INTRODUCTION TO PSYCHOLOGY
A distance-learning course
Duration: 21 weeks

The Introduction to Psychology course has three main objectives: (1) to provide accurate, efficient and broad presentation of the field of psychology, to introduce learners to the theories, research and applications that build the science of psychology, (2) to provide an incentive for learners to start thinking as psychologists even after the actual content of the course has faded and to promote better understanding and appreciation of the basis of psychology, (3) to arouse the intellectual curiosity of learners and to help raise the awareness of how psychology can enhance their understanding of the world around them and their everyday interpersonal relationships. Of course, these goals are interdependent, because if the course content accurately represents the nature of psychology, learners' understanding and interest in the field will follow naturally. The aim is each topic to include the fundamental authors, research studies, and research results so that learners could appreciate and understand the everyday relevance of psychology and its potential to improve the quality of their lives. The aim is learners be exposed to the content - and promise - of psychology but also this to be done in a way that will trigger their interest in the area and, hopefully, will keep it alive.
1. UNDERSTANDING PSYCHOLOGY – INTRODUCTION
What is psychology? Working Definition. Old traditions, new science. Contemporary psychology perspectives: behaviorism, cognitive psychology, neuropsychology, psychodynamic psychology, humanistic psychology. Theory and practice: main domains of specialization, basic research, applied research. Psychology and critical thinking. Eternal issues and modern psychology: nature vs. nurture, biological continuity and human uniqueness, conscious and unconscious experience; individual differences and universal principles; individual and society. Psychological research: theories and hypotheses; correlations; experiments. Ethics of psychological research.

2. SENSATION
Basic principles of the sensory system: sensory thresholds and signal detection. Weber's law; just-noticeable difference; sensory adaptation. Vision: the light; structure of the eye; sending signals to the brain; processing visual information; visual acuity; color vision – trichromatic theory of color vision and the theory of opponent-process theory. Hearing: sound waves; structure of the ear; processing of auditory information. Touch: skin receptors; temperature, pressure, pain. Smell. Spatial orientation and the vestibular system. Kinesthetic sense.

3. PERCEPTION

4. STATES OF CONSCIOUSNESS

5. LEARNING

6. MEMORY
Cultural Differences in Memory and Forgetting. Using Psychology to Improve Our Memory. Understanding Memory Distortions. Tips for Memory Improvement.

7. LANGUAGE AND COGNITION

8. INTELLIGENCE AND INTELLIGENCE TESTING

9. MOTIVATION AND EMOTIONS

10. HUMAN DEVELOPMENT: INFANCY AND CHILDHOOD

11. HUMAN DEVELOPMENT: ADOLESCENCE AND ADULTHOOD

12. PERSONALITY

13. HEALTH PSYCHOLOGY: STRESS, COPING AND HEALTH

14. PSYCHOLOGICAL DISORDERS

15. APPROACHES TO TREATMENT

16. ATTITUDES, BEHAVIOR AND PERSUASION

17. SOCIAL COGNITION AND IMPRESSION FORMATION

18. AGGRESSION AND VIOLENCE

19. ALTRUISM AND HELPING BEHAVIOR

20. SOCIAL INFLUENCE
21. INTERPERSONAL ATTRACTION AND CLOSE RELATIONSHIPS

References


Standards of Academic Integrity
Generally, academic fraud and dishonesty include, but are not limited to the following categories: cheating, fabrication, plagiarism, multiple submissions, etc.

- **Cheating**: Using unauthorized notes, aids or information on an examination; altering a graded work prior to its return to a faculty member, allowing another person to do one’s own work and submitting it for grading.

- **Fabrication**: Inventing or falsifying information, data or citation; presenting data gathered outside of acceptable professorial guidelines; failing to provide an accurate account of how information, data or citations were gathered; altering documents
affecting academic records; forging signatures or authorizing false information on an official academic document, grade, letter, form or any other university document.

- **Plagiarism**: Submitting material that in part or whole is not one’s own work; submitting one’s own work without properly attributing the correct sources of its content.
- **Multiple Submissions**: Submitting identical papers or course work for credit in more than one course without prior permission of the instructor.

A breach of ethics or act of dishonesty can result in:
- failure of an entire course (blatant plagiarism, cheating on a test or quiz);
- academic suspension or expulsion from the university.

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