

ENGLISH FRIENDLY COURSES (EFC) 2023-2024

CAMPUS OF GIPUZKOA

<https://www.ehu.eus/es/web/psikologia-fakultatea/ikasle-bisitariak>
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In addition to the general offer of courses taught in English, some Centers offer for incoming students English Friendly Courses (EFC): subjects taught in Spanish or Basque, in which the syllabus summary, lecturer tutoring, examinations and/or papers are available in English.

English Friendly Courses taught in SPANISH:

FACULTY OF PSYCHOLOGY (231)					
COURSE	SEMESTER	CREDITS	SCHEDULE ²	LINK TO SYLLABUS	
				1	2
Bachelor`s Degree in Psychology					
25073 Evolución y Conducta	1st	6	M		
25078 Psicología del Desarrollo II	1st	6	M		
25087 Clínica Infanto-Juvenil: Evaluación y Psicopatología	1st	6	M		
25089 Evaluación y Diagnóstico Psicológicos	1st	6	M		
25100 Historia de la Psicología	1st	6	M		
25061 Psicología Política y Movilización Social	1st	4,5	A		

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.

English Friendly Courses taught in BASQUE:

FACULTY OF PSYCHOLOGY (231)					
COURSE	SEMESTER ³	CREDITS	SCHEDULE ⁴	LINK TO SYLLABUS	
Bachelor`s Degree in Psychology					
25061 Psikologia Politikoa eta Gizarte Mobilizazioa	1st	4,5	A		
25069 Ingurumen Psikologia	1st	4,5	M		
25073 Eboluzioa eta Jokabidea	1st	6	M		
25089 Ebaluazio eta Diagnosi Psikologikoa	1st	6	M		
25098 Tratamendu Psikologikoak	2nd	6	M		

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.

COURSE GUIDE 2023/24

Faculty 231 - Faculty of Psychology

Degree GPSICO20 - Bachelor's Degree in Psychology

Cycle .

Year .

COURSE

25061 - Political Psychology & Social Mobilisation

Credits, ECTS: 4,5

COURSE DESCRIPTION

The course Political Psychology and Social Mobilization focuses on the relationship between psychological processes and political dynamics.

The course delves into both the relationship between the individual and culture, and between institutions and social movements. It includes the psychosocial explanation of both the behaviour of politicians and the meaning and consequences of cultural and ethnic identity. The course presents the study of personality and social behaviour, and it also refers to political socialization processes. It focuses on voting behaviour, as well as other forms of political participation, including negotiation strategies. Similarly, it is concerned both with the psychological dimension of political ideology, and with the development of collective memory and the institutional activity of the political system.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

- To know the interpersonal dynamics of political, community and citizen mobilization contexts.
- To have a critical understanding of the psychosocial principles underlying the relationships among individuals, groups and organizations.
- To be able to identify, describe and measure the basic processes of citizen mobilization.
- To know how to choose the appropriate basic psychological intervention techniques to achieve the intervention objectives.
- To be able to specify the objectives and to develop intervention plans directed to the purpose of the intervention (prevention, social mobilization, and so on).
- To be able to use the different documentation sources related to political psychology and social mobilization, and to show strategic competence to access information.

Theoretical and Practical Contents

1. Concept of political psychology and historical vision of political psychology.
- 2.-Leadership, socialization and political participation.
- 3.-Dynamics between public opinion and politics.
- 4.-Social Capital and Social Participation.
5. Collective Behaviour and Social Movements.
- 6.-The individual and the mass
- 7.-Emergence, development and triumph of social movements.
- 8.-Classical and recent theories of social movements

TEACHING METHODS

Theoretical sessions::

The lectures will address the theoretical foundations of the course and will use practical examples and dynamics to help understanding.

Practical sessions::

In the practical sessions students will work on research and intervention in the field of political psychology.

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	24	2	7		5		5		2
Horas de Actividad No Presencial del Alumno/a	36	3	10,5		7,5		7,5		3

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 methods

- End-of-course evaluation

Evaluation tools and percentages of final mark

- Written test, open questions 40%
- Teamwork assignments (problem solving, Project design) 60%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

The assessment of the learning outcomes will be carried out through different types of activities: written exam and practical activities.

Students can choose between two evaluation modalities: Either continuous assessment throughout the course or overall assessment by completing a final exam at the end of the term in the official date exam.

Continuous assessment: An exam will be held on a date agreed upon with the students. The percentage value of the will range between 40-60% of the grade). Likewise, the work done in the practical sessions will range between 40-60% of the grade. The precise value of both exam and practical activities will be negotiated with students.

Overall assessment: A final exam of the course as a whole including the theoretical syllabus and the practical activities.

Resignation:

In this course, failure to take the exam is sufficient to waive the call

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Overall assessment: A final exam of the course as a whole including the theoretical syllabus and the practical activities.

MANDATORY MATERIALS

BIBLIOGRAPHY

Basic bibliography

Handbook

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

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

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

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

Chapter:

1 Gaia

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

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

2 Gaia

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

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

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

3 Gaia

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

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

4 Gaia

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

5 Gaia

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

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

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

6 Gaia

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

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

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

7 Gaia

Klandermans,B. and Tarrow,S.(1988) Mobilization into social movements : synthesing European and American approaches. International Social Movements Research,1, 17-33
Melucci ,A.(1996). Challenging codes. Cambridge University Press
Castells, M.(1997). La era de la información. Vol. 1. La sociedad red. Madrid : Alianza
8 Gaia
Aberle,D. (1966). The Peyote religion among the Navajo. Chicago : Aldin
Mc Adam,D. an Snow,D . (1997) Social movements : Readins on their emergence, mobilization and dynamics. Los Angeles/ Roxbury
9 Gaia
Offe,C.(1990) Partidos políticos y nuevos movimientos sociales. Madrid : Sistema
Touraine,A. (1982). Mouvements sociaux d'aujourd'hui. Paris : Editions Ouvrières
Laraña, E. y Gusfield, J. (eds.).Los nuevos movimientos sociales. De la ideología a la identidad. Madrid : CIS

Detailed bibliography

Journals

Journal:
Aggressive Behaviour
American Sociological Review
Human relations
Journal of Conflict Resolution
Journal of peace research
Micropolitics
Peace and conflict
Political Psychology
Political Science Review
Psicología Política
R.E.I.S
Social movements studies

Web sites of interest

- <http://www.socialpsychology.org/>
- Cultural Studies: <http://vos.ucsb.edu/browse.asp?id=2709>
- Psychology of women: <http://www.apadivisions.org/division-35/>
- Affirmative action: <http://www.understandingprejudice.org/readroom/articles/affirm.htm>
- Social activism: <http://www.socialpsychology.org/social.htm#activism>
- Collective behavior and social movements: <http://www2.asanet.org/sectioncbsm/>
- MSekiko sarrera: http://en.wikibooks.org/wiki/Introduction_to_Sociology/Social_Movements
- Mginendu socialarenhelburua aldaketa sozeiala dela onartuz gero egiten den definizioa : http://es.wikipedia.org/wiki/Movimiento_Social
- Mundu mailako azken Biltzar Sozialaren laburpena:www.volatirenet.org/+-Mouvements_Sociaux--?lng=fr
- Tipologia. Helburuak. Funtzionamendua : [html : rincondelvago.com/movimientos_sociales.html](http://rincondelvago.com/movimientos_sociales.html)
- Mugimendu Sozialak aktore politiko direnez aztertzen dira, baina aldediekin nahastu gabe : www.usal.es/dpublico/areacp/materiales/los_nuevos_movimientos_sociales.pdf.
- Arazo sozialak psikologikoki aztertzeko Elkartea zientifiko: <http://spssi.org/>
- Pertsonak agintea duenaren edo talde presio pean nola konformatzen doatzen ikasteko loturak: <http://es.wikipedia.org/wiki/Conformidad>
- Immigranteen egokitze sozikultural eta psikologikoa nola egiten den aztertzeko lotura ikerketa baten bidez : http://gvas.euskadi.net/pub/gv/estudios_sociologicos/csv15.pdf

OBSERVATIONS

In the event of a new outbreak of COVID 19 and another state of emergency with mandatory confinement is imposed again, new evaluation measures will be adopted for the subject of Political Psychology and Social Mobilization. For this reason and in order to avoid the usual presence of the students, an adaptation would be carried out online. In this way, the mark of the subject will be distributed in 50% for the theoretical part and 50% for the practical part. Both parts should be exceeded to perform the average computation. This non-classroom evaluation of the theoretical part would consist of two deliverables: on the one hand, a dissertation that refers to two or three topics of those that make up the subject's syllabus and, on the other, a more in-depth review of a book or book chapter chosen by the students on another of the topics. In the same way, the non-attendance evaluation of the practical part will be based on the individual performance of an analysis of a news item from the critical discourse analysis methodology and on the group performance

of a focus group on one of the theoretical topics of the subject.
All papers must be delivered before 24:00 on the date of the official call for the subject in January, either by using the 'homework' resource on the eGela platform or by email to the faculty.

COURSE GUIDE 2023/24

Faculty 231 - Faculty of Psychology

Cycle .

Degree GPSICO20 - Bachelor's Degree in Psychology

Year .

COURSE

25069 - Environmental Psychology

Credits, ECTS: 4,5

COURSE DESCRIPTION

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

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

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

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

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

Theoretical and Practical Contents

EXTENDED LIST OF TOPICS

1. Studying the human-environment relationship.
 - 1.1.- Introduction to Environmental Psychology
 - 1.2.- A brief review of the history of Environmental Psychology
 - 1.2.1. ‘Prehistory’
 - 1.2.2. Period of institutionalisation
 - 1.2.3. Period of consolidation and development
 - 1.3.- Events that contributed to the development of EP
 - 1.4.- Two branches in EP
 - 1.4.- Definitions and professional opportunities
2. Environmental perception and meaning.
 - 2.1. Introduction to environmental perception
 - 2.2. Cognitive maps & wayfinding
 - 2.2.1. Psychological functions of the cognitive maps
 - 2.2.2. Elements in Cognitive Maps
 - 2.2.3. Distortions and bias
 - 2.2.4. Wayfinding, orientation and maps
 - 2.3. Environmental perception and meaning: the emotional experience of the environment
 - 2.2.1. Components of the environmental meaning
 - 2.2.2. Stages on the process of environmental perception
 - 2.3. Special topics in environmental perception
 - 2.3.1. Landscape preferences
 - 2.3.2. Restoration in natural (and urban) landscapes

3. The experience of the urban space.
 - 3.1. Residential satisfaction
 - 3.1.1. Levels of analysis
 - 3.1.2. Housing as a key element for social integration
 - 3.1.3. Definitions and theoretical perspectives in residential satisfaction
 - 3.2. Post Occupancy Evaluation
 - 3.3. Urban social identity and place attachment
4. Eco-pathologies and human behaviour.
 - 4.1. The city as a behaviour setting
 - 4.2. Classic studies on eco-pathologies: population density and overcrowding as an example
 - 4.3. Social problems from the eco-urban perspective
 - 4.2.1. Acoustic pollution and behaviour
 - 4.2.2. The ecology of crime
 - 4.4. The equation for urban quality of life
5. Pro-environmental attitudes and environmentally responsible behaviour.
 - 5.1. "Environmental concern" vs. consumption and development level
 - 5.2. Research on pro-environmental attitudes, beliefs and environmentally responsible behaviour
 - 5.2.1. Pro-environmental attitudes
 - 5.2.2. Environmental beliefs
 - 5.2.3. Models for predicting Environmentally Responsible Behaviours
 - 5.3. Conclusions (challenges for the environmental psychologist)
6. Sustainable development and environmental management
 - 6.1. Sustainable vs. development?
 - 6.2. Environmental Management
 - 6.2.1. Concept and tools
 - 6.2.2. Example of environmental management on a company
 - 6.2.3. Example of environmental management on a public institution
 - 6.3. Environmental impact assessment: the role of the environmental psychologist
 - 6.4. The social and environmental psychologist in the face of the ecological and economic crisis: reflections

PRACTICAL PROGRAMME

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

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

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

Development of the competencies 6 & 7.

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

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

TEACHING METHODS

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

described methodology (more details in the student's guide, please see the virtual classroom e-gela).

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	24	2	7		5		7		
Horas de Actividad No Presencial del Alumno/a	36	3	10,5		7,5		10,5		

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 methods

- End-of-course evaluation

Evaluation tools and percentages of final mark

- Written test, open questions %

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

EVALUATION IN JANUARY

In the Environmental Psychology course we use a system for evaluating competencies, based on learning indicators.

Each indicator is evaluated as follows:

1. Up to 3 points. Final personal portfolio, including theoretical basis for the activities carried out in seminar, field practice, classroom practice and computer practice sessions. Requirements: Regular assistance to classes; Personal meeting at the middle of the course for planning the portfolio; Personal meeting at the end of the course for defending the portfolio.
2. Up to 3 points. Teamwork that will be developed in workshops and some computer practice sessions, and presented in class. Requirements: Attendance to 100% of these sessions & presentation in the final seminar with your team.
3. Up to 4 points. Final exam (written question with short answers) about the main theoretical contents in the course.

Please note:

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

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

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

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

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

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

EVALUATION IN JUNE

The student will be evaluated in a final exam that includes questions about the most important topics covered in theoretical lectures and activities similar to those carried out in the field practice, classroom practice, computer practice, workshop and seminar sessions.

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

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

MANDATORY MATERIALS

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

BIBLIOGRAPHY

Basic bibliography

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

Detailed bibliography

Amérigo, M. (1995). *Satisfacción residencial. Un análisis psicológico de la vivienda y su entorno*. Madrid: Alianza Universidad
Bechtel, R. B. (1996, Nov). The paradigm of environmental psychology. *American Psychologist*, 51, 1187-1188.
Bechtel, R.B. y Churchman, A. (Eds.) (2002). *Handbook of Environmental Psychology*. New York: John Wiley & Sons.
Canter, D. (1974). *Psychology for architects*. New York: Wiley
Corraliza, J.A. (1987). *La experiencia del ambiente. Percepción y significado del medio construido*. Madrid: Tecnos.
Gifford, R. (2007). *Environmental psychology: Principles and practice* (4th ed.). Colville, WA: Optimal Books.
Jiménez Burillo, F. y Aragonés, J.I. (1986). *Introducción a la Psicología Ambiental*. Madrid: Alianza Editorial.
Proshansky, H. M. (1976). *Environmental psychology and the real world*. *American Psychologist*, 31, 303-310.
Ross, L. y Nisbett, R.E. (1991). *The person and the situation*. New York: McGraw Hill.
San Juan, C. et al. (2003). *Medio Ambiente y Participación*. Bilbao: Servicio de Publicaciones de la UPV/EHU.
Stokols, D. y I. Altman [Eds.] (1987). *Handbook of Environmental Psychology*. New York: Wiley.
Vozmediano, L. y San Juan, C. (2010). *Criminología Ambiental: Ecología del delito y de la seguridad*. Barcelona: UOC.
Proshansky, H. M. (1976). *Environmental psychology and the real world*. *American Psychologist*, 31, 303-310.
Ross, L. y Nisbett, R.E. (1991). *The person and the situation*. New York: McGraw Hill.
San Juan, C. et al. (2003). *Medio Ambiente y Participación*. Bilbao: Servicio de Publicaciones de la UPV/EHU.
Steg, L. E., De Groot, J. I. y Van Den Berg, A. E. (2019). *Environmental psychology: An introduction* (2nd edition). BPS Blackwell.
Stokols, D. y I. Altman [Eds.] (1987). *Handbook of Environmental Psychology*. New York: Wiley.
Vozmediano, L. y San Juan, C. (2010). *Criminología Ambiental: Ecología del delito y de la seguridad*. Barcelona: UOC.

Journals

Journal of Environmental Psychology
Environment and Behaviour
Psyecology

Web sites of interest

International Association People-Environment Studies: <http://www.iaps-association.org/>
Laboratorio de Evaluación del Diseño Ambiental: <http://www.ual.es/~bfernan/index.html>
The International Society for Ecological Psychology: <http://www.trincoll.edu/depts/ecopsyc/isep/index.html>
MSc Environmental Psychology (University of Surrey):
<http://www.surrey.ac.uk/postgraduate/taught/environmentalpsychology/>
European Commission - Directorate-General for Climate Action: http://ec.europa.eu/dgs/clima/mission/index_en.htm
United Nations - Division for Sustainable Development - Publications (English & Spanish): http://www.un.org/esa/dsd/resources/res_publcorepubli.shtml
The United Nations Human Settlements Programme, UN-HABITAT: <http://www.unhabitat.org/>

OBSERVATIONS

COURSE GUIDE 2023/24

Faculty 231 - Faculty of Psychology

Cycle .

Degree GPSICO20 - Bachelor's Degree in Psychology

Year Second year

COURSE

25078 - Psychology of Development II

Credits, ECTS: 6

COURSE DESCRIPTION

Developmental psychology II studies the processes of socialization involved in the formation and development of affective bonds, the development of emotional competences, the internalization of norms for adapted social behavior and the development of a personal identity. It analyzes, therefore, how human beings solve basic human needs (physical-biological, emotional and affective, mental and social participation) in the social group at each stage of development.

In the current Psychology Degree Syllabus, the course Developmental Psychology I is taught in the first year, whereas the course Developmental Psychology II, of 6 credits, is taught in the second year. Therefore, students already know the main explanatory theories of human development and the changes in cognitive and language development throughout the life cycle. During the third and fourth years, an elective course named Family Psychology is taught, so this syllabus does not delve into the contents related to the family context.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

1. To know the scope and limitations of the different theoretical approaches about the socio-affective development throughout the life cycle.
2. To know the changes in the socio-affective development that occur throughout the life cycle.
3. To identify the changes and individual differences in the socio-affective development in practice with subjects of different ages.
4. To know the research procedures used to identify psychological change throughout the life cycle.
5. To be able to prepare reports on socio-affective development.

CONTENIDOS TEÓRICO-PRÁCTICOS

- Topic 1. Attachment during childhood and adolescence.
- Topic 2. Emotional development in childhood and adolescence.
- Topic 3. Relationships with peers.
- Topic 4. Socialization and moral development.
- Topic 5. Development of the self
- Topic 6. Development of sexuality in childhood and adolescence
- Topic 7. Affective bonds in adulthood
- Topic 8. Evolution and life events in adulthood
- Topic 9. Affective bonds and life events in old age.

TEACHING METHODS

The design of the teaching methodology of the course includes the following main activities:

a) Lectures. The lectures given by the professor to introduce the topics offer structured overviews of each topic, present the main problems of the discipline and the most relevant solutions given to them, and explain the most important contents raised in the compulsory readings of each topic.

b) Practical activities in which the large practical group is divided into pairs of students or small groups of 4 or 5 students.

The practical classes include:

- Analysis of videos illustrating the different topics of the program.
- Analysis of cases and preparation of case reports.
- Role-playing sessions, in which students play different roles (psychologist, mother-father, etc.).
- Debates and discussions on the readings and practices of each topic

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	33	2	16				9		
Horas de Actividad No Presencial del Alumno/a	49,5	3	24				13,5		

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 methods

- Continuous evaluation
- End-of-course evaluation

Evaluation tools and percentages of final mark

- Multiple choice test 70%
- Exercises, cases or problem sets 15%
- Teamwork assignments (problem solving, Project design) 15%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

There are two options for the evaluation:

1) Continuous evaluation throughout the course through the evaluation of various training activities (practical lessons, seminars, preparation of reports, case analysis, etc.). The continuous evaluation requires a minimum of 80% of the practical tasks. The maximum score that can be obtained in the final exam is 7 points. The maximum score that can be obtained for the submission of the practical and work reports is 3 points.

2) Final evaluation: Students will have the right to be evaluated through the final evaluation system regardless of whether or not they have participated in the continuous evaluation system. To do so, students must submit to the course's teacher the opt-out from the continuous evaluation, before the fourth week of the course, counting from the beginning of the teaching period. This evaluation system implies a final exam on all the topics of the syllabus, which includes theoretical and practical contents. Scoring: 10 points.

Not taking the final exam will be sufficient for the final grade of the course to be not sat

OPTING OUT OF THE EXAM

Opting out of the exam will result in the grade of not sat. In the continuous evaluation, students may opt out of the sitting within a period that, at least, will be the date of the end of the teaching period. This opt-out must be submitted to the teacher responsible for the subject.

In the case of final evaluation, not taking the final exam set on the official date will be enough to automatically opt out of the corresponding sitting

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Students who do not pass the course in the ordinary exam will have the right to take the exam through a final evaluation test in the extraordinary exam. The test will consist of a final exam that will include the theoretical and practical contents that have been addressed in the course.

*In order to opt out of the extraordinary exam, it will be enough not to take the final exam.

MANDATORY MATERIALS

- Cantón-Duarte, J., Cortés, M.R. & Cantón-Cortés, D. (2011). Desarrollo socioafectivo y de la personalidad. Alianza Editorial
- Cassidy, J. & Shaver, P.R. (2016). Handbook of attachment. The Guilford Press.
- González, A. M., Fuentes, M.J., De La Morena, M. L. y Barajas, C. (1995). Psicología del Desarrollo: Teoría y prácticas. Granada: Aljibe.
- López, F. (2014). La educación sexual de los hijos. Madrid: Pirámide.
- López, F. (2012). Sexualidad y afectos en la vejez. Madrid: Pirámide.
- López, F., Fuentes, M.J., Etxebarria, I., y Ortiz, M.J. (1999) Desarrollo afectivo y social. Madrid: Pirámide.
- Mikulincer, M. & Shaver, P.R. (2016). Attachment in adulthood: Structure, dynamics and changes. The Guilford Press
- Rosenblum, K.L., Dayton, C., & Muzik, M. (2019). Infant social and emotional development: Emerging competence in a relational context. En C.H. Zeanach (Ed.), Handbook of infant mental health (pp. 95-119). The Guilford Press.
- Triado, C., Celdrán, M. & Villar, F. (2019). Desarrollo adulto y envejecimiento. Alianza Editorial.
- Shaffer, D.R. (2000). Desarrollo de la agresión, del altruismo y de la moral. En D. R. Shaffer (Ed.), Psicología del Desarrollo. Infancia y Adolescencia (5^a ed.; pp. 531-554). Madrid: Thompson.

BIBLIOGRAFÍA

Basic bibliography

- Cassidy, J. & Shaver, P.R. (2016). *Handbook of attachment*. The Guilford Press.
- Gillath, O., Karantzalos, G.C., y Fraley, R.C. (2016). *Adult attachment: A concise introduction to theory and research*. Elsevier
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Detailed bibliography

BENTLEY, E. (2007): *Adulthood*, Routledge.

CAVANAUGH, J.C. & BLANCHARD-FIELDS, F. (2002): *Adult Development and Aging* (4th edition), Thomson, Stamford.

DEMETRIOU, DOISE & VAN LIESHOUT (1998) *Life-Span Developmental Psychology*. John Wiley & Sons.

DURKIN, K. (1995): *Developmental Social Psychology*. Blackwell.

LACHMAN, M.E. (2001): *Handbook of Midlife Development*. John Wiley & Sons, New York.

LEMME, B.H. (1995): *Development in Adulthood*, Alin and Bacon.

STEVENS-LONG, J. & COMMONS, M.L. (1992): *Adult Life, Adult Development and Aging* (4th edition), Mayfield, Mountain View.

Journals

Revistas de referencia

Anales de psicología: <http://revistas.um.es/analesps/>

Apuntes de psicología: <http://www.apuntesdepsicologia.es/index.php/revista>

Attachment: <http://www.ingentaconnect.com/content/kb/att>

Child development: <https://onlinelibrary.wiley.com/journal/14678624>

Cultura y educación: <http://www.fia.es/revistas/culturayeducacion/home>

Developmental psychology: <http://www.apa.org/pubs/journals/dev/>

Journal of social and personal relationships: <http://journals.sagepub.com/loi/spra>

Journal of youth and adolescence: <https://link.springer.com/journal/volumesAndIssues/10964>

Human development: <https://www.karger.com/Journal/Home/224249>

Infancia y aprendizaje: <http://www.fia.es/revistas/infaciayaprendizaje/home>

Psicothema: <http://www.psicothema.com/>

Spanish journal of psychology: <https://www.cambridge.org/core/journals/spanish-journal-of-psychology>

Web sites of interest

OBSEVATIONS

COURSE GUIDE 2023/24

Faculty 231 - Faculty of Psychology

Cycle .

Degree GPSICO20 - Bachelor's Degree in Psychology

Year .

COURSE

25087 - Child/Adolescent Clinical Studies: Assessment & Psycho-pathology

Credits, ECTS: 6

COURSE DESCRIPTION

Optional subject of the Minor in Clinical and Health Psychology which main objective is to introduce students to the assessment and psychopathology of children and adolescents. The student, from the knowledge of the instruments of psychological assessment and the characteristics of the disorders in childhood and adolescence, will have to be able to elaborate diagnostic hypotheses and analyze and integrate the results of different case reports. Group work and other strategies that encourage the inherent problem-solving entailed in the diagnostic task will be employed, in order to improve the students' learning process.

Students are strongly recommended to have passed the "Psychological evaluation and diagnosis" subject prior to taking this course.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

- 1 Analyze the demands and needs of children and adolescents in different contexts.
- 2 Obtain and organize useful information about the problems, demands and needs, applying the most suitable techniques.
- 3 Analyze and interpret the results of the assessment.
- 4 Identify psychopathological symptoms and signs in children and adolescents and make an appropriate differential diagnosis.
- 5 Offer feedback in a suitable manner.
- 6 Work in multi-professional teams.
- 7 Prepare technical reports on the results of the assessment.
- 8 Gain knowledge, make decisions and act in line with the ethical standards in Psychology.
- 9 Use different documentary sources on child-juvenile clinical practice and show the skills required to access the information.

Theoretical and Practical Contents

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

TOPIC 2: Neurodevelopmental disorders

TOPIC 3: Affective disorders

TOPIC 4: Impulse control and behavioral disorders

TOPIC 5: Sleep and elimination disorders

TEACHING METHODS

The theoretical program will be developed through lectures. The student will have the materials for class, along with specific recommended readings for each topic.

For the practical classes: Cased-based learning will be used in practical sessions and workshops. Students will correct, interpret, and elaborate the report of the results from different assessment tools.

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	30	2	15				13		
Horas de Actividad No Presencial del Alumno/a	45	3	22,5				19,5		

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 methods

- Continuous evaluation
- End-of-course evaluation

Evaluation tools and percentages of final mark

- Multiple choice test 50%
- Exercises, cases or problem sets 35%
- Teamwork assignments (problem solving, Project design) 15%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

CONTINUOUS EVALUATION SYSTEM:

Theoretical exam: Multiple-choice test with four choice-options. Mistakes are not penalized, but 70% of the answers need to be correct to pass the exam. Total value: 50% of the final mark.

Practical exam: the student will be asked to correct and interpret different assessment tools used in the practical classes. Total value: 35% of the final mark.

Report of a case analyzed in practical classes: Group work that will include correction and interpretation of psychometric tests applied to a study case throughout the practical classes of the subject. Total value: 15% of the final mark.

All three assignments must be passed to pass the subject. In this subject, the non-delivery of the report will entail taking the final evaluation system. The delivery of work on the contrary, entails choosing the continuous evaluation system.

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

FINAL EVALUATION SYSTEM:

Theoretical exam: Multiple-choice test with four choice-options. Mistakes are not penalized, but 70% of the answers need to be correct to pass the exam. Total value: 50% of the final mark.

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

Both exams must be passed to pass the subject. **IN THIS SUBJECT, A NO-SHOW IN THE EXAM IS SUFFICIENT TO INDICATE THAT YOU DO NOT WISH TO PARTICIPATE IN THIS EXAMINATION PERIOD**

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

The same criteria followed in ordinary evaluation will be applied.

MANDATORY MATERIALS

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

BIBLIOGRAPHY

Basic bibliography

Caballo, V.E., y Simón, M.A. (2001). Manual de Psicología Clínica Infantil y del Adolescente. Trastornos generales. Madrid: Pirámide.

Caballo, V.E., y Simón, M.A. (2002). Manual de Psicología Clínica Infantil y del Adolescente. Trastornos específicos. Madrid: Pirámide.

Cruz Sáez, S. (2006). Psicodiagnóstico de la Infancia y la Adolescencia. San Sebastián: Universidad del País Vasco.

House, A.E. (2003). DSM-IV. El Diagnóstico en la edad escolar. Madrid: Alianza Editorial.

Simón, M.A. y Caballo, V.E., (2000). Manual de Psicología clínica infantil y del adolescente. Trastornos específicos. Madrid: Pirámide.

Detailed bibliography

Buendía, J. (1996). Psicopatología en niños y adolescentes. Desarrollos actuales. Madrid: Pirámide.

Caballo, V.E. (2005). Manual para la evaluación clínica de los trastornos psicológicos: Estrategias de evaluación, problemas infantiles y trastornos de ansiedad. Pirámide.

Caballo, V.E., y Simón, M.A. (2001). Manual de Psicología Clínica Infantil y del Adolescente. Trastornos generales. Madrid: Pirámide.

Caballo, V.E., y Simón, M.A. (2002). Manual de Psicología Clínica Infantil y del Adolescente. Trastornos específicos. Madrid: Pirámide.

Cruz Sáez, S. (2006). Psicodiagnóstico de la Infancia y la Adolescencia. San Sebastián: Universidad del País Vasco.

Del Barrio, V. (2002). Evaluación Psicológica en la infancia y adolescencia. Madrid: Pirámide.

Ezpeleta, L. (2001). La entrevista diagnóstica con niños y adolescentes. Madrid: Síntesis.

Ezpeleta, L. (2005). Factores de riesgo en psicopatología del desarrollo. Barcelona: Masson.

García Sánchez, J. (2007). Dificultades del Desarrollo. Evaluación e intervención. Madrid: Ediciones pirámide.

House, A.E. (2003). DSM-IV. El Diagnóstico en la edad escolar. Madrid: Alianza Editorial.

Luciano, M.C. (Dir.) (1997, 2^a ed.). Manual de Psicología clínica. Niños y adolescentes. Valencia: Promolibro.

Maganto, C., Amador, J.A y González, R. (Coord.) (2001). Evaluación Psicológica en la infancia y la adolescencia. Casos prácticos. Madrid: TEA.

Mardomingo, M.J. (1994). *Psiquiatría del niño y del adolescente*. Madrid: Díaz de Santos.

Mash, E.J. y Terdal, L.G. (1997). *Assessment of Childhood disorders*. 3rd ed. New York: Guilford.

Méndez, F.X. y Macia, D. (1996, 4^a ed.) *Modificación de conducta en niños y adolescentes. Libro de casos*. Madrid: Pirámide.

Moreno Roset, C. (2003). *Evaluación Psicológica: concepto, proceso y aplicación en las áreas de desarrollo y de la inteligencia*. Madrid: Sanz y Torres.

Journals

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

Web sites of interest

Colegio Oficial de Psicólogos: <http://www.COP/index.html>
TEA Ediciones: <http://www.teaediciones.es>
American Psychological Association: <http://www.apa.org>

OBSEVATIONS

TUTORIALS: Consult schedule at GAUR and on the Web of the Faculty of Psychology.

COURSE GUIDE 2023/24

Faculty 231 - Faculty of Psychology

Cycle .

Degree GPSICO20 - Bachelor's Degree in Psychology

Year Third year

COURSE

25089 - Psychological Assessment & Diagnosis

Credits, ECTS: 6

COURSE DESCRIPTION

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

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

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

Theoretical and Practical Contents

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

TEACHING METHODS

Both theoretical and practical teaching will be delivered from an eminently applied approach. Interactive methodology will be emphasized to ensure the translation of the knowledge acquired in the theoretical classes to practical activities. For this purpose, audiovisual material will be displayed with ad hoc created case-reports representing real situations of demands for psychological evaluation. Therefore, based on Case-Based Learning (CBL), it is expected to facilitate the teaching-learning process through the promotion of a more active learning process based on the experience of the students themselves.

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	32	5					23		
Horas de Actividad No Presencial del Alumno/a	48	7,5					34,5		

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 methods

- Continuous evaluation
- End-of-course evaluation

Evaluation tools and percentages of final mark

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

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

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

At the beginning of the term, students not wanting to follow the continuous evaluation system will have to notify the lecturer. Students following the continuous system will have to carry out some group activities along the term, which will be indicated as the term progresses, and a minimum of 75% of completion will be required. There will not be partial exam dates, but rather some deadlines to submit the activities/exercises to be graded and will be considered as part of the continuous evaluation of the subject.

Regarding the final exam, it will be made of two parts:

- 1) a theory part with some questions to be graded with a value of 50% of the total grade (or 40% for those choosing the continuous system);
- 2) a practical part where the student will be asked to correct and interpret several psychological tests, previously taught in the classroom. The grade of this part will account for 50% (or 40% for those choosing the continuous system). Both theoretical and practical aspects need to be passed.

The practical part will be taught along the term and the evaluation will be continuous for those choosing that system.

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

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

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

MANDATORY MATERIALS

Workbook.

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

BIBLIOGRAPHY

Basic bibliography

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

-Moreno, C. y Ramírez, I. (2019). Evaluación psicológica. Proceso, técnicas y aplicaciones en áreas y contextos. Madrid: Sanz y Torres.

Detailed bibliography

Alonso Tapia, J. (2004). Evaluación psicológica: coordenadas, procesos y garantías. Madrid: UAM Ediciones

Caballo, V. (2005). Manual para la evaluación clínica de los trastornos psicológicos. Madrid: Pirámide.

Cohen, R.J., y Swerdlik, M.E. (2001). Pruebas y evaluación psicológicas. Introducción a las pruebas y a la medición. México: McGrawHill.

Fernández-Ballesteros, R. (1994). Evaluación conductual hoy. Un enfoque para el cambio en psicología clínica y de la salud. Madrid: Pirámide.

Fernández-Ballesteros, R., Márquez, M.O., Vizcarro, C., y Zamarrón, D. (2011). Buenas prácticas y competencias en evaluación psicológica. Madrid: Pirámide.

Groth-Marnat, G. y Wright, A. J. (2016). Handbook of psychological assessment (6th ed.). John Wiley & Sons.

Kaplan, R.M., y Saccuzzo, D.P. (2006). Pruebas Psicológicas: Principios, aplicaciones y temas. Madrid: Thompson.

Marín Martín, C. (Coord.) (2021). Guía práctica de evaluación psicológica clínica: Desarrollo de competencias. Pirámide.

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

Muñoz, M., Ausín, B., y Panadero, S. (2019). Manual práctico de evaluación psicológica clínica (2^a edición revisada y actualizada). Síntesis.

Urbina, S. (2007). Claves para la evaluación con tests psicológicos. Madrid: TEA.

Journals

Assessment

Applied Psychological Measurement

Bulletin of the International Tests Commission

Educational and Psychological Measurement

European Journal of Psychological Assessment

Journal of Personality Assessment

Journal of Psychopathology and Behavioral Assessment

Psychological Assessment

Behavioral Psychology / Psicología Conductual

International Journal of Psychology and Psychological Therapy

International Journal of Clinical Health Psychology / Revista Internacional de Psicología Clínica y de la Salud

Psicothema

Revista Iberoamericana de Diagnóstico y Evaluación Psicológica.

Spanish Journal of Psychology

Web sites of interest

<https://seaep.es/>

<https://www.eapa.science/>
<http://www.papelesdelsicologo.es>
<http://www.psiquiatria.com>
<http://www.teaediciones.com>
<http://www.pearsonpsychcorp.es/>
<http://www.psicologia.com>
<http://www.aidep.org/>
<http://www.eapa-homepage.org/>
<http://www.iaapsy.org>
<http://www.ets.org>
<http://www.apa.org/science/testing.html>
www.test.com
<http://www.cop.es/>

OBSERVATIONS

Office time could be checked at GAUR.

COURSE GUIDE 2023/24

Faculty 231 - Faculty of Psychology

Cycle .

Degree GPSICO20 - Bachelor's Degree in Psychology

Year Third year

COURSE

25098 - Psychological Treatments

Credits, ECTS: 6

COURSE DESCRIPTION

According to the distribution of the subjects of the Degree of Psychology of the University of the Basque Country UPV/EHU, the subject "Psychological Treatments" is framed in the third course, in the second semester. It consists of 6 ECTS.

As stated in the UPV/EHU Degree in Psychology Qualification Guide, the third course focuses on the most applied educational objectives, aimed at the professional, general level, of Psychology. Students should start in psychological evaluation, diagnosis and treatments, focusing on their application to different processes and behaviors (normal and pathological) and in different contexts. They should know the main techniques of intervention and advice in the areas of health, education and organizations, taking into account the ethical and deontological aspects involved. They must also know the main experimental research designs and the data analysis techniques associated with them. In addition, the student is initiated into the competencies specific to psychology through the knowledge obtained from the main strategies of conflict management, negotiation and mediation strategies, as well as facilitation of groups and work teams.

The proposed teaching programme presented below aims to allow students to acquire the skills defined in the curriculum for the subject, through a specific agenda and teaching methodology. The aim is to introduce students to the knowledge of the main theoretical systems or psychotherapeutic approaches: their theoretical and conceptual bases, psychopathological models and the main psychotherapeutic procedures.

In addition, it is intended to promote that students, based on the knowledge of these models and the empirical evidence obtained, can discern which treatment is most advisable in each specific case. It also seeks to promote the understanding of the importance of the treatment process itself in its various phases and enhance the knowledge of the therapeutic objectives associated with the most relevant techniques of each theoretical model. It is also intended that students recognize good practice from a professional performance based on solid ethical principles and compliance with current legislation.

On the other hand, and in view of the transversal competences of the curriculum, it seeks the development of the capacity to work as a team, critical analysis and autonomy to use scientific data sources and information technologies for a future autonomous updating of knowledge. In short, meaningful and integrated learning is pursued within the global learning of the degree.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

G006 (C3CC12) Being able to critically search, manage, analyze and synthesize information related to Psychology from sources of information and documentation

G007 (C3CC13) Be able to relate and communicate effectively and work both individually and as a team, taking responsibility and collaborating effectively with others

G008 (C3CC14) Know the legal framework and the ethical code that regulate the professional practice of the psychologist

G009 (C3CC15) Acquire learning skills that train students for autonomous learning

Competencies

1. Knowing the defining characteristics of different psychological treatments
2. Know how to identify the demands and needs (individual and group) of users in different contexts
3. Be able to choose and apply the appropriate psychological intervention strategies and techniques to achieve the established objectives
4. Be able to design, perform and interpret the evaluation of programmes and interventions
5. Be able to search, analyze and synthesize specific information, resolve exercises, analyze cases by reporting them, and expose and defend the conclusions obtained.
6. Knowing and respecting the ethical obligations of psychology.

Theoretical and Practical Contents

1. Introduction to Psychological Treatments
2. Psychodynamic Therapies.
3. Cognitive-Behavioral Therapies.
4. Systemic Therapies.
5. Humanistic, Existential and Experiential Therapies.

TEACHING METHODS

Teaching is theoretical and practical. There are lectures, interactive sessions, practical group sessions and workshops,

and individual work.

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	36	8	8				8		
Horas de Actividad No Presencial del Alumno/a	54	12	12				12		

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 methods

- End-of-course evaluation

Evaluation tools and percentages of final mark

- Multiple choice test 60%
- Exercises, cases or problem sets 40%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Continuous evaluation

Theoretical contents will be assessed by a final multiple choice test.

Practical contents and seminars. A continuous evaluation will be carried out according to the organizational chart proposed in the program of practical activities and seminars, which include works based on the proposed topics.

The final note is the sum of the score of theoretical contents (60%) and practical plus seminars (40%). It is necessary to have both parts passed to add the corresponding score.

Unique final evaluation

The evaluation test will consist of a final multiple choice test of the theoretical section and an examination of the practical part.

According to the Protocol on Academic Ethics and Prevention of Dishonest or Fraudulent Practices in Evaluation Tests and Academic Work at the UPV/EHU, in general, and unless otherwise indicated, during the development of an evaluation test, the use of books, notes or notes, as well as telephone, electronic, computer, or other devices or devices by students of p.5(item 3) shall be prohibited.

"Fraudulent or dishonest practices are considered in the evaluation tests or in the preparation and presentation of evaluable academic works in the UPV/EHU, the following behaviors: Plagiarize works, that is, copy other works without citing their origin or source used, and present them as own elaboration, in texts or works submitted to academic evaluation" (Item 2.a).

According to the Regulation of Student Evaluation in the official UPV/EHU Bachelor's degrees of 13 March 2017, Article 8, in its third point, states that in any case students will have the right to be evaluated through the final evaluation system. With regard to the renounce of the call, in accordance with Article 12.2 of the Student Evaluation Regulations, in the case of continuous evaluation, if the weight of the final test is greater than 40% of the grade of the subject, it will be sufficient not to take the exam so that the final grade of the subject is not presented. Otherwise, if the weight of the final test is equal to or less than 40% of the grade of the subject, the student may renounce the call within a period that, at least, will be up to one month before the end date of the teaching period of the corresponding subject. The renounce must be submitted in writing to the teaching staff responsible for the subject.

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

CONVOCATORIA EXTRAORDINARIA

Tal y como se recoge en el artículo 9 de la Normativa de Evaluación del alumnado, las estudiantes y los estudiantes que no superasen la asignatura en la convocatoria ordinaria, con independencia del sistema de evaluación que en ella se hubiera elegido, tendrán derecho a presentarse a los exámenes y actividades de evaluación que configuren la prueba de evaluación final de la convocatoria extraordinaria.

Extraordinary call

As stated in Article 9 of the Student Evaluation Regulation, students and students who do not pass the subject in the ordinary call, regardless of the evaluation system chosen in it, will have the right to present themselves to the examinations and evaluation activities that configure the final evaluation test of the extraordinary call.

The evaluation test will consist of a final test type of the theoretical section and an examination of the practical part. To renounce the extraordinary call will be sufficient not to take the exam.

It should be noted that as specified in Article 6, at its fourth point, in case of coincidence in the date of conclusion of the evaluation tests of different subjects, in order not to harm those who repeat any of them, the student or the student must ask the teacher to change the date with a minimum advance of 15 calendar days from the date of the test.

According to Article 17, the provisional qualification of each subject will be informed by the teachers involved within 12 calendar days from the official date of the examination, through media IT resources enabled by the university.

Finally, as stated in Article 18, provisional qualifications shall be published with an indication of the date, time and place of

review to the teacher, or coordinator responsible for the subject, which shall be held within a period of at least three to a maximum of six calendar days from the date of publication of the qualifications.

According to the Protocol on Academic Ethics and Prevention of Dishonest or Fraudulent Practices in Assessment Tests and Academic Work at the UPV/EHU, in general, and unless otherwise indicated, during the development of an evaluation test, the use of books, notes or notes, as well as telephone, electronic, computer, or other devices or devices by students of p.5(Item 3) shall be prohibited.

"Fraudulent or dishonest practices are considered in the evaluation tests or in the preparation and presentation of evaluable academic works in the UPV/EHU, the following behaviors: Plagiarize works, that is, copy other works without citing their origin or source used, and present them as own elaboration, in texts or works submitted to academic evaluation" (Item 2.a).

MANDATORY MATERIALS

The teachers of the subject will facilitate the theoretical and practical material necessary to study the subject and to be able to carry out the theoretical, practical classes, workshops and seminars.

BIBLIOGRAPHY

Basic bibliography

- Lambert, M. J. (Ed.) (2013). Bergin & Garfield's Handbook of psychotherapy and behavior change. New York: John Wiley & Sons.
- Prochaska, J. O. y Norcross, J. C. (2018). Systems of psychotherapy. New York: Oxford University Press.
- Wampold, B. E. (2019). The basics of psychotherapy: An introduction to theory and practice. American Psychological Association.

Detailed bibliography

In-depth bibliography

Barlow, D. H. (Ed.). (2014). Clinical handbook of psychological disorders: A step-by-step treatment manual. Nueva York: Guilford publications.

Frank J. D. y Frank J. (1991). Persuasion and healing: A comparative study of psychotherapy. Baltimore, MD: John Hopkins University Press.

Journals

1. Annual Review of Clinical Psychology
2. Clinical Psychology Review
3. Health Psychology Review
4. Psychological Medicine
5. Depression and Anxiety
6. Journal of Clinical Child and Adolescent Psychology
7. Clinical Psychology-Science and Practice
8. Neuropsychology Review
9. Journal of Abnormal Psychology
10. Journal of Consulting and Clinical Psychology
11. Journal of Clinical Psychiatry
12. European Journal of Psychotraumatology
13. Behaviour Research and Therapy
14. International Journal of Clinical and Health Psychology
15. International Journal of Eating Disorders
16. Clinical Child and Family Psychology Review
17. Body image
18. Journal of Anxiety Disorders
19. Sexual Abuse-A Journal of Research and Treatment
20. Psychological Assessment
21. Personality Disorders-Theory Research and Treatment
22. Journal of Abnormal Child Psychology
23. Behavior Therapy
24. Archives of Sexual Behavior
25. European Eating Disorders Review
26. Assessment
27. Health Psychology
28. Family Process
29. Mindfulness

30. Psychotherapy Research
31. Journal of Sex Research

Web sites of interest

Associations for Contextual Behavioral Sciences <https://contextualscience.org/>
Beck Institute <https://www.beckinstitute.org/>
Center for Anxiety & Related Disorders <http://www.bu.edu/card/>
Feap www.feap.es
Institute for Solution-Focused Therapy <http://www.solutionfocused.net/what-is-solution-focused-therapy/>
The Albert Ellis Institute <http://albertellis.org/>
The Gestalt Therapy Page www.gestalt.org
Trauma Focused Cognitive-Behavioral Therapy <https://tfcbt.musc.edu/>

OBSERVATIONS

In the event of a situation in which the on-site evaluation system cannot be carried out, in order for the evaluation of the subject to comply with the system and the deadlines established in the teaching guide of the subject and following the indications of the EHU Edonondik platform, the following modifications will be made:

• With respect to students who choose continuous evaluation, the practical activities will be adapted to non-classroom teaching, as will the lectures. The exam will consist of the same face-to-face assessment test, but it will be carried out through the e-Gela platform of the subject with a ratio of one minute per question.

• On the other hand, for students who choose the final exam, it will consist of two exams: a theoretical test and another practical exam. The theoretical test will be the same as that of the students of the continuous evaluation. As far as the practical part is concerned, it will consist of the resolution of a clinical case. The delivery will be in a space enabled for this in e-Gela.

COURSE GUIDE 2023/24

Faculty 231 - Faculty of Psychology

Cycle .

Degree GPSICO20 - Bachelor's Degree in Psychology

Year First year

COURSE

25100 - History of Psychology

Credits, ECTS: 6

COURSE DESCRIPTION

ABOUT THIS COURSE

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

This course is part of the project nr. IKDi3-23-01 authorized within the 2023-2024 Call for Innovation IKDI3 projects of the Innovation, Social Commitment and Cultural Action section (UPV-EHU) (approved 2nd may 2023). The course is oriented towards a cooperative and dynamic learning model (UPV-EHU Agreement, April 2010).

The complete teaching guide for the course (Student Guide) will be available on the E-gela platform. This is a reduced version for the corporate website.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

COMPETENCES TO DEVELOP IN THIS COURSE

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

IKD MODEL – Description of the sustainable development goals (SDG, Agenda 2030, UN) and transversal competences UPV-EHU (2019):

SDG-3: WELL-BEING AND HEALTH. In order to promote better care for the most vulnerable people in the Covid-19 context and post-pandemic period, we seek to promote the foundations of a series of professional competencies based on the ethical, humanistic and supportive care of patients, as well as for the physical and mental health care of the health sciences professional, and its integration into a salutogenic model. This will be developed through the study of the historical evolution of patient care in the field of psychology.

Transversal competencies and learning outcomes (UPV-EHU, 2019 catalog), oriented to SDG-3:

Autonomy and Self-Regulation.

AA01: Self-confidence and Motivation. Innovation and Entrepreneurship. BE04: Resilient attitude in the face of difficulties.

Critical Thinking. PK15: Relate knowledge from different areas to give an interdisciplinary response. Teamwork.

TL13: Collaborate with other teams in the construction of an interdisciplinary network.

Information Management. IF08: Organize information from interdisciplinary work in online platforms for online platforms for its retrieval, consultation and subsequent use.

SDG-5: GENDER EQUALITY. In order to contain the loss of the progress achieved in gender equality as a result of the Covid-19 context and future post-pandemic phase, the aim is to promote professional competences oriented to the co-responsibility in the equal care of people, as in the non-discriminatory clinical praxis of the health sciences professional, and its integration in a salutogenic model. This will be developed through the study of the historical evolution of psychological treatment and patient care.

Transversal competencies and learning outcomes (UPV-EHU, 2019 catalog), oriented to SDG-5:

Social Engagement. GK06: Incorporate principles of gender equality and temporal accessibility.

Ethics and Professional Responsibility. EE01: Act respectfully in professional practice without gender discrimination.

SDG-10: REDUCTION OF INEQUALITIES. In order to contribute to the containment of the progressive generational inequality as a consequence of the Covid-19 pandemic (reduction of workers' income and pensions) and its foreseeable post-pandemic perpetuation, the aim is to promote the bases of professional skills that promote the ethical and humanistic care of people at risk of exclusion, reducing any inequality by age and racialization, and their integration into a healthy

model of health care, and its integration in a salutogenic model. This will be developed through the study of the historical evolution of the treatment of the most vulnerable people.

Transversal competencies and learning outcomes (UPV-EHU, 2019 catalog), oriented to SDG-10:

Social Engagement. GK01: Identify behaviors of social inequality.

Social Commitment. GK04: Propose ways to overcome inequalities and behaviors to serve disadvantaged groups.

Ethics and Professional Responsibility. EE01: Act respectfully in professional practice without discriminating for socio-cultural reasons.

CONTENIDOS TEÓRICO-PRÁCTICOS

SYLLABUS

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

TEACHING METHODS

METHODOLOGY

Lectures

- Explanation and discussion of theoretical topics, and doubts and problem solving.
- Within the IKDi3 active methodology activities, interactive questionnaires (E-gela or similar) may be used as self-tests without counting towards the final grade and, if used, their scheduling will be announced in the student guide and on each teacher's Egela platform.
- Focus on finding similarities and differences between the different models proposed during the course.

Hands- on classes

- Text and video analysis in class of the previous individually worked materials.
- Implementation of active methodologies in the classroom, IKD model. The e-Gela platform and the student's guide will indicate which groups will participate in the experimental phase of the application of the new active methodologies, and which groups will act as a comparative control for the purpose of evaluating the result of the IKD model in this academic year.

Workshops

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

Office hours

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

TEACHING IN A POSSIBLE CASE OF CONFINEMENT

In these circumstances, WEBEX or similar applications will be available on e-gela platform in order to access to theoretical and practical online classes. Office hours will be online with a previous appointment. Students would have access to all basic material on Egela platform.

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	32	2	12				14		
Horas de Actividad No Presencial del Alumno/a	48	3	18				21		

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 methods

- End-of-course evaluation

Evaluation tools and percentages of final mark

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

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

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

The final course grade is comprised of theoretical part (70%) and practical part (30%). The grade from the practical part is divided between 15% from the reading assignments and 15% from the biographical assignment.

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

To pass the course, the minimum grade is 3.5 in the theoretical exam and 1.5 in the practical part.

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

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

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

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

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

Recommendations:

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

EVALUATION IN A POSSIBLE CASE OF CONFINEMENT

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

THEORETICAL EVALUATION

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

PRACTICAL ASSESSMENT

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

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

- 1.- The students who do not pass the course in the ordinary call, regardless of the chosen evaluation system, they have an extraordinary call.
- 2.- The evaluation of the course in the extraordinary call will be made exclusively through the final evaluation system.
- 3.- The final evaluation of the extraordinary call consists of the exams and evaluation activities that are necessary to evaluate the defined learning results. The positive results obtained by the students during the continuous evaluation may be maintained. In the case of negative results in the continuous evaluation, students will be able to obtain 100% of the grade in the final exam of the extraordinary call.

EVALUATION IN A POSSIBLE CASE OF CONFINEMENT

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

THEORETICAL EVALUATION

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

PRACTICAL ASSESSMENT

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

MANDATORY MATERIALS

BIBLIOGRAFÍA

Basic bibliography

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

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

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

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

Detailed bibliography

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

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

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

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

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

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

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

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

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

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

Journals

HISTORY OF PSYCHOLOGY JOURNAL

Web sites of interest

LINKS:

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

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

BIOGRAPHIES:

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

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

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

<https://thestoryofpsychology.wordpress.com>

OBSERVATIONS