ENGLISH FRIENDLY COURSES (EFC) 2021/2022 – CAMPUS OF GIPUZKOA

https://www.ehu.eus/es/web/psikologia-fakultatea/ikasle-bisitariak

Coordinator: psicologia.internacional@ehu.eus

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

**English Friendly Courses taught in SPANISH:**

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<tr>
<th>COURSE</th>
<th>SEMESTER</th>
<th>CREDITS</th>
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<tr>
<td>Bachelor’s Degree in Psychology</td>
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<tr>
<td>25073  Evolución y Conducta</td>
<td>Sep. 2021- Jan. 2022</td>
<td>6</td>
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<tr>
<td>25100  Historia de la Psicología</td>
<td>Sep. 2021- Jan. 2022</td>
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<tr>
<td>25089  Evaluación y Diagnóstico Psicológicos</td>
<td>Sep. 2021- Jan. 2022</td>
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**English Friendly Courses taught in BASQUE:**

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<tr>
<td>25069  Ingurumen Psikologia</td>
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<td>25073  Eboluzioa eta Jokabidea</td>
<td>Sep. 2021- Jan. 2022</td>
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<td>25089  Ebaluazio eta Diagnosi Psikologikoa</td>
<td>Sep. 2021- Jan. 2022</td>
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<tr>
<td>25098  Tratamendu Psikologikoak</td>
<td>Jan. 2022- May 2022</td>
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1 SCHEDULE: Morning (M)/ Afternoon (A): begins at 13.30.
By clicking the subject’s name, its Syllabus will appear.
COURSE GUIDE 2021/22

Faculty 231 - Faculty of Psychology
Degree GPSICO20 - Bachelor’s Degree in Psychology
Cycle Not Applicable
Year First year

COURSE

25100 - History of Psychology

COURSE DESCRIPTION

ABOUT THIS COURSE
History of Psychology is a compulsory course of the first year of the Psychology Degree, of 6 ECTS credits, which explores main theories, schools and systems of Psychology. The course is in the first semester and the classes are held at the Psychology School. Professors of the Basic Psychology section of the Basic Psychological Processes and its Development department, teach this course.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

COMPETENCES TO DEVELOP IN THIS COURSE
1.- To acquire the main theories, schools and system of Psychology and to understand their contributions to psychological practice.
2.- To analyze critically different explanatory models considering their historical context.
3.- To familiarize with the primary sources of the History of Psychology through texts analysis.
4.- To acquire scientific psychological terminology.

SYLLABUS
1. History of Psychology.
2. Philosophical and scientific background.
3. Wundt and Experimental Psychology establishment.
4. Other traditions in European Psychology.
6. Schools, theories and systems.
7. Recent developments.

TEACHING METHODS

METHODOLOGY
Lectures
- Explanation and discussion of theoretical topics, and doubts and problem solving.
- Focus on finding similarities and differences between the different models proposed during the course.

Hands- on classes
- Text and video analysis in class of the previous individually worked materials.

Workshops
- Bibliographic search.
- Biographical assignment, in groups.
- Debate and class exposition.

Office hours
Appointment must be requested via email for both face-to-face and virtual office hours (for these, Blackboard Collaborate or similar videoconference applications will be available on e-gela platform).

TEACHING IN A POSSIBLE CASE OF CONFINEMENT
In these circumstances, Blackboard Collaborate or similar applications will be available on e-gela platform in order to access to theoretical and practical online classes. Office hours will be online with a previous appointment. Students would have access to all basic material on Egela platform.
### Types of Teaching

<table>
<thead>
<tr>
<th>Types of teaching</th>
<th>M</th>
<th>S</th>
<th>GA</th>
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Legend:
- M: Lecture-based
- S: Seminar
- GA: Applied classroom-based groups
- GL: Applied laboratory-based groups
- GO: Applied computer-based groups
- GCL: Applied clinical-based groups
- TA: Workshop
- TI: Industrial workshop
- GCA: Applied fieldwork

### Evaluation Tools and Percentages of Final Mark

- End-of-course evaluation
- Multiple choice test 70%
- Exercises, cases or problem sets 11%
- Teamwork assignments (problem solving, Project design) 4%
- Oral presentation of assigned tasks, Reading 15%

### Ordinary Examination Period: Guidelines and Opting Out

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

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.

For the continuous evaluation, the teacher will provide a chronogram with assignment deadlines and its weight in the final grade at the beginning of the course.

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.

### Evaluation in a Possible Case of Confinement

If it is necessary to be confined, evaluation will be adapted respecting as much as possible the evaluation guidelines but adapting them to the new circumstances.

**Theoretical Evaluation**

It represents 70% of the final grade. The exam will be a multiple-choice test that will be done through e-gela the day of the official exam. During the test, a communication channel will be enabled through Blackboard Collaborate or Zoom to make questions or communicate any technical problem to the teacher.

**Practical Assessment**

Represents 30% of the final grade. The practical evaluation involves the delivery of two assignments: a biographical report that represents 15% of the final grade and readings and/or videos reports that represents 15% of the final grade. The delivery dates of these assignments will be agreed with the teaching staff and it will be delivered electronically.
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.

EVALUATION IN A POSSIBLE CASE OF CONFINEMENT
If it is necessary to be confined, evaluation will be adapted respecting as much as possible the evaluation guidelines but adapting them to the new circumstances.

THEORETICAL EVALUATION
It represents 70% of the final grade. The exam will be a multiple-choice test that will be done through e-gela the day of the official exam. During the test, a communication channel will be enabled through Blackboard Collaborate or Zoom to make questions or communicate any technical problem to the teacher.

PRACTICAL ASSESSMENT
Represents 30% of the final grade. The practical evaluation involves the delivery of two assignments: a biographical report that represents 15% of the final grade and readings and/or videos reports that represents 15% of the final grade. The delivery dates of these assignments will be agreed with the teaching staff and it will be delivered electronically.

MANDATORY MATERIALS

BIBLIOGRAFIA

Basic bibliography

Detailed bibliography

Journals
HISTORY OF PSYCHOLOGY JOURNAL

Web sites of interest

LINKS:
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://thestoryofpsychology.wordpress.com

[OBSERVATIONS]
COURSE GUIDE 2021/22

Faculty 231 - Faculty of Psychology  Cycle Not Applicable
Degree GPSICO20 - Bachelor’s Degree in Psychology  Year Not Applicable

COURSE

25087 - Child/Adolescent Clinical Studies: Assessment & Psycho-pathology  Credits, ECTS: 6

COURSE DESCRIPTION

Optional subject of the Minor in Clinical and Health Psychology whose main objective is to introduce students to the evaluation and psychopathology of children and adolescents. The student, from the knowledge of the instruments of psychological evaluation and the characteristics of the disorders in childhood and adolescence, will have to be able to elaborate diagnostic hypotheses and analyze and integrate the results of different case reports. Group work and other strategies that benefit the resolution of difficulties that the diagnostic task entails will be promoted, in order to improve the learning process.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

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.

CONTENIDOS TEÓRICO-PRÁCTICOS

TOPIC 1: Concept and process of child-juvenile psychodiagnosis: Clinical interview
TOPIC 2: Neurodevelopment disorders
TOPIC 3: Emotional disorders
TOPIC 4: Impulse control and behavioral disorders
TOPIC 5: Sleep and elimination disorders

TEACHING METHODS

The theoretical program will be developed through lectures. The student will have the materials for class and specific recommended readings for each topic.
For the practical classes: Cased-based learning will be used in practical classroom and workshop sessions. Students will correct and interpret, and draw up, the report of the results from different assessment tools.

TYPES OF TEACHING

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<tr>
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Legend:  
M: Lecture-based  S: Seminar  GA: Applied classroom-based groups  
GL: Applied laboratory-based groups  GO: Applied computer-based groups  
TA: Workshop  TI: Industrial workshop  GCA: Applied fieldwork groups

Evaluation methods

- End-of-course evaluation

Evaluation tools and percentages of final mark

- Multiple choice test  50%
- Exercises, cases or problem sets  50%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Theoretical exam: Multiple choices exam. 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

*** In case the exam cannot be carried out in person, both exams (theoretical and practical) will be carried out through online questionnaires on the Egela platform. The exams will be carried out with the same correction and weight criteria as the face-to-face exam.

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT
The same criteria followed in ordinary evaluation will be applied.

MANDATORY MATERIALS
Students will acquire the "practical workbook" prepared by the teaching staff.

BIBLIOGRAFÍA

Basic bibliography

Detailed bibliography

Journals
Infancia y Aprendizaje
Psicología clínica y de la salud
Revista de Psicopatología y Psicología Clínica
Psicothema
International Journal of Health Psychology

Web sites of interest
Colegio Oficial de Psicólogos: http://www.COP/index.html
TEA Ediciones: http://www.teadediciones.es
American Psychological Association: http://www.apa.org
OBSERVATIONS

TUTORIALS: Consult schedule at GAUR and on the Web of the Faculty of Psychology to request an appointment.
COURSE GUIDE 2021/22

Faculty 231 - Faculty of Psychology  Cycle Not Applicable
Degree GPSICO20 - Bachelor’s Degree in Psychology  Year Third year

COURSE

25089 - Psychological Assessment & Diagnosis  Credits, ECTS: 6

COURSE DESCRIPTION

Psychological assessment and diagnostics subject is compulsory for the degree in Psychology. It is taught on the fifth semester and it has 6 credits.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

1. The student can identify the process, phases and basic tasks to carry out a psychological assessment.
2. The student can plan and carry out an interview to collect data related to an assessment request.
3. The student can analyze data gathered in an interview to pose diagnostic hypotheses in relation to assessment object.
4. The student can measure variables (intelligence, cognitive processes, personality traits, psychopathology disorders, social behaviors, interactions, climate) through the administration, correction, and interpretation of several techniques of psychological assessment.
5. The student can analyze cases, formulate a diagnosis, and write a psychological report.

CONTENIDOS TEÓRICO-PRÁCTICOS

1. Unit. Psychological assessment: concept, history, and models.
2. Unit. The process in psychological assessment.
3. Unit. Assessment interview.
4. Unit. Psychological assessment techniques: observation, self-reports, projective, and objective tests.
5. Unit. Assessment of intelligence, aptitudes, and other cognitive processes.
6. Unit. Personality assessment.

TEACHING METHODS

Theory/practice teaching with an applied perspective. This subject is focused on the student's learning process, with a special focus on the group dynamics.

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Legend: M: Lecture-based  S: Seminar  GA: Applied classroom-based groups
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Evaluation methods

- Continuous evaluation
- End-of-course evaluation

Evaluation tools and percentages of final mark

- Written test, open questions  40%
- Multiple choice test  40%
- Teamwork assignments (problem solving, Project design)  20%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Cross-sectional skills will account for the 5% of the final score, which will fall within the theory part.

At the beginning of the term, students not wanting to follow the continuous evaluation system will have to notify the lecturer. Students following the continuous system will have to carry out some group activities along the term, which will be indicated as the term progresses. There will not be partial exam dates, but rather some deadlines to submit the activities/exercises to be graded and will be considered as part of the continuous evaluation of the subject.

Regarding the final exam, it will be made of two parts:
1) a theory part with some questions to be graded with a value of 50% of the total grade (or 40% for those choosing the continuous system);
2) a practical part where the student will be asked to correct and interpret several psychological tests, previously taught in the classroom. The grade of this part will account for 50% (or 40% for those choosing the continuous system).

Both theoretical and practical aspects need to be passed.
The practical part will be taught along the term and the evaluation will be continuous for those choosing that system.

In case of a change in the on-site/on-line format of teaching activities, the final exam may be done using online platforms.

In this subject not showing up at the exam will be enough to avoid using an evaluation call.

**EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT**

**MANDATORY MATERIALS**

Manual for the subject and workbook.

**BIBLIOGRAFÍA**

**Basic bibliography**

**Detailed bibliography**

**Journals**
- Assessment
- Applied Psychological Measurement
- Bulletin of the International Tests Commission
- Educational and Psychological Measurement
- European Journal of Psychological Assessment
- Journal of Personality Assessment
- Journal of Psychopathology and Behavioral Assessment
- Psychological Assessment
- Behavioral Psychology / Psicología Conductual
- 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

**Web sites of interest**
- https://seaep.es/
- https://www.eapa.science/
- http://www.papelesdelpsicologo.es
- http://www.psiquiatria.com
- http://www.teaediciones.com
- http://www.pearsonpsychcorp.es/
- http://www.psicologia.com
http://www.aidep.org/
http://www.eapa-homepage.org/
http://www.iaapsy.org
http://www.ets.org
http://www.apa.org/science/testing.html
www.test.com
http://www.cop.es/

**OBSERVATIONS**

Office time could be checked at GAUR.
COURSE GUIDE 2021/22

Faculty 231 - Faculty of Psychology
Degree GPSICO20 - Bachelor’s Degree in Psychology

COURSE

25069 - Environmental Psychology

COURSE DESCRIPTION

THIS IS AN ENGLISH FRIENDLY COURSE: lessons are given in Spanish but meetings with professors, exercises and evaluation can be done in English.

In this course, the theoretical content is structured in six topics for providing the student a theoretical basis of the discipline and an overview of its research and intervention areas. 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.

This is an EFC course: Lessons are given in Spanish but you can have office hours in English, as well as give in activities and take the exam in English. Please contact Laura Vozmediano (laura.vozmediano@ehu.eus) if you have doubts or questions about the course.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

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 informatio

CONTENIDOS TEÓRICO-PRÁCTICOS

EXTENDED LIST OF TOPICS

   1.1.- Introduction to Environmental Psychology
   1.2.- A brief review of the history of Environmental Psychology
      1.2.1. &lt;#8216;Prehistory;&lt;#8217;
      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.
   2.1. Introduction to environmental perception
   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
      2.2.1. Components of the environmental meaning
      2.2. Stages on the process of environmental perception
   2.3. Special topics in environmental perception
      2.3.1. Landscape preferences
      2.3.2. Restoration in natural (and urban) landscapes
3. The experience of the urban space.
3.1. Residential satisfaction
   3.1.1. Levels of analysis
   3.1.2. Housing as a key element for social integration
   3.1.3. Definitions and theoretical perspectives in residential satisfaction
3.2. Post Occupancy Evaluation
3.3. Urban social identity and place attachment

4. Eco-pathologies and human behaviour.
4.1. The city as a behaviour setting
4.2. Classic studies on eco-pathologies: population density and overcrowding as an example
4.3. Social problems from the eco-urban perspective
   4.2.1. Acoustic pollution and behaviour
   4.2.2. The ecology of crime
4.4. The equation for urban quality of life

5. Pro-environmental attitudes and environmentally responsible behaviour.
5.1. "Environmental concern" vs. consumption and development level
5.2. Research on pro-environmental attitudes, beliefs and environmentally responsible behaviour
   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
6.1. Sustainable vs. development?
6.2. Environmental Management
   6.2.1. Concept and tools
   6.2.2. Example of environmental management on a company
   6.2.3. Example of environmental management on a public institution
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

PRACTICAL PROGRAMME

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 has is capable of integrating in a coherent way what we have been studying and practising.

Classroom practices (11 hours) + Final seminar (two hours session)

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 cross curricular 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".

Classroom practice (1 hour) + Computer practice (5 hours) + Workshop (presentations, 2 hours session)

TEACHING METHODS

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.

We have also designed a a system for evaluating competencies, based on learning indicators, that is coherent with the
Evaluation tools and percentages of final mark

- End-of-course evaluation

Evaluation methods

- Written test, open questions 40%
- Portfolio 30%
- Teamwork including oral defense 30%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

EVALUATION IN JANUARY
In the Environmental Psychology course we use a system for evaluating competencies, based on learning indicators. Each indicator is evaluated as follows:
1. Up to 3 points. Final personal portfolio, including theoretical basis for the activities carried out in seminar, field practice, classroom practice and computer practice sessions. Requirements: Regular assistance to classes; Personal meeting at the middle of the course for planning the portfolio; Personal meeting at the end of the course for defending the portfolio.
2. Up to 3 points. Teamwork that will be developed in workshops and some computer practice sessions, and presented in class. Requirements: Attendance to 100% of these sessions & presentation in the final seminar with your team.
3. Up to 4 points. Final exam (written question with short answers) about the main theoretical contents in the course.

Please note:
- Students must pass each part independently in order to pass the course. If assistance is regular and this option is chosen, there is no need to take an exam.
- If plagiarism is detected in a portfolio, the evaluation will be of 0 out of 6 points and therefore the student will not be able to pass the course.

If a student presents a voluntary written renunciation to the continuous evaluation system, he/she will 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.

Please contact Laura Vozmediano (laura.vozmediano@ehu.eus) if you have doubts about the course or the evaluation system.

If we had to be confined due to sanitary reasons, the exercises, exam and value for the final qualification would remain the same, but would be delivered or carried out using online tools (eGela and Blackboard collaborate).

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

EVALUATION IN JUNE
The student will 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.

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

If we had to be confined due to sanitary reasons, the characteristics of the exam would remain the same, but it would be done using online tools (eGela).

MANDATORY MATERIALS
- Student's guide (available in the virtual classroom e-gela).
- Slides used in the theoretical sessions and materials used for practical activities (available in the virtual classroom e-
BIBLIOGRAFÍA

Basic bibliography

Detailed bibliography

Journals
Journal of Environmental Psychology
Environment and Behaviour
Psyecology

Web sites of interest
International Association People-Environment Studies: http://www.iaps-association.org/
Laporatorio de Evaluación del DiseñoAmbiental: http://www.ual.es/~bfernand/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/
The United Nations Human Settlements Programme, UN-HABITAT:http://www.unhabitats.org/

OBSERVATIONS