

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 Programme

Detailed programme by subject

				Year		
				1	2	3
○ LPSP1201	Clinical psychology	Bérénice Delor (compensates) Céline Douilliez Nicolas Pinon Jochem Willemsen Emmanuelle Zech	PR [q1] [60h] [6 Credits]		x	
○ LPSP1202	General psychopathology	Philippe de Timary Céline Douilliez (coord.)	PR [q2] [60h] [5 Credits]		x	
○ LPSP1203	Psychology of disabled persons	Nathalie Grosbois	PR [q1] [30h] [3 Credits]		x	

o **Langues (9 credits)**

o LANGL1841	English course for PSP11/LOGO11 students	Jean-Luc Delghust Fanny Desterbecq (coord.) Marielle Henriet Sabrina Knorr Florence Simon (compensates Anne-Julie Toubeau) Marine Volpe (compensates Anne-Julie Toubeau)	EN [q2] [30h] [2 Credits]	x	
o LANGL1842	English for psychologists & speech and language therapists	Marie Duelz Sandrine Jacob Sabrina Knorr (coord.) Carlo Lefevre Jean-Paul Nyssen	EN [q1+q2] [45h] [4 Credits]	x	

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

Psychology of group processes and interpersonal relations

Year

1 2 3

⌘ **Module en neuropsychologie**

⌘ LPSP1327	Clinical neuropsychology	Martin Edwards Laurens Van Calster (compensates Dana Samson)	EN [q1] [30h] [5 Credits] 🌐			X
⌘ LPSP1328	Child neuropsychology	Emilie Lacroix	EN [q2] [30h] [4 Credits] 🌐 > English-friendly			X

⌘ **Cours au choix**

⌘ LPSP1330	Psychology of group processes and interpersonal relations	Karl-Andrew Wolpin	EN [q1] [22.5h] [3 Credits] 🌐 > French-friendly			X
⌘ LPSP1331						

Course prerequisites

The **table** below lists the activities (course units, or CUs) for which there are one or more prerequisites within the programme, i.e. the programme CU for which the learning outcomes must be certified and the corresponding credits awarded by the jury before registering for that CU.

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

Prerequisites and student's annual programme

As the prerequisite is for CU registration purposes only, there are no prerequisites within a programme year. Prerequisites are defined between CUs of different years and therefore influence the order in which the student will be able to register for the programme's CUs.

In addition, when the jury validates a student's individual programme at the beginning of the year, it ensures its coherence, meaning that it may:

- require the student to combine registration in two separate CUs which it considers necessary from a pedagogical point of view.
- transform a prerequisite into a corequisite if the student is in the final year of a degree course.

For more information, please consult the [Academic Regulations and Procedures](#).

Prerequisites list

LANGL1842 "Anglais pour psychologues & logopèdes" has prerequisite(s) LANGL1841

- LANGL1841 - [English course for PSP11/LOGO11 students](#)

LPSP1209 "Statistique, inférence sur une ou deux variables" has prerequisite(s) LPSP1011

- LPSP1011 - [Statistics: descriptive analysis of quantitative data](#)

The programme's courses and learning outcomes

For each UCLouvain training programme, a [reference framework of learning outcomes](#) specifies the skills expected of every graduate on completion of the programme. Course unit descriptions specify targeted learning outcomes, as well as the unit's contribution to reference framework of learning outcomes.

Detailed programme per annual block

PSP1BA - 1ST ANNUAL UNIT

- Mandatory
- ⊗ Optional
- △ Not offered in 2024-2025
- ⊙ Not offered in 2024-2025 but offered the following year
- ⊕ Offered in 2024-2025 but not the following year
- △ ⊕ Not offered in 2024-2025 or the following year
- Activity with requisites
- 🌐 Open to incoming exchange students
- 🚫 Not open to incoming exchange students
- [FR] Teaching language (FR, EN, ES, NL, DE, ...)

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

o Tronc commun



PSP1BA - 3RD ANNUAL UNIT

- Mandatory
- ⊗ Optional
- △ Not offered in 2024-2025
- ⊖ Not offered in 2024-2025 but offered the following year
- ⊕ Offered in 2024-2025 but not the following year
- △ ⊕ Not offered in 2024-2025 or the following year
- Activity with requisites
- 🌐 Open to incoming exchange students
- 🚫 Not open to incoming exchange students
- [FR] Teaching language (FR, EN, ES, NL, DE, ...)

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

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

○ LTECO1230	Societies-cultures-religions : Ethical Questions	Olivier Riaudel	[FR] [q2] [15h] [2 Credits] 🌐
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⊗ Les étudiants qui le souhaitent peuvent remplacer TECO1230 par un des deux cours suivants

⊗ LTECO1210	Societies, cultures, religions : lectures bibliques Biblical Readings	Jean-Pierre Sterck-Degueudre (compensates Geert Van Oyen)	[FR] [q1] [15h] [2 Credits] 🌐
⊗ LTECO1220	Societies-cultures-religions : Human Questions	Geoffrey Legrand	[FR] [q1] [15h] [2 Credits] 🌐

o Fondements biologiques

○ LPSP1304	Psychopharmacology	Gérald Deschietere Emmanuel Hermans	[FR] [q1] [22.5h] [3 Credits] 🌐
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o Fondements en psychologie et en éducation

○ LPSP1301	Health psychology	Stefan Agrigoroaei Stephan Van den Broucke	[FR] [q1] [30h] [4 Credits] 🌐
○ LPSP1302	Intervention patterns in education and development	Liesje Coertjens Virginie März Isabel Raemdonck	[FR] [q1] [30h] [4 Credits] 🌐
○ LPSP1303	Social psychology: change of attitude and social influence	Olivier Corneille	[FR] [q2] [30h] [4 Credits] 🌐

o Questions de recherche

✘ LPSP1327	Clinical neuropsychology	Martin Edwards Laurens Van Calster (compensates Dana Samson)	EN [q1] [30h] [5 Credits] 🌐
✘ LPSP1328	Child neuropsychology	Emilie Lacroix	FR [q2] [30h] [4 Credits] 🌐 > English- friendly

✘ Cours au choix

✘ LPSP1330	Psychology of group processes and interpersonal relations	Karl-Andrew Woltin	EN [q1] [22.5h] [3 Credits] 🌐 > French- friendly
✘ LPSP1331	Comparative analysis of education and training systems	Xavier Dumay	FR [q2] [22.5h] [3 Credits] 🌐
✘ LPSP1332	Cultural and social anthropology	Jean-Luc Brackelaire Séverine Lagneaux	FR [q2] [22.5h] [3 Credits] 🌐
✘ LPSP1333	Psychology of Creativity	Baptiste Barbot	EN [q2] [22.5h] [3 Credits] 🌐 > French- friendly
✘ LPSP1334	Memory and emotions	Olivier Luminet	EN [q2] [22.5h] [3 Credits] 🌐
✘ LPSP1336	Early childhood psychology	Nathalie Grosbois	FR [q2] [22.5h] [3 Credits] 🌐 > English- friendly
✘ LPSP1337	Political psychology	Stephan Van den Broucke	FR [q1] [22.5h] [3 Credits] 🌐 > English- friendly
✘ LPSP1338	Psychology of religion	Vassilis Saroglou	FR [q1] [22.5h] [3 Credits] 🌐

✘ 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	Antoine Renglet	FR [q2] [30h] [5 Credits] 🌐
○ LECRI1504	Elements of Criminal Law and Criminal Procedure	Jean-Marc Hausman Christelle Macq	FR [q1] [60h] [6 Credits] 🌐
○ LECRI1505	Criminological approach to marginalization and social exclusion	Chloé Branders	FR [q2] [30h] [5 Credits] 🌐

✘ 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-min-impme100i-ppm>

✘ Ouverture à d'autres disciplines

✘ Cours choisis dans un autre programme

PSP1BA - Information

Access Requirements

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 access requirements](#)
- [Specific access requirements](#)
- [Access based on validation of professional experience](#)
- [Special requirements to access some programmes](#)

General access 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, 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 to the Equivalence department ([Service des équivalences](#)) of the Ministry of Higher Education and Scientific Research of the French Community of Belgium in compliance with the conditions mentioned above, issued by the Flemish Community of Belgium.

- For any secondary school diploma **from a European Union country**, the admission request must contain the equivalence of your diploma or, at the very least, proof of the filing of the equivalence request with the Wallonia-Brussels Federation (French Community of Belgium). For any information relating to obtaining an equivalence, please refer to [the following site](#).
- For any secondary school diploma **from a country outside the European Union**, the admission application must contain the [equivalence of your diploma](#) issued by the Wallonia-Brussels Federation (French Community of Belgium). If you have a restrictive equivalence for the programme of your choice, in addition of it, you **must** have either the [DAES](#) or a certificate of successful completion of the [examination giving access to 1st cycle studies](#) when you submit your application

Access based on validation of professional experience

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.

Admission to **Undergraduate studies in psychology and Education: Gepechand Elngeug the ap]] TJ 0.0863 0.5176 0.9176 rg /F1 8 Tf 1 0 0** Special requirements to access some programmes

- 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] TJ 1hpehabilitation] TJ 0.0863 0.5176 0.9176 rg /F1 8 Tf 1 0 0 -1 12.80000019 345.94799**

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Specific professional rules

These studies lead to a professional title subject to specific rules or restrictions on professional accreditation or establishment.

You will find the necessary legal information by [clicking here](#).

Evaluation

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

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

Curriculum Management

Entity

Structure entity

- Gestion administrative 1ère année: [Victoria Le Docte](#)

