



Due to the COVID-19 crisis, the information below is subject to change, in particular that concerning the teaching mode (presential, distance or in a comodal or hybrid format).

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| 3 credits | 30.0 h | Q2 |
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| Teacher(s) | Roskam Isabelle ; |
| Language : | French |
| Place of the course | Louvain-la-Neuve |
| Main themes | The course starts from the postulate that human development occurs in a given social environment. Through studies comparing different cultures or different environments with the same culture, it highlights the universal processes of development on the one hand and the impact of environment / culture on socio-emotional, cognitive or personal development of individuals. Parenthood is seen as an unavoidable vector of individual enculturation. Finally, the implications of these intercultural studies on the relationships that the psychologist establishes with his/ her clients / patients are considered initially theoretically and then in practice. |
| Aims | <p>At the end of this course, the student must be able to</p> <ul style="list-style-type: none"> • Differentiate universal processes of development and culturally marked processes in various areas of development such as socio-emotional, cognitivr development or personality. <p>1</p> <ul style="list-style-type: none"> • Understand the implications of these processesses in relationships. • Articulate the important concepts of cultural and intercultural psychology and related theoretical models, with those of developmental psychology. <p>-----</p> <p><i>The contribution of this Teaching Unit to the development and command of the skills and learning outcomes of the programme(s) can be accessed at the end of this sheet, in the section entitled "Programmes/courses offering this Teaching Unit".</i></p> |
| Bibliography | <p>L'ouvrage de référence du cours de Bac 1 (Berger, Psychologie du développement, Ed. de Boeck) reste pertinent, particulièrement pour ceux qui n'auraient pas suivi le cours de Bac 1.</p> <p>Le "Handbook of Cultural Developmental Science" de Bornstein est un ouvrage de référence pour ce cours. Sa lecture n'est en rien obligatoire.</p> <p>Les étudiants disposent des slides utilisées dans le cadre des séances de cours.</p> |
| Faculty or entity in charge | EPSY |

Force majeure

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| Evaluation methods | <p>The examination will be a two-part written examination.</p> <p>The first part will consist of Multiple Response Questions (MRQs) for which the number of correct answers among the propositions can vary between 0 and n (total number of propositions of answers). This first part tests the basic theoretical knowledge of the course. It is worth 9 out of 20 points.</p> <p>The second part of the examination will consist of an open question assessing the in-depth knowledge of the course. It is worth 9 out of 20 points. Some of the content of the second part of the examination may be in English. Students must demonstrate mastery of the basic theoretical knowledge (i.e. obtain 50% of the marks in the first part of the examination) in order to be assessed in the second part of the examination.</p> <p>This replaces the written examination as reported in the description above. As expected, the work done during the four-month period will count for 2 out of 20 points of the final mark.</p> |
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| Programmes containing this learning unit (UE) | | | | |
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| Program title | Acronym | Credits | Prerequisite | Aims |
| Minor in Culture and Creation | MINCUCREA | 3 | |  |
| Bachelor in Psychology and Education: General | PSP1BA | 3 | |  |