ENGLISH FRIENDLY COURSES 2024-2025  
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.

In addition to the general offer of courses taught in French, some Centers offer for incoming students Cours avec Soutien en Français (CSF): subjects taught in Spanish or Basque, in which the syllabus summary, lecturer tutoring, examinations and/or papers are available in French.

MASTER COURSES FACULTY OF CHEMISTRY (215)

Contact: quimicas.internacional@ehu.eus

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester ¹</th>
<th>Credits</th>
<th>Schedule ²</th>
<th>Link to Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master's Degree in Chemistry and Polymers</td>
<td>1st</td>
<td>3</td>
<td>M / A</td>
<td></td>
</tr>
<tr>
<td>504104 Quimiometría aplicada</td>
<td>1st</td>
<td>3</td>
<td>M / A</td>
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<td>504091 Introducción a la Biotecnología</td>
<td>2nd</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 SPANISH:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SEMESTER³</th>
<th>CREDITS</th>
<th>SCHEDULE ⁴</th>
<th>LINK TO SYLLABUS</th>
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<tbody>
<tr>
<td>Master's Degree in Computational Engineering and Intelligent Systems</td>
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<tr>
<td>505598 Realidad Virtual y Aumentada</td>
<td>2nd</td>
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</tr>
</tbody>
</table>

³ SEMESTER: Annual: September 2024 to May 2025  
1st: September 2024 to January 2025  
2nd: January 2025 to May 2025

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### English Friendly Courses taught in SPANISH:

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<th>CREDITS</th>
<th>SCHEDULE</th>
<th>LINK TO SYLLABUS</th>
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</thead>
<tbody>
<tr>
<td>Investigación en procesos psicológicos básicos</td>
<td>1st</td>
<td>6</td>
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<tr>
<td>Aportaciones de la investigación evaluativa en la prevención de la</td>
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<td>5</td>
<td>A</td>
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<tr>
<td>conducta antisocial y delictiva</td>
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<td></td>
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<tr>
<td>Investigación sobre las relaciones entre grupos sociales y étnicos</td>
<td>1st</td>
<td>5</td>
<td>A</td>
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</tr>
<tr>
<td>Investigación en Psicobiología: desde lo molecular a los supraorganismo</td>
<td>1st</td>
<td>5</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>Diseños y estrategias de análisis de datos para investigación en psicología</td>
<td>1st</td>
<td>6</td>
<td>A</td>
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<td>Investigación en el desarrollo psicológico: Aspectos contextuales y</td>
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<td>6</td>
<td>A</td>
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<td>neuropsicológicos</td>
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<td>Evaluación de programas de intervención en contextos clínicos y</td>
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<td>6</td>
<td>A</td>
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<td>5</td>
<td>A</td>
<td></td>
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<tr>
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<td>2nd</td>
<td>6</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>participación del personal en la creación del conocimiento, en</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>organizaciones educativas, sanitarias y empresariales</td>
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<td></td>
</tr>
<tr>
<td>Diseños, análisis y modelos avanzados de medicación en psicología</td>
<td>2nd</td>
<td>5</td>
<td>A</td>
<td></td>
</tr>
</tbody>
</table>

5 SEMESTER: Annual: September 2024 to May 2025
1st: September 2024 to January 2025
2nd: January 2025 to May 2025

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-bisitariak

Contact: hefa.internacional@ehu.es

**English Friendly Courses taught in SPANISH:**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SEMESTER</th>
<th>CREDIT</th>
<th>SCHEDULE</th>
<th>LINK TO SYLLABUS</th>
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<tbody>
<tr>
<td>Master's Degree in Research in the Socio-Educational Field</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>503149 La Investigación-Acción en la Intervención Socioeducativa</td>
<td>1st</td>
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</table>

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7 SEMESTER: Annual: September 2024 to May 2025
1st: September 2024 to January 2025
2nd: January 2025 to May 2025

8 SCHEDULE: Morning (M)/ Afternoon (A): begins at 13.30
The course aims to introduce to chemists the molecular foundations of biological processes, especially those that may be closely related to chemistry. The course will address the basic tools of genetic manipulation, gene expression, database use and biosynthesis of biotechnological products. Experimental strategies will be designed for agricultural, food and pharmaceutical industries.

Skills:
- To know the most general concepts, terms and techniques used in the field of biotechnology. Ability to understand the technical texts of the area, 25.0%.
- To know the most relevant sources of information in biotechnology, such as genome databases and related software and websites, 25.0%.
- To be able to design and carry out experiments with basic biotechnology techniques: DNA extraction, gene cloning, PCR 25.0%
- To understand the potential risks and benefits of the use of biotechnology for people and the environment. 25.0%

Types of teaching:

<table>
<thead>
<tr>
<th>Class hours</th>
<th>Students on their own</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>20</td>
<td>30</td>
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<tr>
<td>Seminars</td>
<td>5</td>
<td>7.5</td>
</tr>
<tr>
<td>P.A.</td>
<td>5</td>
<td>7.5</td>
</tr>
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</table>

Training activities:

<table>
<thead>
<tr>
<th>Name</th>
<th>Hours</th>
<th>Presentiality</th>
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</thead>
<tbody>
<tr>
<td>Acquisition of basic instrumental skills</td>
<td>25.0</td>
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<td>Text analysis</td>
<td>22.5</td>
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<tr>
<td>Presentations</td>
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<tr>
<td>Reading and text analysis</td>
<td>12.5</td>
<td>40%</td>
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</table>

Evaluation system:

<table>
<thead>
<tr>
<th>Name</th>
<th>Minimum weighting</th>
<th>Maximum weighting</th>
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</thead>
<tbody>
<tr>
<td>Written examination</td>
<td>25.0%</td>
<td>60.0%</td>
</tr>
<tr>
<td>Others</td>
<td>0.0%</td>
<td>20.0%</td>
</tr>
<tr>
<td>Practical work</td>
<td>25.0%</td>
<td>60.0%</td>
</tr>
</tbody>
</table>

Theoretical and Practical Contents

1) Introduction to biotechnology
2) DNA extraction and manipulation.
3) Vectors and their design.
4) Transformation. Selection of transformant and recombinant colonies.
5) Identification of the desired clones.
6) PCR and cloning, their use in sequencing and genotyping.

7) Analysis of genomic and proteomic sequences.

8) Engineering of protein and metabolic pathways.

**METODOLOGIA (ACTIVIDADES FORMATIVAS)**

<table>
<thead>
<tr>
<th>Actividad Formativa</th>
<th>Hours</th>
<th>Porcentaje presencialidad</th>
</tr>
</thead>
</table>

**TYPES OF TEACHING**

<table>
<thead>
<tr>
<th>Types of teaching</th>
<th>M</th>
<th>S</th>
<th>GA</th>
<th>GL</th>
<th>GO</th>
<th>GCL</th>
<th>TA</th>
<th>TI</th>
<th>GCA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours of face-to-face teaching</td>
<td>20</td>
<td>5</td>
<td>5</td>
<td></td>
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<tr>
<td>Horas de Actividad No Presencial del Alumno/a</td>
<td>30</td>
<td>7.5</td>
<td>7.5</td>
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</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Denominación</th>
<th>Ponderación mínima</th>
<th>Ponderación máxima</th>
</tr>
</thead>
</table>

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

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

**MANDATORY MATERIALS**

**BIBLIOGRAPHY**

Basic bibliography


Bibliografía de profundización


Revistas

Science

Nature

Nature Biotechnology

Applied and Environmental Microbiology

Applied Microbiology & Biotechnology

Enlaces
Web sites of interest
http://highered.mcgraw-hill.com/sites/0072556781/student_view0/
http://www.dnai.org/
http://www.yeastgenome.org/
http://www.broadinstitute.org/

Detailed bibliography

Journals

Web sites of interest
http://highered.mcgraw-hill.com/sites/0072556781/student_view0/
http://www.dnai.org/
http://www.yeastgenome.org/
http://www.broadinstitute.org/
COURSE GUIDE 2024/25

Faculty 226 - Faculty of Informatics
Degree INGCO902 - Master in Computational Engineering and Intelligent Systems

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

Theoretical and Practical Contents

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.

METODOLOGÍA (ACTIVIDADES FORMATIVAS)

<table>
<thead>
<tr>
<th>Actividad Formativa</th>
<th>Hours</th>
<th>Porcentaje presencialidad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>10</td>
<td>100 %</td>
</tr>
<tr>
<td>Teamwork</td>
<td>65</td>
<td>30 %</td>
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</table>

TYPES OF TEACHING

<table>
<thead>
<tr>
<th>Types of teaching</th>
<th>M</th>
<th>S</th>
<th>GA</th>
<th>GL</th>
<th>GO</th>
<th>GCL</th>
<th>TA</th>
<th>TI</th>
<th>GCA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours of face-to-face teaching</td>
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<td>20</td>
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<th>Ponderación máxima</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay, Individual work and/or group work</td>
<td>25 %</td>
<td>50 %</td>
</tr>
<tr>
<td>Team work (problem solving, project design)</td>
<td>50 %</td>
<td>75 %</td>
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</table>

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.
The required material will be made available in eGela.

**MANDATORY MATERIALS**

**BIBLIOGRAPHY**

**Basic bibliography**


**Detailed bibliography**


**Journals**

**Web sites of interest**
COURSE GUIDE  2024/25

Faculty  231 - Faculty of Psychology
Degree  PSIL903 - Master in Psychology: Individual, Group, Organization and Culture

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

Theoretical and Practical Contents

MEMORY

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
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)
### Evaluation tools and percentages of final mark

<table>
<thead>
<tr>
<th>Actividad Formativa</th>
<th>Hours</th>
<th>Porcentaje presencialidad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion</td>
<td>5</td>
<td>100 %</td>
</tr>
<tr>
<td>Presentations and Papers</td>
<td>5</td>
<td>100 %</td>
</tr>
<tr>
<td>Exercises</td>
<td>20</td>
<td>100 %</td>
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<tr>
<td>Expositive classes</td>
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<tr>
<td>Written discussion of a topic</td>
<td>90</td>
<td>0 %</td>
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</table>

#### TYPES OF TEACHING

<table>
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<th>Types of teaching</th>
<th>M</th>
<th>S</th>
<th>GA</th>
<th>GL</th>
<th>GO</th>
<th>GCL</th>
<th>TA</th>
<th>TI</th>
<th>GCA</th>
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<tbody>
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</tbody>
</table>

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- GCA: Applied fieldwork

### 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

- 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.

### ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

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

### EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

When there is student enrollment in third, fourth or special call, a tribunal will be constituted in accordance with the established norms. Once four calls have been held, students can request a single special call in writing addressed to the Rector or Rector of UPV/EHU.

### MANDATORY MATERIALS
BIBLIOGRAPHY

Basic bibliography


Detailed bibliography

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
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.olemias.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

Faculty 231 - Faculty of Psychology  Cycle .
Degree PSIL0903 - 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

Theoretical and Practical Contents

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.

METODOLOGÍA (ACTIVIDADES FORMATIVAS)

<table>
<thead>
<tr>
<th>Actividad Formativa</th>
<th>Hours</th>
<th>Porcentaje presencialidad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion</td>
<td>5</td>
<td>100 %</td>
</tr>
<tr>
<td>Reading and practical analysis</td>
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TYPES OF TEACHING

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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 (Egea, 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.

<table>
<thead>
<tr>
<th>Denominación</th>
<th>Ponderación mínima</th>
<th>Ponderación máxima</th>
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<tr>
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</table>

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

MANDATORY MATERIALS

BIBLIOGRAPHY

Basic bibliography

Detailed bibliography
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
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

- 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

Theoretical and Practical Contents

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)

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<th>Actividad Formativa</th>
<th>Hours</th>
<th>Porcentaje presencialidad</th>
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<td>Presentation and defence of projects</td>
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<tr>
<td>Expositive classes</td>
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<td>Reading and practical analysis</td>
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TYPES OF TEACHING

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Legend:
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Evaluation tools and percentages of final mark

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<th>Denominación</th>
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<td>Practical tasks</td>
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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

BIBLIOGRAPHY

Basic bibliography

Detailed bibliography

**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/
- Washington State Institute for Public Policy (WSIPP) https://www.wsipp.wa.gov/
COURSE GUIDE 2024/25

Faculty: 231 - Faculty of Psychology
Degree: PSIL0903 - Master in Psychology: Individual, Group, Organization and Culture

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

LEARNING OUTCOMES OF THE SUBJECT

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

Theoretical and Practical Contents

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 cyberbullying and online gambling.

METODOLOGIA (ACTIVIDADES FORMATIVAS)

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<th>Actividad Formativa</th>
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TYPES OF TEACHING

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Evaluation tools and percentages of final mark

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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:


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

BIBLIOGRAPHY

Basic bibliography


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.

Detailed bibliography

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
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**

- 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.)

**Theoretical and Practical Contents**

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

**METODOLOGIA (ACTIVIDADES FORMATIVAS)**

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<th>Actividad Formativa</th>
<th>Horas</th>
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### TYPES OF TEACHING

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### Evaluation tools and percentages of final mark

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<td>100 %</td>
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### 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

### BIBLIOGRAPHY

**Basic bibliography**
- 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.
- Piquero, A.R., Wesley, Jennings, G., & Farrington, D.P. (2009) On the Malleability of Self&amp;#8208;Control: Theoretical and

Detailed bibliography

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/
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

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

Theoretical and Practical Contents

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: aolphilia, hypernorms and the feeling of global identification.
4.6. A vision of hate crimes

**METODOLOGIA (ACTIVIDADES FORMATIVAS)**

<table>
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<th>Actividad Formativa</th>
<th>Hours</th>
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<td>Presentation and defence of projects</td>
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<td>Expositive classes</td>
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<td>Text analysis</td>
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<tr>
<td>Written discussion of a topic</td>
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**TYPES OF TEACHING**

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Legend:
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**Evaluation tools and percentages of final mark**

<table>
<thead>
<tr>
<th>Denominación</th>
<th>Ponderación mínima</th>
<th>Ponderación máxima</th>
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<tbody>
<tr>
<td>Presentations</td>
<td>40 %</td>
<td>60 %</td>
</tr>
<tr>
<td>Assessment of written work by the Tribunal</td>
<td>40 %</td>
<td>60 %</td>
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**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**
BIBLIOGRAPHY

Basic bibliography

Detailed bibliography

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.spss.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/
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

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

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

Theoretical and Practical Contents

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)

<table>
<thead>
<tr>
<th>Actividad Formativa</th>
<th>Hours</th>
<th>Porcentaje presencialidad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation and defence of projects</td>
<td>10</td>
<td>100 %</td>
</tr>
<tr>
<td>Analysing and discussing papers</td>
<td>25</td>
<td>100 %</td>
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<tr>
<td>Expositive classes</td>
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<td>Reading and practical analysis</td>
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<td>Written discussion of a topic</td>
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**TYPES OF TEACHING**

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<th>GA</th>
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**Evaluation tools and percentages of final mark**

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<th>Denominación</th>
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<td>Presentations</td>
<td>40 %</td>
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</tr>
<tr>
<td>Assessment of written work by the Tribunal</td>
<td>40 %</td>
<td>60 %</td>
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</table>

**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**

**BIBLIOGRAPHY**

Basic bibliography
- 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

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

2024/25

Faculty  231 - Faculty of Psychology

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

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

Theoretical and Practical Contents

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)

<table>
<thead>
<tr>
<th>Actividad Formativa</th>
<th>Hours</th>
<th>Porcentaje presencialidad</th>
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<tr>
<td>Presentation and defence of projects</td>
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<tr>
<td>Exercises</td>
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<tr>
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### TYPES OF TEACHING

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### Evaluation tools and percentages of final mark

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<td>Presentations</td>
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<td>Assessment of written work by the Tribunal</td>
<td>40 %</td>
<td>60 %</td>
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</table>

### 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

### BIBLIOGRAPHY

#### Basic bibliography

#### Detailed bibliography
**University Press** (Signatura: 159.9.072 MEA)  

**Journals**

<table>
<thead>
<tr>
<th>Web sites of interest</th>
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</table>
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, which 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

Theoretical and Practical Contents

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

METODOLOGIA (ACTIVIDADES FORMATIVAS)

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<th>Actividad Formativa</th>
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<tr>
<td>Exercises</td>
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TYPES OF TEACHING

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<tbody>
<tr>
<td>Written examination</td>
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<tr>
<td>Oral examination</td>
<td>40 %</td>
<td>40 %</td>
</tr>
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</table>

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. 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

When there is student enrollment in the third, fourth or exceptional call, a tribunal will be constituted in accordance with the norms that establish the effect. 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

BIBLIOGRAPHY

Basic bibliography


Detailed bibliography


Journals
Alcoholism: Clinical and Experimental Research. L.W. & Wilkins, ISSN 0145-6008.
Behavioral and Brain Sciences. Cambridge University Press. ISSN: 0140-525X
Evolution and Human Behavior. Elsevier Science. ISSN: 1090-5138
Neurobiology of Learning and Memory. Edited by Academic press. ISSN: 1074-7427
Physiology and Behavior. Pergamon-Elsevier Science Ltd. ISSN: 0031-9384.
Psychosomatic Medicine. L.W. & Wilkins. ISSN: 0033-3147.

Web sites of interest
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

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

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

Theoretical and Practical Contents

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)

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<thead>
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<tbody>
<tr>
<td>Presentation and defence of projects</td>
<td>10</td>
<td>100 %</td>
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<tr>
<td>Expositive classes</td>
<td>20</td>
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### TYPES OF TEACHING

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<td>Horas de face-to-face teaching</td>
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<td>60</td>
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Legend:
- M: Lecture-based
- GA: Applied classroom-based groups
- GL: Applied laboratory-based groups
- GO: Applied computer-based groups
- TA: Workshop
- TI: Industrial workshop
- GCL: Applied clinical-based groups
- GCA: Applied fieldwork groups

<table>
<thead>
<tr>
<th>Evaluation tools and percentages of final mark</th>
<th>Denominación</th>
<th>Ponderación mínima</th>
<th>Ponderación máxima</th>
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<tbody>
<tr>
<td>Presentations</td>
<td>40 %</td>
<td>60 %</td>
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<tr>
<td>Assessment of written work by the Tribunal</td>
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<td>60 %</td>
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</tbody>
</table>

### ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Continuous assessment (80% attendance). Evaluation activities:
- 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.

Overall assessment (Intended for students who cannot attend classes). Evaluation activities:
- 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 introduction and analysis, the drafting of results and their interpretation.
Both parts must be passed to pass the subject as a whole.

Students have four evaluation calls, that is, two per academic year. Students may waive the evaluation call, which means that it will not be counted. Students must inform the subject coordinator of their decision to waive one week before the official evaluation day.

### 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 introduction and analysis, the drafting of results and their interpretation.
Both parts must be passed to pass the subject as a whole.

### MANDATORY MATERIALS
BIBLIOGRAPHY

Basic bibliography

 Detailed bibliography

Journals

Web sites of interest
Applied social research and evaluation website. Trochim, W.K. https://billtrochim.net/