

ENGLISH FRIENDLY COURSES 2023-2024 CAMPUS OF GIPUZKOA


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.

MASTER COURSES FACULTY OF CHEMISTRY (215)

<https://www.ehu.eus/en/web/kimika-fakultatea/faculty-of-chemistry-donosti>

Contact: quimicas.internacional@ehu.eus

English Friendly Courses taught in SPANISH:

| | COURSE | SEMESTER ¹ | CREDIT S | SCHEDULE ² | LINK TO SYLLABUS |
|---|--|-----------------------|-------------|-----------------------|---|
| Master's Degree in Chemistry and Polymers | | | | | |
| 504088 | Aplicaciones industriales de los polímeros | 1st | 3 | M | |
| 504104 | Quimiometría aplicada | 1st | 3 | M / A | |
| 504107 | Técnicas Avanzadas de Procesado de Polímeros y Optimización mediante Simulación asistida por ordenador | 1st | 4,5 | M | |
| 504089 | Biomateriales Poliméricos | 2nd | 3 | M | |
| 504100 | Técnicas Avanzadas de Caracterización de Polímeros | 2nd | 5 | M / A |  |
| 504091 | Introducción a la Biotecnología | 2nd | 3 | M | |

¹ SEMESTER: Annual: September 2023 to May 2024

1st: September 2023 to January 2024

2nd : January 2024 to May 2024


² SCHEDULE: Morning (M)/ Afternoon (A): begins at 13.30

MASTER COURSES FACULTY OF INFORMATICS (226)

https://www.ehu.es/es/web/informatika-fakultatea/incoming_students

Contact: informatica.internacional@ehu.es

English Friendly Courses taught in SPANISH:

| COURSE | SEMESTER ³ | CREDIT S | SCHEDULE ⁴ | LINK TO SYLLABUS |
|--|-----------------------|-------------|-----------------------|---|
| Master's Degree in Computational Engineering and Intelligent Systems | | | | |
| 505598 Realidad Virtual y Aumentada | 2nd | 3 | A |  |

³ SEMESTER: Annual: September 2023 to May 2024

1st: September 2023 to January 2024

2nd : January 2024 to May 2024











⁴ SCHEDULE: Morning (M)/ Afternoon (A): begins at 13.30

MASTER COURSES FACULTY OF PSYCHOLOGY (231)

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

Contact: psicologia.internacional@ehu.eus

English Friendly Courses taught in SPANISH:

| COURSE | SEMESTER 5 | CREDITS | SCHEDULE 6 | LINK TO SYLLABUS | |
|--|---|---------|---------------|------------------|---|
| Master's Degree in Psychology: Individual, Group, Organization and Culture | | | | | |
| 504200 | Investigación en procesos psicológicos básicos | 1st | 6 | A |  |
| 504204 | Aportaciones de la investigación evaluativa en la prevención de la conducta antisocial y delictiva | 1st | 5 | A |  |
| 504205 | Investigación sobre las relaciones entre grupos sociales y étnicos | 1st | 5 | A |  |
| 504208 | Investigación en Psicobiología: desde lo molecular a los supraorganismico | 1st | 5 | A |  |
| 504209 | Diseños y estrategias de análisis de datos para investigación en psicología | 1st | 6 | A |  |
| 504201 | Investigación en el desarrollo psicológico: Aspectos contextuales y neuropsicológicos | 2nd | 6 | A |  |
| 504202 | Evaluación de programas de intervención en contextos clínicos y educativos | 2nd | 6 | A |  |
| 504203 | Investigaciones psicología clínica | 2nd | 5 | A |  |
| 504206 | Investigación sobre la relación entre cultura organizacional y participación del personal en la creación del conocimiento, en organizaciones educativas, sanitarias y empresariales | 2nd | 6 | A |  |
| 504207 | Diseños, análisis y modelos avanzados de medición en psicología | 2nd | 5 | A |  |

⁵ SEMESTER: Annual: September 2023 to May 2024

1st: September 2023 to January 2024

2nd : January 2024 to May 2024


⁶ SCHEDULE: Morning (M)/ Afternoon (A): begins at 13.30

MASTER COURSES FACULTY OF EDUCATION, PHILOSOPHY AND ANTHROPOLOGY

<https://www.ehu.eus/es/web/hezkuntza-filosofia-antropologia-fakultatea/ikasle-bisitariak1>

Contact: hefa.internacional@ehu.es

English Friendly Courses taught in SPANISH:

| | COURSE | SEMESTER ⁷ | CREDIT S | SCHEDULE ⁸ | LINK TO SYLLABUS |
|--|---|-----------------------|----------|-----------------------|---|
| Master's Degree in Research in the Socio-Educational Field | | | | | |
| 503149 | La Investigación-Acción en la Intervención Socioeducativa | 1st | 3 | A | |
| European Master in Multilingualism and Education | | | | | |
| 503158 | Curriculum Integrado y Educación Multilingüe | 1st | 6 | A |  |

⁷ SEMESTER: Annual: September 2023 to May 2024

1st: September 2023 to January 2024

2nd : January 2024 to May 2024

⁸ SCHEDULE: Morning (M)/ Afternoon (A): begins at 13.30

COURSE GUIDE

2023/24

Faculty 215 - Faculty of Chemistry

Cycle .

Degree QYPOL901 - Master in Chemistry and Polymers

Year .

COURSE

504100 - Advanced Characterization Techniques in Polymers

Credits, ECTS: 5

COURSE DESCRIPTION

The course describes multiple experimental techniques, such as techniques for the determination of the composition and microstructure of polymers, as well as techniques for the characterization of thermal properties and morphological analysis. Spectroscopic techniques such as infrared spectroscopy and nuclear magnetic resonance will be studied for microstructural characterization of the polymer. The thermal properties of polymers will be analyzed by differential scanning calorimetry and thermogravimetry. The molecular weight characterization and the molecular weight distribution, and finally, both crystalline and surface morphology will be determined by various microscopic techniques (TOA; SEM TEM; AFM) and X-rays.

The approach of the subject is clearly practical, although it is based on theory.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

COMPETENCIAS DE LA ASIGNATURA

RESULTADOS DE APRENDIZAJE DE LA ASIGNATURA

Characterization of the microstructure, thermal properties and morphology of polymers.

Analysis and discussion of the results obtained in the microstructural characterization of polymers by means of the described experimental techniques.

CONTENIDOS TEÓRICO-PRÁCTICOS

1. Characterization of molecular weight and its distribution.
2. Application of IR spectroscopy to polymer analysis.
3. NMR: Study of the tacticity and microstructure of polymers and copolymers.
4. Use of thermal techniques: Thermal analysis (DSC), Thermal stability (TGA) and Optical microscopy (TOA).
5. Morphological analysis: (SEM, TEM, AFM).

METODOLOGIA (ACTIVIDADES FORMATIVAS)

| Actividad Formativa | Hours | Porcentaje presencialidad |
|--|-------|---------------------------|
| Meetings with the tutor to follow up on the work | 3 | 100 % |
| Case analysis | 10 | 90 % |
| Exercises | 10 | 90 % |
| Reading and practical analysis | 27 | 0 % |
| Lectures | 30 | 90 % |
| Individual study | 45 | 0 % |

TYPES OF TEACHING

| Types of teaching | M | S | GA | GL | GO | GCL | TA | TI | GCA |
|---|----|---|----|----|----|-----|----|----|-----|
| Hours of face-to-face teaching | 30 | 2 | 18 | | | | | | |
| Horas de Actividad No Presencial del Alumno/a | 45 | 3 | 27 | | | | | | |

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 groups

Evaluation tools and percentages of final mark

| Denominación | Ponderación mínima | Ponderación máxima |
|--|--------------------|--------------------|
| Continuous assessment through class attendance | 15 % | 15 % |
| Written examination (problems) | 24 % | 24 % |
| Written examination (theory) | 36 % | 36 % |
| Realización de prácticas (ejercicios, casos o problemas) | 25 % | 25 % |

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

The evaluation will be carried out according to the following concepts:

- Written test 60%
- Exercises 25%
- Class attendance and participation 15%

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

- There will be a written test that will be 100% of the mark

MANDATORY MATERIALS

BIBLIOGRAFÍA

Basic bibliography

- Materiales Plásticos, J. A. Brydson, Instituto de Plásticos y Caucho (1975).
- Polímeros, J. Areizaga, M. Cortázar, J. M. Elorza, J. J. Iruin, Editorial Síntesis. Madrid (2002).
- Identification and Analysis of Plastics. Heyden, J. Haslam, H.A: Willis, D.C.M. Squirrel, 1980.
- Thermal Characterization of Polymeric Materials E.A. Turi. Academic Press, 1981.
- NMR Spectroscopy of polymers. R.N. Ibbett, Blackie Academic & Professional, 1993.
- A practical guide to understanding the NMR of polymers, P.A. Mirau, Wiley-Interscience, 2005.

Detailed bibliography

- V. A. Bershtein, V. M. Egorov, "Differential Scanning Calorimetry of Polymers", Harwood, New York, 1994.
- D. R. Paul, C. B. Bucknall "Polymer Blends" Ed. John Wiley & Sons. New York, 2000
- L. Mandelkern "Crystallization of Polymers" Cambridge University Press, Cambridge, 2004
- Compositional and Failure Analysis of Polymers. J. Scheirs, J.Wiley&Sons, 2000.
- Atlas of Polymer and Plastics Analysis. Hummel/Scholl, D.O. Hummel,1978.
- Tablas para la determinación estructural por métodos espectroscópicos. 3ª edición, E. Prestch, T. Clerc, J. Seibl, W. Simon, Springer-Verlag, 1998.
- Electron Microscopy of Polymers. G.H. Michler(ed).Springer Laboratory Series, 2008.

Journals

- Journal of Thermal Analysis and Calorimetry
- Thermochimica Acta
- Macromolecules
- Polymer Degradation and Stabilization
- PolymerVibrational Spectroscopy

Web sites of interest

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

COURSE GUIDE 2023/24

Faculty 226 - Faculty of Informatics

Cycle .

Degree INGCO902 - Master in Computational Engineering and Intelligent Systems

Year .

COURSE

505598 - Virtual and Augmented Reality

Credits, ECTS: 3

COURSE DESCRIPTION

In recent years, technologies associated with Extended Reality (virtual, augmented, mixed...) have developed so widely that they are now available to anyone. Consequently, their popularity has increased, and with it their applications of these kinds of technologies.

In this subject, first and foremost, technologies for the production of virtual reality experiences will be discussed. In the second part, the problem of interaction with the user will be addressed through the study of the production of intelligent agents.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

COMPETENCIAS DE LA ASIGNATURA

RESULTADOS DE APRENDIZAJE DE LA ASIGNATURA

- Knowledge of computational elements implicated in applications of virtual reality and augmented reality.
- Designing intelligent virtual Agents
- Creating virtual reality applications using Unity 3D

CONTENIDOS TEÓRICO-PRÁCTICOS

1. The Principles of virtual and augmented Reality
2. Visual perception
3. Graphic computing for virtual environments
4. The Principles of Physical Motors
5. AI in virtual environments
6. Extended reality applications and technologies

In the practical part, Unity 3D will be used to create applications, and Oculus Quest 2 will be used as a virtual reality platform.

METODOLOGIA (ACTIVIDADES FORMATIVAS)

| Actividad Formativa | Hours | Porcentaje presencialidad |
|---------------------|-------|---------------------------|
| Lectures | 10 | 100 % |
| Teamwork | 65 | 30 % |

TYPES OF TEACHING

| Types of teaching | M | S | GA | GL | GO | GCL | TA | TI | GCA |
|---|----|---|----|----|----|-----|----|----|-----|
| Hours of face-to-face teaching | 10 | | | | 20 | | | | |
| Horas de Actividad No Presencial del Alumno/a | | | | | 45 | | | | |

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 groups

Evaluation tools and percentages of final mark

| Denominación | Ponderación mínima | Ponderación máxima |
|--|--------------------|--------------------|
| Essay, Individual work and/or group work | 25 % | 50 % |
| Team work (problem solving, project design). | 50 % | 75 % |

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

The training will be evaluated by individual or team work and projects. Those jobs will be delivered before the end of the corresponding semester.

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

The evaluation in the second call will be of the same nature as the first one, except the delivery time.

MANDATORY MATERIALS

The required material will be made available in eGela.

BIBLIOGRAFÍA

Basic bibliography

- .- Mario A. Gutiérrez, Frédéric Vexo, Daniel Thalmann (2008) Setpping into Virtual Reality. Springer.
- .- John Vince (2014) Mathematics for Computer Graphics. Cuarta edición. Springer-Verlag, London.
- .- Matjaz Mihelj, Domen Novak, Samo Begus (2014) Virtual Reality Technology and Applications. Springer.
- .- Matt Smith (2018) Unity 2018 Cookbook. Packt Publishing.

Detailed bibliography

- .- David Solomon (2011) The Computer Graphics Manual. Springer-Verlag, London.
- .- Ramakrishnan Mukundan (2012) Advanced Methods in Computer Graphics, Springer.
- .- Borko Furht Ed. (2011) Handbook of Augmented Reality. Springer.
- .- Jonathan Linowes (2018) Unity Virtual Reality Projects. Packt Publishing.
- .- Jesse Glover (2018) Unity 2018 Augmented Reality Projects. Packt Publishing.

Journals

Web sites of interest

COURSE GUIDE

2023/24

Faculty 230 - Faculty of Education, Philosophy and Anthropology

Cycle .

Degree MULED902 - Master in European Master in Multilingualism and Education

Year .

COURSE

503158 - Integrated Curriculum and Multilingual Education

Credits, ECTS: 6

COURSE DESCRIPTION

INTRODUCTION

In this subject, the teaching-learning processes typical of the integrated curriculum are analyzed, for example, those typical of the CLIL model (Content and Language Integrated Learning) or the trilingual model of the Basque Government. The analysis covers the theoretical approach, experiences and bases for research.

The three axes of the subject are the integrated language curriculum based on the principles of threshold, interdependence, transfer, common underlying competence; the design of the integrated curriculum; and interculturalism and language from the perspective of the integrated curriculum.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

COMPETENCIAS DE LA ASIGNATURA

To analyze and describe the architecture and curricular strategies for the construction of the Integrated Curriculum in Languages in a multilingual educational context.

To analyze and compare different models and curricular experiences on the design, development and evaluation of the Integrated Curriculum.

To design integrated multilingual activities in relation to a previously defined educational context.

To assess the importance of the multicultural context for the language teaching-learning processes.

To analyze and assess different strategies for help and advice for the construction of the Integrated Curriculum in different professional contexts.

RESULTADOS DE APRENDIZAJE DE LA ASIGNATURA

CONTENIDOS TEÓRICO-PRÁCTICOS

SYLLABUS

UNIT 1: INTEGRATED LANGUAGE CURRICULUM. 1.1. The languages in the curriculum. 1.2. Some concepts and definitions. 1.3. Some principles: threshold, interdependence, transfer, common underlying competition. 1.4. The construction of the integrated curriculum. 1.5. Curricular models and experiences. 1.6. Conclusions.

UNIT 2: INTEGRATED CURRICULUM DESIGN. 2.1. Analysis of institutional linguistic objectives. 2.2. Intervention principles. 2.3. Design of objectives and competences for the Integrated Curriculum. 2.4. Coordinated and integrated content organization. 2.5. Methodology and activities. 2.6. Evaluation of the Integrated Curriculum. 2.7. Curriculum and diversity.

UNIT 3: INTERCULTURALITY, LANGUAGE AND CURRICULUM. 3.1. Society, culture and group. 3.2. Multiculturalism, culture and language. 3.3. A look at our environment.

METODOLOGIA (ACTIVIDADES FORMATIVAS)

| Actividad Formativa | Hours | Porcentaje presencialidad |
|---------------------------------|-------|---------------------------|
| Expositive classes | 25 | 100 % |
| Readings | 30 | 0 % |
| Written discussion of a topic | 35 | 0 % |
| Analysing and discussing papers | 60 | 60 % |

TYPES OF TEACHING

| Types of teaching | M | S | GA | GL | GO | GCL | TA | TI | GCA |
|---|----|----|----|----|----|-----|----|----|-----|
| Hours of face-to-face teaching | 30 | 10 | 20 | | | | | | |
| Horas de Actividad No Presencial del Alumno/a | | 30 | 60 | | | | | | |

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 groups

Evaluation tools and percentages of final mark

| Denominación | Ponderación mínima | Ponderación máxima |
|---------------------------|--------------------|--------------------|
| Otros: Otras Evaluaciones | 50 % | 50 % |
| Practical tasks | 50 % | 50 % |

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

EVALUATION IN THE ORDINARY CALL.

There are two modalities: continuous evaluation and final exam.

Students who choose continuous assessment:

• Task 1 (35%). Specific deliverables of the learning activities covered in class: e.g. short essays, summaries and exercises. For the creation of these deliverables, active, reflective and critical participation in the subject tasks is needed. They can be prepared individually or in pairs.

• Task 2 (30%) Written application work and oral presentation of this work, with the help of Power Point or similar. The work will consist of the creation of a multilingual teaching unit, a multilingual intervention program or a Center Linguistic Project.

• Task 3. Final exam (35%): individual, written reflection, in an open or essay format, with the help of materials, on issues covered in the course.

Taking as reference what is laid out in the UPV/EHU Student Assessment Regulations (see Article 8), the student has the right to renounce the continuous assessment system. People interested in this will ask the teacher for the existing template for this purpose and deliver it within the deadlines and terms established in the aforementioned regulations. If so, these will be blocks that will be taken into account and the weight that corresponds to each one.

Students who choose the final exam will have the option of being evaluated through a final test (100%), or if they choose to do so, through the following tasks:

• Task 1 (35%). Review of 3 scientific articles, agreed with the teacher.

• Task 2 (30%). Preparation of a multilingual teaching unit, a multilingual intervention program or a Center Linguistic Project (see annexes).

• Task 3 (35%) Final exam: individual, written reflection, in an open or essay format, with the help of materials, on issues covered in the course.

If the ordinary call is waived, in face-to-face or non-face-to-face mode, the teacher must be notified before week 9 of the course.

Regardless of the assessment system that the students choose (continuous or final exam) and the call they are in (ordinary or resits):

* To carry out the correction of the exam-test activities, a minimum standard is required in relation to oral and written expression (presentation, format, grammar correction and so on) correctly citing the sources of information used and maintaining a respectful attitude.

* The UPV/EHU protocol on academic ethics and prevention of dishonest or fraudulent practices in the assessment tests and in academic work will be taken as a reference for action.

* Failure to take the exam will lead to the grade of "not presented" (see article 12 of the UPV-EHU Student Assessment Regulations).

* Examination is expected to be face-to-face, but if the sanitary situation requires it, classes and exams can be carried out online using the resources of e-Gela, Blackboard Collaborate and email.

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

EVALUATION. RESITS

If the student does not pass the ordinary exams, they will have to participate in the resits. The grades of the blocks passed in the ordinary exam will be saved for the resit, as long as the student does not request the teacher otherwise, in writing and before the results of the ordinary call are published.

If the resit is not passed, the marks of the passed blocks will not be saved for the following academic years.

MANDATORY MATERIALS

MATERIALS

Syllabus, basic bibliography and class materials. The E-Gela platform will be used to provide as much material as possible.

BIBLIOGRAFÍA

Basic bibliography

- Baker, Colin, and Wright, Wayne E. (2017). Foundations of Bilingual Education and Bilingualism. 6th Edition , edited by Colin Baker and Wayne Wright. Bristol. Multilingual Matters, pp 157-170.
- Cenoz, J. (2009). Towards Multilingual Education. Basque Educational Research from an International Perspective. Bristol (UK): Multilingual Matters.
- Coyle, D.; Hood, P. & Marsh, D. (2010). CLIL Content and Language Integrated Learning. Cambridge: Cambridge University Press.
- Cummins, J. (1993). "Interdependencia lingüística y desarrollo educativo en los niños bilingües". Infancia y aprendizaje, 21: 37-61.
- Dalton-Puffer, C. (2007). Discourse in Content and Language Integrated Learning (CLIL) Classrooms. Amsterdam: John Benjamins.
- Hamers, J.F. and Blanc, M.H.A. (2000). Bilinguality and bilingualism (2nd edn). Cambridge: Cambridge University Press.
- Lasagabaster, D. and García, O. (2014). Translanguaging: towards a dynamic model of bilingualism at school. Cultura y Educación, 26:3, 557-572.

Detailed bibliography

- Azurmendi, M.J. and Martínez de Luna, I. (eds.) (2006). The Case of Basque: Past, Present and Future. Andoain: Soziolinguistika klusterra.
- Eurydice (2006). Aprendizaje Integrado de Contenidos y Lenguas (AICLE) en el contexto escolar europeo. Bruselas: Comisión Europea (Dirección General de Educación y Cultura). Disponible en internet: <http://www.eurydice.org>
- Fishman, J.A. (1991). Reversing Language Shift: Theoretical and Empirical Foundations of Assistance to Threatened Languages. Clevedon: Multilingual Matters.
- Hoffmann, C.. and Ytsma, J. (eds.) (2004). Trilingualism in family, School and Community. Clevedon: Multilingual Matters.
- Lasagabaster, D. and Ruiz de Zarobe, Y. (2010). CLIL in Spain. Implementation, Results and Teacher Training. Newcastle: Cambridge Scholars Publishing.
- Oroz, N. and Sotés, P. (2008). Bilingual education in Navarre: Achievements and challenges. Language, Culture and Curriculum, 21: 21-38.
- Roman Etxebarrieta, Gorka, Pérez-Izaguirre, Elizabeth, and Langarika-Rocafort, Argia. (2020). Teaching Minority Languages in Multiethnic and Multilingual Environments: Teachers' Perceptions of Students' Attitudes toward the Teaching of Basque in Compulsory Education. Education Sciences 10(25): 1-19. doi:10.3390/educsci10020025.
- Ruiz de Zarobe, Y. and Jiménez Catalán, R.M. (eds.) (2009). Content and Language Integrated Learning: Evidence from Research in Europe. Bristol: Multilingual Matters.

Journals

(bib): Se encuentra en la biblioteca Carlos Santamaría del Campus de Gipuzkoa

- BAT Soziolinguistika Aldizkaria
<http://www.soziolinguistika.eus/bat>
- Bordón (Sociedad Española de Pedagogía) (bib)
<http://recyt.fecyt.es/index.php/BORDON/index>
(los números más recientes no son de libre acceso)
- European Journal of Education (bib)
[http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1465-3435](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1465-3435)
- International Journal of Bilingualism (bib)
<http://ijb.sagepub.com/>
- International Journal of Bilingual Education and Bilingualism
<http://www.tandfonline.com/toc/rbeb20/current>
- International Journal of Multicultural Education
- International Journal of Multilingualism
<http://www.tandfonline.com/toc/rmjm20/current>
- Journal of Multilingualism in Education
- Journal of Language, Identity and Education
- <https://www.tandfonline.com/loi/hlie20>
- Language and Education (bib)

<http://www.tandfonline.com/toc/rlae20/current>
- Language Teaching (bib)
<http://journals.cambridge.org/action/displayJournal?jid=LTA>
- Language, Culture and Curriculum (bib)
<http://www.tandfonline.com/toc/rlcc20/current>
- Psicodidáctica (UPV / EHU) (bib)
<http://www.ehu.es/ojs/index.php/psicodidactica/>
- Revista de Educación (MEC) (bib)
<http://www.mecd.gob.es/revista-de-educacion/>
- Revista Española de Pedagogía
<http://revistadepedagogia.org/>
- TANTAK Euskal Herriko Unibertsitateko Hezkuntza Aldizkaria (bib)
<http://www.ehu.es/ojs/index.php/Tantak/index>

Web sites of interest

CUNY-NYS Initiative on Emergent Bilinguals (Institute of Ofelia Garcia)
A project of the Research Institute for the Study of Language in Urban Society (RISLUS) and the Ph.D. Program in Urban Education funded by the New York State Education Department.
<http://www.nysieb.ws.gc.cuny.edu/>
• European Commission
http://ec.europa.eu/education/index_en.htm
• Eustat - Instituto Vasco de Estadística
www.eustat.es
• Instituto Vasco de Evaluación e Investigación educativas (ISEI-IVEI)
www.isei-ivei.net
• IEN - Instituto de Estadística de Navarra
http://www.navarra.es/home_es/Gobierno+de+Navarra/Organigrama/Los+departamentos/Economia+y+Hacienda/Organigrama/Estructura+Organica/Instituto+Estadistica/
• Eurydice. Information on Education Systems and Policies in Europe
http://eacea.ec.europa.eu/education/eurydice/index_en.php
• Instituto Nacional de Estadística
www.ine.es
• Network to Promote Linguistic Diversity
www.npld.eu
• Sustainable Development in a Diverse World
www.susdiv.org

COURSE GUIDE

2023/24

Faculty 231 - Faculty of Psychology

Cycle .

Degree PSILO903 - Master in Psychology: Individual, Group, Organization and Culture

Year .

COURSE

504200 - Research in Basic Psychological Processes

Credits, ECTS: 6

COURSE DESCRIPTION

Research into Basic Psychological Processes

This subject provides a technical and practical approach to the research that is currently done in basic psychology.

Regarding the technical approach, current students and theories in different areas will be reviewed. As for the practical approach, examples will be provided to illustrate how to design specific research projects in these areas

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

COMPETENCIAS DE LA ASIGNATURA

The idea is to be able to design a research project on emotions, recall and learning

To get to know the present state of research into emotions, recall and learning

RESULTADOS DE APRENDIZAJE DE LA ASIGNATURA

Review literature

Organize and synthesize literature

Establish research objectives

Formulate research hypotheses

Design a research activity

Analyze information

Interpret results

Work in foreign language

Present research orally

Present research written reports

CONTENIDOS TEÓRICO-PRÁCTICOS

MEMORY

Topic 1. False recalls and processes to reconstruct memory. Nature and causes. Applied areas of study. Experimental paradigms. Individual differences, development and neuropsychology of false recalls. How to design a research study into false recalls.

EMOTION

Topic 2: Self-aware emotions: guilt, embarrassment and pride.

What kind of things make us feel guilty? Gender differences in intensity regarding guilt and interpersonal sensitivity.

Difference between guilt and embarrassment. Effects of moral pride. The more costly the moral behavior, the greater the pride?

Topic 3: Individual and collective emotional intelligence. Applied emotional regulation. We will examine the results of current studies on the relationship between Emotional Intelligence (EI) and other basic psychological processes. The different methods of measuring individual and collective EI will also be examined. Also analyzed are intervention strategies in the educational, employment and socio-healthcare fields. As for emotional regulation, current results of the relationship between emotional regulation, academic results and results in the field of healthcare will be examined.

LEARNING

Topic 4: Learning through exposure to stimuli.

Research into associative and non-associative mechanisms that intervene in the effects of perceptive learning and latent inhibition.

Topic 5: Learning and contextual control.

This topic covers the mechanisms used for recovery in learning and recall. We will understand these phenomena by outlining the conditions under which faults occur in the recovery of learning, through the discussion of basic research on contextual control in animals and human beings. We will discuss the implications for clinical work and the understanding of the neurobiological mechanisms involved.

ATTENTION

Topic 6: Attention: optimization of processes.

Mechanisms to select information. Selection criteria and related processes. Behavioral manifestations of attention. Design of research studies in the field of attention, for example: blindness to change and perceptive learning.

METODOLOGIA (ACTIVIDADES FORMATIVAS)

| Actividad Formativa | Hours | Porcentaje presencialidad |
|-------------------------------|-------|---------------------------|
| Discussion | 5 | 100 % |
| Presentations and Papers | 5 | 100 % |
| Exercises | 20 | 100 % |
| Expositive classes | 30 | 100 % |
| Written discussion of a topic | 90 | 0 % |

TYPES OF TEACHING

| Types of teaching | M | S | GA | GL | GO | GCL | TA | TI | GCA |
|---|----|---|----|----|----|-----|----|----|-----|
| Hours of face-to-face teaching | 30 | | 10 | 15 | 5 | | | | |
| Horas de Actividad No Presencial del Alumno/a | 60 | | 10 | 10 | 10 | | | | |

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 groups

Evaluation tools and percentages of final mark

| Denominación | Ponderación mínima | Ponderación máxima |
|--|--------------------|--------------------|
| Presentations | 40 % | 60 % |
| Assessment of written work by the Tribunal | 40 % | 60 % |

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Continuous assessment (classroom presence 80%)

Participation and discussion in class (40%). The level of discussion and participation in the activities proposed by the professor for each topic is assessed. Students' contributions that relate the topics covered in the module to their research project for their Master's Dissertation.

Presentation of an article (60%). Oral presentation and defense of an article/book chapter. The subject will be chosen by the students or proposed by the teaching staff. For this oral presentation, the student should only choose one of the subjects covered in the Basic Psychology Module.

If due to the epidemic COVID19 the evaluation were not face to face, the same evaluation ratios that are considered in the continuous assessment will be maintained. However, all essays, evaluation tests and/or presentations will be carried out online (Egela, BBC Collaborate or other tools)

Overall assessment

Presentation of a study in writing (40%). Development and delivery of a written project on the of the topics covered in the module (see topics list for the module), highlighting the relationships of the issues covered with the research project linked to the Master's Dissertation.

Presentation of an article (60%). Oral presentation and defense of an article/book chapter. The subject will be chosen by the students or proposed by the teaching staff. For this oral presentation, the student should only choose one of the subjects covered in the Basic Psychology

Module. The overall assessment in extraordinary call, given the exceptional situation we experience as a result of the alert COVID-19, will consist of:

Oral presentation through BB Collaborate (supported by audiovisual presentation in pdf or ppt format) of an article chosen by the students and related to the student's future TFM. In this presentation, about 10-15 minutes, the content of this article should be analysed in the light of the role of the basic psychological processes discussed in the Module.

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Cuando haya en la asignatura alumnado en tercera, cuarta o convocatoria excepcional, se constituirá un tribunal de acuerdo con las normas que se establezcan al efecto. Agotadas las cuatro convocatorias de la asignatura, el alumnado podrá solicitar la concesión de una única convocatoria excepcional en escrito dirigido al Rector o Rectora de la UPV/EHU.

MANDATORY MATERIALS

BIBLIOGRAFÍA

Basic bibliography

Alonso, G., Lombas, S. Rodríguez, G. y Sanjuán, M.C. (2003). Aprendizaje por exposición a estímulos. En J. Vila-Carranza, J.M. Rosas-Santos y J. Nieto-Gutiérrez (Eds.). Investigación contemporánea en aprendizaje asociativo: Estudios en España y México. Del Lunar: Jaén, pp. 51-65.

Aizpurua, A., Migueles, M. y García-Bajos, E. (2014). Accuracy of eyewitness memory for events in young and older adults. En M. P. Toglia, D. F. Ross, J. Pozzulo y E. Pica. The Elderly Eyewitness in Court. Taylor and Francis.

Etxebarria, I. (2008). Emociones sociales. En P. Palmero y F. Martínez Sánchez (Coords.), Motivación y Emoción (pp. 275-314). Madrid: McGraw-Hill. (ISBN: 978-84-481-6101-9).

Rodríguez, G. y Alonso, G. (2006). Aprendizaje perceptivo. En O. Piñeiro, C. Vadillo y H. Matute (Eds.). Psicología del Aprendizaje. Badajoz: Abecedario.

Schacter, D. L. (2001). The seven sins of memory. How the mind forgets and remembers. Nueva York: Houghton-Mifflin Company. [Traducción: Los pecados de la memoria. Barcelona: Ariel, 2003]

Detailed bibliography

Etxebarria, I., (2009). Las emociones autoconscientes positivas: el orgullo. En E. G. Fernández-Abascal (Ed.), Emociones positivas (pp. 167-180). Madrid: Pirámide. (ISBN: 91-393-89-89).

Monográfico sobre Aprendizaje Perceptivo en la revista Learning and Behavior, 2009, 27 (2). Especial Issue about Perceptions and Perceptual Learning.

Migueles, M. y García-Bajos, E. (2004). ¡Esto es un atraco! Sesgos de la tipicidad en la memoria de testigos. Estudios de Psicología, 25, 331-342.

Mitchell, K. J. y Johnson, M. K. (2009). Source monitoring 15 years later: What have we learned from fMRI about the neural mechanisms of source memory? Psychological Bulletin, 135, 638-677.

Tracy, J. L., Robins, R. W. y Tangney, J. P. (2007). The self-conscious emotions: Theory and Research. Nueva York: The Guilford Press.

Journals

UZTARO: GIZA ETA GIZARTE-ZIENTZIEN ALDISKARIA (WWW.UZTARO.EUS)

Web sites of interest

Direcciones de Internet

PÁGINAS PERSONALES

Elvira García Bajos <http://www.ehu.es/elviragarciabajos>

Malen Migueles <http://www.ehu.es/malenmigueles>

Sindi Alonso: www.ppb.ehu.es/s0227-sindi/es

Grupo consolidado: "Aprendizaje y Memoria: mecanismos, contenidos y desarrollo": <http://www.zerbitzuak.ehu.es/s0227-giamhom/es/>

Itziar Etxebarria <http://www.ehu.es/pbwetbii/index.html> y Darío Páez: Grupo consolidado: ¿Cultura, cognición y emoción? <http://www.ehu.es/psvparot>

LABORATORIOS EN LA RED

Se puede revisar materiales, realizar demostraciones o participar en experimentos sobre memoria y procesos cognitivos básicos en:

Psychological Research on the net: <http://psych.hanover.edu/Research/exponnet.html>

Experimentos de Psicología: <http://www.olemiss.edu/PsychExps/>

ASOCIACIONES

American Psychological Association: <http://www.apa.org/>

SARMAC (Sociedad aplicada de memoria y cognición): <http://www.sarmac.org/>

Psychological Science: <http://www.psychologicalscience.org/>

Psychonomic Society : <http://www.psychonomic.org/>

OTRAS DIRECCIONES DE INTERÉS

Emonet Red de emociones: <http://www.emotionsnet.org/>

Memory Arena: <http://www.memoryarena.com/>

Daniel L. Schacter.: <http://www.wjh.harvard.edu/~dsweb/>

Elizabeth F. Loftus: <http://socialecology.uci.edu/faculty/eloftus/>

COURSE GUIDE

2023/24

Faculty 231 - Faculty of Psychology

Cycle .

Degree PSILO903 - Master in Psychology: Individual, Group, Organization and Culture

Year .

COURSE

504201 - Research in Psychological Development: Contextual and Neuropsychological

Credits, ECTS: 6

COURSE DESCRIPTION

The subject aims to provide knowledge of the main research findings in the field of cognitive and child neuropsychological development, and the impact of the contexts of fostering this development. Current methodologies will be studied to examine and analyze the influence of the family and social context in development, plus the designs applied at present with the objective of optimizing regulatory development and in populations at risk with attention, language, reading and autism disorders.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

COMPETENCIAS DE LA ASIGNATURA

- Learn about the present state of research into processes of change in emotional and social development in the different contexts of development, and neuropsychological factors
- Know how to design a research study in the field of psychology and neuropsychological development

RESULTADOS DE APRENDIZAJE DE LA ASIGNATURA

- Review literature
- Organize and synthesize literature
- Establish research objectives
- Formulate research hypotheses
- Design a research activity
- Analyze information
- Work in foreign language
- Present research orally
- Present research written reports
- Work in teams

CONTENIDOS TEÓRICO-PRÁCTICOS

- Topic 1. Neuropsychological development, stages for neural development and neural plasticity.
- Topic 2. Research on influence of environmental, genetic and epigenetic factors on neuropsychological development.
- Topic 3. Research on behavioural and family predictors of language and reading development. Keys to understand developmental disorders and to promote optimal development.
- Topic 4. Influence of family context on socioemotional development from childhood to adolescence: optimizing variables and intervention programs.
- Topic 5. Influence of family context on cognitive development from childhood to adolescence: optimizing variables and intervention programs.

METODOLOGIA (ACTIVIDADES FORMATIVAS)

| Actividad Formativa | Hours | Porcentaje presencialidad |
|--------------------------------------|-------|---------------------------|
| Discussion | 5 | 100 % |
| Reading and practical analysis | 5 | 100 % |
| Presentation and defence of projects | 10 | 100 % |
| Expositive classes | 40 | 100 % |
| Written discussion of a topic | 90 | 0 % |

TYPES OF TEACHING

| Types of teaching | M | S | GA | GL | GO | GCL | TA | TI | GCA |
|---|----|----|----|----|----|-----|----|----|-----|
| Hours of face-to-face teaching | 25 | 25 | 10 | | | | | | |
| Horas de Actividad No Presencial del Alumno/a | 50 | 20 | 20 | | | | | | |

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 groups

Evaluation tools and percentages of final mark

| Denominación | Ponderación mínima | Ponderación máxima |
|--|--------------------|--------------------|
| Presentations | 40 % | 60 % |
| Assessment of written work by the Tribunal | 40 % | 60 % |

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Continuous assessment

Worksheets on readings (40%). Preparation of worksheets on readings proposed by the teaching staff during the year, which are then shared in class.

Presentation of an article (60%). PowerPoint presentation of an article to be chosen by the student, one per professor.

If due to the epidemic COVID19 the evaluation were not face to face, the same evaluation ratios that are considered in the continuous assessment will be maintained. However, all essays, evaluation tests and/or presentations will be carried out online (Egela, BBC Collaborate or other tools)

Overall assessment

Presentation of an article (40%). PowerPoint presentation of an article to be chosen by the student for a professor. Written work (60%). PowerPoint presentation of an article to be chosen by the student for a professor.

COVID-19 SITUATION

Students will submit a written paper; carried out in groups of up to 4 members, following the guidelines developed by each teacher concerning the presentation of summaries of scientific articles or elaboration of a research project. The deadline for the delivery of such works will be 11 May 2020. The final qualification of the module will be obtained from the average grade of each of the jobs.

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Cuando haya en la asignatura alumnado en tercera, cuarta o convocatoria excepcional, se constituirá un tribunal de acuerdo con las normas que se establezcan al efecto. Agotadas las cuatro convocatorias de la asignatura, el alumnado podrá solicitar la concesión de una única convocatoria excepcional en escrito dirigido al Rector o Rectora de la UPV/EHU.

MANDATORY MATERIALS

BIBLIOGRAFÍA

Basic bibliography

- Arranz, E y Oliva, A. (Eds.) (2010). Desarrollo psicológico en las nuevas estructuras familiares. Madrid: Pirámide.
- Arranz, E.; Olabarrieta, F.; Manzano, A.; Martín, J.L. & Galende, N. (2013) Etxadi-Gangoiti scale: a proposal to evaluate the family contexts of two year old children. Early Child Development and Care (DOI:10.1080/03004430.2013.829823)
- Mozaz, M. and Monguio, I. (2001) Motor Functions and Praxis in the Elderly. In Behavioral Neurology, León Carrion (Ed) CRC Press LLC. USA Chapter 7, 125-146.
- Ortiz, M.J., Apodaka, P., Etxebarria, A., Ezeiza, A., Fuentes, M.J. y López, F. (1993). Algunos predictores de la conducta prosocial-altruista en la infancia: Empatía, toma de perspectiva, apego, modelos parentales, disciplina familiar e imagen del ser humano. Revista de Psicología Social, 8, 83-98.
- Ortiz Barón, M.J. (1994). Reacción infantil ante extraños: Interacción entre sistemas de conducta. Infancia y Aprendizaje, 67-68, 199-220.

Detailed bibliography

- Galende, N.; Sánchez de Miguél, M. & Arranz, E.. Family context and theory of mind development (2013) En O. Saracho y B. Spodeck, Contemporary Perspectives on Research in Theories of Mind in Early Childhood Education. Greenwich USA: Information Age Publishing Inc. (En prensa)
- Borkowski, J. G. Ramey, S. L. and Bristol-Power M. (Eds.) (2002) Parenting and the child's world: Influences on academic, intellectual, and socio-emotional development Mahwah, NJ: LEA Publishers.
- León-Carrión, J. and Giannini M.J. (Eds.) (2001) Behavioral Neurology in the Elderly. CRC Press.
- Touliatos, J., Perlmutter, B.F., and Strauss, M.A. (2001). Handbook of family measurement techniques (3 vols.). Thousand Oaks, California: Sage publications

Journals

•Child Development, Journal of Experimental Child Psychology, Intelligence, Developmental Science, Educational Psychology, Developmental Neuropsychology, Developmental Psychobiology

Web sites of interest

<http://pediatricneuropsychology.com/>

<http://www.essex.ac.uk/psychology/psy/RESEARCH/NandD.html>

www.ehu.es/haezi

COURSE GUIDE

2023/24

Faculty

231 - Faculty of Psychology

Cycle

Degree

PSILO903 - Master in Psychology: Individual, Group, Organization and Culture

Year

COURSE

504202 - Evaluation of Intervention Programmes in Clinical and Educational Contexts

Credits, ECTS: 6

COURSE DESCRIPTION

A society founded on the principle of well-being needs to have socio-educational and health intervention programs that positively affect the quality of life of citizens. But not only that, social and educational policies must know how to differentiate which programs are effective, ineffective and which programs are considered effective without being so. The subject of Evaluation of Intervention Programs in Clinical and Educational Contexts, within the curriculum, is closely related to several of the specific skills to which it must contribute to develop in the student of the Master's Degree in Psychology: Individual, Group, and Organization. The main ability is to design, carry out and evaluate research projects from a multilevel point of view (individual, group, organization and culture). However, it should be mentioned that for this it will also be necessary to work on skills of personal autonomy, teamwork or the development of the ability to learn to learn.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

COMPETENCIAS DE LA ASIGNATURA

Learn to design interventions or treatments and be able to select and/or design evaluation techniques or instruments for interventions or treatments. The intervention to be systematized can be individual or group, of a clinical or psycho-educational nature or designed for children, adolescents or adults

Be able to design a study to specify the empirical study to evaluate interventions or treatments, to evaluate the effectiveness of the interventions: study objectives and hypotheses based on knowledge of the existing literature, study design and procedures, instruments for evaluation, intervention or program, data analysis, etc.

RESULTADOS DE APRENDIZAJE DE LA ASIGNATURA

- Review literature
- Organize and synthesize literature
- Establish research objectives
- Formulate research hypotheses
- Design a research activity
- Analyze information
- Work in foreign language
- Present research orally
- Present research written reports
- Work in teams
- Interpret results

CONTENIDOS TEÓRICO-PRÁCTICOS

Unit 1. Conceptual and methodological bases in the design and evaluation of intervention programs

Unit 2. Animal-assisted interventions in the field of health and socio-educational intervention

Unit 3. Research of the program to treat specific phobias in childhood based on play

Unit 4. Research in psychological intervention programs to promote socio-emotional development in teenagers

Unit 5. Research in intervention programs in the field of family psychological well-being.

Unit 6. Applications of Free Play in early childhood in clinical and educational contexts

Unit 7. Intervention programs based on Mindfulness in Childhood

METODOLOGIA (ACTIVIDADES FORMATIVAS)

| Actividad Formativa | Hours | Porcentaje presencialidad |
|--------------------------------------|-------|---------------------------|
| Presentation and defence of projects | 10 | 100 % |
| Analysing and discussing papers | 25 | 100 % |
| Expositive classes | 25 | 100 % |
| Reading and practical analysis | 90 | 0 % |

TYPES OF TEACHING

| Types of teaching | M | S | GA | GL | GO | GCL | TA | TI | GCA |
|---|----|----|----|----|----|-----|----|----|-----|
| Hours of face-to-face teaching | 25 | 25 | 10 | | | | | | |
| Horas de Actividad No Presencial del Alumno/a | 35 | 35 | 20 | | | | | | |

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 groups

Evaluation tools and percentages of final mark

| Denominación | Ponderación mínima | Ponderación máxima |
|--|--------------------|--------------------|
| Essay, Individual work and/or group work | 80 % | 20 % |
| Practical tasks | 20 % | 20 % |

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Final test is made of two parts: theory and applied. Theory-part will comprise 8 questions on the theoretical contents, to be briefly answered, and which requires students' understanding and use of logical and intellectual capacity; it accounts for the 80% of the final grade. The applied part will consist on the analysis of an intervention program and it accounts for the 20% of the final grade.

Students will have four exam calls for assessment, i.e. two per academic year. A student may withdraw from the assessment call, which means that it will not be counted. The student must inform the subject coordinator if he/she wishes to withdraw at least one week before the official assessment date.

If due to the epidemic COVID19 the evaluation were not face to face, the same evaluation ratios that are considered in the continuous assessment will be maintained. However, all essays, evaluation tests and/or presentations will be carried out online (Egela, BBC Collaborate or other tools).

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

When there are students in the third, fourth or exceptional calls in the subject, a tribunal will be set up in accordance with the regulations established for this purpose. Once the four calls for the subject have been completed, the student may request the granting of one exceptional call. This should be done in writing to the Rector/President of the UPV/EHU.

MANDATORY MATERIALS

BIBLIOGRAFÍA

Basic bibliography

- Anguera, M. T. A., Chacón, S. y Villaseñor, Á. B. (Eds.). (2008). Evaluación de programas sociales y sanitarios: un abordaje metodológico. Síntesis.
- Garrido-Fernández, M., Marcos-Sierra, J.A., López-Jiménez, A., & Ochoa de Alda, I. (2016). Multi-family therapy with reflecting team: A preliminary study on efficacy among opiate addicts in methadone maintenance treatment. *Journal Of Marital and Family Therapy*, 1-14.
- Méndez, F. X. (2013). Miedos y temores en la infancia: Ayudar a los niños a superarlos. Madrid: Pirámide.
- Muela, A., Balluerka, N., Amiano, N., Caldentey, M. y Aliri, J. (2017). Animal-assisted psychotherapy for young people with behavioural problems in residential care. *Clinical Psychology & Psychotherapy*, 24, 1485-1494.
- O'Connor, K., Schaefer, C., y Braverman, L. (2017). *Manual de Terapia de Juego*. John Wiley & Sons, Inc.
- Osma, J.J. (Coord.) (2019). Aplicaciones del protocolo unificado para el tratamiento transdiagnóstico de la disregulación emocional. Alianza.
- Peralta, I. (Coord.) (2019). *Un villano llamado estrés*. Pirámide.

Detailed bibliography

- Altschuld, J. W. y Kumar, D. D. (2010). Needs assessment. An overview. Thousand Oaks: Sage.
- Ballesteros, R. F. (2001). Evaluación de programas: una guía práctica en ámbitos sociales, educativos y de salud. Madrid: Síntesis.
- Balluerka, N., Muela, A., Amiano, N. y Caldentey, M. A. (2014). Influence of animal-assisted therapy (AAT) on the attachment representations of youth in residential care. *Children and Youth Services Review*, 42, 103-109.
- Barlow, D. H. (Ed.). (2014). *Clinical handbook of psychological disorders: A step-by-step treatment manual*. Nueva York: Guilford publications.
- Barlow, D. H., Farchione, T. J., Fairholme, C. P., Ellard, K. K., Boisseau, C. L., Allen, L. B., y Ehrenreich-May, J. T. (2015). *Protocolo unificado para el tratamiento transdiagnóstico de los trastornos emocionales*. Madrid: Alianza.

- Burton, C. L., Wang, K. y Pachankis, J. E. (in press). Psychotherapy for the spectrum of sexual minority stress: Application and technique of the ESTEEM treatment model. *Cognitive and Behavioral Practice*.
- Espada, J. P., Olivares, J. y Méndez, F. X. (ed.) (2005). *Terapia psicológica. Casos prácticos*. Madrid: Ed. Pirámide.
- Espina, A. Ortego, A., Ochoa de Alda, I. y González, P. (2003). Dyadic adjustment in parents of schizophrenics. *European Psychiatry*, 18, 233-240
- Garaigordobil, M. y Pérez, J. I. (2002). Efectos de la participación en el programa de arte Ikertze sobre la creatividad verbal y gráfica. *Anales de Psicología*, 18(1), 95-110.
- Joint Committee On Standards For Educational Evaluation. <http://www.jcsee.org/program-evaluation-standards-statements>
- Miranda, N., Larrea, I., Muela, A. y Barandiaran, A. (2017). Preschool children's social play and involvement in the outdoor environment. *Early Education and Development*, 28(5), 525-540.
- Ochoa de Alda, I, Romero, J.A., Rodríguez, A. Y Hatim Sakia, H. (2009). La importancia del trabajo con la familia en la atención a menores extranjeros no acompañados: Un estudio piloto. *Apuntes de*

Journals

- Anales de Psicología
Ansiedad y Estrés
Clínica y Salud
Intervención Psicosocial
Revista Argentina de Clínica Psicológica
Revista de Psicopatología y Psicología Clínica
Revista de Psicoterapia
Applied Psychology: An International Review
British Journal of Clinical Psychology
Behaviour Research and Therapy
Cognitive Therapy and Research
Families, Systems and Health
International Journal of Clinical and Health Psychology
Journal of Applied Behavior Analysis
Journal of Behavior Therapy and Experimental Psychiatry
Journal of Consulting and Clinical Psychology
Psicothema

Web sites of interest

- • American Evaluation Association <http://www.eval.org/>
- • Center for Disease Control and Prevention <https://www.cdc.gov/eval/guide/introduction/index.htm>
- • Joint Committee On Standards For Educational Evaluation <http://www.jcsee.org/>
- • Organización Mundial de la Salud <http://www.who.int/>
- • Treatment that works. Oxford Clinical Psychology <http://oxfordclinicalpsych.com/page/307/>
- • Therapy Advisor <http://therapyadvisor.com/Default.aspx>
- • Washington State Institute for Public Policy (WSIPP) <https://www.wsipp.wa.gov/>

COURSE GUIDE

2023/24

Faculty 231 - Faculty of Psychology

Cycle .

Degree PSILO903 - Master in Psychology: Individual, Group, Organization and Culture

Year .

COURSE

504203 - Clinical Psychological Research

Credits, ECTS: 5

COURSE DESCRIPTION

Research into Clinical Psychology sets out to present the major lines of research that are carried out by the teaching staff who teach this module in the field of clinical and health psychology.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

COMPETENCIAS DE LA ASIGNATURA

Learn the basic psychological and psychopathological principles of the selected clinical picture
Learn the main lines of evidence-based research in clinical pathology and health in the following areas: male abusers, pathological gambling, anxiety disorders, serious mental illnesses

Be able to design a research study in clinical pathology and health in the areas studied
Be able to apply the knowledge acquired to diagnosis and intervention in the areas studied.

RESULTADOS DE APRENDIZAJE DE LA ASIGNATURA

- Review literature
- Work in teams
- Work in foreign language
- Show ethical commitment
- Present research written reports
- Organize and synthesize literature
- Interpret results
- Formulate research hypotheses
- Establish research objectives
- Design a research activity
- Construct and use measurement tools
- Analyze information

CONTENIDOS TEÓRICO-PRÁCTICOS

- Topic 1. Attachment interventions in the context of couples' relationships, mothers and infants and adolescents. Psychological well-being and attachment in adolescents.
- Topic 2. Research into attachment theory and psychotherapy.
- Topic 3. Research into therapies and food.
- Topic 4. Research in cyberbullings and online gambling.

METODOLOGIA (ACTIVIDADES FORMATIVAS)

| Actividad Formativa | Hours | Porcentaje presencialidad |
|--------------------------------------|-------|---------------------------|
| Case analysis | 10 | 100 % |
| Analysing and discussing papers | 10 | 100 % |
| Presentation and defence of projects | 10 | 100 % |
| Expositive classes | 20 | 100 % |
| Readings | 35 | 0 % |
| Written discussion of a topic | 40 | 0 % |

TYPES OF TEACHING

| Types of teaching | M | S | GA | GL | GO | GCL | TA | TI | GCA |
|---|----|----|----|----|----|-----|----|----|-----|
| Hours of face-to-face teaching | 20 | 20 | 10 | | | | | | |
| Horas de Actividad No Presencial del Alumno/a | 40 | 20 | 15 | | | | | | |

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 groups

Evaluation tools and percentages of final mark

| Denominación | Ponderación mínima | Ponderación máxima |
|--|--------------------|--------------------|
| Oral examination | 20 % | 20 % |
| Assessment of written work by the Tribunal | 80 % | 80 % |

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Continuous Assessment (80% attendance compulsory)

- Small tasks along the sessions of the module.
- Final written examen of 16 small questions about the contents and slides worked in the classroom with the lecturers of this module.

Overall assessment:

Exam: 6 open questions on the content of the book (Ch. 3, 4, 5 and 6) by Labrador, F.J. y Crespo, M. (Eds.) (2012). *Psicología Clínica Basada en la Evidencia (evidence-based clinical psychology)*. Madrid: Pirámide.

Assessment may be in the classroom or online, based on the health-situation at the time of teaching/assessment. If due to the epidemic COVID19 the evaluation were not face to face, the same evaluation ratios that are considered in the continuous assessment will be maintained. However, all essays, evaluation tests and/or presentations will be carried out online (Egela, BBC Collaborate or other tools).

Students will have four exam calls for assessment, i.e. two per academic year. A student may withdraw from the assessment call, which means that it will not be counted. The student must inform the subject coordinator if he/she wishes to withdraw at least one week before the official assessment date.

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

When there are students in the third, fourth or exceptional calls in the subject, a tribunal will be set up in accordance with the regulations established for this purpose. Once the four calls for the subject have been completed, the student may request the granting of one exceptional call. This should be done in writing to the Rector/President of the UPV/EHU.

MANDATORY MATERIALS

BIBLIOGRAFÍA

Basic bibliography

- Abubakar, A., Alonso-Arbiol, I., Van de Vijver, F. J. R., Murugami, M., Mazrui, L., y Arasa, J. (2013). Attachment and psychological well-being among adolescents with and without disabilities in Kenya: The mediating role of identity formation. *Journal of Adolescence*, 36(5), 849-857.
- Aizpitarte, A., Alonso-Arbiol, I., Van de Vjver, F. J. R., Perdomo, M. C., Galvez-Sobral, J. A., y Garcia-Lopez, E. (2017). Development of a violence assessment tool for late adolescents across three countries: The Violence in Adolescents’ Dating Relationships Inventory (VADRI). *Journal of Interpersonal Violence*, 32, 2626-2646.
- Alonso-Arbiol, I., Abubakar, A., y Van de Vijver, F. J. R. (2014). Parenting practices and attachment as predictors of life satisfaction of mainstream Dutch and Moroccan-Dutch adolescents. In R. Dimitrova, M. Bender, y F. J. R. van de Vijver (Eds.), *Global Perspectives on Well-Being in Immigrant Families* (pp. 291-310). New York, NY: Springer.
- Alonso-Arbiol, I., Bretaña, I., Mateos-Pérez, E., Páez, D., Gomez-Torres, B., Pascual, A., Conejero, S. y Gallarin, M. (2020). Inteligencia emocional y apego en población adulta: Una revisión sistemática. *Know and Share Psychology*, 1(4), 77-90.
- Bilbao, I., Calvete, E., Torres-Gómez, B., Redondo, I., Ibáñez, M., Tello, C., Mirapeix, C. y Lanza-Castelli, G. (2016). Validación preliminar del Método para la Evaluación de la Mentalización en el Contexto Interpersonal (MEMCI). *Revista de la Asociación Española de Neuropsiquiatría*, 36 (130), 383-404.
- Bilbao-Bilbao, I., Lanza-Castelli, G., Redondo, I., Torres-Gómez, B. y Calvete, E. (2014). Método para la evaluación de la mentalización en el contexto interpersonal (MEMCI) aplicado a la relación parento-filial. *Cuadernos de Psiquiatría y Psicoterapia del Niño y del Adolescente*, 57, 69-77.
- Bretaña, I., Alonso-Arbiol, I., Molero, F., y Pardo, J. (2020). Avoidant attachment and conflict resolution in relationship satisfaction. *Journal of Social and Personal Relationships*, 37, 3123-3138.
- Gallarin, M., y Alonso-Arbiol, I. (2012). Parenting practices, parental attachment and aggressiveness in adolescence: A predictive model. *Journal of Adolescence*, 35, 1601-1610.
- Gallarin, M., Torres-Gomez, B. y Alonso-Arbiol, I. (2021). Aggressiveness in adopted and non-adopted teens: The role of parenting, attachment security and gender. *International Journal of Environmental Research and Public Health*, 18, 2034.
- Molero, F., Shaver, P. R., Ferrer, E., Cuadrado, I., y Alonso-Arbiol, I. (2011). Attachment insecurities and interpersonal processes in Spanish couples: A dyadic approach. *Personal Relationships*, 18, 617-629.
- Muela, A., Torres, B. y Balluerka, N. (2012). Estilo de apego y psicopatología en adolescentes víctimas de maltrato

infantil. *Infancia y Aprendizaje* 35 (4), 451-469.

Muela, A.; Balluerka, N.; Torres-Gómez, B. y Gorostiaga, A. (2016). Apego romántico en adolescentes maltratados en su niñez. *International Journal of Psychology and Psychological Therapy*, 16 (1), 61-72.

Torres Gómez de Cádiz, B., Causadias, J. y Posada, G. (Eds.) (2014). *La teoría del apego: Investigación y aplicaciones clínicas*. Madrid: Psimática. ISBN: 978-84-88909-85-5.

Torres, B., Alonso-Arbiol, I., Cantero, M. J., y Abubakar, A. (2011). Infant-mother attachment can be improved through group intervention: A preliminary evaluation in Spain in a non-randomized controlled trial. *Spanish Journal of Psychology*, 14(2), 630-638.

Torres, B., Alonso-Arbiol, I., Gallarin, M. (2020). Attachment to parents and aggressiveness in adopted adolescents: A multi-sample comparison study. *Journal of Research on Adolescence*, 30, 46-54.

Detailed bibliography

Alonso-Arbiol, I., Balluerka, N. & Shaver, P. R. (2007). A Spanish version of the Experiences in Close Relationships (ECR) adult attachment questionnaire. *Personal Relationships*, 14(1), 45-63.

Shaver, P. R., Mikulincer, M., Alonso-Arbiol, I., & Lavy, S. (2010). Assessment of adult attachment across cultures: Conceptual and methodological considerations. In P. Erdman, & K. M. Ng (Eds.), *Attachment: Expanding the Cultural Connections* (pp. 89-108). New York: Routledge/Taylor & Francis.

Journals

Clínica y Salud
Journal of Consulting and Clinical Psychology
Attachment & Human Development

Web sites of interest

www.cochrane.de
www.cochrane.es (iberoamericano)
www.campbell.gse.upenn.edu
www.apa.org/division/div12/est/est.html

COURSE GUIDE

2023/24

Faculty 231 - Faculty of Psychology

Cycle .

Degree PSILO903 - Master in Psychology: Individual, Group, Organization and Culture

Year .

COURSE

504204 - Contributions of Evaluation Research to Prevention of Antisocial and Criminal

Credits, ECTS: 5

COURSE DESCRIPTION

The subject -optional (5 credits)- sets out to give students an overview of the lines, designs and results of the research about the prevention of antisocial and delinquent behavior in childhood and adolescence. Key bases and concepts of research in the field are explained, presenting the main lines of research to date, the design and results of studies aimed at the identification of dynamics and risk factors for antisocial and delinquent behavior, and the design and results of indicated and selective prevention programs, programs to prevent recurrence, and situational prevention programs. The limitations of current knowledge are discussed, as well as areas where more research is required. Emerging lines of research and the lines and projects carried out by the teaching staff, are presented.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

COMPETENCIAS DE LA ASIGNATURA

Learn the basic aspects (explanatory models, incidence and prevalence, risk factors) of behavior. Anti-social in general and criminal offences in particular, and the social and economic costs arising from these behaviors that justify the importance and the need to implement well- evaluated prevention programs

Learn the basic theory, methodology and procedures for evaluating the results of preventive programs on anti-social and delinquent behavior.

Be able to design the evaluation of prenatal and family intervention programs to prevent anti-social and delinquent behavior, as well as reinsertion programs for young delinquents who repeatedly commit offences, and the impact of the judicial measures enforced by the Juvenile Justice System

Learn the theoretical and empirical basis for the cost-benefit analysis of the preventive programs and the implications for their funding ("return on investment", "pay for return", etc.)

RESULTADOS DE APRENDIZAJE DE LA ASIGNATURA

- Review literature
- Work in teams
- Work in foreign language
- Present research written reports
- Organize and synthesize literature
- Interpret results
- Design a research activity

CONTENIDOS TEÓRICO-PRÁCTICOS

Topic 1. Antisocial and delinquent behavior: Methodology and results of research about the prevalence and characteristics of the problem. The need for preventive interventions.

Topic 2. Prevention programs in early childhood: Basis, aims, design, evaluation methodology, results, lines of research.

Topic 3. Prevention programs in mid-childhood: Basis, aims, design, evaluation methodology, results, lines of research.

Topic 4. Prevention programs for child-to-parent violence.

Topic 4. Situational prevention programs.

Topic 5. Programs to prevent recurrence in the Juvenile Justice field.

METODOLOGIA (ACTIVIDADES FORMATIVAS)

| Actividad Formativa | Hours | Porcentaje presencialidad |
|---------------------------------|-------|---------------------------|
| Written discussion of a topic | 20 | 0 % |
| Analysing and discussing papers | 25 | 100 % |
| Text analysis | 30 | 0 % |
| Expositive classes | 50 | 100 % |

TYPES OF TEACHING

| Types of teaching | M | S | GA | GL | GO | GCL | TA | TI | GCA |
|---|----|----|----|----|----|-----|----|----|-----|
| Hours of face-to-face teaching | 20 | 20 | 10 | | | | | | |
| Horas de Actividad No Presencial del Alumno/a | 30 | 30 | 15 | | | | | | |

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 groups

Evaluation tools and percentages of final mark

| Denominación | Ponderación mínima | Ponderación máxima |
|--|--------------------|--------------------|
| Assessment of written work by the Tribunal | 100 % | 100 % |

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Continuous assessment

Option 1: Exam. Written exam on the module contents. It will account for 100% of the final grade. It will consist of between three and five open questions

Option 2: Presentation of a report containing the main contents covered in the module. It will account for 100% of the final grade. The report will be individual. Maximum length (including bibliography): 13 pages. Font size: 12. Line spacing 1.5.

Clarifications: Students who have attended at least 80% of the face-to-face activities may opt for continuous assessment. Students should choose between the two assessment modalities: option 1 (exam) or option 2 (presentation of a report).

Overall assessment.

Exam: Written exam on the knowledge taught in the module. It will account for 100% of the final grade. It will consist of between 3 and 5 open questions.

Clarification: Any student who does reach 80% attendance at face-to-face sessions must opt for the final written exam.

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Overall assessment.

Exam: Written exam on the knowledge taught in the module. It will account for 100% of the final grade. It will consist of between 3 and 5 open questions.

Clarification: Any student who does reach 80% attendance at face-to-face sessions must opt for the final written exam.

MANDATORY MATERIALS

BIBLIOGRAFÍA

Basic bibliography

Arruabarrena, I., Rivas, G.R, Cañas, M. & De Paúl, J. (2022). The Incredible Years parenting and child treatment programs: a randomized controlled trial in a Child welfare Setting in Spain. *Psychosocial Intervention*, 31(1), 43-58

Asla, N., Ibabe, I., Arnosó, A. y Elgorriaga, E. (2020c). Informe de evaluación del Programa de Intervención Precoz en Situaciones de Violencia Filioparental. *Behavioral Psychology*, 28(3), 455-476.

Brotman, L.M., Gouley, K.K., Huang, K, Kamboukos, D., Fratto, C., Pine, D.S. (2007). Effects of a Psychosocial Family Based Preventive Intervention on Cortisol Response to a Social Challenge in Preschoolers at High Risk for Antisocial Behavior. *Arch Gen Psychiatry*, 64,1172-1179.

De Paúl, J., Arruabarrena, I., Indias, S. (2015). Implantación piloto de dos programas basados en la evidencia (SafeCare e Incredible Years) en los Servicios de Protección Infantil de Gipuzkoa (España). *Psychosocial Intervention/Intervención Psicosocial*, 24, 105-120.

Fernández, E. Bartolomé, R y Rechea, C. (2009). Evolución y tendencias de la delincuencia juvenil en España. *Revista Española de Investigación Criminológica*, 7.

Fergusson, D.M., Horwood, J., & Ridder, E.M. (2005) Show me the child at seven: the consequences of conduct problems in childhood for psychosocial functioning in adulthood. *Journal of Child Psychology and Psychiatry*, 46, 837-849.

Ibabe, I., Arnosó, A., & Elgorriaga, E. (2018). Programas de intervención destacados en violencia filio-parental: descripción de un programa innovador de intervención precoz. *Papeles del Psicólogo*, 39(3), 208-237.

Moffitt, T. E. (2006). Life-course-persistent versus adolescence-limited antisocial behavior. In D. Cicchetti & D. J. Cohen (Eds.), *Developmental psychopathology: Risk, disorder, and adaptation* (pp. 570-598). Hoboken, NJ, US: John Wiley & Sons Inc.

Piquero, A.R., Wesley, Jennings, G., & Farrington, D.P. (2009) On the Malleability of Self-Control: Theoretical and

Policy Implications Regarding a General Theory of Crime, *Justice Quarterly*, 27, 803-834.

Redondo, S. (2008). Individuos, sociedades y oportunidades en la explicación y prevención del delito: Modelo del Triple Riesgo Delictivo. *Revista Española de Investigación Criminológica*, 7

San Juan, C. y Ocáriz, E. (2017). Comparative Analysis of the Evolution of Juvenile Delinquency and Effectiveness of Penal Sanctions: Methodological Solutions and New Challenges. *Journal of Sociology and Criminology*, 5, 168.

San Juan, C. y Ocáriz, E. (2022). 100 años de acompañamiento en Justicia Juvenil. Investigación evaluativa y retos futuros. Bilbao: Servicio de Publicaciones de la UPV-EHU.

Detailed bibliography

Aroca, C., Bellver, C., & Alba, J. (2013). Revisión de programas de intervención para el tratamiento de la violencia filoparental. Una guía para la confección de un nuevo programa. *Educación Siglo XXI*, 16, 281-304.

Diez Ripollés, J.L. y Cerezo, A (2001). Los problemas de la investigación empírica en criminología: La situación española. Valencia: Tirant Lo Blanch.

Férrandez, E. Bartolomé, R y Rechea, C. (2009). Evolución y tendencias de la delincuencia juvenil en España. *Revista Española de Investigación Criminológica*.

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Simmons, M., McEwan, T., Purcell, R., & Ogloff, J. (2018). Sixty years of child-to-parent abuse research: What do we know and where do we go?. *Aggression and Violent Behavior*, 38, 31-52.

Journals

Revista española de investigación criminológica; <https://reic.criminologia.net/index.php/journal>

Web sites of interest

Center on the Developing Child, Harvard University - <http://developingchild.harvard.edu/>

Washington State Institute for Public Policy - <http://www.wsipp.wa.gov/>

Office of Juvenile Justice and Delinquency Prevention OJJDP - <http://www.ojjdp.gov/>

COURSE GUIDE

2023/24

Faculty 231 - Faculty of Psychology

Cycle .

Degree PSILO903 - Master in Psychology: Individual, Group, Organization and Culture

Year .

COURSE

504205 - Research on the Relationships between Social and Ethnic Groups

Credits, ECTS: 5

COURSE DESCRIPTION

Within the field of social psychology, this subject includes social psychology studies of groups, emotions, and political psychology. It offers an updated vision of the lines of research currently being done in social psychology in Europe. Contemporary developments in research into relations between social groups are also reviewed. Starting with studies on inter-group relations, from theories of social identity and their theoretical and methodological development we go on to the study of social issues such as ethnic minorities in the context of contemporary societies and acculturation, as well as studies on social identities and stigmas. Studies on collective and transcendental emotions are also examined within the framework of social rituals, mobilizations and a collective approach to dealing with traumatic events.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

COMPETENCIAS DE LA ASIGNATURA

- Learn the main developments in social psychology, their approaches and cutting-edge lines of research.
- Be able to apply scientific knowledge and methodology to an analysis of prejudice and discrimination, pro-social behavior and dealing with collective conflicts to design evidence-based interventions
- Be able to design a research study in the field of social psychology

RESULTADOS DE APRENDIZAJE DE LA ASIGNATURA

- Organize and synthesize literature
- Analyze information
- Work in teams
- Present research written reports
- Interpret results
- Present research orally

CONTENIDOS TEÓRICO-PRÁCTICOS

- Topic 1. Inter-group relations: Migration, acculturation and identity
 - 1.1. Introduction: review of psychosocial theories on inter-group relations.
 - 1.2. Subjective well-being.
 - 1.3. Identity, Acculturation and Migration.
 - 1.4. Psychosocial factors (cultural distance, stress, social support and coping skills) and socio-cultural adaptation and well-being of migrants. Theories on stigma, social identity and coping in immigration.
 - 1.5. Rituals and collective coping: collective identities and emotional processes.
- Topic 2.- Acculturation and psychosocial intervention for migrants
 - 2.1. Identity and ethnic minorities
 - 2.2. Adolescence and school: socio-cultural dissonance
 - 2.3. Gender and identity
 - 2.4. Family reunification
 - 2.5. Models of psychosocial intervention
- Topic 3.- Collective processes: Emotions before and in a group
 - 3.1. Affection, emotions and state of mind.
 - 3.2. Basic emotions, antagonists, abandonment, positive, moral, transcendent.
 - 3.3. Inter-group emotions before the group, in the group or collective.
 - 3.4. Collective emotions. Psychosocial processes to create an emotional climate-
 - 3.5. Processes of forgiveness and reparation.
- Topic 4.- Social identity, inter-group relations and social exclusion
 - 4.1. The historical perspective in psychological studies on inter-group relations (enjoyment, morals).
 - 4.2. The value of the group and subjective group dynamics
 - 4.3. Lack of inter-group agreement: social exclusion, infrahumanization and ethnocentrism.
 - 4.4. The study of political conservatism and the construction of social inequality. Study of cognitive-epistemic, experiential and ideological motives that underlie inequality.
 - 4.5. Inter-group cooperation: alophilia, hypernorms and the feeling of global identification.

4.6. A vision of hate crimes

METODOLOGIA (ACTIVIDADES FORMATIVAS)

| Actividad Formativa | Hours | Porcentaje presencialidad |
|--------------------------------------|-------|---------------------------|
| Discussion | 10 | 100 % |
| Exercises | 10 | 100 % |
| Presentation and defence of projects | 10 | 100 % |
| Expositive classes | 20 | 100 % |
| Text analysis | 20 | 0 % |
| Written discussion of a topic | 55 | 0 % |

TYPES OF TEACHING

| Types of teaching | M | S | GA | GL | GO | GCL | TA | TI | GCA |
|---|------|----|----|----|------|-----|----|----|-----|
| Hours of face-to-face teaching | 20 | 15 | 10 | 0 | 5 | | | | |
| Horas de Actividad No Presencial del Alumno/a | 25,5 | 15 | 15 | 5 | 14,5 | | | | |

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 groups

Evaluation tools and percentages of final mark

| Denominación | Ponderación mínima | Ponderación máxima |
|--|--------------------|--------------------|
| Presentations | 40 % | 60 % |
| Assessment of written work by the Tribunal | 40 % | 60 % |

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Continuous assessment

Written work (70%). Defended in public in the last assessment session, on one of the topics of the subject with a review of articles (length: 10-20 pages). Written work: The following are assessed: content, following the rules of a scientific article, ability to summarize, clarity of concepts, presentation of results, critical vision. Oral presentation: clarity of presentation, sticking to the time allowed, and answering the questions are all assessed

Summary of an article (proposed by one of the professors). Hand over a written copy, and present in class (10%)

Summary of the sessions. Written report (max. 10 pages). (10%)

Participation in the activities organized in the face-to-face sessions. Debates and exercises. (10%)

If due to the epidemic COVID19 the evaluation were not face to face, the same evaluation ratios that are considered in the continuous assessment will be maintained. However, all essays, evaluation tests and/or presentations will be carried out online (Egela, BBC Collaborate or other tools)

Overall assessment

Oral exam (50%). Critical evaluation of 4 articles on the lines of research in the subject (materials available in e-Gela).

Ability to present articles and answer questions posed by the panel

Written exam (50%): Three questions on the theme of the subject, with the corresponding bibliography (materials available in e-Gela).

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Overall assessment

Oral exam (50%). Critical evaluation of 4 articles on the lines of research in the subject (materials available in e-Gela).

Ability to present articles and answer questions posed by the panel

Written exam (50%): Three questions on the theme of the subject, with the corresponding bibliography (materials available in e-Gela).

MANDATORY MATERIALS

BIBLIOGRAFÍA

Basic bibliography

- Berry, J.W. (2005). Conceptual Approaches to Acculturation. In K.M. Chon, P.B. Organista & G. Marin (eds.), *Acculturation. Advances in Theory, Measurement and Applied Research*. Washington, DC: American Psychological Association.
- Bourhis, R.Y. and Leyens, J-P. (1996). *Estereotipos, discriminación y relaciones entre grupos*. Madrid: McGraw-Hill.
- Fiske, S., Gilbert, D.T., and Lindzey, G. (2010). *Handbook of Social Psychology* (5th ed.). Hoboken: NY, Willey & Sons.
- Morales, J.F. Huici, C. Gómez A., y Gaviria, E. (coords.) (2008). *Método, teoría e investigación en psicología social*. Madrid: Pearson-Prentice Hall.
- Páez, D., Martin Beristain, C., González, J.L., Basabe, N. and de Rivera J. (Coords.) (2011). *Superando la Violencia Colectiva y Construyendo Cultura de Paz*. Madrid Fundamentos.

Detailed bibliography

- Chun, K., Organista, P.B. and Marín, G. (2003). *Acculturation. Advances in Theory, Measurement, and Applied Research*. Washington, D.C.: APA.
- Delle Fave, A., Massimini, F., and Bassi, M. (2011). *Psychological Selection and Optimal Experience Across Cultures* (Vol. II). ISBN: 978-90-481-9875-7 (Print) 978-90-481-9876-4 (Online), available on <http://link.springer.com/book/10.1007/978-90-481-9876-4>.
- Echebarria-Echabe, A. (2013). Mortality salience and uncertainty: Similar effects but different processes?. *European Journal of Social Psychology*, 43, 185-191.
- Gómez, A, Morales, J.F., Hart, S., Vázquez, A., and Swann, W. B., Jr. (2011b). Rejected and excluded forevermore, but even more devoted: Irrevocable ostracism intensifies loyalty to the group among identity fused persons. *Personality and Social Psychology Bulletin*, 37, 1574-1586.
- Nguyen, A.M., and Benet-Martínez, V. (2013). Biculturalism and adjustment: A meta-analysis. *Journal of Cross-Cultural Psychology*, 44(1), 122-159.

Journals

Web sites of interest

- GRUPO Consolidado de investigación en psicología
<http://www.ehu.es/pswparod/articulos.asp>
Aplicación online instrumentos de medida
<http://www.ehu.es/GCIPS/>
SCEPS: Sociedad Científica Española de Psicología Social
<http://www.sceps.es/>
Revista de Psicología Social
<http://www.fia.es/journals/revistadepsicologiasocial/home>
European Association of Social Psychology
<http://www.easp.eu/>
Society for Personality and Social Psychology
<http://www.spsp.org/>
The International Association for Cross-Cultural Psychology (IACCP)
social psychology
<http://www.usu.edu/psy3510/links/links1a.html>
- <http://www.socialpsychology.org/siteweek.htm>

Prejudice

- <http://www.topsite.com/goto/understandingprejudice.org>
<http://www.topsite.com/goto/janeelliott.com>
<http://www.topsite.com/goto/beyondprejudice.com>

Social identity:

- <http://www.issiweb.org/>
ENCUESTA MUNDIAL VALORES
<http://www.worldvaluessurvey.org/>
The Pew Global Attitudes Project
<http://pewglobal.org/>

COURSE GUIDE

2023/24

Faculty 231 - Faculty of Psychology

Cycle .

Degree PSILO903 - Master in Psychology: Individual, Group, Organization and Culture

Year .

COURSE

504206 - Research on the Relationship between Organizational Culture and Staff

Credits, ECTS: 6

COURSE DESCRIPTION

The effective social impact of the process of research, development and innovation requires cooperation with economic, social and research stakeholders. More specifically, any research in the field of psychology has an individual, social and organizational impact. Going into depth on the social and organizational context allows innovation to be located, orientated and developed in the research process. This subject enables the Master's students to identify what innovation in organizations of different cultural roots effectively means, how it is fostered through socio-psychological, emotional and motivational strategies, how it is materialized in a worker's performance, through which practices it can be developed, and the ways of managing innovative knowledge in the face of risks taken.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

COMPETENCIAS DE LA ASIGNATURA

Learn and analyze models of scientific research and different theoretical frameworks used in research into culture, the self and organizations

Learn to analyze the relationships between knowledge, language and everyday practice in organizations

Be able to design research studies in the framework of business, healthcare and educational organizations in the following areas: the participation of personnel in the management of an organization and its climate, innovation and the generation of knowledge and creativity

RESULTADOS DE APRENDIZAJE DE LA ASIGNATURA

Organize and synthesize literature

Work in teams

Present research written reports

Present research orally

Establish research objectives

Review literature

Work in foreign language

Design a research activity

Formulate research hypotheses

CONTENIDOS TEÓRICO-PRÁCTICOS

TOPIC 1. Participation on an equal basis as a factor of social innovation in organizations

1.1. Frameworks for gender equality in organizations

1.2. Women in traditionally masculine jobs: Representations of discrimination and strategies for change

TOPIC 2. Creation, transformation and dissemination of knowledge on innovation and risk

2.1. The management of new information. The case of infectious epidemics

2.2. The management of risk information. The case of risky practices

TOPIC 3. Organizational culture and the orientation of an individual towards innovation

3.1 Culture, emotional climate and organizations

3.2 Collective emotional regulation and innovation

TOPIC 4: Organizations in the future: The role of social innovation

4.1. Organizations creating shared knowledge and social innovation

4.2. Team work as a core element of social innovation

TOPIC 5. Performance at work and innovation in organizations

METODOLOGIA (ACTIVIDADES FORMATIVAS)

| Actividad Formativa | Hours | Porcentaje presencialidad |
|--------------------------------------|-------|---------------------------|
| Presentation and defence of projects | 10 | 100 % |
| Analysing and discussing papers | 25 | 100 % |
| Expositive classes | 25 | 100 % |
| Reading and practical analysis | 30 | 0 % |
| Written discussion of a topic | 60 | 0 % |

TYPES OF TEACHING

| Types of teaching | M | S | GA | GL | GO | GCL | TA | TI | GCA |
|---|----|----|----|----|----|-----|----|----|-----|
| Hours of face-to-face teaching | 25 | 25 | 10 | | | | | | |
| Horas de Actividad No Presencial del Alumno/a | 35 | 35 | 20 | | | | | | |

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 groups

Evaluation tools and percentages of final mark

| Denominación | Ponderación mínima | Ponderación máxima |
|--|--------------------|--------------------|
| Presentations | 40 % | 60 % |
| Assessment of written work by the Tribunal | 40 % | 60 % |

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Continuous assessment(attendance 80%)

Face-to-face activities (30%). Participation in theoretical and methodological debates, short exercises on the research process.

Written work (50%). Drafting of a project of around 3,500 words. The project consists of selecting a theoretical theme or construct taught in the subject and incorporating or relating it to a theme of interest to students, which usually coincides with the Master's thesis. The teaching staff for the module support and assist in the choice of the them and in its theoretical integration.

Presentation of the project (20%). Presentation in public: duration 10 minutes. This presentation is supported by visuals.

If due to the epidemic COVID19 the evaluation were not face to face, the same evaluation ratios that are considered in the continuous assessment will be maintained. However, all essays, evaluation tests and/or presentations will be carried out online (Egela, BBC Collaborate or other tools)

Overall assessment

Written work (60%). Drafting of a project of around 3,500 words. It involves integrating the content presented in the module and a personal reflection on it.

Interview (40%). A critical evaluation of three key articles in the module, provided by the teaching staff.

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Overall assessment

Written work (60%). Drafting of a project of around 3,500 words. It involves integrating the content presented in the module and a personal reflection on it.

Interview (40%). A critical evaluation of three key articles in the module, provided by the teaching staff.

MANDATORY MATERIALS

BIBLIOGRAFÍA

Basic bibliography

Amâncio, L. (2000). Gender and psychology. The analysis of an unhappy marriage under the light of social representations. In 5th International Conference on Social Representations.

Da Costa, S., Páez, D., Sánchez, F., Gondim, S., & Rodríguez, M. (2014). Factors favoring innovation in organizations: An integration of meta-analyses. *Revista de Psicología del Trabajo y de las Organizaciones*, 30(2), 67-74.

Gil de Montes, L., Valencia, J. F. & Larrañaga, M. (2017). Regulación motivacional en las organizaciones: El ajuste entre persona y contexto. En J. J. Arrospide, C. Martínez-Taboada, J. F. Morales (Eds.), *Innovación, transparencia y comunicación en grupos y organizaciones* (pág. 161 -174). Madrid: Sanz y Torres.

Joffe, H. (2003). Risk: From perception to social representation. *British journal of social psychology*, 42(1), 55-73.

Páez, D., & Costa, S. D. (2014). Regulación afectiva (de emociones y estado de ánimo) en el lugar de trabajo. *Revista Psicologia Organizações e Trabalho*, 14(2), 190-203.

Pecis, L. (2016). Doing and undoing gender in innovation: Femininities and masculinities in innovation processes. *Human Relations*, 69(11), 2117-2140.

Ruiz-Jiménez, J. M., del Mar Fuentes-Fuentes, M., & Ruiz-Arroyo, M. (2016). Knowledge combination capability and innovation: The effects of gender diversity on top management teams in technology-based firms. *Journal of business ethics*, 135(3), 503-515.

Salgado, J. F. (2007). Análisis de utilidad económica de la Entrevista Conductual Estructurada en la selección de personal de la administración general del País Vasco. *Revista de Psicología del Trabajo y de las Organizaciones*, 23(1).

Salgado, J. F., & Moscoso, S. (2008). Selección de personal en la empresa y las AAPP: de la visión tradicional a la visión

estratégica. Papeles del psicólogo, 29(1).

Detailed bibliography

Ayestaran, S. & Barrutia, J. (2011). Behavior and Organizational Change. Reno: CBS.

Quiroga, R. (1993). Análisis y medición de la cultura organizacional. Universidad de Barcelona

Hammond, M.M., Neff, N.L., Farr, J.L., Schwall, A.R. and Zhao, X. (2011). Predictors of Individual-Level Innovation at Work: A Meta-Analysis. Psychology of Aesthetics, Creativity, and the Arts, Vol. 5, No. 1, 90-105.

King, N. & Anderson, N. R. (2003) (Eds). Como Administrar la Innovación y el Cambio. Madrid: Thompson Eds.

Wagner, W. and Hayes, N. (2005) Everyday Discourse and Common Sense. London: Macmillan

Journals

Revista de Psicología del Trabajo y de las Organizaciones

Journal of Social Issues

Journal of Applied Psychology

Journal of Health Psychology

Human Relations

Journal of Organizational Change Management

Journal of Business Ethics

Journal of Occupational and Organizational Psychology

Web sites of interest

www.gestiopolis.com/dirgp/adm/gestionconocimiento.htm

www.monografias.com/trabajos28/gestion-conocimiento/gestion-conocimiento.shtml

www.psych-it.com.au/Psychlopedia

COURSE GUIDE

2023/24

Faculty 231 - Faculty of Psychology

Cycle .

Degree PSILO903 - Master in Psychology: Individual, Group, Organization and Culture

Year .

COURSE

504207 - Advanced Models of Design, Data Analysis and Measurement in Psychology

Credits, ECTS: 5

COURSE DESCRIPTION

Since the advent of the first correlation and factorial models in psychology in the early 20th century, the methodology has advanced and now offers the researcher new tools and models to work with. The aim of this course is to familiarize the student with recent and essential instruments for carrying out a research project. The student is given: a) an introduction applied to research as a setting for the analysis of data and the generation of graphs applicable to any line and angle of research, b) new perspectives on reliability and validation that facilitate the construction/adaptation of questionnaires, and c) an introduction to structural equation models. The course combines theoretical presentations with practical exercises by the student, with current examples of research studies.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

COMPETENCIAS DE LA ASIGNATURA

- Be able to select the most suitable model depending on the nature of the data and the objectives of the research study
- Be able to construct and evaluate a formal model
- Be able to design and apply the correct techniques in a process of validation of measuring instruments

RESULTADOS DE APRENDIZAJE DE LA ASIGNATURA

- Review literature
- Organize and synthesize literature
- Establish research objectives
- Formulate research hypotheses
- Design a research activity
- Construct and use measurement tools
- Analyze information
- Interpret results
- Work in foreign language
- Present research orally
- Present research written reports
- Work in teams
- Show ethical commitment

CONTENIDOS TEÓRICO-PRÁCTICOS

Topic 1. Research into social sciences.
Practical introduction to research and research studies.
Basic structure and operation.
Packages and functions for social sciences.

Topic 2. Current perspectives on reliability and validation.
Validity, validation, reliability and bias.
Structures of means and covariances: Factor analysis.
Multi-group models.
Applications in adaptation.

Topic 3. Structural equation models in psychology.
Construction of a model.
Evaluation of the model.
Modification of the model.

METODOLOGIA (ACTIVIDADES FORMATIVAS)

| Actividad Formativa | Hours | Porcentaje presencialidad |
|--------------------------------------|-------|---------------------------|
| Presentation and defence of projects | 5 | 100 % |
| Exercises | 20 | 100 % |
| Expositive classes | 25 | 100 % |
| Written discussion of a topic | 75 | 0 % |

TYPES OF TEACHING

| Types of teaching | M | S | GA | GL | GO | GCL | TA | TI | GCA |
|---|---|---|----|----|----|-----|----|----|-----|
| Hours of face-to-face teaching | | | 25 | | 25 | | | | |
| Horas de Actividad No Presencial del Alumno/a | | | 25 | | 50 | | | | |

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 groups

Evaluation tools and percentages of final mark

| Denominación | Ponderación mínima | Ponderación máxima |
|--|--------------------|--------------------|
| Presentations | 40 % | 60 % |
| Assessment of written work by the Tribunal | 40 % | 60 % |

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Continuous assessment

Group work focused on the theoretical and applied analysis of the subject matter taught. Analysis and interpretation of data with research studies for validation

Individual work focused on the study of practical cases of SEM models. Analysis and interpretation of data with EQS.

Drafting texts according to APA norms

If due to the epidemic COVID19 the evaluation were not face to face, the same evaluation ratios that are considered in the continuous assessment will be maintained. However, all essays, evaluation tests and/or presentations will be carried out online (Egela, BBC Collaborate or other tools)

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Continuous assessment

Group work focused on the theoretical and applied analysis of the subject matter taught. Analysis and interpretation of data with research studies for validation

Individual work focused on the study of practical cases of SEM models. Analysis and interpretation of data with EQS.

Drafting texts according to APA norms

Computer room and statistical packages

MANDATORY MATERIALS

Sala de ordenadores y paquetes estadísticos

BIBLIOGRAFÍA

Basic bibliography

Batista-Foguet, J. M. y Coenders, G. (2000). Modelos de ecuaciones estructurales. Madrid: La Muralla.

Byrne, B.M. (2006). Structural equation modelling with EQS. Mahwah, NJ: LEA.

De Boeck, P., y Elosua, P. (2016). Reliability and Validity: History, Notions, Methods, Discussion. . The ITC International Handbook of Testing and Assessment. Frederick T. L. Leong, D. Bartram, F. Cheung, K. F. Geisinger and D. Ilescu. New York, Oxford University Press: 408-421.

Elosua, P. (2003). Sobre la validez de los tests. Psicothema 15(2), 315-321. (Accesible en: <http://www.psicothema.com/psicothema.asp?id=1063>)

Elosua, P. (2011). Introducción al entorno R. EHU

Elosua, P., y Etxeberria, J. (2012). Análisis de datos con Rcommander. Madrid: La Muralla

Detailed bibliography

Bentler, P.M. and Wu, E.J.C. (2002). EQS 6 for Windows. User's Guide. Encino, CA: Multivariate Software, Inc. (Accesible en: <http://www.mvsoft.com/pub/EQS%206%20QuickStart.pdf>)

Elosua, P. (2005). Evaluación progresiva de la invarianza factorial entre las versiones original y adaptada de una escala de autoconcepto. Psicothema, 17(2), 356-362.

Elosua, P. (2012). Tests publicados en España: usos, costumbres y asignaturas pendientes. Papeles del Psicólogo, 33(1), 12-21.

Elosua, P., and Muñiz, J. (2010). Exploring the factorial structure of the self-concept: A sequential approach using CFA, MIMIC and MACS models, across gender and two languages. European Psychologist, 15, 58-67.

Michell, J. (1999). Measurement in psychology. A critical history of a methodological concept. Cambridge: Cambridge

University Press (Signatura: 159.9.072 MEA)

Revelle, W (2013, 11 de Septiembre) An introduction to psychometric theory with applications in R. Revisado el 11 de Septiembre de 2013 desde: <http://www.personality-project.org/r/book/>

Journals

Web sites of interest

¿ Asociación Española de Metodología de las Ciencias del Comportamiento (AEMCCO). España. <http://www.aemcco.org/>

¿ American Psychological Association (A.P.A.). Washington, DC, USA. <http://www.apa.org/>

¿ Consejo Superior de Investigaciones Científicas (C.S.I.C.). España. <http://www.csic.es/>

¿ Colegio Oficial de Psicólogos (C.O.P.). Madrid, España. <http://www.cop.es/>

¿ European Association of Methodology (EAM). Jena. Germany. <http://www.eam-online.org/>

¿ International Test Commission (ITC). <http://www.intestcom.org>

¿ Rice Virtual Lab in Statistics: Lane, D.M. <http://onlinestatbook.com/rvls.html> Proporciona un manual on-line de estadística (HyperStat: <http://davidmlane.com/hyperstat/>) así como simulaciones, demostraciones y herramientas estadísticas.

¿ Social Research Methods. Trochim, W.K. Center for Social Research Methods, Cornell University, USA. <http://www.socialresearchmethods.net/>

¿ StatSoft, Inc. (2002). Electronic Statistics Textbook. Tulsa, OK: StatSoft. <http://www.statsoft.com/textbook/stathome.html>.

COURSE GUIDE

2023/24

Faculty 231 - Faculty of Psychology

Cycle .

Degree PSILO903 - Master in Psychology: Individual, Group, Organization and Culture

Year .

COURSE

504208 - Psychobiological Research: from the Molecular to the Supraorganismic Level

Credits, ECTS: 5

COURSE DESCRIPTION

Research into Psychobiology: From Molecular to the Superorganism

This subject aims to cover, within the framework of Psychobiology and using a biopsychosocial approach, aspects related to people's health and behavior. The approach, with incorporates psychological, social and biological aspects, studies individual expression in both sexes, behaviors related to social interaction (aggression, forming couples, etc.), social stress, depression and cancer, and neurochemical, neuroendocrine and immune mechanisms that come into play. Learn about the basis methodological approaches to research into Psychobiology: designs and techniques found in this field.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

COMPETENCIAS DE LA ASIGNATURA

Learn about the basis methodological approaches to research into Psychobiology: designs and techniques found in this field

Be able to design a research study in Psychobiology, adapting the objectives, hypotheses, design and techniques

Be able to analyze research studies that are representative of the lines explained in the module and argue consistently, drawing accurate conclusions on the study analyzed

RESULTADOS DE APRENDIZAJE DE LA ASIGNATURA

Review literature

Organize and synthesize literature

Establish research objectives

Work in foreign language

Present research orally

Present research written reports

Construct and use measurement tools

Analyze information

Interpret results

CONTENIDOS TEÓRICO-PRÁCTICOS

Topic 1. Introduction to Psychoneuroimmunology. Theoretical basis for the relations between the immune and central nervous systems.

Topic 2. Introduction to the theoretical principles of the Theory of Evolution, Evolutionary Psychology and Sexual Selection.

Topic 3. Familiarization with research techniques in Psychobiology.

Topic 4. Physiological response to stress. Acute stress and chronic stress.

Topic 5. Immune system. Anatomic-physiological connections between the nervous and immune systems: neurovegetative and neuroendocrine connections.

Topic 6. Modulation of behavior by the immune system: physiological mediators and illness behavior.

Topic 7. Biological basis for the relationship between stress and affective disorders. Animal models.

Topic 8: Evolutionary approach to sexual differences in the choice of a partner, cognition, aggression and development in human beings

METODOLOGIA (ACTIVIDADES FORMATIVAS)

| Actividad Formativa | Hours | Porcentaje presencialidad |
|---------------------------------|-------|---------------------------|
| Exercises | 10 | 100 % |
| Analysing and discussing papers | 20 | 100 % |
| Expositive classes | 20 | 100 % |
| Reading and practical analysis | 35 | 0 % |
| Text analysis | 40 | 0 % |

TYPES OF TEACHING

| Types of teaching | M | S | GA | GL | GO | GCL | TA | TI | GCA |
|---|----|----|----|----|----|-----|----|----|-----|
| Hours of face-to-face teaching | 20 | 18 | 12 | 0 | | | | | |
| Horas de Actividad No Presencial del Alumno/a | 40 | 15 | 10 | 10 | | | | | |

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 groups

Evaluation tools and percentages of final mark

| Denominación | Ponderación mínima | Ponderación máxima |
|---------------------|--------------------|--------------------|
| Written examination | 60 % | 60 % |
| Oral examination | 40 % | 40 % |

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Handing out of a script/outline (one page long) after each session on the content covered in it. The students will draft and hand in a summary of the content of the class explained by the professor in each session. A maximum of 2 points can be obtained by adding up the sum of the marks scored for each of the scripts/outlines.

Oral presentation of 15-20 minutes accompanied by a presentation (PowerPoint, Prezi) of the summary of an article selected from a series for each of the topics in the module. Each of these presentations (total of 4) will be assessed and scored with a maximum 0.75 points for each one. Overall maximum: 3 points out of 10.

Preparation, during the assessment session of the module, of the written analysis of an article selected from three. The written summary will be assessed and will have a maximum score of 5 points.

If due to the epidemic COVID19 the evaluation were not face to face, the same evaluation ratios that are considered in the continuous assessment will be maintained. However, all essays, evaluation tests and/or presentations will be carried out online (Egela, BBC Collaborate or other tools)

Overall assessment

Handing in of a script/outline on the day of final assessment on the content covered in the classes. The basis will be the material used in the course and provided to the students in the e-Gela platform, with a length of six pages. Maximum 2 points. The preparation and handing in the summaries are essential for taking the points obtained in the other two assessment activities into account.

Oral presentation of 15 minutes, on a date agreed with the teaching staff of the module (in PowerPoint, Prezi format) of a summary of an article selected from a series of articles associated to each part of the module. The presentations will be assessed and marked overall, with a maximum of 3/10.

Preparation, in situ in the final assessment session of the module, of the written analysis of an article selected from three options. The written summary will be assessed and scored with a maximum of 5/10.

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Cuando haya en la asignatura alumnado en tercera, cuarta o convocatoria excepcional, se constituirá un tribunal de acuerdo con las normas que se establezcan al efecto. Agotadas las cuatro convocatorias de la asignatura, el alumnado podrá solicitar la concesión de una única convocatoria excepcional en escrito dirigido al Rector o Rectora de la UPV/EHU.

MANDATORY MATERIALS

BIBLIOGRAFÍA

Basic bibliography

Daruna, J.H. (2012) Introduction to Psychoneuroimmunology (2th ed.) London: Academic Press.

Geary, D. (2010). Male, female. The evolution of human sex differences. Washington: APA.

Kusnecov, A.W. & Anisman, H. (2014) The Wiley-Blackwell Handbook of Psychoneuroimmunology. Oxford: John Wiley and Sons, Ltd.

Regueiro Gonzalez, J.R., López Larrea,C., González Rodriguez,S. & Martínez Navas, E. (2011) Inmunología. Biología y patología del sistema inmune (4ª edición revisada). Editorial Panamericana.

Detailed bibliography

Archer, J. (2009). Does sexual selection explain humans sex differences in aggression? Behavioral and Brain Sciences, 32, 249-311.

Bartolomucci, A. y Leopardi, R. (2009) Stress and depression: preclinical research and clinical implications, Plos One, Vol. 4 (1), 1-5.

Dantzer, R.; O'Connor, J. C.; Freund, G.G.; Johnson, R.W., and Kelley K.W. 2008. From inflammation to sickness and depression: when the immune system subjugates the brain. *Nature Reviews Neuroscience*, 9, 46-57.

Sapolsky, R. M. (2004). Social status and health in humans and other animals. *Annual Review of Anthropology*, 33, 393-418.

Webster Marketon, J.I. and Glaser, R. (2008). Stress hormones and immune function. *Cellular Immunology*, 252, 16-26.

Journals

Alcoholism: Clinical and Experimental Research. L.W. & Wilkins, ISSN 0145-6008.

Behavioral and Brain Sciences. Cambridge University Press. ISSN: 0140-525X

Brain Behavior and Immunity. Academic Press Inc. Elsevier Science. ISSN: 0889-1591.

Brain Research. Elsevier Science, B.V. ISSN: 006-8993.

Evolution and Human Behavior. Elsevier Science. ISSN: 1090-5138

Neurobiology of Learning and Memory. Editada por Academic press. ISSN: 1074-7427

Physiology and Behavior. Pergamon-Elsevier Science Ltd. ISSN: 0031-9384.

Psychosomatic Medicine. L.W. & Wilkins, ISSN: 0033-3147.

Psychoneuroendocrinology. Pergamon-Elsevier Science Ltd., ISSN: 0306-4530.

Web sites of interest

COURSE GUIDE

2023/24

Faculty 231 - Faculty of Psychology

Cycle .

Degree PSILO903 - Master in Psychology: Individual, Group, Organization and Culture

Year .

COURSE

504209 - Research Designs and Data Analysis Strategies in Psychology

Credits, ECTS: 6

COURSE DESCRIPTION

The subject aims to give doctoral students the knowledge and skills to design and carry out experimental, quasi-experimental and non-experimental research studies in the area of health and social sciences. It also aims to train them in the use of strategies to analyze the data that emerges from these studies. Finally, it sets out to provide knowledge about the main alternatives to the null hypothesis significance test and recommendations of the Task Force on Statistical Inference of the American Psychological Association and the calculation of alternative/complementary indexes. Furthermore, the basic aspects to be considered in a research study in Psychology that help to demonstrate evidence of the validity of a study and its results are explained. Also the recommendations to be followed in the preparation and drafting of a doctoral thesis and a scientific article.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

COMPETENCIAS DE LA ASIGNATURA

- Learn to design and carry out experimental, quasi-experimental and non-experimental research studies in the field of social and health sciences
- Be able to link the objectives, design hypothesis and data analysis strategies
- Be able to differentiate between different methodological approaches and levels of analysis in the field of Psychology

RESULTADOS DE APRENDIZAJE DE LA ASIGNATURA

- Establish research objectives
- Formulate research hypotheses
- Work in foreign language
- Present research written reports
- Work in teams
- Review literature
- Organize and synthesize literature
- Design a research activity
- Analyze information
- Interpret results

CONTENIDOS TEÓRICO-PRÁCTICOS

Topic 1: Basis of the research study

1. Approaches of the study
2. Perspectives of the study vs research methods
3. Process of the study
 - 3.1. Prior questions:
 - 3.2. Methodological definition of the study
 - 3.3. Requirements of the study
 - 3.4. Ethics of the study
4. Writing a scientific article and/or doctoral thesis

Topic 2: Non-experimental designs and data analysis strategies related to these designs

1. Selective designs: Characteristics and types
 - 1.1. Survey design
 - 1.2. ex post facto or comparative designs
2. Observational designs

Topic 3: Quasi-experimental designs and data analysis strategies related to these designs

1. Designs with non-random or known allocation rules
2. Designs with non-random but known allocation rules
3. Covariance analysis from the regression model: different analytical alternatives, calculation of the effect size, power study

Topic 4: Experimental designs and data analysis strategies related to these designs

1. Random experimental designs
2. Experimental designs that reduce error variance
3. Experimental designs of repeated measures

4. Behavioral design or intra-subject replication
5. New propositions to improve statistical analysis and the interpretation of the data: null hypothesis significance test vs. other alternatives

METODOLOGIA (ACTIVIDADES FORMATIVAS)

| Actividad Formativa | Hours | Porcentaje presencialidad |
|--------------------------------------|-------|---------------------------|
| Presentation and defence of projects | 10 | 100 % |
| Expositive classes | 20 | 100 % |
| Exercises | 30 | 100 % |
| Written discussion of a topic | 90 | 0 % |

TYPES OF TEACHING

| Types of teaching | M | S | GA | GL | GO | GCL | TA | TI | GCA |
|---|---|---|----|----|----|-----|----|----|-----|
| Hours of face-to-face teaching | | | 20 | | 40 | | | | |
| Horas de Actividad No Presencial del Alumno/a | | | 30 | | 60 | | | | |

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 groups

Evaluation tools and percentages of final mark

| Denominación | Ponderación mínima | Ponderación máxima |
|--|--------------------|--------------------|
| Presentations | 40 % | 60 % |
| Assessment of written work by the Tribunal | 40 % | 60 % |

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Continuous assessment

- Portfolio (50% of the grade). Group work that includes the analysis of practical cases related to the activities carried out in the sessions of the module.
- Individual exam (50% of the grade). An individual exam consisting of short open questions related to the content taught in the module and the activities carried out in the portfolio.

Clarifications (if applicable): Both parts need to be passed to pass the subject as a whole.

If due to the epidemic COVID19 the evaluation were not face to face, the same evaluation ratios that are considered in the continuous assessment will be maintained. However, all essays, evaluation tests and/or presentations will be carried out online (Egela, BBC Collaborate or other tools)

Overall assessment

- Individual theoretical exam (50% of the grade). An individual exam consisting of short open questions related to the content taught in the module.
- Test with computers (50% of the grade). A practical exercise will be solved, including data analysis, the drafting of results and their interpretation.

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

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Overall assessment

- Individual theoretical exam (50% of the grade). An individual exam consisting of short open questions related to the content taught in the module.
- Test with computers (50% of the grade). A practical exercise will be solved, including data analysis, the drafting of results and their interpretation.

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

MANDATORY MATERIALS

BIBLIOGRAFÍA

Basic bibliography

- Anguera, M.T., Arnau, J., Ato, M., Martínez, R., Pascual, J. y Vallejo, G. (1995). Métodos de investigación en psicología. Madrid: Síntesis. (Signatura: O-159.9.07)
- Balluerka, N. y Vergara, A.I. (2002). Diseños de investigación experimental en psicología. Madrid: Prentice-Hall. (Signatura: O-159.9.07 DIS)
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- Fontes, S., García, C., Garriga, A. J., Pérez-Llantada, M. C. y Sarriá, E. (Eds.) (2001). Diseños de investigación en Psicología. Madrid: UNED.

Detailed bibliography

- APA Publications and Communications Board Working Group on Journal Article Reporting Standards (2008). Reporting Standards for Research in Psychology. Why Do We Need Them? What Might They Be? *American Psychologist*, 63, 839-851.
- Balluerka, N. (1999). Planificación de la investigación. La validez del diseño. Salamanca: Amarú. (Signatura: 001.8)
- Hair, J.F., Anderson, R.E., Tatham, R.L. y Black, W. (1999) Análisis Multivariante de Datos. 5ª Edición. Madrid: Prentice Hall. (Signatura: 519.237)
- Pardo, A. y Ruiz, M.A. (2002). SPSS 11. Guía para el análisis de datos. Madrid: McGraw Hill. (Signatura: 681.3.06SPSS SPS)
- Wilkinson, L. and the Task Force on Statistical Inference (1999). Statistical methods in psychology journals. Guidelines and explanations. *American Psychologist*, 54, 594-604.

Journals

Web sites of interest

- ¿ Asociación Española de Metodología de las Ciencias del Comportamiento (AEMCCO). España. <http://www.aemcco.org/>
- ¿ American Psychological Association (A.P.A.). Washington, DC, USA. <http://www.apa.org/>
- ¿ Consejo Superior de Investigaciones Científicas (C.S.I.C.). España. <http://www.csic.es/>
- ¿ Colegio Oficial de Psicólogos (C.O.P.). Madrid, España. <http://www.cop.es/>
- ¿ Concepts and Applications of Inferential Statistics. Lowry, R. Vassar College Poughkeepsie, NY, USA. <http://faculty.vassar.edu/lowry/webtext.html>
- ¿ European Association of Methodology (EAM). Jena. Germany. <http://www.eam-online.org/>
- ¿ MacTutor History of Mathematics Archive. O'Connor, J.J. y Robertson, E.F. School of Mathematics and Statistics. University of St Andrews. Scotland. <http://www-groups.dcs.st-and.ac.uk/~history/index.html>.
- ¿ Rice Virtual Lab in Statistics: Lane, D.M. <http://onlinestatbook.com/rvls.html> Proporciona un manual on-line de estadística (HyperStat: <http://davidmlane.com/hyperstat/>) así como simulaciones, demostraciones y herramientas estadísticas.
- ¿ Social Research Methods. Trochim, W.K. Center for Social Research Methods, Cornell University, USA. <http://www.socialresearchmethods.net/>
- ¿ StatSoft, Inc. (2002). Electronic Statistics Textbook. Tulsa, OK: StatSoft. <http://www.statsoft.com/textbook/stathome.html>.