

In view of the health context linked to the spread of the coronavirus, the methods of organisation and evaluation of the learning units could be adapted in different situations; these possible new methods have been - or will be - communicated by the teachers to the students.

4 credits	30.0 h	Q2
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Teacher(s)	Galand Benoît ;Galand Benoît (compensates Van den Broucke Stephan) ;Van den Broucke Stephan ;
Language :	English
Place of the course	Louvain-la-Neuve
Main themes	This course aims to introduce the students to the strategies, methods and tools of psychology that are concerned with pro-environmental behavior. Special attention is given to the psychological theories and models that help to identify the factors that predispose, facilitate and/or maintain behaviors that are related to sustainable development, and to the effectiveness of interventions that aim to change these behaviors. The topics that are developed in the course include: behaviors related to sustainable development (e.g., recycling, reduction of energy consumption, water saving, using environmentally friendly means of transportation); psychological determinants of the pro-environmental behavior; interventions that improve the pro-environmental behavior; and diffusion of good pro-environmental practices
Aims	<p>The student will learn to analyze the psychological and behavioral factors that are related to sustainable development with reference to theories, research evidence, methods and relevant tools of psychology (B1). On the basis of this analysis, (s) he will be able to consider the role of human behavior in sustainable development, and identify the main psychological factors that predispose, facilitate, and maintain the behaviors of interest, based upon theories and evidence from psychological research (B2). Moreover, (s) he will be able to identify effective interventions to change these factors in order to contribute to sustainable development, by taking into account his analysis and contextual challenges (B2), and to distinguish approaches and interventions based on scientific evidence from those using common sense (E2). The student will also be able to communicate the result of his observations, his analysis and the conclusions regarding the effectiveness of suggested interventions in a clear, precise and structured way (C1-C2).</p> <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>
Content	The objective of the course is to consider the contributions of psychology to understanding and altering human activities that affect the environment. More specifically, it will consider the theories, models and methods deriving from fundamental psychology which contribute to (1) identifying and prioritizing the behaviors that must be modified to improve the quality of the environment, (2) identifying the factors which cause or influence these behaviors, (3) developing and applying evidence-based and/or theory-informed interventions to modify the relevant behaviors and their determinants, and (4) evaluating the effects of these interventions.
Faculty or entity in charge	EPSY

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Aims
Master [120] in Psychology	PSY2M	4		