3.1.3. Motivation. 3.1.4. Empathy. 3.2. Relationships management.	**14**
4. Convergent thought. 4.1. Instrumental enrichment program. 4.2. Organization (algorithmic thought). 4.3. Classifications. 4.4. Numerical progressions and syllogisms.	**14**
5. Divergent thought. 5.1. What is creativity? 5.2. Where is my creativity? 5.3. Daily life creativity. 5.4. The advantages of being creative. 5.5. Creativity myths. 5.6. Phases in the creative process. 5.7. Criteria to value creativity. 5.8. Perception. 5.9. Recovering the power of creativity.	**16**

Learning activities: The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the students outside the classroom. Those carried out by the students will be held in the following way:

1. Collaborative work inside the classroom to analyze and debate over the contents directed by the instructor.

2. Case methods to apply and evaluate the scope and limitations of the course contents.

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6. Learning based on application projects in teams, so the students apply

their knowledge in projects of their own interest.

Assessment criteria and procedures:
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  (7) The availability and cooperation manifested in concrete actions to achieve the learning objectives in each unit and the course's general objectives.
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Considering the criteria beformentioned, an assessment form is proposed:

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Product request	Application, documental or field research project and a team report of the project.	20%
	TOTAL	**100%**

Bibliography

	Type	Title	Author	Publisher	Year
1	Text	Intelligence Reframed: Multiple Intelligences for the 21st Century	Howard Gardner	Basic Books	2000
2	Reference	Six hats to think	Edward De Bono	Ediciones Garnica	1999
3	Reference	Emotional Intelligence	Daniel P. Goleman	Bantam Books	1997

Child Psychology Program

Name	Code
Psychological Theories	**PG401**

Hours under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	**32**	**64**	**128**	**8**

Location in the curricular map
Second semester

Characteristics

The academic activities of Psychological Theories include the evolution that psychology has gone through history in a historical, cultural and social context of the various stages in which psychology as a science has evolved.

In the first section the history of psychology will be reviewed, including its introduction as a science by the end of the XIX century. The second section will be focused towards the study of the psychological systems that originated the various expressions of psychology in the XX century.

In order to study this academic activity successfully, it is desire that the student possesses the ability to analyze and synthesize information, as well as be able to establish relations between various kinds of information.

Objectives
- Develop a glossary of essential terms for understanding each one of the theories and systems that are being studied throughout the course.
- Develop conceptual maps about the different themes that integrate this course.

- Compare objectively the different psychological theories.

Content	
1. Psychological foundations of psychology 1.1 Rationalism. 1.2 Empiricism. 1.3 Parallelism. 1.4 Dualism. 1.5 Monism. 1.6 Associationism.	12
2. Contemporary Psychology 2.1 The beginnings of Experimental Psychology. 2.2 Structuralism: Ebbinghaus, Wundt and Titchener. 2.3 Functionalism: Darwin, Galton, Thorndike and James.	12
3. Behaviorism 3.1 Conditioned response. 3.2 Stimulus-response relationship. 3.3 Operant conditioning. 3.4 Contingencies reinforcement.	24
4. Gestalt 4.1 The Phi phenomenon. 4.2 The principles of perception. 4.3 Application of the gestalt to learning. 4.4 Personality development.	20
5. Cognitivism 5.1 Social interaction. 5.2 Psychogenesis of knowledge. 5.3 Human information processing.	20
6. Humanism 6.1 The of the self. 6.2 Self-realization.	20
7. Psychoanalysis. 7.1 Psychosexual development and the structure of the psyche. Freud. 7.2 The archetypes and the collective unconscious. Jung 7.3 Psychosocial development. Erikson.	20

Learning Activities

Independent

- **Documental research.**
- **Elaboration of glossaries.**
- **Elaboration of conceptual maps.**
- **Synthesis elaboration about the analyzed information.**
- **Reflection about the proper learning processes.**

Under the instructor's guidance

- **Participation in group activities, such as debates, discussions, etc.**
- **Classmates feedback and proper criticism in an open and respectful environment.**
- **Presentation before the class.**
- **Class discussions.**

Evaluation procedures and criteria

- Objectives exams at the end of each unit.   15%
- Comparative charts.   20%
- Glossaries.   20%
- Reports of bibliographical investigation.   15%
- Conceptual maps.   30%

Bibliography

	Type	Title	Author	Publisher	Year
1	Reference	Historia y sistemas de la psicología.	Brennan, J.	Prentice Hall	1999
2	Reference	Historia de la psicología. Principales	Leahey, T.H.	Prentice Hall Iberia	1998

		corrientes en el pensamiento psicológico.			
3	Reference	Sistemas y teorías psicológicos contemporáneos	Marx, M. y Hillix, W.	Paidós	1999
4	Reference	Teorías y sistemas contemporáneos en psicología	Colman, B.	Planeta	1999
5	Reference	Teorías de la personalidad	Fadiman, J y Fragor, R.	Oxford	2001
6	Reference	Teorías de la personali Dad	Dicaprio, N.S.	Mc Graw Hill	1989

Child Psychology Program

Name	Code
Child Development II	**PB407**

Hours under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	**32**	**64**	**128**	**8**

Location in the curricular map
Second semester,

Characteristics

This course is the continuation of Psychological development I. In it human development from ages 6 to 18 is reviewed, towards understanding the changes experienced through this process and its psychological implications. For a child psychologist, knowledge about human development becomes the frame of reference for analyzing, evaluating, and designing actions that will allow interventions in those situations that professional participation is required.

Objectives

1. Will write a term paper that will highlight the characteristics of the physical, cognitive, and psychological development of children in their intermediate stage.

2. Will make a descriptive chart identifying the developmental tasks of late childhood.

3. Write an instructional manual containing the developmental tasks regarding early adolescence.

4. Design and apply a workshop of approximately four hours geared toward adolescents in their intermediate stage, about the developmental tasks in that stage.

5. Write an anthology about the developmental tasks of late adolescence.

Content	Hours
1. Middle childhood (6-9 years).	**26**
1.1 The contemporary meaning of middle childhood.	
1.2 Advancements in the physical development.	
1.3 Advances in the cognitive development.	
1.4 Advances in the psychosocial development.	
1.5 The challenges of the emotional development.	
2. Late childhood (9-11 years).	**26**
2.1 The concept of pre-adolescence and the pre-adolescent in media.	
2.2 Advances in the physical development and the puberty signs.	
2.3 Advances in the cognitive development.	
2.4 Advances in the emotional development.	
2.5 The challenges of the emotional development.	
3. Early adolescence (12-14 years).	**26**
3.1 The world's perception of adolescence.	
3.2 Advances in the physical development and the puberty signs.	
3.3 Advances in the cognitive development.	
3.4 Advances in the psychosocial development.	
3.5 The challenges of the emotional development.	
4. Middle adolescence (14-16 years).	26
4.**1 Advances in the physical development.**	
4.2 Advances in the cognitive development.	
4.3 Advances in the psychosocial development.	
4.4 The challenges **of the emotional development.**	
5. Late adolescence (16-18 years)	**24**

5.1 Late adolescent as a medical delimitation and as a social delimitation.

5.2 Advances in the physical development.

5.3 Advances in the cognitive development.

5.4 Advances in the psychosocial development.

5.5 The challenges of the emotional development.

Evaluation Procedures and Criteria

- **Collective collage.**
- **Descriptive chart.**
- **Circle of experts.**
- **Humorous vignette.**
- **Instructor's lecture.**
- **The "Puzzle" technique.**
- **Interviewing mothers and grade school teachers.**
- **Assigned readings.**
- **Writing a Term Paper.**
- Analysis group panel
- Newspaper technique
- Merry-go-round technique

Bibliography

	Type	Title	Author	Publisher	Year
1	Reference	Desarrollo Humano	Papalia, D.E., Wendkos, O.S. y Duskin, F.R.	McGraw-Hill	2005
2	Reference	Desarrollo del niño y del adolescente.	Berk, Laura	Prentice – Hall Pearson	2005
3	Reference	La ecología del desarrollo	Bronfenbrenner, Urie	Paidós	2002

		human			
4	Reference	Desarrollo humano	Feldman, R.	Pearson	2006
5	Reference	Desarrollo psicológico y educación. Vol. 1. Psicología evolutiva	Alvaro, Marchesi, Jesús Palacios, y Cesar Coli.	Alianza	2000

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Child Psychology Program

Name	Code
Socialization and Affectivity in the Child I	**PB410**

Hours under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	**32**	**64**	**128**	**8**

Location in the curricular map
Second Semester

Characteristics

This course implies knowledge and previous ability to understand the general psychological development of the child and the life cycle of the family.

The student will understand how the process by which the child grows and develops his/her personality takes place, as well as his or her affectivity through the primary fundamental experiences within a family and the child's immediate environment, considering the context and his or her distinctive individual characteristics, as well as the effects the parents, the siblings and the rearing styles have over the child in the socialization process.

The subject is designed under the model of education focus on learning (the one that learns, therefore it is necessary for the student to take a predominant active role in the course, by various activities, either individual or group. It is also important that the student realizes that this is the first subject with this theme; the student will be taking the second part (II) in the fourth semester.

Objectives

At the end of this course, it is expected for the student to accomplish the

following:

1. **A field investigation about the affective-links -among children of 2 and five years of age- that children develop with their parents, siblings and other persons within their environment.**

2. **A report of the field research about the acquisition of behaviors in pre-school age children within their family contexts in order to identify in how, either in an explicit or implicit manner, their parents, siblings or other significant persons teach them desirable or less desirable behaviors.**

3. **A term paper (monograph) about methods of rearing (bringing up), considering the following aspects: parental (mother and father) rearing guidelines. Father's rearing guidelines in accord to the child's sex and age. The child's daily activities performed with his or her father.**

Content: Topics for each unit	Hours
1. Social and emotional development of the child	48
1.1 Emotional development and socialization within the family and social environment.	
1.2 The child's temperament.	
1.3 First years emotions	
1.3.1 The child's emotions from 0 to 2 years.	
1.3.2 Expression and sensibility in the child from 2 years of age and after.	
1.3.3 Egocentrism and empathy.	
1.4 Language and affectivity.	
2. Basic principles of family socialization	
2.1 Family influence in the regulation of emotions	
2.2 The acquisition of behavioral guidelines	
2.2.1 Cultural families	
2.2.2 Identification mechanisms	
2.3 The child's moral development	
2.3.1 Heteronomany	
2.3.2 Interiorazation	

2.4 Family context

3 Practices and relationships that promote socialization within the family environment.

    3.1 Relationships within the family context.

        3.1.1 Relationships with the mother.

        3.1.2 Relationships with the father.

        3.1.3 Relationships with siblings.

    3.2 Family patterns of socialization.

        3.2.1 Rearing styles.

        3.2.2 Establishing boundaries.

        3.2.3 Punishment: ways in which is manifested and its effects on children.

Learning Activities

- **Introductory activities.**
- **Brainstorming/review of readings.**
- **Technique: agreement and disagreement.**
- **Reading's analysis.**
- **Information sharing**
- **Childhood self-analysis**
- **Library visit**
- **Description of observations**
- **Filed research presentation about Affective Attachments**
- **Bibliographical research**
- **Research by Electronic Media**
- **Term paper**
- **Discussion**
- **Case analysis**
- **Debate**

- **Concept construction**
- **Dramatization**
- **Sociodrama**
- **Film analysis**
- **Viewing of cartoons and children's programs.**
- **Letter to my mother**
- **Personal reflection**
- **Interview reports**
- **Assigned reading discussions**
- **Collage presentation**

Evaluation procedures and criteria

- Pro-positive attitude towards class activities and continuous improvement. 4%
- Team work y leadership tendency. 3%
- Honesty and respect regarding own work and others. 3%
- Filed research about affective relationships that children establish with their parents, siblings and other persons within their environment, between the ages of two and five years of age. 20%
  field research report about the acquisition of behaviors with preschool children with their family context 2 0%
- Term paper about rearing styles 20%
- The average of three partial exams and one final exam 30%

Bibliography

	Type	Title	Author	Publisher	Year
1	Reference	Desarrollo de la personalidad en el niño	Musen, P.H., Conger, J.J. y Kagan, J.	Trillas	1990

2	Reference	Desarrollo Psicologico	Craig, G.J.	Prentice Hall	2001
3	Reference	Psicología del desarrollo	Papalia, D.E. y Olds, S.W.	McGraw Hill	1998
4	Reference	Educación y Desarrollo Emocional en el niño.	Nagera, H.	La Prensa Medica Mexicana	1972
5	Reference	Limites sin traumas	Zagury, T.	Oceano	2004
6	Reference	Tu carácter según el orden de nacimiento	Ronald, W. y Richarson, L.A.	Urano	1999

CETYS

UNIVERSIDAD

Course Name: The Human Being, History, and Society	**Course ID:** HU401

Placement in curricular map: Second Semester

Course Characteristics:
Develop in students an recognition of the Human Being as a being that participates in history and society; in history in different eras and spaces and with diverse cultural traits to understand the collective experience that precedes us; and in society where it is placed as a social subject in search of evaluating some contemporary social manifestations and its predictable future consequences, all this with the idea that the student can reflect on this and help locate themselves in reality in order to become responsible for their future.

General Learning Objectives:
At the end of this course the student is expected to:

Apply mechanisms that will allow identification and reconstruction of vision about mankind and contemporary and future society through study and reflection of

diverse sociological thinking.

Design a system to identify the most outstanding traits of historical development in a micro and macro environment.

Build: social analysis procedures with more elements than current employees, in order to allow participation in social planning procedures.

Elaborate an essay where specific time periods are recognized, fundamentally identifying the role of human beings in history

Build a serious and profound critique of the context, freely establishing priorities as an individual and as part of a society, always in favor of a common good.

Operate in the performance of their profession, a more intimate closeness with society.

Elaborate an outline that demonstrates the importance of historical knowledge for their Being and what to do as a social subject.
Apply a strategy that allows them to know and understand the difference and similarities of diverse cultures, in order to perform positively, locally, regionally, and in any other part of the world.

Elaborate a community intervention Project that will be defined by the instructor

	Hours
Thematic Content:: **Unit 1 Society, Humanism, and School.** 1.1 Exploration of the concept of Society. 1.2 The bases that make it tangible. 1.3 The specialty and temporality of the concept. 1.4 Basic categories for its analysis. 1.5 Mankind in Society 1.6 Humanism, Society, School. 1.7 Humanism concept 1.8 The role of individual education and humanism. 1.9 Humanized society vs. Dehumanized society. 1.10 Socially accepted values and humanism. 1.11 Humanism and university 1.12 Cases and application problems	**14**
Unit 2 Human Being and History 2,1 Why History? 2.2 Immediate history and the 90's decade 2.3 40's and 50's decade and the postwar. 2.4 Convulsions in the beginning of the 20th century. 2.5 19th century life and development 2.6 From modernism to the contemporary.	**14**

2.7 Cases and application problems	
Unit 3 Contemporary paradigms: the visions of today's actors. Los 3.1 Today's actors 3.1.1 Alvin Toffler and his theory of change 3.1.2 Carlos Fuentes and the internationalization of cultures through a inclusive progress. 3.1.3 Erich Fromm: Where are we and where are we going? 3.1.4 Perry Anderson and his postmarxism view. 3.1.5 Paulo Freyre and his vision of Latin-American thinking. 3.1.6 Francis Fukuyama and confidence as a central value. 3.2 The crisis of the everyday 3.2.1 Major problems vs. notable topics. 3.2.2 Basic forms of reality knowledge. 3.2.3 The role of velocities of time. 3.2.4 The social role of a company 3.2.5 Education as a central element in society. 3.3 Cases and applications study.	**14**
Unit 4 Contemporary society as a trampoline for a future society. 4.1 Regional social manifestations. 4.2 The role of hope in the dreams of mankind. 4.3 Social responsibility of mankind and youth. 4.4 Social values that should remain. 4.5 Intervention projects with the purpose of returning to a more just society. 4.6 Cases and applications study.	**14**
Unit 5 Social Intervention project in the community. 5.1 Project definition and justification. 5.2 Project planning. 5.3 Project implementation. 5.4 Project assessment.	**8**

Learning Activities:
The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the student outside the classroom. Those carried out by students will be held in the following way:

1. Collaborative work in the classroom to analyze and debate over course content under instructor supervision.

2. Case methods to apply and assess the scope and limitations of the course content.

3. Cooperative work outside the classroom to analyze cases and problem solving.

4. Learning based on structured and non-structured problems in order for students to learn formulate problems and the course content by generating solutions, working individually as well as in groups, after brainstorming.

5. Content presentation by the instructor, avoiding at all cost its becoming a custom throughout the course

Learning based on application projects in groups in order for students to apply their knowledge in these projects

Assessment criteria and procedures:
Students' performance throughout the course Hill be base don the following criteria:
1. The manifested willingness and cooperation with concrete actions to achieve the learning objectives of each unit of the course's general objective.

2. The manifested commitment, honesty, seriousness, responsibility, quality, participation, and creativity when executing all learning activities developed throughout the course.

3. The manifested ability and dexterity to solve specific problems throughout the course.

Considering the criteria mentioned above, the following assessment form is proposed:

Form	Instrument	Percentage
Interrogation and problem solving.	Individual and group assignments, in the form of questionnaires, essays, structured problems to solve biographical or internet research	35%
Problem solving	Individual objective tests: partial and final exam.	45%
Product Request	Application, documental or field research project and individual or group report of the project.	20%

Bibliography:

Type	Title	Author	Publisher	Year

1	Reference	Esbozo de Historia de México	Juan Brom	Grijalva	1996
2	Reference	Esbozo de Historia Universal	Juan Brom	Grijalvo	1990
3	Reference	Introducción a la sociología	Peter Berger	Limusa	1996
4	Reference	Valores en la Educación	Pedro Ortega, Ramón Mínguez	Ariel	2001
5	Reference	Historia Mínima de México	Daniel Cossío Villegas	El Colegio de México	1994
6	Reference	Anatomía del Mexicano	Roger Bartra	Plaza Janés	2002

Course subject	**Course ID**
Culture I	**CS403**

Placement in the curricular map: Second semester

Course characteristics:

This course is given for all bachelor curriculums of 2004 so that students, regardless their career, have a vision of art history, thinking and culture history in a way to develop sensitivity for the artistic expressions.

This course is not design so that students acquire or develop an artistic ability, but to understand and know how arts function, its impact in culture and in society in general.

However, if this is accomplished, it is possible to create an appreciation sense and art valuation, thinking and culture in different expressions, with which a professional acquires an integral formation and a thinking structure more complete and diverse.

Learning general objectives
By the end of the course students will:
 Understand
The art and culture state (as concept)
The importance of culture in society.
The different art developmental stages and their impact in society
The different stages of thinking development and ideas.
 Identify:
  Culture as an inherent part of all the social processes.
  Art as a usual manifestation in human life
  Art as cultural manifestation and communicational act.
  The generation context and knowledge transmission.
  Criteria for art appreciation beyond beauty the expression and balance.
 Develop:
  Analysis capability of the different cultural and artistic manifestations in the
  nowadays society.
  Conceptual framework of knowledge development.
  A sensibility and appreciation for artistic expressions that motivate them to keep
  enjoying of those art expressions they find interesting.
  Art and expressions conceptual framework
  Their ability to communicate oral and written

Thematic content:	Hours
1. Culture theory	**12**
1.1. Introduction and course setting	
1.2. Towards a culture concept	
1.3. Culture and communication	
1.4. Virtual culture and culture dynamic	
1.5. Cultural rights in communication	
2. Ideas thinking history	**10**
2.1. The men awakens	
2.2. From antique to middle age	
2.3. From 1492 to XX century	
2.4. Postmodernism and information age	
3. Art history	**10**
3.1. The classic and traditional	
3.2 Antique art	
3.3. El renaissance	
3.4 Modern art and contemporary	

Learning activities: the learning experiences in this course will be individually and in groups, some of them will be guided by the instructor, and some others will be done outside the classroom independently by the students. Those activities done by the students will be in a way of:

1. Team work in the classroom to analyze and debate the content with the instructor's guidance.

2. Cases methods to apply and assess the pros and cons on the course content.

3. Cooperative work outside the classroom for cases analysis and problem solution.

4. Learning based on structured and non-structured problems so that students learn how to create problems and apply the information of the course to look for a solution, working individually, as well as in teams parting from brainstorming.

5. Content presentation done by the instructor, avoiding it to become a pattern.

6. Learning of application project bases, so that students apply their knowledge in projects of their own interest.

Assessment procedure and criteria:
The students' performance during the course will be based on the following criteria:
(1) Availability and cooperation, manifested with concrete actions, to accomplish the learning objectives in every unit and the general objective of the course.
(2) Compromise, honesty, seriousness, responsibility, quality, participation, and creativity observed in the learning activities developed during the course.
(3) The ability and skills observed to solve specific problems worked during the course.

Taking in consideration the criteria mentioned, the following assessment is proposed:

Form	Instrument	Percentage
Questionnaire and problem solution	Individual tasks and teamwork in questionnaires, essays, summaries, structured problems to be solved, and bibliographic or online research	35%
Problem solving	Individual objective tests: Partial Exams and a final exam.	45%
Product request	Application project or documental or field research and team report about the project.	20%
	TOTAL	**100%**

Bibliography

	Type	Title	Author	Editorial	Year
1	Text	History of art: Slipcased	Anthony H. W. Y Janson Janson	Harry N Abrams	2001
2	Reference	Hybrid culture (Culturas híbridas)	Néstor García Canclini	Paidos	2000
3	Reference	Life and death of little ideas: occidental thinking history (Vida y muerte de las ideas: Pequeñas historia del pensamiento occidental)	José María Valverde	Ariel	2003

Course program

Course name:	Course ID:
Research Methodology	CS402

Placement in curricular map: Second semester

Course characteristics: To develop in students a solid information platform to create basic research processes on topics related to their major labour market.

General learning objectives:
At the end of the course students will:

Apply research fundamental models.
Design a system to identify in different cases the problems inherent to research vulnerable areas.
Construct: information analysis. Discriminating among relevant and irrelevant data.
Elaborate a written assignment establishing a research problem including: definition of the problem, objectives, justification and delimitation.
Construct the research theoretical framework mentioned in the previous paragraph.
Operate the research hypothesis, defining variables, indicators, measurement, population and sample instruments.
Elaborate a research report
Apply a strategy that allows making adequate source detection, discarding, based on their methodological principles, the ones that are not reliable.
Defend the importance of scientific research in a professional area.
Elaborate an entrepreneurial project according to the class process following the appropriate methodology. Such project will be carried out physically and will be presented in the institution facilities

Contents:	**Hours**

Unit 1 Problem identification. 1.1 Science and the professional. 1.2 Ways to approach knowledge. 1.3 Topics that can be researched. 1.4 Research approaches. 1.5 Research models. 1.6 Stating the problem. 1.7 Cases and application problems.	**13**
Unit 2 Research theoretical framework 2,1 Recollection of documental information. 2.2 Recollection of empirical data. 2.3 Elaboration of the theoretical framework. 2.4 Cases and application projects	**13**
Unit 3 Hypothesis 3.1 Determination of the hypothesis. 3.2 Sampling. 3.3 Elaboration of the data recollection instrument. 3.4 Study of cases and applications	**13** **13**
Unit 4 Final report. 4.1 Information processing using SPSS 4.2 Elaboration of research reports. 4.3 Study of cases and applications	**13**
Unit 5 Project: development of an entrepreneurial model 5.1 Exploration of the entrepreneurial model. 5.2 Selection of the entrepreneurial project. 5.3 Development of the entrepreneurial project. 5.4 Presentation of the entrepreneurial project. 5.5 Assessment of the entrepreneurial project.	**12**

Learning activities:

Learning experiences in this course will be of an individual and group character. Some of them will be in the classroom with the instruction and other will be independent to be carried out by students out of the classroom. Those performed by students will be in the form of:

1. Collaborative work in the classroom to analyze and debate on the contents under the instructor's supervision

2. Method of cases to apply and assess the reach and limitations of the course contents

3. Cooperative work out of the classroom for the analysis of cases and solution of problems

4. Learning based on structure and non-structured problems so students can formulate problems and apply the course contents in the generation of solutions, either from individual efforts or as a result of teamwork starting from brainstorming

5. Presentation of contents by instructor, avoiding at all cost its becoming a costume throughout the course.

6. Learning based on application projects by teams so students can apply their knowledge on projects.

Assessment procedures and criteria:

Students performance through the course will be based on the following criteria

1. The manifested willingness and cooperation with concrete actions to achieve the learning objectives of each unit of the course's general objective.

2. The manifested commitment, honesty, seriousness, responsibility, quality, participation and creativity when executing all learning activities developed throughout the course.

3. The manifested ability and dexterity to solve the specific problems throughout the course.

Students performance through the course will be based on the following criteria:

Form	Instrument	Percentage
Interrogation and problem solving	Individual and group assignments in the form of questionnaires, essays, summaries, structured problems to solve, and bibliographical or internet research.	35%
Problem solving	Individual objective tests: Partial and final exam.	45%
Product request	Application, documental or field research and individual or group report of the project.	20%

Bibliography:

	Type	Title	Author	Publisher	Year
1	Text 1	Metodología de la Investigación	Roberto Hernández S., Carlos Fernández C. Pilar Baptista L.	McGraw-Hill	2003
2	Text 2	Metodología de la Investigación	Maurice Eyssautier de la Mora	Thomson	2006
3	Text 3	Técnica de la Investigación documental	Yolanda Jurado Rojas	Thomson	2002

--THIRD

CETYS
UNIVERSIDAD

Child Psychology Program

Name	Code
Child Sexual Development	**PB403**

Hours under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	**32**	**64**	**128**	**8**

Location in the curricular map
Third Semester

Characteristics

This academic activity has a seminar approach geared towards a review of the various aspects of child sexuality, its development and its repercussions in the adult life of human beings. It is recommended for the student to have knowledge about the development and process of Child Sexuality and of his or her sexuality in order to obtain an attitude of respect and understanding towards the sexuality of his or her fellow human beings.

Objectives

At the end of the course, it is expected for the student to know the biological development and the psychological characteristics of child sexuality.

Content	Hours
Historical understanding of child sexuality: the body in disguised	8
Freud: the birth of child sexuality	
Child sexuality: An outcome of the psychoanalytic discourse	8
The psychosexual development stages: oral stage, anal stage and genital.	8
	8
Need, desire and demand.	8
Diagram of the body and body image.	
From the dual relationship to the triadic relationship: Entrance into the Oedipus.	8
Sexual differentiation.	8
Child masturbation,	
Toilet training.	8
Selfsquemes: self-esteem, self-image, self-concept and self-efficacy	8
Sexual education	8
Child's sexual curiosity.	8
Sexual information and the child's mental prophylaxis.	8
The problem about sexual aggressiveness.	
The role of the educator in the establishment of the child's sexual identity.	8
	8
Sexual education: a pedagogic project.	

Learning Activities

Instructor's lectures.

Internet information research.

Small group discussion.

Reflection about personal experiences towards the facilitation of learning.

Writing of a term paper.

Reading of specialized bibliography.

Elaboration of graphic organizers.

Evaluation procedures and criteria

- Questionnaire with reading monitoring questions   20%
- Participation   10%
- Reports of topic reviewed   10%
- A term paper that includes child sexual development   60%

Bibliography

	Type	Title	Author	Publisher	Year
1	Text	Desarrollo del niño	Hurlock, Elizabeth	McGraw-Hill México	1985
2	Reference	Obras completas: "La organización genital infantil"	Freud, Sigmund	Amorrortu, Tomo XIX	1923
3	Reference	El nacimiento psicológico del infante humano	Mahler, Margaret	Marymar	1997
4	Reference	Tres ensayos sobre teoría sexual	Freud, Sigmund	Madrid Alianza	1993

Child Psychology Program

Name	Code
Physical and Psychomotor Development I	**PB405**

Hours under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	**32**	**64**	**128**	**8**

Location in the curricular map
Third semester,

Characteristics

In the course of Physical and Psychomotor development I, the students will study in dept the aspects related with the brain child development during the first years and its relationship with the growth processes, physical development and acquisition of basic motor abilities. Student will be able to identify some patterns in relationship to weight, height and body shape that will allow explaining the physical changes of most importance during infancy and the individual variations that manifest during this stage of development. Students will also learn about the fundamental elements that allow them to understand the child's motor development, the sensorial perceptive, the motor-perceptive development, the acquisition and progressive evolution of the basic patterns of movement (jumping, turning, running, and manipulations), as well as the basic motor abilities during the first years of life. Student will also analyze the role of the

cultural environment and its influence in the physical and psycho-motor development.

Objectives

At the end of the course, it is expected that the student will do the following:

1. **A report including the results of a developmental evaluation of a child younger than six years, supporting the report with a reviewed theory.**

2. **A design and the application of a workshop for the development of a child's psychomotricity in a chosen institution.**

3. **A term paper about the physical and psychomotor development of the child from 0 to 6 years.**

Content	Hours
1. Foundations in the understanding of the physical and motor development of the child.	44
1.1 Brain development and its implications in the physical and motor development of children	
1.2 Physical development of the child	
1.3 The history of psychomotricity	
2. The physical and psychomotor development processes: elements for their study.	44
2.1 Psychomotor education during the pre-school years.	
2.2 Techniques for the development of psychomotricity in children	
3. The cultural environments of children as constitutional experiences in the physical and psychomotor development.	44
3.1 The opportunities that social environments in which the child interacts to the physical and psychomotor development.	
3.2 Possibilities that the pre-school stage brings to the physical and psychomotor development.	

Learning Activities

- **Course outline**
- **Lectures by the instructor**
- **Reviewing of educational video**
- **Concepts building**
- **Knowledge game**
- **Time schedules about the motor discipline development**
- **Experiential exercises**
- **Round table**
- **Visit to the Integral Rehabilitation Center**
- **Presentation of the developmental schedule**
- **Guided practice**
- **Report of the developmental evaluation**
- **Writing a term paper about chapter III of: Helen Bee**
- **Conduct a research project**
- **Presentation of the research project outcome**
- **Psychomotor exercises**
- **Designing of a workshop for the psychomotor development in children**
- **Elaborate technical specifications**
- **Sociodrama**
- **Write a term paper**
- **Report on assigned readings**

Evaluation procedures and criteria

• Responsible, propositive, and critical attitude,	2.5%
• Team work and leadership tendency.	2.5%

• Honest behavior in all its aspects.	2.5%
• Attitude towards constant improvement.	2.5%
• Outcome report of the developmental evaluation of a child under six years of age, supported by the reviewed theory.	20%
• Design and application of a workshop for the psychomotor development of the child, in a chosen institution.	30%
• A term paper about the physical and psychomotor development Of the child from 0 to 6 years of age.	20%
• Two written exams.	20%

Bibliography

	Type	Title	Author	Publisher	Year
1	Reference	Fundamentos de psicologia	Baron, Robert A	Prentice Hall Hispanoamericana	1997
2	Reference	La comprensión del cerebro. Hacia una nueva ciencia del aprendizaje	OCDE	Santillana	2003
3	Reference	Desarrollo del niño y del adolescente. Compendio para educadores	Meece, Judith	McGraw-Hill Interamericana/SEP	2000
4	Reference	El desarrollo psicomotor desde el nacimiento hasta los seis años	Le Boulch, J.	Paidos	1995
5	Reference	Comprensión del desarrollo motor. Infantes, niños, adolescentes, adultos	Gallahue, David y John C. Ozmun	McGraw-Hill	1998
6	Reference	La psicomotricidad	Zapata	Trillas	1991

7	Reference	Como aprenden los niños	Cohen, Dorothy, H.	FCE/SEP	1997
		y el niño			

CETYS
UNIVERSIDAD

Child Psychology Program

Name	Code
Psychological Evaluation Techniques	**EV400**

Hours under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	**32**	**64**	**128**	**8**

Location in the curricular map
Third Semester

Characteristics

The psychological evaluation is one of the first steps that will follow every psychological intervention. Therefore, it is important that the student acquires the ability to delineate practical problems in a professional manner, to decide what information is most necessary and choose the best means to obtain it.

This first course Psychological Evaluation Techniques has as a fundamental objective that the students acquire the necessary tools to perform with success interviews in the clinical, educational, and organizational setting, as well as the design and application of observation and self-report instruments.

Objectives

1. The student will write his on synthesis about the principles and basic concepts of the psychological interview, as well as the application of them in specific situations.

2. The student will write questionnaires and will apply them in structured and semi-structured interviews,   applicable to clinical, educational, and organizational settings.

3. The student will perform psychological interviews using the previously established sequence and will write the corresponding reports for each of the interviews.

4. The student will design and apply valid and reliable instruments for making observations in clinical, educational and organizational settings.

5. The student will design and apply valid and reliable instruments of self-report in clinical, educational and organizational settings.

Content	Hours

1. Basic concepts of psychological interview
   • Basic concepts of psychological interview
   • Requirements for psychological interviewing.
   • The interview processes.
	14

2. Types of interviews.
   • Structured interview.
   • Semi-structured interview.
   • None structured interview.
   • The interview at clinical, educational, and organizational settings.
	14

3. Stages during the interview.
   • Beginning the interview.
   • Becoming aware.
   • Detailed investigation.
   • Ending the interview.
   • Practicing interviewing.
	40

4. Observation techniques. • Definition.	30

• What to observe.	
• Measurement units.	
• Registering techniques.	
• Sources of error in the interview.	
5. Self-report techniques.	30
• Definitions.	
• Self-report conditions.	
• Types of variables that evaluate.	
• Types of self-reporting.	
• Sources of error in the self-report.	

Learning Activities

- **Bibliographical and electronic reviews.**

- **Text analysis.**

- **Assigned reading discussions.**

- **Presentation before the class.**

- **Conducting interviews and recording them.**

- **Participation in interview simulation exercises.**

- **Observation of interviews at the Gessell (two-way-mirror) room.**

- **Conducting field research at clinical, educational, and organizational settings, about the various types of interviews performed in each of those settings.**

- **Field practice.**

- **Writing a format for conducting structured and semi-structured interviews.**

- **Write formats to be used during observations.**

Evaluation procedures and criteria

• Synthesis	10%
• Questionnaires for structures and semi-structured interviews	10%
• Interviews	40%
• Observation instruments	20%
• Self-report instruments	20%

Bibliography

	Type	Title	Author	Publisher
1	Reference	El Proceso de la Entrevista. Conceptos y Modelos	Acevedo Ibáñez, A. y López, M.A.	Limusa
2	Reference	Instructivo del entrevistador	Benjamín, A.	Diana
3	Electronic source	Los auto informes. En línea. Disponible en http://scsx01.sc.ehu.es/ptwgalam/materiales docentes evaluación/transparencias/T.5%20Autoinformes.ppt	Garagordobil, M.	
4	Reference	La entrevista clínica	Poussin, G.	Limusa
5	Reference	La Entrevista Psiquiatrica	Sullivan H.S.	Psique
6	Reference	Test psicológicos y evaluación	Aiken, L.R.	Prentice-Hall

Course name:	**Course ID:**
Advanced communication in English	ID400

Placement in curricular map: Third semester

Course characteristics: This course represents another space through which the internationalization profile of all majors in CETYS Universidad is fostered. In this course English is the object of study, but from the perspective of professional practice. In this course students will have the opportunity to importantly improve their mastery of English language, mainly through an intensive approach on speaking and writing. This course involves a series of learning activities through which students will have to use English in typical labor conditions in the professional exercise, as well as social interaction, looking for the improvement of their oral expression as well as the increase of the use of conventional vocabulary related to their major. On the other hand, this course is critical for

students that are interested in participating in academic exchange programs with overseas universities where English is the official language. This course demands from participants a positive attitude towards cooperative and collaborative learning, ability to work in groups and a commitment with the continuous improvement of their English language mastery.

General learning objectives:
At the end of this course students will:

Master English language in terms of writing and speaking it correctly in such way that they can keep on improving in the use of this language.
Understand the importance of this language in their professional exercise and specifically in activities in which English is frequently used.
Use different sources of information that can help them update the technical vocabulary in their respective professional area.
Apply the terminology related to the professional practice of their major.
Follow up a job interview, as well as meetings and presentations in English in a fluent way.
Formulate their resume in English, as well as other legal or work documents related to the practice of their major.
Employ correctly and widely the vocabulary related to their major.

Contents:	Hours
Unit 1. English in the workplace, people and organizations.	**16**
1.1. Introduction and course set up.	
1.2. Structures of organizations.	
1.3. Work, forms of work and the people at the workplace.	
1.4. Managerial styles and business leaders.	
1.5. Personnel recruiting and selection: Skills and competencies.	
Unit 2. English in the functional areas of a company.	
2.1. Marketing, markets and competence.	**16**
2.2. Product design, innovation and development.	
2.3. Materials, suppliers and production.	
2.4. Money of finances and economy.	
2.5. Business philosophy.	
Unit 3. English in business and personal skills.	
3.1. Time and its administration	**16**
3.2. Stress and its administration.	
3.3. Meetings, group work and presentations.	
3.4. Negotiation skills.	
3.5. Telephone calls, fax and e-mail.	
Unit 4. English in culture and organizational values.	
4.1. Cultures and organizational cultures.	**16**

4.2. Authority management and distance in cultures.	
4.3. Customs in cross-cultural businesses.	
4.4. Acquisitions and corporate alliances.	
4.5. Corporate and product image.	

Learning activities:

Learning experiences in this course will be of an individual and group character. Some of them will be in the classroom with the instruction and other will be independent to be carried out by students out of the classroom. Those performed by students will be in the form of:

Collaborative work in the classroom to analyze and debate on the contents under the instructor's supervision

Method of cases to apply and assess the reach and limitations of the course contents

Cooperative work out of the classroom for the analysis of cases and solution of problems

Learning based on structure and non-structured problems so students can formulate problems and apply the course contents in the generation of solutions, either from individual efforts or as a result of teamwork starting from brainstorming

Presentation of contents by instructor, avoiding at all cost its becoming a costume throughout the course.

Learning based on application projects by teams so students can apply their knowledge on projects.

Assessment procedures and criteria:

Students performance through the course will be based on the following criteria

The manifested willingness and cooperation with concrete actions to achieve the learning objectives of each unit of the course's general objective.

The manifested commitment, honesty, seriousness, responsibility, quality, participation and creativity when executing all learning activities developed throughout the course.

The manifested ability and dexterity to solve the specific problems throughout the course.

Students performance thought the course will be based on the following criteria:

Form	Instrument	Percentage
Interrogation and problem solving	Individual and group assignments in the form of questionnaires, essays, summaries, structured problems to solve, and bibliographical or internet research.	35%
Problem solving	Individual objective tests: Partial and final exam.	45%
Product request	Application, documental or field research and individual or group report of the project.	20%
	TOTAL	**100%**

Bibliography

	Type	Title	Author	Publisher	Year
1	Text	Business Vocabulary in Use Advanced.	Bill Mascull.	Cambridge University Press.	2004.
2	Reference	Business Vocabulary in Use intermediate.	Bill Mascull.	Cambridge University Press.	2002.
3	Reference	Common American Phrases in Everyday Contexts: A Detailed Guide to Real-Life Conversation and Small Talk.	Richard A. Spears.	McGraw-Hill, segunda edición.	2002.

Course Name:	Course ID:
Culture II	CS404

Location in the curricular map: Third semester

Course Characteristics:

This course is applied to all college programs, regardless of their major, students will be exposed to a vision of the arts. This course is not intended for students to acquire or develop artistic abilities, but to know and understand how art works. However, if this comprehension and understanding of art is achieved, a sense of appreciation will be born towards art in its diverse expressions, with which a professional acquires a complete structure of thought.

General learning Objectives:
At the end of this course the student is expected to:
Know:

✱ The four great sides of Art.

✱ The social context and the development of artistic disciplines. Identify:

    ✱ The different art disciplines

    ✱ The diverse genres in art

    ✱ The principal aesthetic proposals
    ✱ The formal, cultural and semantic level of artwork and/or the artistic demonstration.

Develop:
✱ An appreciation for artistic expressions.
✱ Opinions and points of view on artistic expressions that go beyond taste or aesthetic appreciation.
✱ Body Language
✱ Oral and written communication.

Thematic Content:	Hours:
1. Scenic arts.	8
1.1. Introduction and course set up. 1.2. Theater. 1.3. Dancing. 1.4. Opera.	
2. Visual Arts.	
2.1. Photography. 2.2. Cinema. 2.3. Painting. 2.4. Sculpting.	8
3. Literature. 3.1. Literature, creation and critical literature. 3.2. Literature genre. 3.3. Select topics of Literature.	8
4. Music. 4.1. Music and its language. 4.2. Elements in a musical: melody, harmony, rhythm and lyrical structure. 4.3. Musical genres, their expressions and evolutions.	8

Learning activities: The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by the students outside the classroom. Those carried out by the students will be held in the following way:

1. Collaborative work inside the classroom to analyze and debate over the contents directed by the instructor.

2. Case methods to apply and evaluate the scope and limitations of the course contents.

3. Cooperative work outside the classroom to analyze cases and problem solution.

4. Learning based on structured and non-structured problems so the students learn to formulate problems and apply the course contents by generating solutions, working individually as well as in teams, starting from brainstorming.

5. Contents presentation by the instructor, avoiding at all costs its becoming a custom throughout the course.

6. Learning based on application projects in teams, so the students apply their knowledge in projects of their own interest.

Assessment criteria and procedures:
Students' performance throughout the course will be based on the following criteria:
(7) The availability and cooperation manifested in concrete actions to achieve the learning objectives in each unit and the course's general objectives.
(8) The commitment, honesty, seriousness, responsibility, quality, participation and creativity manifested when executing all learning activities developed throughout the course.
(9) The ability and dexterity manifested to solve specific problems throughout the course.

Considering the criteria before mentioned, an assessment form is proposed:

Form	Instrument	Percentage
Problem questioning and solution	Individual and team tasks, such as questionnaires, essays, summaries, structured problems to solve and bibliographic or internet research.	35%
Problem solving	Individual objective tests: part exams and one final exam.	45%
Product request	Application, documental or field research project and a team report of the project.	20%
	TOTAL	**100%**

Bibliography

	Type	Title	Author	Publisher	Year
1	Text	History of art: Slipcased.	Anthony H. W. y Janson Janson	Harry N Abrams	2001
2	Reference	Understanding music.	Jeremy Judkin	Prentice-Hall	2001
3	Reference	Bedford Introduction to Literature: Reading, Thinking, Writing.	Michael Meyer	Bedford/St. Martin's	2001

Course Name:	Course ID
Statistics	MA409

Location in the curricular map: Third semester

Course characteristics:

Statistics provide important tools to gather relevant information that every decision-making process requires. Supported by computer systems, statistics have stopped being a field just for specialists or for high budget companies. The course implies theoretical and practical training and encourages the student to organize and summarize data, as well as making a decision when there is a large amount of information, examining just a small part of it. This course introduces the concept of variability.

Acknowledge statistics as a science in which the development and application of methods and the analysis and interpretation of quantitative information in social research is carried on in a way that the conclusions based on that information must be evaluated objectively through the laws of probability.

General learning objectives:

At the end of this course the student is expected to:

Know and apply the basic tools of analysis to continuously improve quality, the most common distribution models of probability in real life problems and SPSS, Excel and scientific calculator to process and analyze obtained information in research.

Design random samples for statistic inference. Calculate the size of a sample to make scientific estimates about the media and the population ratio. Try statistic hypothesis of the media and population ratio for large samples, as well as correlations of attributes in distribution X^2.

Build graphs, calculus and interpret measurements of central and dispersion trends.

Develop solutions to probability problems applying the rules and concepts of the Theory of probability and combined analysis, calculate and interpret measurements of central and dispersion trends. Develop solutions to correlations between 2 variables to determine the type of correlation and determine the regression equation to make predictions.

Thematic Content:	Hours
Unit 1 Statistics and Descriptive Statistics	14
1. Meaning of the concept of Statistics and its importance.	
2. Divisions in Statistics	
3. Types of variables and measurement levels.	
4. Data gathering.	

5. Graphic tools in statistics 6. Construction of fequency distributions 7. Histograms and its interpretation. 8. Frequency polygons. 9. Other graphic presentations 10. Central trends measurements and its interpretation 11. Dispersion measurements and its interpretation **12.** Normal: the most important distribution of probability.	

Unit 2 Probability
  1. Concepts and focus on probability
  2. Properties and rules of the Theory of Probability
  3. Conditional Probability and independence
  4. Bayesian Probability
  5. Combined analysis
	12

Unit 3 Sampling and sampling distribution. Hypothesis.
  1. Sampling distributions
      a. Sampling distribution of the media
      b. Expected value and variability
      c. Uniform distribution
      d. Binomial distribution. Applications
      e. Poisson distribution. Applications.
      f. X^2 Distribution. Applications.
  2. Sampling
      a. Sample distribution of the media
      b. Standard error in the media
      c. Central media theorem
      d. Population media estimation
      e. Trustability interval for the media
      f. Determination of the size of the sample.
  3. Hypothesis Testing
      a. Concept of hypothesis
      b. 5 step hypothesis testing
      c. Hypothesis testing for media and proportion.
      d. Parametric and non-parametric hypothesis testing
	16

Unit 4 Linear and Simple Analysis of Correlation
  1. Concept of linear and simple analysis of correlation
  2. Dispersion diagram
  3. Correlation and determination coefficient
  4. Regression equation and prediction
	8

Unit 5 SPSS
  1. Designing a questionnaire
  2. SPSS variable encoding
  3. Information processing
  4. Results analysis and interpretation
	14

Learning activities: The learning experience in this course will be individual and in groups; some directed by the instructor and others will be carried out individually by	

the students outside the classroom. Those carried out by the students will be held in the following way:

1. Collaborative work inside the classroom to analyze and debate over the contents directed by the instructor.

2. Case methods to apply and evaluate the scope and limitations of the course contents.

3. Cooperative work outside the classroom to analyze cases and problem solution.

4. Learning based on structured and non-structured problems so the students learn to formulate problems and apply the course contents by generating solutions, working individually as well as in teams, starting from brainstorming.

5. Contents presentation by the instructor, avoiding at all costs its becoming a custom throughout the course.

6. Learning based on application projects in teams, so the students apply their knowledge in projects of their own interest.

Assessment criteria and procedures:
Students' performance throughout the course will be based on the following criteria:
  (7) The availability and cooperation manifested in concrete actions to achieve the learning objectives in each unit and the course's general objectives.
  (8) The commitment, honesty, seriousness, responsibility, quality, participation and creativity manifested when executing all learning activities developed throughout the course.
  (9) The ability and dexterity manifested to solve specific problems throughout the course.

Considering the criteria before mentioned, an assessment form is proposed:

Form	Instrument	Percentage
Problem questioning and solution	Individual and team tasks, such as questionnaires, essays, summaries, structured problems to solve and bibliographic or internet research.	35%
Problem solving	Individual objective tests: part exams and one final exam.	45%
Product request	Application, documental or field research project and a team report of the project.	20%
	TOTAL	**100%**

Bibliography

	Type	Title	Author	Publisher	Year
1	Text	Statistics for Administration	M. Berenson, D, Levine, T. Krehbiel	Prentice Hall	2001
2	Reference	Statistics for Administration and Economy	Douglas A. Lind, Robert D. Mason, William G. Marchal	Alfa y Omega	2004
3	Reference	Statistics	Mario Triola	Pearson	2004
4	Reference	Statistics applied to Administration and Economy	David K. Hildelbrand, R. Lyman Ott	Pearson	1998

-- FOURTH

CETYS
UNIVERSIDAD

Child Psychology Program

Name	Code
Socialization and Affection in the Child II	**PB412**

Hours under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	**32**	**64**	**128**	**8**

Location in the curricular map
Fourth Semester

Characteristics

This course pretends for the student to achieve the experiential and theoretical bases related to the socialization and affectivity of the child and adolescent. This course is a supplement to Socialization and Affection in the Child I. Its importance is stems from the ability of the student to identify the variables that intervene in the adequate socialization of the child and adolescent.

Objectives

By the end of the course the student:

1. **Write present a register report about the differences of play among boys and girls.**

2. **Will support with an essay his or her points of view about the contributions made by various authors regarding the moral development of the child.**

3. **Will design a manual geared towards elementary school teachers, which will include strategies to promote the adequate social development in a child.**

4. **Write an essay about personal experiences related to the issues already seen.**

5. **Write an integral proposal to be given as presentation to 9th grade high school students.**

Content	Hours
Themes and sub-themes for each unit	
1. Social development of the child	24
1.1 Approach	
1.2 Social cognition	
1.3 Stage in roles acquisition	
1.4 Gender role development	
1.5 Stereotypes	

2. The moral development of the child	24
2.1 Establishing of the child's self-concept	
2.2 Moral behavior	
2.3 Reasoning, judgment, and moral development	
3. Factors that influence in the social development of the child	24
3.1 Optimum rearing	
3.2 Stress in the family	
3.3 Divorce	
3.4 Child abuse	
3.5 Contemporary relationships	
4. Social development of the adolescent	24
4.1 Adolescent's view of paternal figures	
4.2 Parents' support and function	
4.3 Social relationships	
4.4 Peer membership in a school group	
4.5 Homosexuality	
4.6 Moral development of the adolescent	
5. The influence of sexuality in the social behavior of the adolescent	32
5.1 Pre-marital sexual behavior	
5.2 Masturbation	
5.3 Birth-control methods	
5.4 AIDS and sexually transmitted diseases (STD)	
5.5 Pregnancy in adolescence	
5.6 Abortion	
5.7 Marriage in adolescence	

Learning Activities

- **Framework**

- **Social cognition of the child**

- **Analysis of the stages of acquisition of gender roles**

- **Reviewing of Selman's stages**

- **Investigate about the formation of the child's self-concept**

- **Investigate about the acquisition of moral behavior in the child**

- **Presentation about the contributions by Piaget, Kölhberg, Eisenberg and Gilligin about reasoning, judgment and moral development.**

- **Analysis of the optimum style of rearing**

- **Investigate about stress in the family**

- **Investigate about divorce**

- **Investigate about child abuse**

- **Analyze inclusion-exclusion within a group**

- **Interview about the adolescent's view of paternal figures**

- **Investigate about support and paternal functions**

- **Interview about social relationships**

- **Investigate about homosexuality in adolescence**

- **Write a questionnaire about pre-marital sexual behavior**

- **Investigate about masturbation**

- **Investigate about birth-control methods**

- **Make a list of individual concerns regarding AIDS and STD**

- **Analysis of movies portraying pregnancy in adolescence**

- **Investigate about abortion**

- **Investigate about marriage in adolescence**

Evaluation procedures and criteria

- Participation in class   5%

- Participation in team work   5%

- Unit 1   16%

• Unit 2		16%
• Unit 3		16%
• Unit 4		16%
• Unit 5		16%
• Final Project		10%

Bibliography

	Type	Title	Author	Publisher	Year
1	Reference	Infancia: Perspectivas Psicosociales	Casas, F	Paidos	1998
2	Reference	Desarrollo Psicológico	Craig, G	Prentice Hall	1997
3	Reference	Desarrollo humano	Papalia, S	Mc Graw Hill	2000
4	Reference	Desarrollo humano: Ciclo vital	Rice, P	Prentice Hall	2000
5	Reference	Ventanas a nuestros niños	Oaklander, V	Cuatro Vientos	2000

Child Psychology Program

Name	Code
Physical and Psychomotor Development II	**PB408**

Hours under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	**32**	**64**	**128**	**8**

Location in the curricular map
Fourth Semester

Characteristics

In this second course of Physical and Psychomotor Development the students will analyze the development of motor skills and the health care of pre-school, and elementary school children. This analysis will aloud the student to design pedagogic treatment plans that will address the motor needs of children.

Content	
Themes and sub themes for each unit	Hours
1. The physical and psychomotor development at the pre-school level.	32
1.1 The opportunities offered by pre-school that favors the physical and psychomotor development of the child.	

1.1.1 The objective of pre-school teaching.

1.1.2 Motor education program at pre-school.

1.1.3 Planning of psychomotor activities.

2. The child's physical development and work at elementary school.

2.1 The physical education program orientation.

2.1.1 General objectives of a physical education program.

2.1.2 Organization of the content in a physical education program.

2.2 Physical education program for each grade.

2.2.1 Perceptive-motor development.

2.2.2 Physical skills development.

2.2.3 Basic athletic formation.

2.2.4 Health protection.

3. Cognitive processes and motor activity

3.1 Sensory-motor and promotor cortex areas and movement organization.

3.2 Frontal lobes and the regulation of mental activity.

3.3 Movement and action.

3.3.1 Psychological structure

3.3.2 Cerebral organization

3.4 mental activity and the relationship with movement.

3.4.1 Attention.

3.4.2 Memory.

3.4.3 Perception.

3.4.4 Language.

3.4.5 Thinking.

3.5 The importance of motricity in the psychological processes of learning.

3.5.1 Before reading.

3.5.2 Before calculation.

3.5.3 The relationship between motricity, socialization and affectivity.

4. Pedagogic interventions that will enhance physical and psychomotor development of children in pre-school education.

4.1 Evaluation

4.1.1   Elements to be evaluated.

4.1.2   Planning of intervention objectives.

4.1.3   Organization for the intervention strategies.

4.2   Making a working plan for pedagogic intervention.

4.2.1   Objective of the plan of intervention.

4.2.2   Activities to fulfill in order to achieve the objectives.

4.2.3   Measuring objectives.

Learning Activities

- Analysis of texts.
- Group discussions.
- Synoptic diagram.
- Conceptual map.
- Assigned readings report.
- Research.
- Group analysis
- Observation and recordings.
- Presentation.
- Group tutoring sessions.
- Pedagogic Intervention Plan.

Evaluation

Unit I	20%
Unit II	20%
Unit III	20%
Unit IV	40%

Bibliography

	Type	Title	Author	Publisher	Year
1	Reference	*Propósitos y Contenidos de la Educación Preescolar. Programa y materiales de apoyo para el estudio. Licenciatura en Educación Preescolar. 1er semestre*	SEP	SEP	2003
2	Reference	*Desarrollo Físico y Psicomotor I y II. Programas y materiales de apoyo para el estudio. Licenciatura en Educación Preescolar. 2 ° y 3er semestres.*	SEP	SEP	2004
3	Reference	0 a 5. La educación en los primeros años.	Ruth Harf *et al.*	Novedades Educativas	2002
4	Reference	Aprender y enseñar en educación infantil.	Bassedas, Eulalia *et al.*	Grao	1998

Child Psychology Program

Name	Code
Child Psychology Practicum I	**VI415**

Hours under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
	128		**128**	**8**

Location in the curricular map
Fourth Semester

Characteristic

This academic activity provides the student with the opportunity under supervision, to apply early stimulation and intervention strategies at natural settings.

Objectives

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

1. Apply strategies for early stimulation and intervention in natural settings.

Content	Hours
1. Supervised practicum in early stimulation and intervention	128

Learning Activities

- Supervised practicum

Evaluation procedures and criteria

- Supervised practicum of performance evaluation   100%

Bibliography

	Type	Title	Author	Publisher	Year
1	Basic	Técnicas de estimulación temprana	Escobar Díaz, Raquel	Ideas Propias	2002
2	Basic	Administración de programas de educación temprana y preescolar	Stevens Joseph	Trillas	2001
3	Reference	Estimulación Temprana Una prueba hacia le futuro	Álvarez H. Francisco	Ecoe Ediciones	1999
4	Reference	Manual para la estimulación temprana	Muller	Bonum	2000

CETYS
UNIVERSIDAD

PROGRAM: CLINICAL PSYCHOLOGY

Name	Code:
Cognitive-Behavioral Intervention	**AC400**

Hours Ander instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	32	64	128	8

Placement in the curricular map
Fourth semester, in the Basic Formation Axis

Characteristics

The course encompasses the basic elements for the use of cognitive-behavioral strategies in organizational, educational, and clinical settings. It is theory-practicum course in which ethical aspects, applicable to intervention, as well as to the different cognitive-behavioral strategies will be reviewed, including evaluation and treatment. On the other hand, the course is related with all other therapeutic process courses taken before. As a prerequisite for this course it is necessary the student has the disposition and basic ability for the observation, analysis, and systematization of data.

Objectives

1. The student will write a monograph (term paper) including his/her ethical position regarding cognitive-behavioral therapy.
2. The student will elaborate a portfolio containing a glossary of terms and examples illustrating the concepts included in this unit.
3. The student will elaborate an anthology of cognitive-behavioral evaluation techniques.
4. In teams the students will elaborate a manual for the application of cognitive-behavioral techniques.

Content	Hours
1. Ethics cognitive-behavioral therapy 　• Ethics 　• Professional ethics in psychological intervention.	16
2. Behavioral modification 　• Operant conditioning. 　• Reinforcement principles. 　• Discrimination and generalization. 　• Behavioral designs.	16
3. Cognitive-behavioral evaluation techniques 　• Behavioral interview. 　• Behavioral observation. 　• Self-reports	16
4. Cognitive-behavioral intervention 　• Cognitive-behavioral strategies to establish or increase behaviors. 　• Cognitive-behavioral strategies to eliminate or reduce behaviors.	80

Learning Activities
- Writing a term paper.
- Case analyses.
- Guided participation.
- Writing a portfolio.
- Documental and electronic investigations.
- Participation in the Blackboard Learning System Discussion Board.
- Writing a manual.

Evaluation Procedures and Criteria

Attendance	10%
Comparative char of the different cognitive-behavioral approaches including their differences and their contributions.	10%
Term papers.	20%

Bibliographic review.	10%
Assigned readings reports.	10%
Design of a cognitive-behavioral intervention program.	20%
Exam.	20%

Bibliograpy

	Type	Title	Author	Publisher	Year
1	Reference	Terapia Breve Integradora	Prston, John	Desclee de Brower	2004
2	Reference	24 ideas para una psicoterapia breve	Bevebach Mark	Herder	2006
3	Reference	Una Terapia mas profunda y duradera: enfoque racional emotivo-conductual	Ellis, A.	Paidos	1999

PROGRAM: CLINICAL PSYCHOLOGY

Name	Code:
Psychological Evaluation Instruments	**EV401**

Hours Ander instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	32	64	128	8

Placement in the curricular map
Fourth semester, in the Basic Formation Axis

Characteristics
This course includes the use of psychometric, intelligence and projective tests,

for the purpose of evaluation. This is a theory-practice course in which the student will develop skills necessary to apply, score and interpret tests and diagnostic tools as well as, the writing of the corresponding psychological reports.

Objectives

The student will present and hand in the application, scoring and interpretation of intelligence psychological tests and the corresponding evaluation.

The student will present and hand the application, scoring, and interpretation of projective psychological tests and the corresponding evaluation.

Content	Hours
Themes and sub themes for each unit	
1. Intelligence and aptitude psychological tests	32
• Wechsler.	
• Raven.	
2. Projective techniques	96
• Human Figure Drawing (Machover, Koppitz y Goodenough).	
• Thematic Apperception Test (TAT).	
• Children Thematic Apperception Test (CAT).	
• Sack's Incomplete Sentences.	
• The Family Test.	
• HTP	
• Person Under Rain	

Learning Activities
- Guided participation.
- Analysis and case solution.
- Application of Intelligence Tests.
- Guided discussion.
- Presentation of psychological report.
- Documental and/or electronic bibliographical research about intelligence psychological tests.
- Analysis of assigned readings.

Evaluation Procedures and Criteria

	Intelligence tests written reports	40%
	Projective tests written reports	60%

Bibliograpy

	Type	Title	Autor	Publisher	Year
1	Reference	Escala de inteligencia revisada para el nivel escolar (WAIS-RM)	Wechsler, D	Manual Moderno	1980
2	Reference	Codigo etico del psicologo	Sociedad Mexicana de Psicologia	Trillas	2003
3	Reference	Tests Psicologicos	Anastasi, A & S. Urbina	Prentice Hall	1998
4	Reference	Pruebas y evaluacion psicologica	Cohen, R	Mc Graw Hill	1999

--FIFTH

CETYS
UNIVERSIDAD

Child Psychology Program

Name	Code
Children in Risk Situation	**AE407**

Hours under instructor's guidance	Independent study hours	Total hours	Credits

Theory	Practical			
32	**32**	**64**	**128**	**8**

Location in the curricular map
Fifth Semester,

Characteristics

In this course Children in Risk Situations, students will analyze the social, family and school factors that when converge in an adverse manner they affect gravely the child's development. This analysis will allow the student to recognize that timely and effective psychological intervention could help those children at risk to have a healthy and balance development. The subject is going to be given within the educational model focus on learning; therefore it is required of the student to actively participate throughout the semester.

Objectives

At the end of the course the student will:

1. **Conduct a theoretical investigation about the individual, social y family factors that will contribute to carry out behaviors that will end up in child abuse.**

2. **Write an essay explaining the effects of the different risk factors.**

3. **Design a workshop of child community attention, where the psychotherapeutic models and technique can be applied.**

Content	Hours
Themes and sub themes	
1. The risk situation and child development	40
1. 1 Risk situations	
1.1.1 Factors and mechanisms of risk	
1.1.2 Confluence of factors	
1.2.1 Personal, social and community resources to respond to the risk factors	
2. The risk factors, their combinations and their effects on child	

development	44
2.1 The family environment	
2.1.1 Stress in the family	
2.1.2 Interfamilial violence	
2.1.3 Anxiety	
2.1.4 Depression	
2.1.5 Alcoholism	
2.1.6 The use of psychoactive substances	
3. Pedagogical, psychological and community intervention in dealing with risk situations	
3.1 The school organization for the attention of children in risk situations	44
3.1.1 Institutional interaction	
3.1.2 The academic team and decision outcome	
3.2 Psychological and community attention to children in risk situations	
3.2.1 Early psychological intervention	
3.2.2 Psychotherapeutic interventions for children in risk situations	
3.2.3 Crisis interventions services and auxiliary teams in the community	

Learning Activities

- **Course outline**
- **Brainstorming**
- **Group synoptic table**
- **General meeting**
- **Dramatization**
- **Assigned reading discussion**
- **Mental map**
- **Assigned reading report**
- **Document research**
- **Group presentation**
- **Guided Discussion**

- Poster presentation
- Debate
- Making and presenting a comic book
- Field research
- Writing an anthology of child psychological disorders
- Writing an essay
- Designing a workshop of children's community attention.

Evaluation procedures and criteria

Individual participation in the classroom	5%
Performance of exercises and didactic activities prior to the individual as well as team presentations	5%
Unit I	20%
Unit II	30%
Unit III	40%

Bibliography

	Type	Title	Author	Publisher	
1	Reference	La explotación sexual comercial infantil. Propuesta de intervención comunitaria a favor de la niñez vulnerable	Vega, L., Gutiérrez R. y Rodríguez, E.M.	UNICEF/DIF/INP	
2	Reference	Violencias contra niños	Sanmartín, José	Ariel	
3	Reference	Niños de riesgo. Programas de atención temprana	Ruiz Extremera, A., y Vizcaíno, R.C.	Norma-Capitel	
4	Reference	Sicopatología infantil	Jiménez, H.M.	Aljibe	

Child Psychology Program

Name	Code
Child Psychology Practicum II	**VI416**

Hours under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
	128		**128**	**8**

Location in the curricular map
Fifth Semester

Characteristics

This academic activity will provide the student, under supervison, with the opportunity to apply intervention strategies to children at high risk in a natural setting.

Objectives

At the end of this course it is expected for the student to:

2. Apply strategies within natural settings to children in high risk situations.

Learning activities

	Supervised practicum

Evaluation procedures and criteria

- Performance at supervised practicum evaluation 100%

Bibliography

	Type	Title	Author	Publisher	Year
1	Electronic Document	http//www.ohchr.org/spanish/law/menores.htm			
2	Reference	"El trabajo infantil urbano informal en la Ciudad de México", en Psicología Iberoamericana, vol. 9 num. 1.	Francisco y Mauro Ruiz		
3	Reference	"indicaciones para la detección de maltrato en niños. En Salud Publica de México, Vol. 41, num. 5, septiembre-octubre.	Herrera Basto, Emilio	Instituto Nacional de Salud Publica	1999
4					
5					
6					

-- SIXTH

Child Psychology Program

Name	Code
Special Educational Needs	**AE402**

Hours under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	**32**	**64**	**128**	**8**

Location in the curricular map
Sixth Semester

Characteristics

In this course the conceptual aspects and the ethical-legal framework will be review about the special; educational needs, as well as the strategies to attend them in the classroom. This is a course design under the education focused on learning model.

Objectives

At the end of this course the student will:

1. Write an essay about special educational needs.

2. Write a summary of the ethical-legal dispositions applicable to especial educational needs.

3. Write a report of a program of attention to especial educational needs at the pre-school, elementary or high school levels.

Content	Hours
Themes and sub-themes for each unit. 1. Especial educational needs in the classroom. 1.1 Historical evaluation of the concept of disability. 1.2 Special educational needs. 1.3 Curricular adaptations. 1.4 The concept of special educational needs. 1.5 Especial educational needs modalities.	24
2. Ethical and legal framework of special educational needs. 2.1 Ethics and special educational needs. 2.2 International declarations and agreements. 2.3 National legal dispositions. 2.4 State legal dispositions.	24
3. Methodology for the attention of special educational needs. 3.1 Application of strategies for the attention of special educational needs.	80

Learning Activities
- Case analysis.
- Grading of essay.
- Document research.
- Discussion panel (Blackboard Learning System).
- Glossary.
- Essay writing.
- Analysis.
- Review of compiled information.
- Case analysis.

- Visits.

- Program elaboration.

- Application of program.

Evaluation procedures and criteria

- Unit I (essay)   30%
- Unit II (compilation)   30%
- Unit III (Report)   40%

Bibliography

	Type	Title	Author	Publisher	Year
1	Reference	Revista para padres con necesidades especiales, num. 28, nov 1999-enero 2000	Araru	Alternativas de Comunicación para Necesidades Especiales	1999
2	Reference	La integración educativa en el aula. Principios finalidades y estrategias.	Gracia Cedillo, Ismael *et al.*	SEP	2006

CETYS
UNIVERSIDAD

Child Psychology Program

Name	Code
Child Psychopathology	**PG406**

Hours under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	**32**	**64**	**128**	**8**

Location in the curricular map
Sixth Semester

Characteristics

In this academic activity the evolutive aspects of child psychopathology are reviewed, such as the basic psychoanalytical concepts, developmental disorders and personality disorders, as a specific area of psychopathology.

It is designed within the education focused on learning model, in which electronic means, ongoing Internet research impelling the continuous participation of the students, around clinical real cases for which ones they receive advice and supervision in the elaboration of diagnoses.

Objectives

At the end of the course the student will:

1. Write a compendium about the evolution of the theoretical concepts, regarding what is normal and what is pathological.

2. Will make a sequential diagram, specifying the symptoms and patterns of

behavior that is being observed symptomatic children.

3. Will make a synoptic diagram, in which the precipitant factors of depression in children are distinguished.

4. Will write a practicum report, as the result of an interview with a child being in the process of initial diagnosis.

5. Will work with a vignette of a child in order to elaborate a diagnosis according to the DS-IV-TR specifications.

Content	Hours
1. Introduction to child psychopathology	20
1.1 Global vision of the evolutive age and its psychopathology.	
1.2 The normal and the pathological in a child.	
1.3 Basic psychoanalytical concepts.	
1.4 Developmental disorders.	
1.5 The child's personality disorders.	
1.6 Narcissistic disorders.	
1.7 Perversions in the child.	
2. The psychic trauma	20
2.1 The symptomatology.	
2.2 The clinical problems of the young child.	
2.3 Infantile neurosis.	
2.4 Types and stages of inadaptation.	
3. Depression.	20
3.1 Temperament factors.	
3.2 Permanency and objects consistency factors.	
3.3 Neuroendocrinological factors.	
3.4 Infantile depression models.	
4. The encounter with the child.	20
4.1 The dialogue, play and drawings.	

4.2 Neurological examination.	
4.3 Diagnosis.	
4.4 Treatment plan.	
4.5 Prognosis.	
5. Use of the DSM-IV-TR	48

Learning Activities

Conducted by the instructor:

Elaboration of descriptive charts.

Elaboration of synoptic charts.

Analysis and discussion of gathered information.

Contribution of theoretical concepts in the class room.

Writing of a child psychopathology glossary.

Personalized advice for the student that is making differential diagnoses.

Grading the child interviews reports.

Individually:

Making documental investigations.

Electronic investigations

Writing clinical histories.

Observation practicum of symptomatic children and non symptomatic.

Integration of the interview outcome and evaluation tools.

Evaluation procedures and criteria

1. Written exam.   10%
2. Synoptic chart.   15%
3. Comparative chart.   15%
4. Vignette.   15%

5. Compendium.	15%	
6. Practicum report.	30%	

Bibliography

	Type	Title	Author	Publisher	
1	Text	Neurosis y Sintomatología en la infancia.	Anna Freud	Paidos	
2	Reference	DSM-IV-TR	Grupo Interdisciplinario	Masson	
3	Reference	Depresión psíquica en Neonatos y lactantes.	Paul V. Trad.	Limusa	
4	Electronic Files	PsicoMundo México [mexico2@psicomundo.com.]			
5	Electronic Files	Psiquiatria.com[boletines@interpsiquiatria.com/]			

Child Psychology Program

Name	Code
Diagnostic Integration	**EV403**

Hours under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	**32**	**64**	**128**	**8**

Location in the curricular map
Sixth Semester

Characteristics

This academic activity encompasses the processes of integrating psychological assessments including relevant data from the initial interview, clinical history, assessment tools and the report writing. This course also includes the review of ethical aspects in the psychological evaluation.

Objectives

At the end of the course the student will: be able to integrate a psychological report including the evaluation and diagnosis.

Content	Hours

1. Ethical aspects of the psychological evaluation	8
2. Sources of information for the diagnostic integration	20
2.1 Interview	
2.2 Clinical history	
2.3 Observation	
2.4 Psychological tests	
3. Elaboration (writing) of diagnostic reports	100

Learning Activities

- **Case analysis**
- **Guided discussion**
- **Elaboration (writing) of diagnostic reports**

Evaluation procedures and criteria

- Case analysis   30%
- Diagnostic reports   70%

Bibliography

	Type	Title	Author	Publisher	
1	Reference	Psicodiagnostico clínico del niño	Esquivel, A.F., Heredia, A.M.C., y Gómez-Maqueo. E.L.	Manual Moderno	
2	Reference	Evaluación clínica de la personalidad y la conducta del niño y del adolescente	Kamphaus, R.W. , y Frick, P.J.	Manual Moderno	
3	Reference	La entrevista psiquiatrica en niños y adolescentes. Guía practica	Cepeda, C.	Manual Moderno	

Child Psychology Program

Name	Code
Child Psychology Practicum III	**VI417**

Hours under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
	128		**128**	**8**

Location in the curricular map
Sixth Semester,

Characteristics

This academic activity will provide the student, under supervision, with the opportunity to apply intervention strategies when faced with especial education needs in a natural environment.

Objectives

At the end of the course the student will:

- Be able to apply strategies to attend those with special education needs in natural environments.

Learning Activities

- Supervised practicum

Evaluation procedures and criteria

- Evaluation of performance while in supervised practicum   100%

Bibliography

	Type	Title	Author	Publisher	
1	Basic Text	Necesidades educativas especiales: manual de evaluación e intervención psicológica	Arco, T.J.L., y Fernández, C.A.	McGraw Hill	
2	Basic Text	Documento Individual de Adecuación Curricular. Planeacion y seguimiento preescolar	Gracia, I., et al.	SEP/Cooperación Española	
3	Basic Text	La integración educativa en el aula. Principios, finalidades y estrategias	García Cedillo, Ismael et al.	SEP	

PROGRAMA DE PSICOLOGIA INFANTIL

Child Psychology Program

Name	Code
Attention to Child Behavioral Problems	**AC411**

Hours under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	**32**	**64**	**128**	**8**

Location in the curricular map
Seventh Semester,

Characteristics

This academic activity is geared towards the development of professional competencies for the attention of various childe behavioral problems, especially in the school environment, to include the evaluation processes, planning and intervention.

Objectives

At the end of the course the student will:

1. Will write an essay about child behavioral problems.
2. Will be able to diagnose the child behavioral problems.
3. Will write plans for intervention for child behavioral problems.
4. Will report the results as an outcome of the applied intervention strategies.

Content	Hours

1. Child behavioral problems 1.1 The concept of problem behavior 1.2 Classification 1.3 Etiology	20
2. Evaluation of Child behavioral problems 2.1 Evaluation techniques for child behavioral problems 2.2 Evaluation tools for child behavioral problems 2.3 Diagnostic integration for child behavioral problems 3. Strategies geared towards the attention of child behavioral Problems 3.1 Objectives planning 3.2 Strategies formulation 4. Strategies geared towards the attention of child behavioral problems 4.1 Ethical aspects 4.2 Strategies to establish adequate behaviors 4.3 Strategies for the elimination of problematic behaviors.	20

Learning Activities

Individual

  Independent

- **Documental and electronic bibliographical research**

Under the instructor's guidance

- **Correcting the diagnostic reports**

- **Correcting the intervention plans**

- **Correcting the intervention reports**

  Group activities

Under the instructor's guidance

- **Discussion and analysis of the proper concept for each unit.**

- **Performing interviews.**

- **Performing and recording observations**
- **Writing integrated diagnostic reports**
- **Elaboration of treatment plans**
- **Application of strategies to establish adequate behaviors**
- **Application of strategies to eliminate or reduce inadequate behaviors**
- **Case analysis**

Evaluation procedures and criteria

Essay	20%
Diagnostic report	20%
Intervention plan	20%
Intervention report	40%

Bibliography

	Type	Title	Author	Publisher	
1					
2					
3					
4					
5					

Child Psychology Program

Name	Code
Child Psychology Practicum IV	**VI418**

Hours under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
	128		**128**	**8**

Location in the curricular map
Seventh Semester,

Characteristics

This academic activity will provide the student with the opportunity, under supervision to apply intervention strategies in the face of child behavioral problems in natural settings.

Objectives

At the end of the course the student will:

- Apply strategies to towards the attention of child behavioral problems in natural settings.

Content	Hours

Supervised practicum in attention of child behavioral problems	128

Learning Activities

- Supervised practicum

Evaluation procedures and criteria

Performance evaluation in supervised practicum   100%

Bibliography

	Type	Title	Author	Publisher	Year
1	Reference	Manual de terapia de juego, avances e innovaciones vol. 1.	O'Connor, K.J. y Scaefer, C.E.	Manual Moderno	1998
2	Reference	Manual de terapia de juego, vol. 2	O'Connor, K.J. y Scaefer, C.E.	Manual Moderno	1997
3	Reference	Modificación de la conducta y sus aplicaciones practicas	Kazdin, A.E.	Manual Moderno	1996
4	Reference	Terapia de juego centrada en el niño	West, J.	Manual Moderno	1999

Child Psychology Program

Name	Code
Child Brief Therapy	**AC412**

Hours under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
32	**32**	**64**	**128**	**8**

Location in the curricular map
Eight Semester,

Characteristics

This academic activity includes the application of brief therapy through the process of evaluation, diagnosis, planning and intervention of childhood and adolescence disorders; through an individual level as well as a group level.

Content	Hours
1. Ethical aspects of brief therapy 2. Brief therapy applications 2.1 Evaluation 2.2 Diagnoses 2.3 Treatment planning 2.4 Individual interventions	8 120

		2.5 Group interventions 2.6 Evaluation of interventions		
				20

Learning Activities

- Assigned reading commentary

- Essay writing

- Writing a brief treatment plan

- Case presentation

Evaluation procedures and criteria

- Essays   30%

- Brief therapy   treatment plan   20%

- Application of brief therapy treatment plan   50%

Bibliography

	Type	Title	Author	Publisher	Year
1	Reference	Código ético del psicólogo	Sociedad Mexicana de Psicología	Trillas	2004
2	Reference	Terapia breve integradora: enfoques cognitivo, psicodinamico, humanista y neuroconductual	Preston, J.	Desclee de Brouwer	1999
3	Reference	Una terapia breve mas profunda y duradera: enfoque teórico de la terapia racional-emotivo-conductual	Ellis, A.	Paidos	1999
4	Reference	Guía breve de terapia breve	Cade, B.	Paidos	1995

Child Psychology Program

Name	Code
Child Psychology Practicum V	**VI419**

Hours under instructor's guidance		Independent study hours	Total hours	Credits
Theory	Practical			
	128		**128**	**8**

Location in the curricular map
Eight Semester,

Characteristics

This academic activity will provide the student, under supervision, with the opportunity to apply therapeutic interventions strategies with children and adolescents, in natural settings.

Objectives

At the end of the course the student will:

1. Apply strategies for the attention of children and adolescents in natural settings.

Content	Hours
1. Supervised practicum in child and adolescent therapy	

Learning Activities

- Supervised practicum

Evaluation procedures and criteria

Evaluation of performance in supervised practicum   100%

Bibliography

	Type	Title	Author	Publisher	Year
1	Reference	The child and adolescent psychotherapy treatment planner	Jongsma, A.	John Wiley & Son	1996
2	Reference	Manual de terapia de juego vols. I y II	Schaefer y O'Connors	Manual Moderno	2004
3	Reference	Fundamentos de terapia de juego	Schaefer Charles	Manual Moderno	2005