

At Louvain-la-Neuve - 180 credits - 3 years - Day schedule - In frenchDissertation/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 acronym: **psp1ba** - Francophone Certification Framework: 6**Table of contents**

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PSP1BA - Introduction

Introduction

PSP1BA - Teaching profile

Learning outcomes

This programme provides foundational training in Psychology and the Sciences of Education. It teaches the skills that are necessary to analyse the complexity of human behaviour, relationships and situations with respect to their biological and socio-cultural dimensions. In order to embark on the master's programme of his choice, the student will have to be able to :

- acquire knowledge of the relevant facts (biological, psychological, socio-cultural and philosophical), and the concepts and theories necessary to carry out this type of analysis
- develop the skills necessary to a critical analysis of their implications and how this knowledge can be used with the persons involved
- carry out a personal training project, including group work
- master oral and written forms of communication, in French and in English
- master the methods and techniques relevant to the professional practice chosen
- carry out a research project in the domain
- become familiar with the field (a first contact on the professional field is integrated in the 3rd year project, in except for Speech Therapy).

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

A. Analyser une situation (individuelle ou collective) en mettant en œuvre de manière précise et rigoureuse les concepts fournis par les théories ou approches pertinentes

- A1. maîtriser les connaissances qui permettent d'expliquer et de comprendre un individu, un groupe ou une organisation;
- A2. analyser, critiquer de manière argumentée et modéliser une situation (individu, groupe ou organisation) en référence à des théories, résultats de recherche, méthodes et outils relevant de la psychologie.

A1• comprendre et expliciter l'objet spécifique et les grands courants théoriques au sein de la psychologie et de l'éducation• comprendre et expliciter l'objet spécifique et les grands courants théoriques des disciplines proches : philosophie, économie, droit, sociologie, anthropologie, linguistique• comprendre et expliciter les fondements biologiques du comportement et de la cognition• comprendre et expliciter les fondements culturels du comportement et de la cognition• comprendre et expliciter les liens qui existent entre la psychologie, la logopédie, les sciences de l'éducation et les disciplines proches• comprendre et expliciter les modèles des modes de fonctionnement ordinaires et atypiques les plus fréquents des individus, groupes et organisations• comprendre et expliciter les modèles des pathologies psychologiques les plus fréquentesA2• connaître les différents outils d'observation et d'analyse qui permettent d'expliquer et de comprendre un individu, un groupe ou une organisation• sélectionner les données, théories, méthodes et outils pertinents face à une situation simple• utiliser ces données, théories, méthodes et outils pour modéliser une situation simple• prendre conscience de l'influence de ses propres représentations et préjugés dans son analyse• faire la distinction entre une analyse professionnelle et une analyse relevant du sens commun

B. Elaborer un plan d'intervention théoriquement et empiriquement justifié afin de modifier une situation individuelle ou collective, mettre en œuvre ce plan et en évaluer l'efficacité

- B1. maîtriser les connaissances à propos des interventions visant à améliorer une situation donnée (individu, groupe ou organisation);
- B2. planifier une intervention visant à améliorer une situation donnée (individu, groupe ou organisation);
- B3. mettre en œuvre un plan d'intervention, en tout ou en partie, et en évaluer l'efficacité.

B1 • comprendre et expliciter les principaux types d'interventions des psychologues face aux pathologies ou dysfonctionnements les plus fréquents des individus, groupes et organisations• comprendre et expliciter la méthodologie liée à la planification, la réalisation et l'évaluation de l'efficacité d'une intervention• comprendre les principaux enjeux sociaux, légaux, politiques, économiques et culturels dans une situation d'intervention simpleB2• identifier les interventions pertinentes à une situation simple en tenant compte de l'analyse de cette situation et des enjeux divers (e.g., sociaux, légaux, politiques, économiques et culturels)• programmer les différentes étapes et identifier les différents acteurs en référence à des modèles théoriques d'intervention

C. Communiquer une information précise, correcte et pertinente à l'aide d'un support adapté au contenu et au public visé

- C1. présenter oralement et par écrit une synthèse en l'adaptant à différents publics et aux intentions poursuivies;
- C2. structurer et présenter des données recueillies.

C1• synthétiser des résultats provenant de différentes sources d'évaluation en vue de tester l'hypothèse de travail, d'argumenter un diagnostic différentiel, ou de motiver une décision• faire des liens entre les matières et les activités suivies dans le programme de Bachelier• se détacher de communications naïves (relevant du sens commun) pour tendre vers une posture professionnelle et justifier cette distinction C2• structurer les éléments recueillis lors d'une analyse de la demande• comprendre, interpréter et rapporter de manière standardisée (e.g., normes APA) les résultats issus d'une analyse statistique

D. Interagir efficacement avec différents acteurs en réseaux impliqués dans une situation donnée, sur des plans interpersonnel et professionnel

- D1. se mettre à l'écoute d'autrui en situations d'apprentissage et en milieux professionnels;
- D2. interagir et collaborer en réseau de façon adaptée en situations d'apprentissage et en milieux professionnels;
- D3. adopter une posture critique en situations d'apprentissage et en milieux professionnels, vis-à-vis d'autrui et de soi-même.

D1• s'intégrer au sein d'une équipe• écouter activement et comprendre de manière empathique une personne dans un contexte interpersonnel de consultation/entretien à un niveau de base (i.e., un seul client/patient; adulte; situation de face-à-face; problèmes simples)D2• utiliser différents moyens de communication (e.g., écrit, oral, audio-visuel)• connaître les conditions d'un apprentissage collaboratif• Interagir avec d'autres (étudiants) en vue d'atteindre un objectif communD3• s'ouvrir et accepter le point de vue des membres d'une équipe

E. Agir en tant que psychologue universitaire, de manière rigoureuse, déontologique et éthique

- E1. maîtriser les étapes, les méthodologies et les outils de la recherche scientifique en psychologie et en sciences de l'éducation;
- E2. identifier l'apport et la plus-value de la recherche scientifique en psychologie et en sciences de l'éducation sur sa compréhension de situations données;
- E3. agir en tant que professionnel des sciences psychologiques et de l'éducation en se référant, entre autres, aux principes de l'éthique et de la déontologie.

E1 • comprendre et appliquer la démarche inductivo-hypothético-déductive • identifier les sources d'informations pertinentes en regard d'une problématique de recherche • comprendre les forces et faiblesses des méthodologies principalement utilisées dans la recherche contemporaine du domaine • comprendre les forces et faiblesses inhérentes à un compte-rendu de recherche (au niveau méthodologique, empirique et théorique) • comprendre et appliquer les concepts principaux de probabilité et de statistiques utiles dans le domaine • utiliser un logiciel d'analyse statistique et l'appliquer à une base de données E2 • faire une analyse critique de la littérature existante sur une problématique de recherche du domaine • discerner les spécificités d'une approche scientifique plutôt que naïve du domaine E3 • connaître les cadres légaux et le code de déontologie qui régissent la pratique du psychologue, les appliquer et les respecter dans ses travaux, examens, relations avec les milieux professionnels et les différents intervenants dans la formation • se référer aux règles en matière d'éthique de la recherche dans ses travaux, examens, et relations avec les milieux professionnels

F. Evaluer et accroître son professionnalisme et ses compétences

- F1. mettre en œuvre les moyens et les opportunités pour se développer en tant que personne;
- F2. mettre en œuvre les moyens et les opportunités pour développer un projet professionnel personnel.

F1 • apprendre à apprendre sur la base de sa propre expérience et avec d'autres • identifier et utiliser les ressources de formation continue • développer des compétences informationnelles nécessaires pour se documenter de façon autonome et critique F2 • formuler un projet professionnel connecté aux connaissances acquises au cours de sa formation et à ses forces et faiblesses, ainsi qu'à une compréhension des milieux professionnels • s'outiller pour favoriser son auto-apprentissage

Programme structure

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

Year

1	2	3
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o Tronc commun

o Fondements sociaux, économiques et culturels (14 credits)

○ LPSP1007	Sociology: education, health and work	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 François Maniquet	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 Van Oyen	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 credits)

○ LPSP1005	General biology, including elements of human genetics	André Moens	30h	4 Credits	1q	x		
○ LPSP1006	Human physiology, including elements of neurophysiology	Nicolas Tajeddine	60h	6 Credits	2q	x		
○ LPSP1304	Psychopharmacology 🟡	Gérald Deschietere Emmanuel Hermans	22.5h	3 Credits	1q			x
○ LPSP1207	Introduction to cognitive neurosciences 🟡	André Mouraux	30h	3 Credits	1q		x	

o Fondements en psychologie et en éducation (79 credits)

○ LPSP1001	General Psychology: process and theory	Aliette Lochy (compensates Dana Samson) Moira Mikolajczak (coord.) Dana Samson Arnaud Szmalec Nicolas Vermeulen	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	30h	3 Credits	2q	x		
○ LPSP1201	Clinical psychology	Céline Douilliez Susann Heenen-Wolff (coord.) Nicolas Pinon Emmanuelle Zech	60h	6 Credits	1q		x	
○ LPSP1202	General psychopathology 🟡	Philippe de Timary Céline Douilliez (coord.) Alexandre Heeren	60h	5 Credits	2q		x	
○ LPSP1203	Psychology of disabled persons	Nathalie Grosbois Stéphanie Mazzone (compensates Nathalie Grosbois)	30h	3 Credits	1q		x	

						Year		
						1	2	3
○ LPSP1204	Work and organizational psychology	Annalisa Casini Florence Stinglhamber	60h	6 Credits	2q		x	
○ LPSP1205	Social psychology and cultural, intercultural psychology	Vassilis Saroglou Vincent Yzerbyt (coord.)	60h	5 Credits	1q		x	
○ LPSP1206	Psychology of education	Frédéric 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 Van den Broucke	30h	4 Credits	1q			x
○ LPSP1302	Intervention patterns in education and development 🟡	Frédéric Nils Isabel Raemdonck	30h	4 Credits	1q			x
○ LPSP1303	Social psychology: change of attitude and social influence 🟡	Olivier Corneille	30h	4 Credits	2q			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 (coord.) Jan De Mol Dana Samson	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 Lefèvre	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 De Mol Martin Edwards (coord.) Virginie März (compensates Jan De Mol)	45h+15h	5 Credits	1 + 2q			x
○ LPSP1211	Psychometrics	Jacques Grégoire	30h+15h	4 Credits	2q		x	
○ LPSP1306	Statistics: descriptive analysis and GLM multivariate data modeling 🟡	Bernadette Govaerts Nathalie Lefèvre (compensates Bernadette Govaerts) Cédric Taverne	30h+15h	4 Credits	2q			x
○ LPSP1307	Psychodiagnostic and practical exercises on testing 🟡	Jacques Grégoire	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 Duzel Sandrine Jacob Sabrina Knorr (coord.) Carlo Lefevre (coord.) Lucille Meyers (compensates Jean-Paul Nyssen) Jean-Paul Nyssen	45h	4 Credits	1 + 2q		x	

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

						Year		
						1	2	3
⊗ LANGL2440	Interactive English for Psychology 🟡	Estelle Dagneaux Marie Duzel (coord.) Nathalie Heiderscheidt Lucille Meyers (compensates) Jean-Paul Nyssen 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	15h+15h	3 Credits	1 + 2q	x		
○ LPSP9001B	Projet de formation (partie B) 🟡	Mariane Frenay Florence Stinglhamber	15h+5h	2 Credits	1 + 2q		x	
○ LPSP9001C	Projet de formation (partie C) 🟡	Mariane Frenay Dana Samson	15h	4 Credits	1 + 2q			x
○ LPSP9002	Final project support seminar 🟡	Mariane Frenay (coord.) 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	Stéphanie Demoulin Vincent Yzerbyt	30h	4 Credits	1q			x

⊗ Module en éducation et développement

⊗ LPSP1323	Pedagogical trends and teaching methods	Sophie Dandache Mariane Frenay	30h	5 Credits	2q			x
⊗ LPSP1324	Psychopathologie du développement 🟡	Laurie Loop (compensates) Isabelle Roskam Laurie Loop (coord.) Stéphanie Mazzone (compensates) Isabelle Roskam Isabelle Roskam Anne Wintgens (compensates) 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 Olivier Luminet Stephan Van den Broucke (coord.)	30h	4 Credits	2q			x

⊗ Module en neuropsychologie

⊗ LPSP1327	Clinical neuropsychology	Alice De Visscher Martin Edwards Agnesa Pillon Dana Samson	30h	5 Credits	1q			x
⊗ LPSP1328	Child neuropsychology	Marie-Pascale Noël	30h	4 Credits	2q			x

⊗ Cours au choix

⊗ LPSP1330	Psychologie du groupe et des relations interpersonnelles		22.5h	3 Credits	1q Δ			x
⊗ LPSP1331	Comparative analysis of education and training systems	Xavier Dumay	22.5h	3 Credits	2q			x
⊗ LPSP1332	Cultural and social anthropology	Jean-Luc Brackelaire Marie Deridder (compensates Olivier Servais) 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
⊗ LPSP1336	Early childhood psychology	Nathalie Grosbois Marine Houssa (compensates Nathalie Grosbois)	22.5h	3 Credits	2q			x
⊗ LPSP1337	Political psychology	Stephan Van den Broucke	22.5h	3 Credits	1q			x
⊗ LPSP1338	Psychology of religion	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
○ LECRI1505	Criminology of Marginalized Populations	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 : http://www.uclouvain.be/prog-2015-min-impme100i-ppm			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 (nb: [not available](#) for this programme psp1ba) 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 UCLouvain 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?*"

Programme type

PSP1BA - 1ST ANNUAL UNIT

● Mandatory

△ Courses not taught during 2018-2019

⊕ Periodic courses taught during 2018-2019

⊗ Optional

⊖ Periodic courses not taught during 2018-2019

■ Activity with requisites

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

● Tronc commun

● Fondements sociaux, économiques et culturels

● LPSP1007	Sociology: education, health and work	Marc Zune	30h	3 Credits	1q
● LPSP1008	Philosophy: education, health and work	Jean Leclercq	30h	3 Credits	1q
● LPSP1009	Economy: education, health and work	Barbara Cresti François Maniquet	30h	3 Credits	2q
● LPSP1010	Introduction and foundations of law	Jean-Marc Hausman	30h	3 Credits	2q

● Fondements biologiques

● LPSP1005	General biology, including elements of human genetics	André Moens	30h	4 Credits	1q
● LPSP1006	Human physiology, including elements of neurophysiology	Nicolas Tajeddine	60h	6 Credits	2q

● Fondements en psychologie et en éducation

● LPSP1001	General Psychology: process and theory	Aliette Lochy (compensates Dana Samson) Moïra Mikolajczak (coord.) Dana Samson Arnaud Szmalec Nicolas Vermeulen	120h	14 Credits	1q
● LPSP1002	History of ideas and epistemology in psychology and education	Guy Lories	30h	4 Credits	1q
● LPSP1003	Introduction to development psychology	Isabelle Roskam	45h	5 Credits	2q

○ LPSP1004	Introduction to the psychology of personality	Vassilis Saroglou	30h	3 Credits	2q
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○ Pratiques et méthodes

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

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

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

○ Mandatory

△ Courses not taught during 2018-2019

⊕ Periodic courses taught during 2018-2019

⊗ Optional

⊖ Periodic courses not taught during 2018-2019

■ Activity with requisites

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

○ Tronc commun**○ Fondements biologiques**

○ LPSP1207	Introduction to cognitive neurosciences ■	André Mouraux	30h	3 Credits	1q
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○ Fondements en psychologie et en éducation

○ LPSP1201	Clinical psychology	Céline Douilliez Susann Heenen-Wolff (coord.) Nicolas Pinon Emmanuelle Zech	60h	6 Credits	1q
○ LPSP1202	General psychopathology ■	Philippe de Timary Céline Douilliez (coord.) Alexandre Heeren	60h	5 Credits	2q
○ LPSP1203	Psychology of disabled persons	Nathalie Grosbois Stéphanie Mazzone (compensates Nathalie Grosbois)	30h	3 Credits	1q
○ LPSP1204	Work and organizational psychology	Annalisa Casini Florence Stinghambor	60h	6 Credits	2q
○ LPSP1205	Social psychology and cultural, intercultural psychology	Vassilis Saroglou Vincent Yzerbyt (coord.)	60h	5 Credits	1q
○ LPSP1206	Psychology of education	Frédéric Nils	60h	6 Credits	2q
○ LPSP1208	Neurophysiology ■	Mauro Pesenti	30h	4 Credits	1q
○ LPSP1213	Development, environment and culture	Isabelle Roskam	30h	3 Credits	2q

○ 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 De Mol Martin Edwards (coord.) Virginie März (compensates Jan De Mol)	45h+15h	5 Credits	1 + 2q
○ LPSP1211	Psychometrics	Jacques Grégoire	30h+15h	4 Credits	2q

○ Langues

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

○ LPSP9001B	Projet de formation (partie B) ■	Mariane Frenay Florence Stinghambor	15h+5h	2 Credits	1 + 2q
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PSP1BA - 3RD ANNUAL UNIT

● Mandatory

△ Courses not taught during 2018-2019

⊕ Periodic courses taught during 2018-2019

⊗ Optional

⊖ Periodic courses not taught during 2018-2019

■ 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 Van Oyen	15h	2 Credits	1q
⊗ LTECO1220	Questions of Religious Sciences: Reflections about Christian Faith	Jean Leclercq	15h	2 Credits	1q

o Fondements biologiques

● LPSP1304	Psychopharmacology ■	Gérald Deschietere Emmanuel Hermans	22.5h	3 Credits	1q
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o Fondements en psychologie et en éducation

● LPSP1301	Health psychology ■	Stefan Agrigoroaei Stephan Van den Broucke	30h	4 Credits	1q
● LPSP1302	Intervention patterns in education and development ■	Frédéric Nils Isabel Raemdonck	30h	4 Credits	1q
● LPSP1303	Social psychology: change of attitude and social influence ■	Olivier Corneille	30h	4 Credits	2q

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 (coord.) Jan De Mol Dana Samson	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 Lefèvre (compensates) Bernadette Govaerts) Cédric Taverne	30h+15h	4 Credits	2q
● LPSP1307	Psychodiagnostic and practical exercises on testing ■	Jacques Grégoire	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 Lucille Meyers (compensates) Jean-Paul Nyssen) 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

o LPSP9001C	Projet de formation (partie C) 🟡	Mariane Frenay Dana Samson	15h	4 Credits	1 + 2q
o LPSP9002	Final project support seminar 🟡	Mariane Frenay (coord.) Dana Samson Florence Stinglhamber	15h+15h	3 Credits	1 ou 2q

o 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 Stinglhamber	30h	5 Credits	1q
⌘ LPSP1322	Stereotypes, prejudices and discrimination	Stéphanie Demoulin Vincent Yzerbyt	30h	4 Credits	1q

⌘ Module en éducation et développement

⌘ LPSP1323	Pedagogical trends and teaching methods	Sophie Dandache Mariane Frenay	30h	5 Credits	2q
⌘ LPSP1324	Psychopathologie du développement 🟡	Laurie Loop (compensates Isabelle Roskam) Laurie Loop (coord.) Stéphanie Mazzone (compensates Isabelle Roskam) Isabelle Roskam Anne Wintgens (compensates 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 Olivier Luminet Stephan Van den Broucke (coord.)	30h	4 Credits	2q

⌘ Module en neuropsychologie

⌘ LPSP1327	Clinical neuropsychology	Alice De Visscher Martin Edwards Agnesa Pillon Dana Samson	30h	5 Credits	1q
⌘ LPSP1328	Child neuropsychology	Marie-Pascale Noël	30h	4 Credits	2q

⌘ Cours au choix

⌘ LPSP1330	Psychologie du groupe et des relations interpersonnelles		22.5h	3 Credits	1q Δ
⌘ LPSP1331	Comparative analysis of education and training systems	Xavier Dumay	22.5h	3 Credits	2q
⌘ LPSP1332	Cultural and social anthropology	Jean-Luc Brackelaire Marie Deridder (compensates Olivier Servais) 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
⌘ LPSP1336	Early childhood psychology	Nathalie Grosbois Marine Houssa (compensates Nathalie Grosbois)	22.5h	3 Credits	2q

⌘ LPSP1337	Political psychology	Stephan Van den Broucke	22.5h	3 Credits	1q
⌘ LPSP1338	Psychology of religion	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	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 : http://www.uclouvain.be/prog-2015-min-impme100i-ppm			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

SUMMARY

- [General requirements](#)
- [Specific requirements](#)
- [Exam of knowledge of the French language](#)
- [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](https://uclouvain.be/fr/etudier/inscriptions/examens-admission.html) (https://uclouvain.be/fr/etudier/inscriptions/examens-admission.html) 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](https://uclouvain.be/en/study/inscriptions/language-requirements.html) (https://uclouvain.be/en/study/inscriptions/language-requirements.html)), 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 2018 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](https://uclouvain.be/en/study/inscriptions/language-requirements.html) (https://uclouvain.be/en/study/inscriptions/language-requirements.html).

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.

Exam of knowledge of the French language

Anyone not demonstrating sufficient French language proficiency (<https://uclouvain.be/en/study/inscriptions/language-requirements.html>) will not be admitted to the first-year undergraduate examinations.

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 (<https://uclouvain.be/fr/facultes/epl/examenadmission.html>).

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) (<https://uclouvain.be/en/study/inscriptions/etudes-contingentes.html>).

- 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). (<https://uclouvain.be/en/study/inscriptions/etudes-contingentes.html>)

- 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) (<https://uclouvain.be/en/study/inscriptions/etudes-contingentes.html>).

- 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). (<https://uclouvain.be/en/study/inscriptions/etudes-contingentes.html>)

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) (<https://uclouvain.be/en/study/inscriptions/etudes-contingentes.html>).

Evaluation

The evaluation methods comply with the regulations concerning studies and exams (<https://uclouvain.be/fr/decouvrir/rgee.html>). 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

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

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

Possible trainings at the end of the programme

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

Attention, you are currently reading an archived page: below contact informations were for program study 2018-2019 only. To get current contact informations please got to [current program study site](#).

Curriculum Management

Entity

Structure entity

Denomination

Faculty

Sector

Acronym

Postal address

SSH/PSP/EPsy

(EPsy) (<https://uclouvain.be/repertoires/entites/epsy>)

Faculty of Psychology and Educational Sciences (PSP) (<https://uclouvain.be/repertoires/entites/psp>)

Human Sciences (SSH) (<https://uclouvain.be/repertoires/entites/ssh>)

EPsy

Place Cardinal Mercier 10 - bte L3.05.01

1348 Louvain-la-Neuve

Tel: [+32 \(0\) 10 47 20 11](tel:+32210472011) - Fax: [+32 \(0\) 10 47 48 34](tel:+32210474834)

Academic supervisor: Frédéric Nils

Jury

- Isabelle Roskam
- Stéphanie Demoulin

Useful Contact(s)

- Murielle Sack
- Nathalie Bernard

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