

**PSP1BA**

2016 - 2017

**Bachelor in Psychology and Education: General****At Louvain-la-Neuve - 180 credits - 3 years - Day schedule - In french**Dissertation/Graduation Project : **NO** - Internship : **NO**Activities in English: **NO** - Activities in other languages : **NO**Activities on other sites : **NO**Main study domain : **Sciences psychologiques et de l'éducation**Organized by: **Faculté de psychologie et des sciences de l'éducation (PSP)**Programme code: **psp1ba** - Francophone Certification Framework: 6**Table of contents**

Introduction .....	2
Teaching profile .....	3
- Learning outcomes .....	3
- Programme structure .....	5
- Detailed programme .....	5
- Programme by subject .....	5
- Course prerequisites .....	10
- The programme's courses and learning outcomes .....	10
- Programme type .....	10
- PSP1BA - 1st annual unit .....	10
- PSP1BA - 2nd annual unit .....	12
- PSP1BA - 3rd annual unit .....	13
Information .....	16
- Admission .....	16
- Teaching method .....	18
- Evaluation .....	18
- Mobility and/or Internationalisation outlook .....	18
- Possible trainings at the end of the programme .....	18
- Contacts .....	18

## PSP1BA - Introduction

### Introduction

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## PSP1BA - Teaching profile

### Learning outcomes

#### 1. Outlook for the graduate in Bachelor in Psychology and Education: General

To prepare for the teaching given in the Master in Psychology in order to “become an agent for change with regard to individual or collective behaviour” is the challenge faced by students enrolled on the Bachelor in Psychology and Education: General course.

The Bachelor's programme allows graduates to acquire a solid theoretical and methodological education in the various fields of psychology and education and to understand the principal theoretical trends of related disciplines. Bachelor graduates will become familiar with the main bases for intervention, adopting a discerning and critical attitude with regard to intervention models. They will develop a way of thinking and acting characterised by a thorough and critical approach, while remaining mindful of deontological and ethical factors. They will also develop the skills required to enable them to communicate and interact effectively as part of a team.

During the three years of the Bachelor's course, by coming to a better understanding of themselves, students will develop their training and vocational projects, which they will pursue throughout the Master's programme, with increasing independence.

#### 2. The reference framework for learning outcomes

In order to convert this proposed outlook into actions, the Faculty has created a reference framework for learning outcomes defining the exit profile for students graduating with a Bachelor in Psychology and Education: General, with reference to the exit profile for the Master 120 in Psychology. This reference framework is composed of six core skills and explains the target to be reached on completion of the course.

The Bachelor in Psychology and Education: General programme will allow students to develop the knowledge and skills set out below, in accordance with the 6 skills (A to F).

**On successful completion of this programme, each student is able to :**

**A. To analyse a situation (individual or collective) while accurately and fully implementing the concepts provided by the relevant theories or approaches**

- **A1. to access the knowledge that provides an explanation and understanding of an individual, group or organisation;**
- **A2. to analyse, review in a well-reasoned manner and modelise a situation (individual, group or organisation) referring to the theories, research results, methods and tools relating to psychology.**

A1

- to understand and explain the specific purpose and the principal theoretical trends in psychology and education
- to understand and explain the specific purpose and principal theoretical trends in related disciplines: philosophy, economics, law, sociology, anthropology, linguistics
- to understand and explain the biological basis of behaviour and cognition
- to understand and explain the cultural basis of behaviour and cognition
- to understand and explain the relationships that exist between psychology, logopedics, education and related disciplines
- to understand and explain the most common models of ordinary and atypical methods of functioning of individuals, groups and organisations
- to understand and explain the models of the most common psychological disorders

A2

- to be familiar with the different observation and analysis tools which allow an explanation and understanding of an individual, group or organisation
- to select the data, theories, methods and tools pertinent to a simple situation
- to use the data, theories, methods and tools to modelise a simple situation
- to be aware of the influence of one's own views and prejudice in making an analysis
- to make a distinction between a professional analysis and an analysis based on common sense

**B. To develop a theoretically and empirically justified intervention plan in order to modify an individual or collective situation, to implement this plan and evaluate its effectiveness**

- **B1. to master knowledge concerning interventions intended to improve a given situation (individual, group or organisation);**
- **B2. to plan an intervention intended to improve a given situation (individual, group or organisation);**
- **B3. to implement an intervention plan, totally or partially, and evaluate its effectiveness.**

B1

- to understand and explain the principal types of intervention by psychologists faced with the most common dysfunctions and disorders of individuals, groups and organisations
- to understand and explain the methodology related to the planning, execution and effectiveness of an intervention
- to understand the principal social, legal, political, economic and cultural issues in a simple intervention situations

## B2

- to identify the interventions pertinent to a simple situation, taking account of the analysis of this situation and various issues (e.g. social, legal, political, economic and cultural)
- to schedule the different stages and identify the different actors in reference to theoretical models of intervention

**C. To communicate accurate, precise and pertinent information by the appropriate means for the content and the target group**

- **C1. to present a summary verbally and in writing, adapting it to suit the different target audiences and objectives**
- **C2. to structure and present collated data**

## C1

- to summarise results from different sources in order to test a working hypothesis, to argue for a differential diagnosis or to justify a decision
- to create links between the subjects and activities pursued in the Bachelor's programme
- to avoid naive communications (using common sense) to maintain a professional attitude and explain this distinction

## C2

- to structure the elements collected during an analysis of the request
- to understand, interpret and produce a standardised report (e.g. APA standards) on the results of a statistical analysis

**D. To interact effectively with the different actors involved in a given situation on an interpersonal and professional level**

- **D1. to listen to others in learning situations and professional environments;**
- **D2. to interact and collaborate in a network in a manner appropriate for learning situations and professional environments;**
- **D3. to adopt a critical attitude to others and oneself in learning situations and professional environments.**

## D1.

- to work as part of a team
- to listen actively and empathise with an individual in an interpersonal consultation/interview context at a basic level (i.e. a single client/patient; adult; face-to-face situation; simple problems)

## D2.

- to use different means of communication (e.g. written, verbal and audio-visual)
- to understand the conditions of collaborative learning
- to interact with others (students) in order to achieve a common objective

## D3.

- to be open and to accept the point of view of other team members

**E. To act as an academic psychologist in a thorough, deontological and ethical manner**

- **E1. to understand the stages, methodologies and tools of scientific research in psychology and education;**
- **E2. to identify the contribution and value of scientific research in psychology and education with regard to his/her understanding of given situations;**
- **E3. to act as a professional in the field of psychology and education, referring to the principles of, among others, ethics and deontology.**

## E1

- to understand and apply the inductive-hypothetico-deductive approach
- to identify the pertinent sources of information with regard to a research question
- to understand the strengths and weaknesses of methodologies mainly used in contemporary research in this field
- to understand the inherent strengths and weaknesses of a research report (in terms of methodology, empiricism and theory)
- to understand the principal concepts of probability and statistics used in this field
- to use statistical analysis software and apply it to a database

## E2

- to prepare a critical analysis of the existing literature concerning a research question in this field

- to identify the specifics of a scientific, rather than naive, approach in relation to this field

E3

- to be familiar with the legal frameworks and ethical code governing the practice of psychology, to apply them and comply with them in his/her work, exams, relationships with fellow professionals and other stakeholders in the training
- to refer to ethical research rules in his/her work, exams and relationships with fellow professionals

#### **F. To evaluate and enhance his/her professionalism and skills**

- **F1. to use the means and opportunities for self-development;**
- **F2. to use the means and opportunities to develop a personal professional project.**

F1

- to learn how to learn on the basis of his/her own experience and with others
- to identify and use continuous training resources
- to develop the informational skills required to gather information independently and objectively

F2

- to formulate a professional project related to the knowledge acquired during the training and to his/her strengths and weaknesses, as well as to an understanding of the professional environment
- to be suitably equipped to promote self-learning

## Programme structure

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The bachelor's programme in Psychology and the Sciences of Education involves a total of 180 credits, to be acquired over three years. This comprises a foundation curriculum ( "major" ) of 150 credits and 30 credits of options. The Faculty organises three majors : in Psychology, in Education Science and in Speech Therapy. A set of common courses totalling 105 credits are to be followed during the first two years (for a total of 60 and 45 credits respectively). During the third year, the student has to choose one of the three majors matching the master program she/he intends to attend. Each major guarantees unconditional access to the matching master programme, or to the master programme of Family Science and Sexuality, without complementary courses. Access to the other two master's programmes remains possible, with complementary courses and according to the chosen option.

The set of common courses comprises : courses relating to basic socio-cultural and philosophical behaviour (15 credits), as well to the biological root-causes thereof (16.5 credits) courses introducing the basic subject areas : Psychology and Education Sciences (19.5 credits) 23.5 credits of courses introducing the student to the methods and practices of the basic subject areas, including statistics and the ability to read scientific texts on psychology and education written in English (5 credits) three groups of courses introducing the student to the principal domains of professional practice : Psychology and Health (9 credits), Social Psychology in the work place and within organisations (9 credits), Psychology, Education and Development (8 credits). The major in Psychology Science complements the courses on the methods and practices of the basic subject areas (23.5 credits including in particular the development of a personal project). It also deals more deeply with the practical professional domains : besides three mandatory courses (7.5 credits), the student will have to choose one course module (for 9.5 credits) among three, each of which is specifically devoted to one of the three professional domains. This major also includes a course of Religion Sciences (to be taken from a list of three such courses and worth 2 credits) and a course of interactive English.

The major in Education Science consists of six courses common to the Psychology major (15 credits), four specific courses (15 credits) and the personal project offering participatory observation in professional practices (15 credits).

The major in Speech Therapy , organised together with the ULB, is composed of courses relating to oral language (9.5 credits), written language (8 credits), the ear, nose and throat sphere (8.5 credits), neurosciences (8 credits) and related subject areas (11 credits).

## PSP1BA Detailed programme

## Programme by subject

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o **Tronc commun**o **Fondements sociaux, économiques et culturels (14 crédits)**

○ LPSP1007	Sociology: education, health and work	Gregoire.Lits Marc.Zune	30h	3 Credits	1q	X		
○ LPSP1008	Philosophy: education, health and work	Jean.Leclercq	30h	3 Credits	1q	X		
○ LPSP1009	Economy: education, health and work	Barbara.Cresti	30h	3 Credits	2q	X		
○ LPSP1010	Introduction and foundations of law	Jean-Marc.Hausman	30h	3 Credits	2q	X		
○ LTECO1230	Questions of Religious Sciences: Questions about Ethics	Serge.Maucq	15h	2 Credits	2q			X

⊗ **Les étudiants qui le souhaitent peuvent remplacer TECO1230 par un des deux cours suivants**

⊗ LTECO1210	Questions of Religious Sciences: Biblical Readings	Geert.Vanoyen	15h	2 Credits	1q			X
⊗ LTECO1220	Questions of Religious Sciences: Reflections about Christian Faith	Jean.Leclercq	15h	2 Credits	1q			X

o **Fondements biologiques (16 crédits)**

○ LPSP1005	General biology, including elements of human genetics	Andre.Moens	30h	4 Credits	1q	X		
○ LPSP1006	Human physiology, including elements of neurophysiology	Nicolas.Tajeddine	60h	6 Credits	2q	X		
○ LPSP1304	Psychopharmacology 🟡	Eric.Constant	22.5h	3 Credits	1q			X
○ LPSP1207	Introduction to cognitive neurosciences 🟡	Andre.Mouraux	30h	3 Credits	1q	X		

o **Fondements en psychologie et en éducation (79 crédits)**

○ LPSP1001	General Psychology: process and theory	Aliette.Lochy Moira.Mikolajczak (coord.) Dana.Samson Arnaud.Szmalec	120h	14 Credits	1q	X		
○ LPSP1002	History of ideas and epistemology in psychology and education	Guy.Lories	30h	4 Credits	1q	X		
○ LPSP1003	Introduction to development psychology	Isabelle.Roskam	45h	5 Credits	2q	X		
○ LPSP1004	Introduction to the psychology of personality	Vassilis.Saroglou Nicolas.Vermeulen	30h	3 Credits	2q	X		
○ LPSP1201	Clinical psychology	Susann.Wolf (coord.) Francois.Nef Nicolas.Pinon Emmanuelle.Zech	60h	6 Credits	1q		X	
○ LPSP1202	General psychopathology 🟡	Dominique.Charlier Philippe.Detimary Francois.Nef	60h	5 Credits	2q		X	
○ LPSP1203	Psychology of disabled persons	Nathalie.Nader Stephanie.Mazzone	30h	3 Credits	1q		X	
○ LPSP1204	Work and organizational psychology	Annalisa.Casini Florence.Stinglhamber	60h	6 Credits	2q		X	
○ LPSP1205	Social psychology and cultural, intercultural psychology	Magali.Clobert Vassilis.Saroglou Vincent.Yzerbyt (coord.)	60h	5 Credits	1q		X	
○ LPSP1206	Psychology of education	Benoit.Galand Frederic.Nils	60h	6 Credits	2q		X	
○ LPSP1208	Neurophysiology 🟡	Mauro.Pesenti	30h	4 Credits	1q		X	
○ LPSP1213	Development, environment and culture	Isabelle.Roskam	30h	3 Credits	2q		X	
○ LPSP1301	Health psychology 🟡	Stefan.Agrigoroaei Stephan.Vandenbroucke	30h	4 Credits	1q			X
○ LPSP1302	Intervention patterns in education and development 🟡	Frederic.Nils Isabel.Raemdonck	30h	4 Credits	1q			X
○ LPSP1303	Social psychology: change of attitude and social influence 🟡	Olivier.Corneille	30h	4 Credits	1q			X

## o Questions de recherche

L'étudiant choisit une des trois activités suivantes :

⊗ LPSP1311	Analysis of situations in clinical psychology, health psychology and neuropsychology 🟡	Stefan.Agrigoroaei Jan.Demol Dana.Samson (coord.)	0h+10h	3 Credits	2q			x
⊗ LPSP1312	Analysis of situations in education and development 🟡	Isabel.Raemdonck	0h+10h	3 Credits	2q			x
⊗ LPSP1313	Analysis of situations in social, work and organizational psychology 🟡	Olivier.Corneille	0h+10h	3 Credits	2q			x

## o Pratiques et méthodes (35 credits)

○ LPSP1011	Statistics: descriptive analysis of quantitative data	Nathalie.F.lefevre	22.5h	3 Credits	2q	x		
○ LPSP1012	Methodology of observation	Stefan.Agrigoroaei	22.5h +7.5h	4 Credits	2q	x		
○ LPSP1209	Statistics, inference on one or two variables 🟡	Bernadette.Govaerts	22.5h +15h	4 Credits	1q		x	
○ LPSP1210	Methodology of research 🟡	Olivier.Corneille Jan.Demol Martin.Edwards (coord.)	45h+15h	5 Credits	1 + 2q			x
○ LPSP1211	Psychometrics	Jacques.Gregoire	30h+15h	4 Credits	2q		x	
○ LPSP1306	Statistics: descriptive analysis and GLM multivariate data modeling 🟡	Bernadette.Govaerts Nathalie.F.lefevre Cedric.Taverne Ingrid.Vankeilegom	30h+15h	4 Credits	2q			x
○ LPSP1307	Psychodiagnostic and practical exercises on testing 🟡	Jacques.Gregoire	45h+15h	5 Credits	1q			x
○ LPSP1308	Assistance aid in psychology	Emmanuelle.Zech	30h+15h	4 Credits	2q			x
○ LPSP1309	Deontology of psychological practice 🟡	Jean-Marc.Hausman	15h	2 Credits	2q			x

## o Langues (9 credits)

○ LANGL1841	English course for PSP11/LOGO11 students	Fanny.Desterbecq (coord.) Anne-Julie.Toubeau	30h	2 Credits	1 + 2q	x		
○ LANGL1842	English for psychologists & speech and language therapists 🟡	Marie.Duelz Sandrine.Jacob Sabrina.Knorr (coord.) Carlo.Lefevre (coord.) Jean-Paul.Nyssen	45h	4 Credits	1 + 2q		x	

## o en bac3, l'étudiant choisit un des cours suivants (3 credits)

⊗ LANGL2440	Interactive English for Psychology 🟡	Estelle.Dagneaux Marie.Duelz (coord.) Nathalie.Heiderscheidt Philippe.Neyt Jean-Paul.Nyssen	30h	3 Credits	1 + 2q			x
⊗ LNEER2440	Interactive communication in Dutch for students in Psychology	Marianne.Verhaert (coord.)	30h	3 Credits	1 + 2q			x

## o Projet de formation et professionnel (12 credits)

○ LPSP9001A	Projet de formation (partie A)	Mariane.Frenay Veronique.Leroy Murielle.Sack	15h+15h	3 Credits	1 + 2q	x		
○ LPSP9001B	Projet de formation (partie B) 🟡	Mariane.Frenay Veronique.Leroy Murielle.Sack Dana.Samson Florence.Stinglhamber	15h+5h	2 Credits	1 + 2q		x	
○ LPSP9001C	Projet de formation (partie C) 🟡	Mariane.Frenay Veronique.Leroy Dana.Samson Florence.Stinglhamber	15h	4 Credits	1 + 2q			x

							Year		
							1	2	3
○ LPSP9002	Final project support seminar 🟡	Mariane.Frenay (coord.) Veronique.Leroy Murielle.Sack Dana.Samson Florence.Stinglhamber	15h+15h	3 Credits	1 ou 2q			x	

### o Cours à option (15 credits)

L'étudiant choisit 15 crédits de la manière suivante : - minimum deux cours choisis parmi les cours des modules ci-dessous - si nécessaire, l'étudiant complète son programme par des cours au choix.

#### ⊗ Module en psychologie sociale, du travail et des organisations

⊗ LPSP1321	Psychology of human resources	Florence.Stinglhamber	30h	5 Credits	1q			x
⊗ LPSP1322	Stereotypes, prejudices and discrimination	Stephanie.Demoulin Vincent.Yzerbyt Vincent.Yzerbyt (compensates Stéphanie Demoulin)	30h	4 Credits	2q			x

#### ⊗ Module en éducation et développement

⊗ LPSP1323	Pedagogical trends and teaching methods	Sophie.Dandache Mariane.Frenay	30h	5 Credits	2q			x
⊗ LPSP1324	Developemnt psychopathology 🟡	Isabelle.Roskam	30h	4 Credits	1q			x

#### ⊗ Module en psychologie clinique et de la santé

⊗ LPSP1325	Fundamental issues in clinical psychology	Philippe.Lekeuche	30h	5 Credits	1q			x
⊗ LPSP1326	Prevention and intervention strategies in health psychology	Stefan.Agrigoroaei Stephan.Vandenbroucke	30h	4 Credits	2q			x

#### ⊗ Module en neuropsychologie

⊗ LPSP1327	Clinical neuropsychology	Martin.Edwards Aghesa.Pillon Dana.Samson	30h	5 Credits	1q			x
⊗ LPSP1328	Child neuropsychology	Marie-Pascale.Noel	30h	4 Credits	2q			x

#### ⊗ Cours au choix

⊗ LPSP1331	Comparative analysis of education and training systems	Xavier.Dumay	22.5h	3 Credits	2q			x
⊗ LPSP1332	Cultural and social anthropology	Jean-Luc.Brackelaire Severine.Lagneaux Olivier.Servais	22.5h	3 Credits	2q			x
⊗ LPSP1333	Psychology, literature and creation	Philippe.Lekeuche	22.5h	3 Credits	2q			x
⊗ LPSP1334	Memory and emotions	Olivier.Luminet	22.5h	3 Credits	2q			x
⊗ LPSP1335	Psychology and justice	Rafaele.Dumas	22.5h	3 Credits	1q			x
⊗ LPSP1336	Early childhood psychology	Nathalie.Nader Stephanie.Mazzzone	22.5h	3 Credits	2q			x
⊗ LPSP1337	Political psychology	Stephan.Vandenbroucke	22.5h	3 Credits	1q			x
⊗ LPSP1338	Psychology of religion	Magali.Clobert Vassilis.Saroglou	22.5h	3 Credits	1q			x

#### ⊗ Autres disciplines (15 credits)

Sous réserve de l'accord de la Vice-doyenne, l'étudiant peut choisir une des options suivantes :

##### ⊗ Ouverture à la criminologie (15 credits)

○ LECRI1501	History of Criminology	Dan.Kaminski	30h	5 Credits	2q			x
○ LECRI1504	Elements of Criminal Law and Criminal Procedure	Damien.Vandermeersch	60h	6 Credits	1q			x



Year

							1	2	3
○ LECRI1505	Criminology of Marginalized Populations	Marie-Sophie.Devresse Alice.Jaspard (compensates Marie-Sophie Devresse)	30h	5 Credits	2q				x

### ⌘ Mineure en esprit d'entreprendre

Les étudiants qui souhaitent suivre la mineure « Esprit d'entreprendre » doivent déposer une demande motivée auprès du vice-doyen PSP qui examinera le programme de l'étudiant.

⌘	Programme : <a href="http://www.uclouvain.be/prog-2015-min-Impme100i-ppm">http://www.uclouvain.be/prog-2015-min-Impme100i-ppm</a>			30 Credits					x
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### ⌘ Ouverture à d'autres disciplines (15 credits)

⌘	Cours choisis dans un autre programme			Credits					x
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## Course prerequisites

A document entitled [en-prerequis-2016-psp1ba.pdf](#) specifies the activities (course units - CU) with one or more pre-requisite(s) within the study programme, that is the CU whose learning outcomes must have been certified and for which the credits must have been granted by the jury before the student is authorised to sign up for that activity.

These activities are identified in the study programme: their title is followed by a yellow square.

As the prerequisites are a requirement of enrolment, there are none within a year of a course.

The prerequisites are defined for the CUs for different years and therefore influence the order in which the student can enrol in the programme's CUs.

In addition, when the panel validates a student's individual programme at the beginning of the year, it ensures the consistency of the individual programme:

- It can change a prerequisite into a corequisite within a single year (to allow studies to be continued with an adequate annual load);
- It can require the student to combine enrolment in two separate CUs it considers necessary for educational purposes.

For more information, please consult [regulation of studies and exams](#).

## The programme's courses and learning outcomes

For each UCL training programme, a [reference framework of learning outcomes](#) specifies the competences expected of every graduate on completion of the programme. You can see the contribution of each teaching unit to the programme's reference framework of learning outcomes in the document "In which teaching units are the competences and learning outcomes in the programme's reference framework developed and mastered by the student?"

The document is available by clicking [this link](#) after being authenticated with UCL account.

## Programme type

### PSP1BA - 1ST ANNUAL UNIT

○ Mandatory

△ Courses not taught during 2016-2017

⊕ Periodic courses taught during 2016-2017

⊗ Optional

⊖ Periodic courses not taught during 2016-2017

■ Activity with requisites

Click on the course title to see detailed informations (objectives, methods, evaluation...)

### ○ Tronc commun

#### ○ Fondements sociaux, économiques et culturels

○ LPSP1007	<a href="#">Sociology: education, health and work</a>	<a href="#">Gregoire.Lits</a> <a href="#">Marc.Zune</a>	30h	3 Credits	1q
○ LPSP1008	<a href="#">Philosophy: education, health and work</a>	<a href="#">Jean.Leclercq</a>	30h	3 Credits	1q
○ LPSP1009	<a href="#">Economy: education, health and work</a>	<a href="#">Barbara.Cresti</a>	30h	3 Credits	2q
○ LPSP1010	<a href="#">Introduction and foundations of law</a>	<a href="#">Jean-Marc.Hausman</a>	30h	3 Credits	2q

#### ○ Fondements biologiques

○ LPSP1005	<a href="#">General biology, including elements of human genetics</a>	<a href="#">Andre.Moens</a>	30h	4 Credits	1q
○ LPSP1006	<a href="#">Human physiology, including elements of neurophysiology</a>	<a href="#">Nicolas.Tajeddine</a>	60h	6 Credits	2q

#### ○ Fondements en psychologie et en éducation

○ LPSP1001	<a href="#">General Psychology: process and theory</a>	<a href="#">Alette.Lochy</a> <a href="#">Mira.Mikolajczak</a> (coord.) <a href="#">Dana.Samson</a> <a href="#">Arnaud.Szmalec</a>	120h	14 Credits	1q
○ LPSP1002	<a href="#">History of ideas and epistemology in psychology and education</a>	<a href="#">Guy.Lories</a>	30h	4 Credits	1q
○ LPSP1003	<a href="#">Introduction to development psychology</a>	<a href="#">Isabelle.Roskam</a>	45h	5 Credits	2q

○ LPSP1004	Introduction to the psychology of personality	Vassilis.Saroglou Nicolas.Vermeulen	30h	3 Credits	2q
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### o Pratiques et méthodes

○ LPSP1011	Statistics: descriptive analysis of quantitative data	Nathalie.F.lefevre	22.5h	3 Credits	2q
○ LPSP1012	Methodology of observation	Stefan.Agrigoroaei	22.5h +7.5h	4 Credits	2q

### o Langues

○ LANGL1841	English course for PSP11/LOGO11 students	Fanny.Desterbecq (coord.) Anne-Julie.Toubeau	30h	2 Credits	1 + 2q
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### o Projet de formation et professionnel

○ LPSP9001A	Projet de formation (partie A)	Mariane.Frenay Veronique.Leroy Murielle.Sack	15h+15h	3 Credits	1 + 2q
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**PSP1BA - 2ND ANNUAL UNIT**

○ Mandatory

△ Courses not taught during 2016-2017

⊕ Periodic courses taught during 2016-2017

⊗ Optional

⊖ Periodic courses not taught during 2016-2017

■ Activity with requisites

Click on the course title to see detailed informations (objectives, methods, evaluation...)

**o Tronc commun****o Fondements biologiques**

○ LPSP1207	Introduction to cognitive neurosciences ■	Andre.Mouraux	30h	3 Credits	1q
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**o Fondements en psychologie et en éducation**

○ LPSP1201	Clinical psychology	Susann.Wolff (coord.) Francois.Nef Nicolas.Pinon Emmanuelle.Zech	60h	6 Credits	1q
○ LPSP1202	General psychopathology ■	Dominique.Charlier Philippe.Detimary Francois.Nef	60h	5 Credits	2q
○ LPSP1203	Psychology of disabled persons	Nathalie.Nader Stephanie.Mazzone	30h	3 Credits	1q
○ LPSP1204	Work and organizational psychology	Annalisa.Casini Florence.Stinghambor	60h	6 Credits	2q
○ LPSP1205	Social psychology and cultural, intercultural psychology	Magali.Clobert Vassilis.Saroglou Vincent.Yzerbyt (coord.)	60h	5 Credits	1q
○ LPSP1206	Psychology of education	Benoit.Galand Frederic.Nils	60h	6 Credits	2q
○ LPSP1208	Neurophysiology ■	Mauro.Pesenti	30h	4 Credits	1q
○ LPSP1213	Development, environment and culture	Isabelle.Roskam	30h	3 Credits	2q

**o Pratiques et méthodes**

○ LPSP1209	Statistics, inference on one or two variables ■	Bernadette.Govaerts	22.5h +15h	4 Credits	1q
○ LPSP1210	Methodology of research ■	Olivier.Corneille Jan.Demol Martin.Edwards (coord.)	45h+15h	5 Credits	1 + 2q
○ LPSP1211	Psychometrics	Jacques.Gregoire	30h+15h	4 Credits	2q

**o Langues**

○ LANGL1842	English for psychologists & speech and language therapists ■	Marie.Duelz Sandrine.Jacob Sabrina.Knorr (coord.) Carlo.Lefevre (coord.) Jean-Paul.Nyssen	45h	4 Credits	1 + 2q
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**o Projet de formation et professionnel**

○ LPSP9001B	Projet de formation (partie B) ■	Mariane.Frenay Veronique.Leroy Murielle.Sack Dana.Samson Florence.Stinghambor	15h+5h	2 Credits	1 + 2q
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**PSP1BA - 3RD ANNUAL UNIT**

○ Mandatory

△ Courses not taught during 2016-2017

⊕ Periodic courses taught during 2016-2017

⊗ Optional

⊖ Periodic courses not taught during 2016-2017

■ Activity with requisites

Click on the course title to see detailed informations (objectives, methods, evaluation...)

**o Tronc commun****o Fondements sociaux, économiques et culturels**

○ LTECO1230	Questions of Religious Sciences: Questions about Ethics	Serge.Maucq	15h	2 Credits	2q
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**⊗ Les étudiants qui le souhaitent peuvent remplacer TECO1230 par un des deux cours suivants**

⊗ LTECO1210	Questions of Religious Sciences: Biblical Readings	Geert.Vanoyen	15h	2 Credits	1q
⊗ LTECO1220	Questions of Religious Sciences: Reflections about Christian Faith	Jean.Leclercq	15h	2 Credits	1q

**o Fondements biologiques**

○ LPSP1304	Psychopharmacology ■	Eric.Constant	22.5h	3 Credits	1q
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**o Fondements en psychologie et en éducation**

○ LPSP1301	Health psychology ■	Stefan.Agrigoroaei Stephan.Vandenbroucke	30h	4 Credits	1q
○ LPSP1302	Intervention patterns in education and development ■	Frederic.Nils Isabel.Raemdonck	30h	4 Credits	1q
○ LPSP1303	Social psychology: change of attitude and social influence ■	Olivier.Corneille	30h	4 Credits	1q

**o Questions de recherche**

L'étudiant choisit une des trois activités suivantes :

⊗ LPSP1311	Analysis of situations in clinical psychology, health psychology and neuropsychology ■	Stefan.Agrigoroaei Jan.Demol Dana.Samson (coord.)	0h+10h	3 Credits	2q
⊗ LPSP1312	Analysis of situations in education and development ■	Isabel.Raemdonck	0h+10h	3 Credits	2q
⊗ LPSP1313	Analysis of situations in social, work and organizational psychology ■	Olivier.Corneille	0h+10h	3 Credits	2q

**o Pratiques et méthodes**

○ LPSP1306	Statistics: descriptive analysis and GLM multivariate data modeling ■	Bernadette.Govaerts Nathalie.F.lefevre Cedric.Taverne Ingrid.Vankeilegom	30h+15h	4 Credits	2q
○ LPSP1307	Psychodiagnostic and practical exercises on testing ■	Jacques.Gregoire	45h+15h	5 Credits	1q
○ LPSP1308	Assistance aid in psychology	Emmanuelle.Zech	30h+15h	4 Credits	2q
○ LPSP1309	Deontology of psychological practice ■	Jean-Marc.Hausman	15h	2 Credits	2q

**o Langues****o en bac3, l'étudiant choisit un des cours suivants**

⊗ LANGL2440	Interactive English for Psychology ■	Estelle.Dagneaux Marie.Duelz (coord.) Nathalie.Heiderscheidt Philippe.Neyt Jean-Paul.Nyssen	30h	3 Credits	1 + 2q
⊗ LNEER2440	Interactive communication in Dutch for students in Psychology	Marianne.Verhaert (coord.)	30h	3 Credits	1 + 2q

**o Projet de formation et professionnel**

○ LPSP9001C	Projet de formation (partie C) ■	Mariane.Frenay Veronique.Leroy Dana.Samson Florence.Stinghambor	15h	4 Credits	1 + 2q
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○ LPSP9002	Final project support seminar 🟡	Mariane.Frenay (coord.) Veronique.Leroy Murielle.Sack Dana.Samson Florence.Stinghambert	15h+15h	3 Credits	1 ou 2q
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## ○ Cours à option

L'étudiant choisit 15 crédits de la manière suivante : - minimum deux cours choisis parmi les cours des modules ci-dessous - si nécessaire, l'étudiant complète son programme par des cours au choix.

### ⊗ Module en psychologie sociale, du travail et des organisations

⊗ LPSP1321	Psychology of human resources	Florence.Stinghambert	30h	5 Credits	1q
⊗ LPSP1322	Stereotypes, prejudices and discrimination	Stephanie.Demoulin Vincent.Yzerbyt Vincent.Yzerbyt (compensates) Stéphanie Demoulin)	30h	4 Credits	2q

### ⊗ Module en éducation et développement

⊗ LPSP1323	Pedagogical trends and teaching methods	Sophie.Dandache Mariane.Frenay	30h	5 Credits	2q
⊗ LPSP1324	Developemnt psychopathology 🟡	Isabelle.Roskam	30h	4 Credits	1q

### ⊗ Module en psychologie clinique et de la santé

⊗ LPSP1325	Fundamental issues in clinical psychology	Philippe.Lekeuche	30h	5 Credits	1q
⊗ LPSP1326	Prevention and intervention strategies in health psychology	Stefan.Agrigoroaei Stephan.Vandenbroucke	30h	4 Credits	2q

### ⊗ Module en neuropsychologie

⊗ LPSP1327	Clinical neuropsychology	Martin.Edwards Agnesa.Pillon Dana.Samson	30h	5 Credits	1q
⊗ LPSP1328	Child neuropsychology	Marie-Pascale.Noel	30h	4 Credits	2q

### ⊗ Cours au choix

⊗ LPSP1331	Comparative analysis of education and training systems	Xavier.Dumay	22.5h	3 Credits	2q
⊗ LPSP1332	Cultural and social anthropology	Jean-Luc.Brackelaire Severine.Lagneaux Olivier.Servais	22.5h	3 Credits	2q
⊗ LPSP1333	Psychology, literature and creation	Philippe.Lekeuche	22.5h	3 Credits	2q
⊗ LPSP1334	Memory and emotions	Olivier.Luminet	22.5h	3 Credits	2q
⊗ LPSP1335	Psychology and justice	Rafaele.Dumas	22.5h	3 Credits	1q
⊗ LPSP1336	Early childhood psychology	Nathalie.Nader Stephanie.Mazzone	22.5h	3 Credits	2q
⊗ LPSP1337	Political psychology	Stephan.Vandenbroucke	22.5h	3 Credits	1q
⊗ LPSP1338	Psychology of religion	Magali.Clobert Vassilis.Saroglou	22.5h	3 Credits	1q

### ⊗ Autres disciplines

Sous réserve de l'accord de la Vice-doyenne, l'étudiant peut choisir une des options suivantes :

#### ⊗ Ouverture à la criminologie

○ LECRI1501	History of Criminology	Dan.Kaminski	30h	5 Credits	2q
○ LECRI1504	Elements of Criminal Law and Criminal Procedure	Damien.Vandermeersch	60h	6 Credits	1q
○ LECRI1505	Criminology of Marginalized Populations	Marie-Sophie.Devresse Alice.Jaspart (compensates Marie-Sophie Devresse)	30h	5 Credits	2q

**⌘ Mineure en esprit d'entreprendre**

Les étudiants qui souhaitent suivre la mineure « Esprit d'entreprendre » doivent déposer une demande motivée auprès du vice-doyen PSP qui examinera le programme de l'étudiant.

⌘	Programme : <a href="http://www.uclouvain.be/prog-2015-min-impme100i-ppm">http://www.uclouvain.be/prog-2015-min-impme100i-ppm</a>		30 Credits	
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**⌘ Ouverture à d'autres disciplines**

⌘	Cours choisis dans un autre programme		Credits	
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## PSP1BA - Information

### Admission

Decree of 7 November 2013 defining the landscape of higher education and the academic organization of studies.  
The admission requirements must be met prior to enrolment in the University.

**In the event of the divergence between the different linguistic versions of the present conditions, the French version shall prevail**

- [> General requirements](#)
- [> Specific requirements](#)
- [> Knowledge of the French language exam](#)
- [> Special requirements](#)

### General requirements

Except as otherwise provided by other specific legal provisions, admission to undergraduate courses leading to the award of a Bachelor's degree will be granted to students with one of the following qualifications :

1. A Certificate of Upper Secondary Education issued during or after the 1993-1994 academic year by an establishment offering full-time secondary education or an adult education centre in the French Community of Belgium and, as the case may be, approved if it was issued by an educational institution before 1 January 2008 or affixed with the seal of the French Community if it was issued after this date, or an equivalent certificate awarded by the Examination Board of the French Community during or after 1994;
2. A Certificate of Upper Secondary Education issued no later than the end of the 1992-1993 academic year, along with official documentation attesting to the student's ability to pursue higher education for students applying for a full-length undergraduate degree programme;
3. A diploma awarded by a higher education institution within the French Community that confers an academic degree issued under the above-mentioned Decree, or a diploma awarded by a university or institution dispensing full-time higher education in accordance with earlier legislation;
4. A higher education certificate or diploma awarded by an adult education centre;
5. A pass certificate for one of the [entrance examinations](#) organized by higher education institutions or by an examination board of the French Community; this document gives admission to studies in the sectors, fields or programmes indicated therein;
6. A diploma, certificate of studies or other qualification similar to those mentioned above, issued by the Flemish Community of Belgium (this qualification does not grant exemption from the [French language proficiency examination](#)), the German Community of Belgium or the Royal Military Academy;
7. A diploma, certificate of studies or other qualification obtained abroad and deemed equivalent to the first four mentioned above by virtue of a law, decree, European directive or international convention;

Note:

Requests for equivalence must be submitted no later than 14 July 2016 to the Equivalence department ([Service des équivalences](#)) of the Ministry of Higher Education and Scientific Research of the French Community of Belgium.

The following two qualifications are automatically deemed equivalent to the Certificate of Upper Secondary Education (Certificat d'enseignement secondaire supérieur – CESS):

- European Baccalaureate issued by the Board of Governors of a European School,
- International Baccalaureate issued by the International Baccalaureate Office in Geneva.

These two qualifications do not, however, provide automatic exemption from the [French language proficiency examination](#).

8. Official documentation attesting to a student's ability to pursue higher education (diplôme d'aptitude à accéder à l'enseignement supérieur - DAES), issued by the Examination Board of the French Community.

### Specific requirements

#### **Admission to undergraduate studies on the basis of accreditation of knowledge and skills obtained through professional or personal experience (Accreditation of Prior Experience)**

Subject to the general requirements laid down by the authorities of the higher education institution, with the aim of admission to the undergraduate programme, the examination boards accredit the knowledge and skills that students have obtained through their professional or personal experience.

This experience must correspond to at least five years of documented activity, with years spent in higher education being partially taken into account: 60 credits are deemed equivalent to one year of experience, with a maximum of two years being counted. At the end of



an assessment procedure organized by the authorities of the higher education institution, the Examination Board will decide whether a student has sufficient skills and knowledge to successfully pursue undergraduate studies.

After this assessment, the Examination Board will determine the additional courses and possible exemptions constituting the supplementary requirements for the student's admission.

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### Exam of knowledge of the French language

Anyone not demonstrating sufficient [French language proficiency](#) will not be admitted to the first-year undergraduate examinations.

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## Special requirements

- Admission to **undergraduate studies in engineering: civil engineering and architect**

Pass certificate for the [special entrance examination for undergraduate studies in engineering: civil engineering and architect](#).

Admission to these courses is always subject to students passing the special entrance examination. Contact the faculty office for the programme content and the examination arrangements.

- Admission to **undergraduate studies in veterinary medicine**

[Admission to undergraduate studies in veterinary medicine is governed by the Decree of 16 June 2006 regulating the number of students in certain higher education undergraduate courses \(non-residents\)](#).

- Admission to **undergraduate studies in physiotherapy and rehabilitation**

[Admission to undergraduate studies in physiotherapy and rehabilitation is governed by the Decree of 16 June 2006 regulating the number of students in certain higher education undergraduate courses \(non-residents\)](#).

- Admission to **undergraduate studies in psychology and education: speech and language therapy**

[Admission to undergraduate studies in psychology and education: speech and language therapy is governed by the Decree of 16 June 2006 regulating the number of students in certain higher education undergraduate courses \(non-residents\)](#).

- Admission to **undergraduate studies in medicine and dental science**

[Admission to undergraduate studies in medicine and dental science is governed by the Decree of 16 June 2006 regulating the number of students in certain higher education undergraduate courses \(non-residents\)](#).

Note: students wishing to enrol for a **Bachelor's degree in Medicine** or a **Bachelor's degree in dental science** must first sit [an aptitude test \(fr\)](#).

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## Teaching method

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## Evaluation

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The evaluation methods comply with the [regulations concerning studies and exams](#). More detailed explanation of the modalities specific to each learning unit are available on their description sheets under the heading "Learning outcomes evaluation method".

Course evaluation will take the form of written exams organised during the sessions, whilst the task-based part may involve ongoing assessment during the year. A final formative evaluation will be carried out during practical exercises, group work and for individual projects.

## Mobility and/or Internationalisation outlook

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Les étudiants de 3ème année ont la possibilité d'accomplir une partie de leur formation à l'étranger.

Informations pratiques sur les échanges : <http://www.uclouvain.be/319185>

## Possible trainings at the end of the programme

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### Positioning of the programme within the University cursus

The principal aim of the programme ("major") is to prepare the student for the ensuing master's programme, by progressively building up the knowledge and skills required.

The bachelor's degree will guarantee unconditional access, without any complementary courses, to the master's programme associated to the major chosen for the third year : Psychology, Education Science or Speech Therapy. This also entails automatic access to the master's programme of Family Sciences and Sexuality.

The options, the supplementary courses and/or the minor will enable the students to enrich his personal training either in their main subject or in other domains of knowledge.

### Other studies available upon completion of the programme

Students who chose the supplementary courses in the main discipline, will have access to the corresponding master, with a complement of only 15 credits, to be added to the master's programme.

The bachelor's degree in Psychology and Education Sciences also grants direct access to the master's of Criminology.

## Contacts

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## Curriculum Management

Entité de la structure EPSY

Acronyme	<b>EPSY</b>
Dénomination	Ecole de psychologie
Adresse	Place Cardinal Mercier, 10 bte L3.05.01 1348 Louvain-la-Neuve Tél 010 47 20 11 - Fax 010 47 48 34
Secteur	Secteur des sciences humaines (SSH)
Faculté	Faculté de psychologie et des sciences de l'éducation (PSP)
Commission de programme	Ecole de psychologie (EPSY)

**Academic Supervisor :** [Arnaud Szmalec](#)

Présidente du jury : [Isabelle Roskam](#)

Secrétaire du jury : [Moira Mikolajczak](#)

## Usefull Contacts

Conseillère aux études : [Murielle Sack](#)

Secrétariat BAC1 : [Brigitte Pelsmaekers](#)

Secrétariat BAC2 et BAC3 : [Chantal Masset](#)

