

Introduction to Psychology as a Discipline and Profession

Introduktion till psykologin som ämne och profession
7.5 credits

Single subject and programme course

735G31

Valid from:

Determined by	Main field of study	
	Psychology	
Date determined	Course level	Progressive specialisation
2007-06-04	First cycle	G1N
Revised by	Disciplinary domain	
	Social sciences	
Revision date	Subject group	
2016-03-18	Psychology	
Offered first time	Offered for the last time	
Autumn semester 2007		
Department	Replaced by	
Institutionen för beteendevetenskap och lärande		

Course offered for

- Psychologist Programme

Entry requirements

General entry requirements for undergraduate studies and Social Studies and Mathematics corresponding to the level in Swedish upper secondary education (Samhällskunskap 1b or 1a1 and 1a2 and Matematik 2a/2b/2c or Matematik B)

Intended learning outcomes

On completion of the course, the student should, at a basic level, be able to

- account for psychology and its emergence as a science and a subject area,
- account for the width, demarcation, contents and professional ethical problems of the psychologist profession,
- work according to the principles of problem-based learning (PBL),
- apply elementary group psychological concepts and theories in the own tutorial group work,
- identify information needs, use relevant search tools and critically review search results.

Course content

The course is an introduction to psychology as a science and a subject area. It also includes an orientation in the psychologist profession. The course focuses heavily on that the students should understand and apply problem-based learning, and be able to see their own role and the other group participants' roles in the group. The course also provides conditions for meeting information needs via available search tools. An orientation in the aims, contents and working methods in the Psychologist Programme is also given in the course.

Teaching and working methods

The course contents will be introduced via lectures, seminars, exercises and written assignments. A large part of the course is devoted to tutorial group work. In addition to this, the students should study independently, individually and/or in groups.

Examination

Examination, compulsory exercises and written assignments, as well as active participation in the tutorial group work.

If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

Students failing an exam covering either the entire course or part of the course twice are entitled to have a new examiner appointed for the reexamination.

Students who have passed an examination may not retake it in order to improve their grades.

Grades

Three-grade scale, U, G, VG

Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus. The course is carried out in such a way that both men's and women's experience and knowledge is made visible and developed.

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The course is conducted in such a way that there are equal opportunities with regard to sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.