ENGLISH FRIENDLY COURSES (EFC) 2023-2024
CAMPUS OF GIPUZKOA

https://www.ehu.eus/es/web/psikologia-fakultatea/ikasle-bisitariak
Coordinator: psicologia.internacional@ehu.eus

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

English Friendly Courses taught in SPANISH:

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<thead>
<tr>
<th>COURSE</th>
<th>SEMESTER 1</th>
<th>CREDITS</th>
<th>SCHEDULE</th>
<th>LINK TO SYLLABUS</th>
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<tbody>
<tr>
<td>Bachelor’s Degree in Psychology</td>
<td>1st</td>
<td>6</td>
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<tr>
<td>25073 Evolución y Conducta</td>
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<tr>
<td>25087 Psicología del Desarrollo II</td>
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<tr>
<td>25087 Clínica Infanto-Juvenil: Evaluación y Psicopatología</td>
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<td>25089 Evaluación y Diagnóstico Psicológicos</td>
<td>1st</td>
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<td>25100 Historia de la Psicología</td>
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<tr>
<td>25061 Psicología Política y Movilización Social</td>
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<td>4.5</td>
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<td>25098 Tratamientos Psicológicos</td>
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1 SEMESTER: Annual: September 2024 to May 2025
1st: September 2024 to January 2025
2nd: January 2025 to May 2025

2 SCHEDULE: Morning (M)/ Afternoon (A): begins at 13.30.
### English Friendly Courses taught in BASQUE:

#### FACULTY OF PSYCHOLOGY (231)

<table>
<thead>
<tr>
<th>COURSE</th>
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<tr>
<td>25061 Psikologia Politikoa eta Gizarte Mobilizazioa</td>
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<tr>
<td>25069 Ingurumen Psikologia</td>
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<tr>
<td>25068 Hezkuntzaren Psikologia</td>
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3 SEMESTER: Annual: September 2024 to May 2025
1st: September 2024 to January 2025
2nd: January 2025 to May 2025

4 SCHEDULE: Morning (M)/ Afternoon (A): begins at 13.30.
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 and Prevention and intervention in educational contexts is taught, so this syllabus does not delve into the contents related to the intervention in those fields.

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.

Theoretical and Practical Contents

Topic 1. Attachment during childhood and adolescence.
Topic 2. Emotional development in childhood and adolescence.
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

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.
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 fifth 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
BIBLIOGRAPHY

Basic bibliography


Detailed bibliography


Journals

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/infanciayaprendizaje/home
Psicothema: http://www.psicothema.com/
Spanish journal of psychology: https://www.cambridge.org/core/journals/spanish-journal-of-psychology

Web sites of interest

OBSERVATIONS