

ENGLISH FRIENDLY COURSES (EFC) 2019-2020 – CAMPUS OF GIPUZKOA

<https://www.ehu.es/es/web/psikologia>

Coordinator: psicologia.internacional@ehu.es

In addition to the general offer of courses taught in English, some Centers also offer for incoming students English Friendly Courses (EFC): subjects taught in Spanish, in which the syllabus summary; lecturer tutoring, examinations and/or papers are available in English.

FACULTY OF PSYCHOLOGY (231)		SEMESTER	CREDITS	SCHEDULE ¹
25061	Psicología Política y Movimientos Sociales	Sep. 2019- Jan. 2020	4,5	M
25069	Psicología Ambiental	Sep. 2019- Jan. 2020	4,5	M
25073	Evolución y Conducta	Sep. 2019- Jan. 2020	6	M
25100	Historia de la Psicología	Sep. 2019- Jan. 2020	6	M
25087	Clínica Infanto-Juvenil: Evaluación y Psicopatología	Sep. 2019- Jan. 2020	6	M
25089	Evaluación y Diagnóstico Psicológicos	Sep. 2019- Jan. 2020	6	M
25071	Psicología de los Grupos	Jan. 2020- May 2020	6	M
25092	Fundamentos de Neuropsicología y Psicofarmacología	Jan. 2020- May 2020	6	M

¹ SCHEDULE: Morning (M)/ Afternoon (A): begins at 13.30.

By clicking the subject's name, its Syllabus will appear.

GUÍA DOCENTE

2017/18

Centro 231 - Facultad de Psicología

Ciclo Indiferente

Plan GPSICO20 - Grado en Psicología

Curso Indiferente

ASIGNATURA

25061 - Psicología Política y Movilización Social

Créditos ECTS : 4,5

DESCRIPCIÓN Y CONTEXTUALIZACIÓN DE LA ASIGNATURA

La asignatura de Psicología Política y Movilización Social estudia la relación entre los procesos psicológicos y las dinámicas políticas.

Entre el Individuo y la Cultura, entre Instituciones y Movimientos sociales: desde el comportamiento de los políticos hasta el significado y consecuencias de la identidad cultural y étnica; se interesa por el estudio de la personalidad pero se interesa, a su vez, por la socialización política; se interesa por el comportamiento de voto, así como de otras formas de participación política, incluyendo las estrategias de negociación; se preocupa de la dimensión psicológica de la ideología política pero también del desarrollo de la memoria histórica así como de la actividad institucional del sistema político.

COMPETENCIAS / RESULTADOS DE APRENDIZAJE DE LA ASIGNATURA

- Conocer el funcionamiento interpersonal en los contextos políticos, comunitarios y de movilización ciudadana
- Conocer críticamente los principios psicosociales del funcionamiento de los individuos, grupos y organizaciones
- Ser capaz de identificar, describir y medir los procesos básicos de movilización ciudadana
- Saber elegir las técnicas de intervención psicológica básicas adecuadas para alcanzar los objetivos
- Ser capaz de definir los objetivos y elaborar el plan de la intervención básica en función del propósito de la misma (prevención, movilización social, etc.)
- Ser capaz de utilizar las diferentes fuentes documentales relativas a la psicología política y movilización social y mostrar dominio de las estrategias necesarias para acceder a la información

CONTENIDOS TEORICO-PRACTICOS

- 1-Concepto de Psicología política y visión histórica de la psicología política
- 2-Liderazgo, socialización y participación política.
- 3-Dinámicas entre la opinión pública y la política
- 4-Capital Social y Participación Social
- 5-El comportamiento Colectivo y los Movimientos sociales
- 6-El individuo y la masa
- 7-Surgimiento, desarrollo y triunfo de los movimientos sociales
- 8-Teorías clásicas y recientes de los movimientos sociales

METODOLOGÍA

Clases teóricas:

En las clases teóricas se abordarán los fundamentos teóricos de la asignatura y se utilizarán ejemplos prácticos y dinámicas que ayuden a su comprensión.

Prácticas:

Se llevarán a cabo dos tipos de prácticas, una en grupo y otra individual.

En grupo el alumnado profundizará en uno de los temas teóricos de la asignatura mediante una investigación utilizando para ello la técnica de focus-group. Para la evaluación, el alumnado presentará un documento escrito y realizará una exposición oral de su trabajo.

Individualmente, el alumnado analizará una noticia desde el Análisis Crítico del Discurso (ACD), identificando las dinámicas de la ideología, el poder, el pensamiento grupal, etc. Para la evaluación el alumnado entregará por escrito un informe del análisis realizado.

TIPOS DE DOCENCIA

Tipo de Docencia	M	S	GA	GL	GO	GCL	TA	TI	GCA
Horas de Docencia Presencial	24	2	7		5		5		2
Horas de Actividad No Presencial del Alumno	36	3	10,5		7,5		7,5		3

Legenda:

M: Magistral S: Seminario GA: P. de Aula GL: P. Laboratorio GO: P. Ordenador
GCL: P. Clínicas TA: Taller TI: Taller Ind. GCA: P. de Campo

SISTEMAS DE EVALUACIÓN

- Sistema de evaluación continua
- Sistema de evaluación final

HERRAMIENTAS Y PORCENTAJES DE CALIFICACIÓN

- Prueba escrita a desarrollar 50%
- Trabajos individuales 20%
- Trabajos en equipo (resolución de problemas, diseño de proyectos) 30%
- Nota: los porcentajes son orientativos, ya que se negociarán con el alumnado. NO obstante la parte teórica oscilará entre un 40-60% y la práctica entre un 40-60%. 0%

CONVOCATORIA ORDINARIA: ORIENTACIONES Y RENUNCIA

La evaluación de los resultados de aprendizaje se realizará mediante diferentes tipos de actividades: examen escrito, informes de prácticas y exposición pública del trabajo grupal.

El alumnado puede elegir entre dos modalidades de evaluación: una continúa durante el curso y otra con un examen final al finalizar el cuatrimestre.

Durante el curso: Se realizará un examen en una fecha acordada con el alumnado (el valor de la misma se negociará con el alumnado, pero en cualquier caso oscilará entre 40-60% de la nota). Asimismo, se evaluarán los trabajos realizados en las prácticas (el valor de los mismos se negociará con el alumnado, pero en cualquier caso oscilarán entre el 40-60% de la nota).

Al finalizar el cuatrimestre: Se realizará un examen final de la asignatura en su conjunto, incluyendo el temario teórico y las actividades prácticas.

*El alumnado podrá renunciar en cualquier momento a la evaluación continua y presentarse a la evaluación final.

En el examen se plantearán 2-3 preguntas a las que habrá que responder en forma de disertación (introducción, tesis, antítesis, síntesis, opinión personal)

EN ESTA ASIGNATURA, BASTARÁ CON NO PRESENTARSE AL EXAMEN PARA RENUNCIAR A LA CONVOCATORIA

CONVOCATORIA EXTRAORDINARIA: ORIENTACIONES Y RENUNCIA

EN ESTA ASIGNATURA, BASTARÁ CON NO PRESENTARSE AL EXAMEN PARA RENUNCIAR A LA CONVOCATORIA

MATERIALES DE USO OBLIGATORIO

- APALATEGI, J. (1999). La anticipación de la sociedad, psicología social de los movimientos sociales. Valencia: Promolibro
- JAVALOY, F. (2001). Comportamiento colectivo y Movimientos Sociales. Madrid: Prentice Hall.
- SABUCEDO, J. M. (1996). Psicología Política. Madrid: Síntesis.
- SEOANE J, & RODRIGUEZ, A. (1988): Psicología Política. Madrid: Pirámide
- VALENCIA, J. F. (2005). Psikologia Politikoa. Bilbo: EHU.

BIBLIOGRAFIA

Bibliografía básica

Handbook

GRAWITZ, M. & LECA, J. (1985) Traité de science politique. III Volumen

LONG, M. (1981) The handbook of political behavior. NY: Plenum Press.

HERMAN, M. (1986) Political Psychology. London: Jossey Bass.

MONROE, K. (2002) Political Psychology. London: Erlbaum.

Capítulos:

1 Tema

DEUTSCH, M. & KINNVALL, C. (2002) What is political psychology. In MONROE, K. (ED) Political Psychology. London: Erlbaum.

WARD, D. (2002) Political psychology: origins and development. In MONROE, K. (ED) Political Psychology. London: Erlbaum.

2 Tema

HERMAN, M. (1986) Ingredients of leadership. In HERMAN, M. (ED) Political Psychology. London: Jossey Bass.

MERELMAN, R. (1986) Revitalizing political socialization. In HERMAN, M. (ED) Political Psychology. London: Jossey Bass.

LEDERER, G. (1986) Protest movements as a form of political action. In HERMAN, M. (ED) Political Psychology. London: Jossey Bass.

3 Tema

SABUCEDO. (1996) Opinión pública y comunicación política: In Psicología Política: Síntesis: Madrid.

SNIDERMAN, P. & TETLOCK, Ph. (1986) Interrelationship of Political Ideology and Public Opinion. In HERMAN, M. (ED) Political Psychology. London: Jossey Bass.

4 Tema

La Due Lake, R. and Huckfeldt, R. (1998), Social Capital, Social Networks, and Political Participation. Political Psychology, 19: 567-584.

5 Tema

Marx, G. y Mc Adam, D. (1994). Collective behavior and social movements : process and structure, Englewood Cliffs : Prentice-Hall

Lofland, J. (1985). Protest : studies of collective behavior and social movements. New Brunswick : Transaction

Turner, R.H. and Killian, L.M. (1987). Collective behavior. Englewood Cliffs : Prentice-Hall

6 Tema

Blumer, H. (1939). Collective behavior. Rn Park, R (ed.) : Principles of Sociology. New York : Barnes and Noble

Goode, E. (1992). Collective behavior. New York. Harcourt Brau Jovanovich

Miller, D. (1985). Introduction to collective behavior. Illinois : Waveland

7 Tema

Klandermans, B. and Tarrow, S. (1988) Mobilization into social movements : synthesing European and American approaches. International Social Movements Research, 1, 17-33

Melucci, A. (1996). Challenging codes. Cambridge University Press

Castells, M. (1997). La era de la información. Vol. 1. La sociedad red. Madrid : Alianza

8 Tema

Aberle, D. (1966). The Peyote religion among the Navajo. Chicago : Aldin

Mc Adam, D. and Snow, D. (1997) Social movements : Readings on their emergence, mobilization and dynamics. Los Angeles/ Roxbury

9 Tema

Offe, C. (1990) Partidos políticos y nuevos movimientos sociales. Madrid : Sistema

Touraine, A. (1982). Mouvements sociaux d'aujourd'hui. Paris : Editions Ouvrières

Laraña, E. y Gusfield, J. (eds.). Los nuevos movimientos sociales. De la ideología a la identidad. Madrid : CIS

Bibliografía de profundización

Revistas

Revistas

Aggressive Behaviour

American Sociological Review

Human relations

Journal of Conflict Resolution

Journal of peace research

Micropolitics

Peace and conflict

Political Psychology

Political Science Review

Psicología Política

R.E.I.S

Social movements studies

Direcciones de internet de interés

Recursos en Internet:

- <http://www.socialpsychology.org/>

- Cultural Studies: <http://vos.ucsb.edu/browse.asp?id=2709>

- Psychology of women: <http://www.apadivisions.org/division-35/>

- Affirmative action: <http://www.understandingprejudice.org/readroom/articles/affirm.htm>

- Social activism: <http://www.socialpsychology.org/social.htm#activism>

- Collective behavior and social movements: <http://www2.asanet.org/sectioncbsm/>

- Msekiko sarrera: http://en.wikibooks.org/wiki/Introduction_to_Sociology/Social_Movements

- Mjimen du socialaren helburua al daketa sozeiala dela onartuz gero egiten den definizioa : http://es.wikipedia.org/wiki/Movimiento_Social

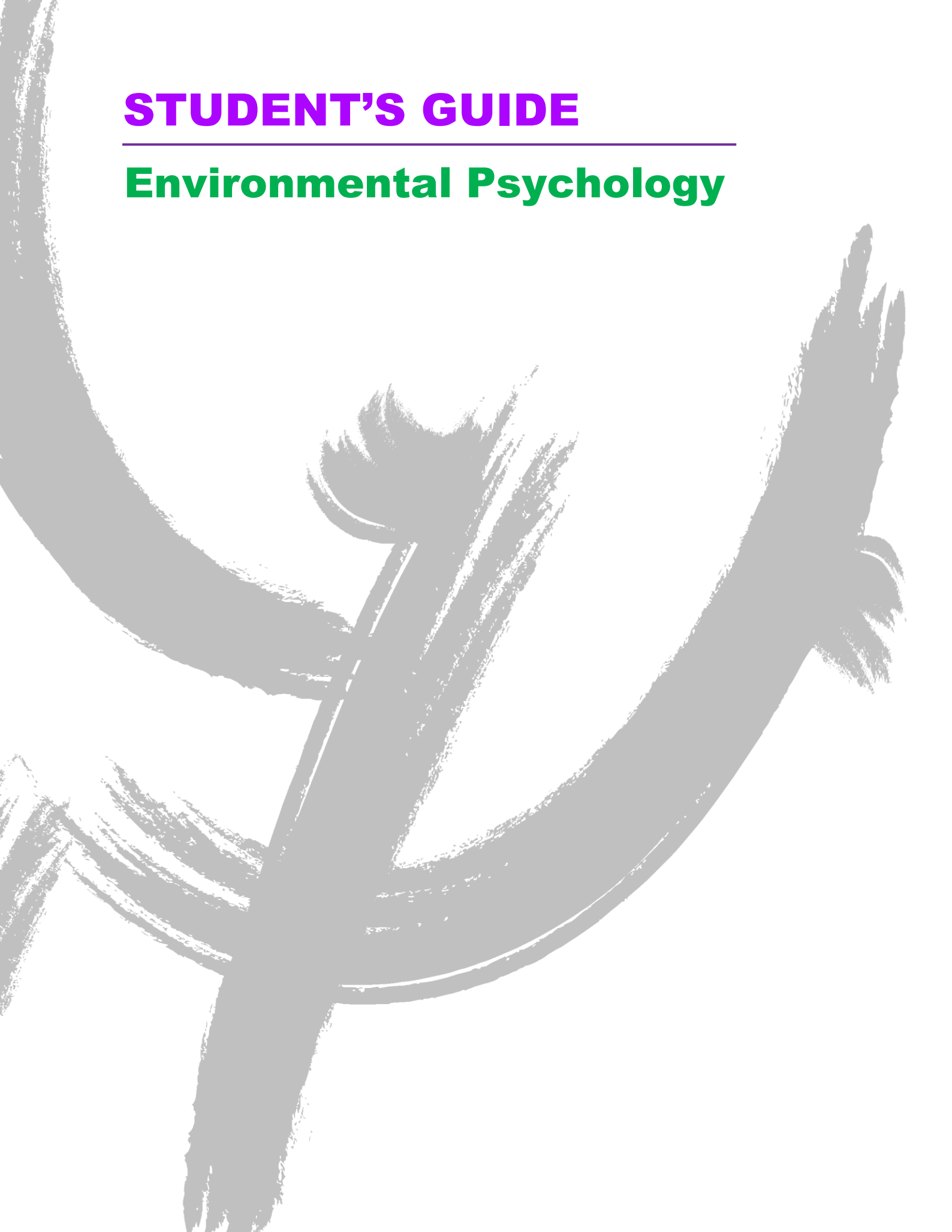
- Mundu mailako azken Biltzar Sozialaren laburpena: www.volatirenet.org/+Mouvements_Sociaux-+?lng=fr

- Tipologia. Helburuak. Funtzionamendua : html : rincondelvago.com/movimientos_sociales.html
- Mugimendu Sozialak aktore politiko direnez aztertzen dira, baina aldediekin nahastu gabe : [www.usal.es/-dpublico/areacp/materiales/los nuevos movimientos sociales.pdf](http://www.usal.es/-dpublico/areacp/materiales/los_nuevos_movimientos_sociales.pdf).
- Arazo sozialak psikologikoki aztertzeko Elkartea zientifikoa: [http:// spssi.org/](http://spssi.org/)
- Pertsonak agintea duenaren edo talde presio pean nola konformatzen doatzen ikasteko loturak: [http:// es.wikipedia.org/wiki/ Conformidad](http://es.wikipedia.org/wiki/Conformidad)
- Immigranteen egokitze sozikultural eta psikologikoa nola egiten den aztertzeko lotura ikerketa baten bidez : [http://gvas.euskadi.net/pub/gv/estudios sociologicos/csv15.pdf](http://gvas.euskadi.net/pub/gv/estudios_sociologicos/csv15.pdf)

OBSERVACIONES

STUDENT'S GUIDE

Environmental Psychology



3. SPECIFIC AND CROSS CURRICULAR COMPETENCIES OF THE COURSE

Number	Competency
1	Be capable of analysing the psychological and social dimension of the human being in relation to his/her behaviour setting
2	Be capable of distinguishing between the fields of application of Ecological Psychology and Architectural Psychology
3	Know the most efficient intervention strategies for promoting urban quality of life
4	Handle the techniques and instruments commonly used for the assessment, measurement and promotion of environmentally responsible behaviour
5	Know the instruments and indicators used in an Environmental Impact Assessment as well as the ethic responsibilities of such assessments
6	Know the documental sources commonly used in the discipline as well as be capable of successfully submitting a written report and defend it orally.
7	Be capable of working in multidisciplinary teams
8	Know the sources of scientific data commonly used in Environmental Psychology and show command of the necessary strategies for successfully accessing relevant information

4. PLANIFICATION

4.1. EXTENDED TOPICS LIST

In this course, the theoretical content is structured in six topics. In the first one, we analyse the relations between the human being and the environment and introduce the most widely used methodologies in Environmental Psychology. In the second one, we study the perception of the environments and its meaning, as well as the emotional experience of the environments. In the third and fourth ones, we focus on the experience of the urban environments, and study the residential satisfaction before going deeper into the psychosocial aspects of the urban problems. In the fifth and sixth topics, we analyse the pro-environmental attitudes and beliefs and the ecologically responsible behaviours, thus considering psychosocial variables impacting on sustainable development at the individual level; and finally we study the role of institutions and enterprises in this matter.

In theoretical lessons we work the competencies number 1, 2, 3 and 5.

Extended topic list:

1. Studying the human-environment relationship

Environmental Psychology is the discipline that studies all elements –real and/or symbolic ones-

implied in the relation between humankind and their environment. In this course, we will discover the different roles of the environmental psychologist, as well as the research areas of the discipline, that come from describing and trying to explain this relation.

In this first topic of the course, we will reflect about the relation of humankind to the physical surroundings, and next we will present the origins and evolution of the discipline until present day. It will be relevant to understand the difference between two main areas of research and application within Environmental Psychology (Architectural Psychology and Ecological Psychology). Finally, we will try to offer a comprehensive definition of the discipline, as well as the main characteristics and application fields that we are working on nowadays.

Topic outline:

- 1.1.- Introduction to Environmental Psychology
- 1.2.- A brief review of the history of Environmental Psychology
 - 1.2.1. 'Prehistory'
 - 1.2.2. Period of institutionalisation
 - 1.2.3. Period of consolidation and development
- 1.3.- Events that contributed to the development of EP
- 1.4.- Two branches in EP
- 1.4.- Definitions and professional opportunities

2. Environmental perception and meaning

Explaining how people perceive the world surrounding them is key for understanding the human behaviour. Perception, as a mean of knowing the world, does not finish when we describe the physiological channel that makes it possible; it is mostly related to how we acquire, organise and use this knowledge. However, we cannot ignore the role played by perceptive processes in environmental cognition, and therefore we start the topic by describing some of its essential aspects. But as environmental psychologists, we are aware that perception is also dependent on a concrete socialization process -based on language- that will determine how we capture stimuli from our environment. This is the reason why Environmental Psychology is more closely related to Social Psychology than to Psychology of Perception, as pointed out by Canter & Stringer (1978:31). From this perspective, the most significative aspect will be the meaning attached to the stimuli from the environment, more than the physiological acquisition way, and thus we will study the environmental meaning and the processes of spatial appropriation. We will also analyse how human beings codify and store spatial information collected from the environments they use, in cognitive maps; maps that they later use for orientation and efficient mobility (wayfinding). Finally, we will analyse the landscape perception, a main research area in the discipline, that in the last years has evolved from the interest in landscape preferences to the restorative capacity of some landscapes –mainly natural ones- and to the relation between both variables.

Topic outline:

- 2.1. Introduction to environmental cognition
- 2.2. Cognitive maps & wayfinding
 - 2.2.1. Psychological functions of the cognitive maps
 - 2.2.2. Elements in Cognitive Maps
 - 2.2.3. Distortions and bias
 - 2.2.4. Wayfinding, orientation and maps
- 2.3. Environmental perception and meaning: the emotional experience of the environment
 - 2.3.1. Components of the environmental meaning
 - 2.3.2. Stages on the process of environmental perception
- 2.4. Special topics in environmental perception
 - 2.4.1. Landscape preferences
 - 2.4.2. Sound landscapes
 - 2.4.3. Psychological restoration

3. The experience of the urban space

This is the first of two topics where we will pay attention to the urban environment. In the first one we describe the basic concepts for understanding the urban experience, that will allow the student to go deeper –in the next topic- into the challenges and difficulties of today's cities, characterized as 'urban-pathologies' and into their interdependent relation to human behaviour in the urban environment. More concretely, in this topic we will study the meaningful relation we establish to the several levels of the urban space, analysing three key variables for Environmental Psychology: residential satisfaction, urban social identity and place attachment. Finally, we will present a tool for evaluating built environment that will be used by the students in the field practice: the post-occupancy evaluation.

Topic outline:

- 3.2. Residential satisfaction
 - 3.2.1. Levels of analysis
 - 3.2.2. Housing as a key element for social integration
 - 3.2.3. Definitions and theoretical perspectives in residential satisfaction
- 3.2. Urban social identity and place attachment
- 3.3. Post Occupancy Evaluation

4. Eco-pathologies and human behaviour

The human behaviour is influenced by the environment; environment that has been previously modified by human behaviour. The resulting spiral is useful for explaining health and illness from an ecological point of view. Talking specifically about the urban habitat, the city has inside its borders the most serious socio-economic problems of the planet. The situation in cities in the third world is particularly dramatic, where the lack of infrastructure for channelling, treating or recycling waste is the origin of deteriorated landscapes and multiple health problems. Less serious is the situation of the western developed cities, but we can still describe some negative consequences for human behaviour that happen in our urban habitats. After presenting some classic studies, we will go deeper in the description of two urban eco-pathologies: acoustic pollution and crime and delinquency.

As a final reflexion we will discuss the interdependency between the management of several urban problems and the impact that our behaviour has on the natural environment. Since the most part of world population is living in cities, how we manage the behaviours with impact on Nature –energy consumption, waste management, and so on- will be key for achieving (o not) the sustainable development. Behaviours with impact on Nature will be studies in topics 4 and 5.

Topic outline:

- 4.1. The city as a behaviour setting
- 4.2. Social problems from the eco -urban perspective
 - 4.2.1. Acoustic pollution and behaviour
 - 4.2.2. The ecology of crime
- 4.3. Urban quality of life

5. Pro-environmental attitudes and environmentally responsible behaviour

The last two topics are related to the study of one of the most pressing problems that humankind faces nowadays: the deteriorated natural environment and the climate change, as a consequence of human activities. Environmental Psychology, mostly from the point of view of its branch labelled as Ecological Psychology, has studied the beliefs and attitudes towards the Nature as well as the conservation behaviours (or the resource wasting behaviours). In this fifth topic we study the "ecologically responsible" behaviours from the individual point of view, trying to

understand the attitudes and behaviours of citizens in relation to the natural environment. The last aim is to present the theoretical models developed for explaining and predicting these behaviours, but also to describe the applications for designing and implementing programmes for promoting ecological behaviours. We also discuss the difficulties for modifying this type of behaviour and maintaining changes in time.

After this individual perspective, in the last topic we will study the activities with impact in Nature but from an organizational point of view, applying to institutions and enterprises the proposals for sustainable development and the tools for environmental management.

Topic outline:

- 5.1. "Environmental concern" vs. consumption and development level
- 5.2. Measuring pro-environmental attitudes & beliefs
 - 5.2.1. Pro-environmental attitudes
 - 5.2.2. Environmental beliefs
 - 5.2.3. Models for predicting Environmentally Responsible Behaviours
- 5.3. Conclusions (challenges for the environmental psychologist)

6. Sustainable development and environmental management

When discussing about human impacts on Nature, we have no choice but to consider what we do as a society, what is the role of our public institutions. In this sense, the concept of sustainable development is frequently mentioned as an objective we should reach; as a consequence our well-being would not affect future generations. We will start by discussing this concept, and next we will present the tools that institutions and enterprises could apply for trying to get it. We will describe several tools, pointing out the role that environmental psychologists could play in this area, and giving real examples of public and private cases. We will pay special attention to the Environmental impact assessment, a classic tool for preventing impacts of projects on Nature. Finally, we will close the topic (and the course) with a reflexion about the role of an environmental psychologist in the current social and economic context.

Topic outline:

- 6.1. Sustainable vs. development?
- 6.2. Environmental Management: concept and tools
- 6.3. Environmental impact assessment: the role of the environmental psychologist
- 6.4. The social and environmental psychologist in the face of the ecological and economic crisis: reflections

4.2. PRACTICAL PROGRAMME (*)

We propose a teaching methodology that combines theoretical classes with a series of practical activities, in order to facilitate the achievement of the competencies by the student. Practical activities are designed for applying the theoretical concepts to real-life problems, for discussing some issues that are not covered in theoretical classes and for developing the transversal competencies. The virtual classroom E-gela, is a key tool for providing the students with the working plan and materials they will need; and also for providing them with the evaluation criteria that will help focusing their efforts.

The planning of the practical programme, along with the description of the activities is presented hereunder.

Development of the competencies 1, 2, 3, 4 & 8.

Independent sessions. Individual or team activities will be carried out. The work carried out in each session will be presented in a final **personal portfolio** where the tasks will be described and documented. We use different dynamics of work, but in all the cases the aim is to go deeper, work in examples or take a different point of view about the issues covered in theoretical classes. When describing and documenting this work, the student will have to include a theoretical basis, relating the tasks done in practice activities to the concept studied in class, and broaden this contextualisation with additional resources. Therefore, by elaborating a good portfolio, the student will be proving that he/she is capable of integrating in a coherent way what we have been studying and practising.

Classroom practices (11 hours):

We will do additional work on some issues and concepts mentioned in theoretical classes. In these sessions, we have a more dynamic working plan with more opportunities for discussion among students and for analysing real cases in small groups. Sessions:

- Restorative environments
- Analysis of real cognitive maps
- Intervention after disasters
- Post occupancy evaluation of the Carlos Santamaria building
- Public spaces and city models
- Crime maps (and perception of safety)
- Smart Cities
- Promoting environmentally responsible behaviours
- Environmental education
- Sustainability in organizations

Final seminar (two hours):

Analysis of an example of current affairs using contents and strategies studied in Environmental Psychology and a final reflection about the discipline and the work the student has carried out through the course.

The students will analyze a real-life case with socio-environmental implications. They should be able to contrast their previous beliefs about the examined issue with the scientific evidence available, and giving their evaluation of the situation as environmental psychologist, not as a citizen; adding a final –ideally deep- reflection about the discipline.

We will choose social problems or issues that are relevant or treated in the mass media when we do this final classroom practice.

Development of the competencies 6 & 7.

Continued work in a stable team and a final presentation in the classroom. The students will work in a stable team, in order to achieve the transversal competencies (using the scientific databases, defending a report, working in teams). They will form 3-4 student teams, and choose an article of the last volumes of one of the main scientific journal of the field, that they find particularly interesting. Then each team will work for understanding the article contribution and implications, and they will present the main contents of the article in a simulated "Conference on Environmental Psychology".

Presenting their own work, but also listening to the presentations by the other teams in class, the students will have more opportunities to understand human behaviour in its socio-physical environment, with perspectives or applications not studied in theoretical classes, so they can broaden their own point of view of the discipline. A set of criteria published in the e-gela will be used for evaluating their presentation and the ppt file (or alternative formats) they use.

Workshop (1 hour):

- Introduction to the work that will be done, first ideas for choosing a topic.

Computer practice (5 hours):

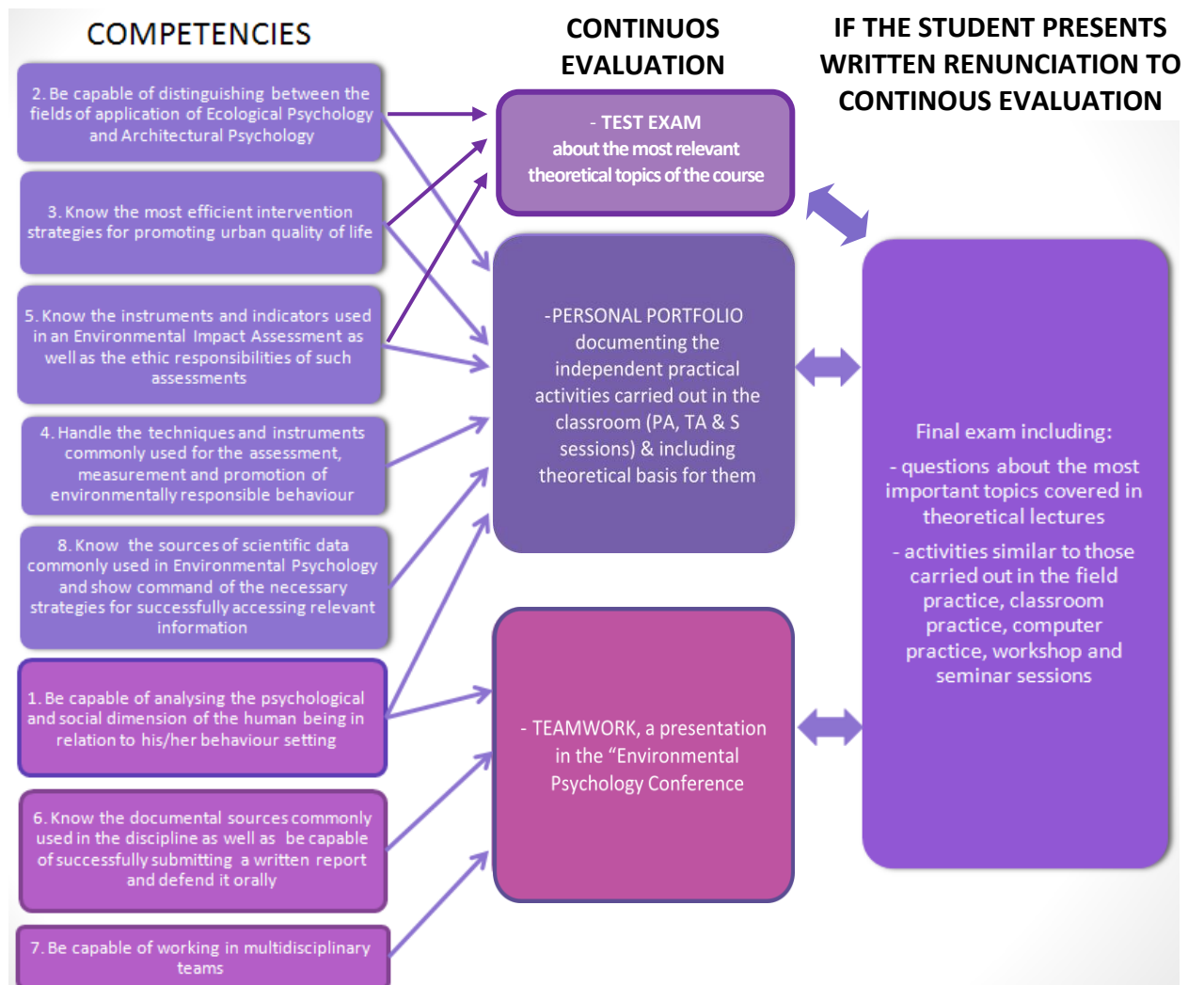
- Choosing a paper and looking for additional information in databases.
- First reading and a basic outline of contents
- Understanding the topic and reflection on how to add additional information.
- Working on the state of the art, the scientific problem and the objectives and hypotheses. Structure of the script.
- Understanding the method, results and discussion. Final version of the script.

Workshop (2 hours):

- Environmental Psychology Conference: presentations by the teams.

5. EVALUATION SYSTEM

In the Environmental Psychology course we use a system for evaluating competencies, based on learning indicators. This implies the use of a continuous evaluation system.



Grade (Up to 10 points)	Grading system	Requirements
Up to 2,5 points	PERSONAL PORTFOLIO documenting the practical activities carried out in the classroom & including theoretical basis for them	<ul style="list-style-type: none"> ▪ Regular assistance to classes ▪ Writing the portfolio having into consideration the evaluation criteria available in the virtual classroom
Up to 2,5 points	TEAMWORK that will be developed in computer practice sessions and presented in the "Environmental Psychology Conference"	<ul style="list-style-type: none"> ▪ Regular assistance to computer practice sessions for working with the group ▪ Presentation in the final workshop
Up to 5 points	TEST EXAM	<ul style="list-style-type: none"> ▪ In the official date for examination

PLEASE NOTE:

- **Students must pass each part independently in order to pass the course.**
- **If plagiarism or other unethical or deceptive behaviour is detected in an evaluation activity (report, exam and so on), the evaluation will be of 0 points.**

If a student presents a voluntary written renunciation to the continuous evaluation system, he/she will be evaluated in a final exam that includes questions about the most important topics covered in theoretical lectures and activities similar to those carried out in the field practice, classroom practice, computer practice, workshop and seminar sessions. A student can present this renunciation letter during the first 9 weeks of the course.

If a student would like to renounce to be evaluated, not attending the exam will be enough.

6. BIBLIOGRAPHY

CORE BIBLIOGRAPHY:

- Bechtel, R.B. y Churchman, A. (Eds.) (2002). *Handbook of Environmental Psychology*. New York: John Wiley & Sons.
- Aragonés, J.I. y Américo, M. (2010). *Psicología Ambiental*. Madrid: Pirámide. 3ª edición

ADDITIONAL:

- Américo, M. (1995). *Satisfacción residencial. Un análisis psicológico de la vivienda y su entorno*. Madrid: Alianza Universidad
- Bechtel, R. B. (1996, Nov). The paradigm of environmental psychology. *American Psychologist*, 51, 1187-1188.
- Bechtel, R.B. y Churchman, A. (Eds.) (2002). *Handbook of Environmental Psychology*. New York: John Wiley & Sons.
- Canter, D. (1974). *Psychology for architects*. New York: Wiley
- Corraliza, J.A. (1987). *La experiencia del ambiente. Percepción y significado del medio construido*. Madrid: Tecnos.
- Gifford, R. (2007). *Environmental psychology: Principles and practice (4th ed.)*. Colville, WA: Optimal Books.
- Jiménez Burillo, F. y Aragonés, J.I. (1986). *Introducción a la Psicología Ambiental*. Madrid: Alianza Editorial.
- Proshansky, H. M. (1976). Environmental psychology and the real world. *American psychologist*, 31, 303-310.
- Ross, L. y Nisbett, R.E. (1991). *The person and the situation*. New York: McGraw Hill.
- San Juan, C. et al. (2003): *Medio Ambiente y Participación*. Bilbao: Servicio de Publicaciones de la UPV/EHU.
- Stokols, D. y I. Altman [Eds.] (1987). *Handbook of Environmental Psychology*. New York: Wiley.
- Vozmediano, L. y San Juan, C. (2010). *Criminología Ambiental: Ecología del delito y de la seguridad*. Barcelona: UOC.

INTERNET RESOURCES:

Scientific journals:

- ✓ [Journal of Environmental Psychology](#)
- ✓ [Environment and Behaviour](#)
- ✓ [Psychology](#) (Antes: [MedioAmbiente y ComportamientoHumano](#))

Other online resources:

International Association People-Environment Studies: <http://www.iaps-association.org/>

Laboratorio de Evaluación del Diseño Ambiental: <http://www.ual.es/~bfernán/index.html>

The International Society for Ecological Psychology:

<http://www.trincoll.edu/depts/ecopsyc/isep/index.html>

MSc Environmental Psychology (University of Surrey):

<http://www.surrey.ac.uk/postgraduate/taught/environmentalpsychology/>

European Commission - Directorate-General for Climate Action:

http://ec.europa.eu/dgs/clima/mission/index_en.htm

United Nations - Division for Sustainable Development - Publications (English &

Spanish): http://www.un.org/esa/dsd/resources/res_publicorepubli.shtml

The United Nations Human Settlements Programme, UN-HABITAT: <http://www.unhabitat.org/>

OFFICE HOURS

You can check the office hours of Laura Vozmediano in the e-gela (virtual classroom) of the course and at the door of the office.

- Oral presentation of assigned tasks, Reading, 30%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Written test exam. Individual assignments, group assignments and class expositions.

At the beginning of the course, the teacher will present to the students the different evaluation systems of the subject and they will agree the most appropriate system(s). The evaluation method for workshops and hands-on classes, and for individual and group assignments will also be clarified as its weight in the final grade. The final course grade is comprised of theoretical part (70%) and practical part (30%). The grade from the practical part is divided between 15% from the reading assignments and 15% from the biographical assignment. To pass the course, the minimum grade is 3.5 in the theoretical exam and 1.5 in the practical part.

In this course, in order to renounce an exam call it will be sufficient not to appear to the call. The students must take into account that:

1 – The renunciation to the call will imply a grade of "No presentado" (No attended).

2 – In case the student is involved in a continuous evaluation, if the weight of the final test is higher than 40% of the grade of the course, as it is for this course, it will be enough to not attend to the exam call to have a final grade of "No presentado".

3 – In case the student is involved in a final evaluation, if the student does not attend to the final exam call in the official exam date, this implies the automatic waive of the corresponding call.

In any case, students will have the right to be evaluated through the final evaluation system, regardless they have participated in the continuous assessment system. For this, students must email faculty responsible for the course to let her/him know that they are going to follow a final evaluation. This must be done during the first 9 weeks of the beginning of the semester.

Recommendations:

- The attendance to the lectures helps to understand the course and its subsequent study, and it reduces study time.
- Attendance and participation in hands-on classes and workshops completes the theoretical training and facilitates the study and understanding, in addition to stimulate group working.
- The organization and the distribution of study time throughout the semester is essential. Distributed learning is much more effective than massed learning.

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

1.- The students who do not pass the course in the ordinary call, regardless of the chosen evaluation system, they have an extraordinary call.

2.- The evaluation of the course in the extraordinary call will be made exclusively through the final evaluation system.

3.- The final evaluation of the extraordinary call consists of the exams and evaluation activities that are necessary to evaluate the defined learning results. The positive results obtained by the students during the continuous evaluation may be maintained. In the case of negative results in the continuous evaluation, students will be able to obtain 100% of the grade in the final exam of the extraordinary call.

MANDATORY MATERIALS

BIBLIOGRAPHY

Basic bibliography

BRENNAN, J.F. & Houde , K.A (2018). History and Systems of Psychology (7th ed). Cambridge: Cambridge University Press.

GREENWOOD, J. (2009). A conceptual History of Psychology. Boston: The McGraw-Hill.

HERGENHAHN, B. R. (2001). An introduction to the history of psychology (4th ed). Belmont, CA, US: Wadsworth/Thomson Learning.

HOTHERSALL,D. (2003). History of Psychology (4th ed). New York: McGraw-Hill.

Detailed bibliography

BAKER, D.B. (Ed.)(2012). The Oxford Handbook of the History of Psychology: Global Perspectives. Oxford: Oxford University Press.

DANZINGER, K. (1990). Constructing the Subject: Historical Origins of Psychological Research. New York: Cambridge University.

FURUMOTO, L. (1989). The new history of Psychology. In I.S. Cohen (Ed.), The G. Stanley Hall Lecture Series (Vol. 9). Washington, DC: American Psychological

Association.

GAUKROGER,S. (1995). Descartes, an Intellectual Biography. Oxford: Clarendon.

GAZZANIGA, M.S. & MANGUN, G.R. (Eds.) (2014). The Cognitive Neurosciences (5ª ed.). Cambridge, MA, US: MIT Press.

HEARST, G. (Ed.). (1979). The First Century of Experimental Psychology. Hillsdale, N.J.:L.Erlbaum.

PLOTKIN, H.C. (2004). Evolutionary Thought in Psychology: A brief history. Malden, MA: Blackwell.

POPPELSTONE, J.A., McPherson, M.W. (1999). An Illustrated History of Psychology. Akron,OH: University of Akron.

RIEBER, R.W. & SALZINGER,K. (Eds.). (1998). Psychology: Theoretical-Historical Perspectives. Washington: American Psychological Association.

TODES,D.P.(2001). Pavlov's Physiology Factory. Baltimore: Johns Hopkins University.

Journals

HISTORY OF PSYCHOLOGY JOURNAL

Web sites of interest

LINKS:

<https://www.ncbi.nlm.nih.gov/pubmed/>

http://library.uml.edu/reference/virtual_library/psychology.htm

BIOGRAPHIES:

http://www.psychology.org/links/People_and_History/

<http://faculty.frostburg.edu/mbradley/psyography.html>

http://www.psychnet-uk.com/training_ethics/psychologists.htm

<https://thetoryofpsychology.wordpress.com>

OBSERVATIONS

**UNDERGRADUATE DEGREE IN PSYCHOLOGY
FACULTAD OF PSYCHOLOGY
ACADEMIC YEAR: 2019-20**

STUDENT'S GUIDE

1. SUBJECT

CHILD-JUVENILE CLINICAL PRACTICE: EVALUATION AND PSYCOPATHOLOGY (25087)

TYPE OF SUBJECT= Optional (Clinical psychology and health subsidiary subject)

ECTS credits: 6 COURSE: Indifferent TERM: 1^o

Recommendations: It is recommended that the subject should be taken in the 4th year, after having taken "Psychological evaluation and diagnosis".

Teaching modalities:

- Lectures- M: 30 h
- Practical classroom work –PA (15h) and Workshops-TA (13 h)
- Seminars-S (2 h)

2. TEACHING STAFF

Andone Sistiaga (andone.sistiaga@ehu.eus). Faculty of Psychology/PETRA

Ainara Andiarena (ainara.andiarena@ehu.eus) Faculty of Psychology/PETRA

3. COMPETENCIES

No.	Competency
1	Analyze the demands and needs of children and adolescents in different contexts.
2	Obtain and organize useful information on the problems, demands and needs, applying suitable techniques to them.
3	Analyze and interpret the results of the evaluation.
4	Identify psychopathological symptoms and signs in children and adolescents and make an appropriate differential diagnosis.
5	Give feedback to the users in a suitable manner.
6	Work in multi-professional teams.
7	Prepare technical reports on the results of the evaluation.
8	Gain knowledge, take decisions and act in line with the ethical standards of Psychology.
9	Use different documentary sources on child-juvenile clinical practice and show the skills required to access the information.

4. PROGRAMME

4.1. THEORETICAL PROGRAMME

TOPIC 1: Concept and process of child-juvenile psychodiagnosis: Clinical interview

- Characteristics of child-juvenile psychological assessment
- Process of assessment: limits between normal and pathological and classification systems.
- Multi-method, multi-context and multi-informer model
Clinical interview

TOPIC 2: Neurodevelopment disorders

- Characteristics and assessment of children's development in the pre-school and primary phase: Sources of information and assessment tools for development
- Neurodevelopment disorders: definition, assessment and differential diagnosis

TOPIC 3: Emotional disorders

- Phenomenology of internalizing disorders in childhood and adolescence. Assessment tools.
- Affective and anxiety disorders related to trauma and stress factors: definition, assessment and differential diagnosis

TOPIC 4: Impulse control and behavioral disorders

- Phenomenology of externalizing disorders in childhood and adolescence. Assessment tools.
- Behavioral disorders in childhood and adolescence: definition, assessment and differential diagnosis

TOPIC 5: Sleep and elimination disorders

- Parasomnias: definition, assessment and differential diagnosis
- Enuresis and encopresis: definition, assessment and differential diagnosis

4.2. PRACTICAL PROGRAMME (*)

Cased-based learning will be used in practical classroom and workshop sessions.

Students will acquire (from the print shop) the "practical workbook" prepared by the teaching staff.

- Work will be done in small groups (C6) on real cases: interviews will be analyzed to identify problematic areas and prepare diagnostic hypotheses (C4). Students will correct and interpret (C2), and draw up, the report of the results (C5 and 7) from different assessment tools(C2). Ethical aspects related to psychological assessment in children will be taken into account (C8)

Students may consult the different tools used in the practical sessions in the Carlos Santamaria central library (C9)

***C: Competencies**

5. FINAL ASSESSMENT

Theoretical exam (gap-fill with 4 possible answers). Errors are not penalized but 70% of the answers need to be correct to pass the exam. 50% of the final mark.

Practical exam: the student will be asked to correct and interpret different assessment tools used in the practical classes. 50% of the final mark.

Both exams must be passed to pass the subject as a whole.

*****IN THIS SUBJECT, A NO-SHOW IN THE EXAM IS SUFFICIENT TO INDICATE THAT YOU DO NOT WISH TO PARTICIPATE IN THIS EDITION**

SYLLABUS

PSYCHOLOGICAL ASSESSMENT AND DIAGNOSIS

**ACADEMIC YEAR:
2019-2020**

DEGREE IN PSYCHOLOGY

FACULTY OF PSYCHOLOGY
ACADEMIC YEAR: 2019-2020

SYLLABUS

1. BASIC INFORMATION OF THE SUBJECT

NAME: Psychological Assessment and Diagnosis

CODE: 25089

ACADEMIC YEAR: 2019-2020

SUBJECT TYPE= Compulsory

ECTS credits: 6

YEAR: 3rd

TERM: 1st

2. BASIC INFORMATION OF THE TEACHING TEAM

NAME: ITZIAR ALONSO ARBIOL (COORDINATOR OF THE TEAM)

DEPARTMENT: PERSONALITY, AND PSYCHOLOGICAL ASSESSMENT AND TREATMENT

AREA: PERSONALITY, AND PSYCHOLOGICAL ASSESSMENT AND TREATMENT

OFFICE: 1D10

E-MAIL itziar.alonso@ehu.eus

PHONE: 943 015654

NAME: IGONE ETXBERRIA ARRITXABAL

DEPARTMENT: PERSONALITY, AND PSYCHOLOGICAL ASSESSMENT AND TREATMENT

AREA: PERSONALITY, AND PSYCHOLOGICAL ASSESSMENT AND TREATMENT

OFFICE: 1D30

E-MAIL igone.etxeberria@ehu.eus

PHONE: 943 018950

3. SPECIFIC AND TRANSVERSAL COMPETENCES OF THE SUBJECT

Competence nº	Competences
1	Being able to identify the process, phases, and basic tasks to carry out a psychological assessment.
2	Being able to plan and perform an interview with the aim of gathering information related to the assessment consultation.

3	Being able to analyze the data gathered in an interview in order to pose diagnosis hypotheses related to the assessment consultation.
4	Being able to measure variables (intelligence, cognitive processes, personality traits, psychopathological disorders, social behaviors, environmental and contextual processes) through administration, correction, and interpretation of test and/or other psychological assessment tools.
5	Being able to analyze cases, to make a diagnosis, and to write a psychological assessment report.

4. PROGRAM

4.1. PROGRAM (THEORY)

Unit 1. Psychological assessment: concept, history, and models.

Unit 2. The process in psychological assessment

Unit 3. Psychological interview.

Unit 4. Tools in psychological assessment: observation, self-reports, projective and objective tools.

Unit 5. Assessment of intelligence, capabilities, and other cognitive processes.

Unit 6. Personality assessment.

Unit 7. Assessment of psychopathology.

4.2. PROGRAM (APPLIED)

Interview analysis and making of diagnosis hypotheses (competence: 3)

Identification of variables to be assessed according to the hypotheses, and selection of the appropriate assessment tools (competence: 4)

Administration, correction, and interpretation of tests and other assessment tools (competence: 4)

Case study, psychological reports of practical cases (applied in clinical, education, and I/O settings...), and deontological analysis of cases (competences: 1,2,3,4,5)

5. EVALUATION SYSTEM (THEORY AND APPLIED PARTS)

Final Exam: All competences will be assessed in the exam.

- *Theory part:* Questions related to the theory materials with an open-ended and/or multiple-choice format. Weighting: 60 % of the final mark.
- *Applied part:* students will be asked to correct and interpret several assessment tools previously studied in the classroom (applied sessions). Weighting: 40 % of the final mark
- Both parts (i.e. theory and applied) must be passed.

The aim of the applied sessions will be to train students towards the subject competences. However, assessment of such competences will take place only in the final exam. The only exception will be an applied optional assignment for an honors degree.

IN THIS SUBJECT, NOT SITTING FOR THE EXAM WILL BE ENOUGH TO RESIGN THE CALL

6. BIBLIOGRAPHY

COMPULSORY REFERENCES:

Handbook and workbook for applied sessions. The workbook may be purchased in the copy-shop, and the handbook is as follows:

Fernández-Ballesteros, R. (2011). *Evaluación psicológica. Conceptos, métodos y estudio de casos*. Madrid: Pirámide.

BASIC REFERENCES:

Fernández-Ballesteros, R. (2011). *Evaluación psicológica. Conceptos, métodos y estudio de casos*. Madrid: Pirámide.

Garaigordobil, M. (1998). *Evaluación Psicológica: Bases teórico-metodológicas, situación actual y directrices de futuro*. Salamanca: Amarú.

Garaigordobil, M. (2009). *Evaluación Psicológica: Fundamentación general, metodológica, y programación docente. Vol. I. y II.* Donostia-San Sebastián: Zorroaga S.L.

Moreno, C. (2003). *Evaluación psicológica. Concepto, proceso y aplicación en las áreas del desarrollo y de la inteligencia*. Madrid: Sanz y Torres.

OTHER SOURCES:

- Alonso Tapia, J. (2004). *Evaluación psicológica: Coordinadas, procesos y garantías*. Madrid: UAM Ediciones.
- Caballo, V. (2005). *Manual para la evaluación clínica de los trastornos psicológicos*. Madrid: Pirámide.
- Caballo, V. (2006). *Manual para la evaluación clínica de los trastornos psicológicos. Trastornos de la edad adulta e informes psicológicos*. Madrid: Pirámide.
- Cohen, R. J., & Swerdlik, M. E. (2001). *Pruebas y evaluación psicológicas. Introducción a las pruebas y a la medición*. México D.F., México: McGraw-Hill.
- Fernández-Ballesteros, R. (1994). *Evaluación conductual hoy: Un enfoque para el cambio en psicología clínica y de la salud*. Madrid: Pirámide.
- Fernández-Ballesteros, R., Márquez, M. O., Vizcarro, C., & Zamarrón, D. (2011). *Buenas prácticas y competencias en evaluación psicológica*. Madrid: Pirámide.
- Kaplan, R. M., & Saccuzzo, D. P. (2006). *Pruebas Psicológicas: Principios, aplicaciones y temas*. Madrid: Thompson.
- Muñoz, M. (2003). *Manual práctico de evaluación psicológica clínica*. Madrid: Síntesis.
- Urbina, S. (2007). *Claves para la evaluación con tests psicológicos*. Madrid: TEA.

SCIENTIFIC JOURNALS:

Assessment
Applied Psychological Measurement
Educational and Psychological Measurement
European Journal of Psychological Assessment
Journal of Personality Assessment
Journal of Psychopathology and Behavioral Assessment
Psychological Assessment
International Journal of Psychology and Psychological Therapy
International Journal of Clinical Health Psychology / Revista Internacional de Psicología Clínica y de la Salud
Psicothema
Revista Iberoamericana de Diagnóstico y Evaluación Psicológica.
Spanish Journal of Psychology

INTERNET SOURCES:

<http://www.papelesdelpsicologo.es>
<http://www.psiquiatria.com>
<http://www.teaediciones.com>
<http://www.aidep.org/>
<http://www.eapa-homepage.org/>
<http://www.iaapsy.org>
<http://www.apa.org/science/testing.html>
<http://www.testpublishers.org>

ADDITIONAL INFORMATION:

Office-hours are displayed at GAUR platform

25071 Group Psychology

Groups help us answer the existentially significant question, “Who am I?” People are defined not only by their traits, roles, interests, likes, and dislikes, but also by their friendships, social roles, family connections, and group memberships. The self is not just a “me,” but also a “we.”

Each of us is an autonomous individual seeking our own objectives, yet we are also members of groups. These ensembles of people—groups that constrain us, guide us, and sustain us. Joining groups satisfies our need to belong and understanding through social comparison. This subject Group psychology is a compulsory one in the Degree.

This subject is a part of Social Psychology, which maintains ties with other areas of knowledge (Clinical Psychology, Educational Psychology or Organizational Psychology). In addition, within the Degree of Psychology, Psychology of the Groups has a close relationship with Social Psychology, Psychology of Work and Organizations and more specifically, with the subject of Group Psychosocial Intervention.

In the lectures of the subject, students will acquire new knowledge and skills in relation to the group. Specifically, we will approach the different models and paradigms that have defined group reality by analyzing their respective implications. We will examine the group as an ensemble of people that can be seen as a holistic whole that emerges from the interpersonal relationship or interaction of its components. We will also observe the group as a product of the relationship with other groups, the intergroup interaction. From the systemic point of view we will deepen in a global perspective of the group to conceptualize ways of analysis and intervention. Finally, we will analyze the role of the group structure and certain specific group processes.

1. To know the main theoretical models and their evolution in the Group psychology.
2. To know the basic principles of the structure, processes and group experiences.
3. To know the evaluation and diagnosis applied methods in Group psychology.
4. To be able to observe and analyze the processes of the structure and dynamics from the different theories.
5. To be able to identify conflicts, needs and group objectives, choosing the most appropriate ones.

6. To be able to deal with oral and written reports related to the contents of the subject.

Topics

Unit 1. Approaches to the group concept.

Unit 2. Development and evolution of the groups: explanatory models.

Unit 3. The group-individuals dialectical issue: collectivist orientation vs. individualistic.

Unit 4. Groups and dynamics: interpersonal interaction.

Unit 5. Groups and dynamics: intergroup interaction.

Unit 6. The group from the Systemic Orientation.

Unit 7. The group as a structure.

Unit 8. Social influence processes.

Unit 9. Fields of Application and Group Intervention.

TEACHING METHODOLOGY:

Face-to-face teaching: master classes, seminars, practical groups, and tutorials.

The master classes will be theoretical. Interactive introductory exercises will be taking place in the different topics of the subject. At the same time the most relevant points and sources will be made available for the students.

Examination: An exam will take part at the end of the term. The students will have available all the topics in eGela and many books to read will be suggested to improve their knowledge.

PRACTICES:

Classroom practices focus on the analysis and observation of group processes, based on the viewing of various documentaries and the film "12 angry men"

A focus work on leadership theories is part of the subject.

WORKSHOPS:

The workshops consist of the design of an action program taking as a unit of analysis and object of intervention the group.

SEMINARS:

The structure of the seminars ensures the participation of students in small groups allowing, through active techniques, training in "T-Group". These groups allow them to develop an integrative learning about oneself, their social interaction (with the rest of their classmates) as well as developing the necessary competences as pro-active university students and future professionals.