

At Louvain-la-Neuve - 120 credits - 2 years - Day schedule - In french

 Dissertation/Graduation Project : **YES** - Internship : **YES**

 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: **sex2m** - Francophone Certification Framework: 7

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SEX2M - Introduction

Introduction

SEX2M - Teaching profile

Learning outcomes

1. Graduate's outlook (professional expectations)

Professional focus: **Sexology**

To become an expert assisting people experiencing problems in their sex lives, or whose dysfunctional sexual behaviour causes suffering to others, and restores their sexual health: such is the challenge facing graduates of the Master in Family and Sexuality Studies: Professional focus "Sexology" programme. The School of Family and Sexuality Studies (ESFA) at UCL aims to train university clinical sexologists who promote the well-being of people in their sex lives, with respect for others, while interacting with other healthcare professionals.

The students who enrol on this course already hold a Master's in Psychology or Medicine ... (cf. admission requirements), and most of them are already working professionals. They wish to acquire a strong background in the field of sexology. They will utilise their acquired knowledge and experience throughout the programme.

On completion of the Master's, the graduates will have acquired a broad specialist theoretical foundation in the disciplines related to sexology (in particular, psychology, sociology, biomedicine and law). Using the knowledge and skills acquired during their initial university training, they are capable of understanding and analysing, in accordance with a scientific and multidisciplinary approach, situations related to sexuality in all its complexity, bearing in mind the context. They are able to communicate and interact relevantly and appropriately with the various parties involved in any given situation.

In practical intervention situations, they apply their knowledge and skills in combination with a rigorous interdisciplinary approach to devise and execute a theoretically and empirically justified sexological intervention to assist the individual or couple using the clinical sexology services.

In recognition of their professional responsibility, sexology graduates adopt a critical approach while complying with and applying the deontological and ethical principles related to the practice of clinical sexology.

They question, enhance and consolidate their professional practice by critically reviewing their own work and the theoretical and practical innovations resulting from research that are likely to enlighten the field of clinical sexology and by conversing with other sexologists and healthcare professionals. They will be committed to continuous development, which will allow them to exercise their profession demonstrating expertise, flexibility and an ability to adapt and to evolve in their role.

Professional focus: **interdisciplinary approach to the family and the couple**

To become an expert in the field of the couple and the family, with an approach which takes account of sexuality and gender, is the challenge faced by the graduate of the Master in Family and Sexuality Studies, Professional focus "interdisciplinary approach to the family and the couple". The School of Family and Sexuality Studies (ESFA) at UCL aims to train graduates who promote the well-being of people in their lives as a family or couple; while interacting with professionals from many disciplines at micro, meso and/or macro levels, depending on the situation.

Students who enrol on this course already hold a Bachelor's degree or a degree from a "Haute Ecole" (as a nurse, social worker, etc.; cf. admission requirements) and are undoubtedly already working professionals. They wish to acquire a university Master's degree centred around issues related to the couple and the family. They will utilise their acquired knowledge and experience throughout the programme.

On completion of the Master's, the graduates will have acquired a broad base of knowledge, theories, tools and methods in the different disciplines required to understand the issues related to the field of the couple and the family.

They will use their knowledge and skills to understand, analyse and respond to situations and issues in the field of the couple and the family, in all its complexity:

- using an academic approach centred on analysis and a strict methodology;
- using a multidisciplinary approach, adopting a critical and discerning attitude with regard to the contributions of other disciplines;
- using questioning that takes account of sexuality and gender;
- communicating and interacting relevantly and appropriately with the different actors involved in a given situation;
- taking account of the context;
- complying with deontological and ethical rules;
- proposing courses of action to resolve the situation/problem.

Through their choice of option, the graduates will have directed their training towards either the issue of Gender or the issue of Ethics, or to an additional path to other disciplines.

They question, enhance and consolidate their professional practice by critically reviewing their own work with regard to knowledge resulting from research and by adopting an academic approach. They will be committed to continuous development, which will allow them to exercise their profession demonstrating expertise, flexibility and an ability to adapt and to evolve in their role.

2. The reference framework for learning outcomes

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

If he/she has selected the professional focus "**sexology**", the graduate will have acquired and demonstrated the knowledge and skills referred to below.

Se.1 To master, in a critical manner and using an interdisciplinary approach, a body of knowledge relating to the various disciplines concerned with the practice of sexology, which will enable them to treat the individual or couple suffering from sexual dysfunction.

Se.1.1 To have a critical and in-depth knowledge and understanding of the principal theoretical and conceptual models of the different disciplines which are concerned with sexual problems and to put them into perspective using an interdisciplinary approach.

Se.1.2 To have a critical and in-depth understanding of human sexual behaviour and dysfunctions in its interaction with the biological, social, psychological and sexual dimensions.

Se.1.3 To understand and analyse in a critical and in-depth manner scientific literature in the field of clinical sexology in both French and English.

Se.1.4 To identify and critically analyse theoretical and practical innovations resulting from research that are likely to enlighten the field of clinical sexology.

Se.2 To question, critically analyse and modelise a practical problem in the field of clinical sexology, implementing a scientific approach to devise a relevant course of action.

- Se.2.1 To set out and define a professional or research issue in the field of clinical sexology.
- Se.2.2 To produce a review of French and English scientific literature in the field of clinical sexology.
- Se.2.3 To adopt a critical attitude with regard to knowledge that is available and used, questioning its validity and relevance in relation to the issue being studied.
- Se.2.4 To take account of sociocultural factors related to the issue being studied.
- Se.2.5 To construct and implement a rigorous methodology providing a response to the issue being studied.
- Se.2.6 To select and apply in a critical manner the theoretically and empirically validated concepts and models and the relevant tools to examine more closely the issue in the field of clinical sexology.
- Se.2.7 To select, justify, review and apply, using an empirical approach, the techniques used to collate and analyse data in the field of clinical sexology.
- Se.2.8 To design and execute a programme of empirical, quantitative and qualitative research, using the appropriate statistical analysis tools, with regard to the research issue being studied.
- Se.2.9 To analyse and interpret the results and produce a reasoned critique, maintaining an objective approach detached from their own perceptions and prejudices.
- Se.2.10 To demonstrate the ability to summarise, and to form conclusions and practical courses of action.
- Se.2.11 To demonstrate an attitude of critical detachment with regard to research practices.
- Se.2.12 To critically identify the issues related to recent developments in the field of clinical sexology.

Se.3 Using an interdisciplinary approach, to develop a sexologically, theoretically and empirically justified intervention to assist someone suffering from sexual problems (or whose dysfunctional sexual behaviour causes suffering to others); to implement this sexological intervention and evaluate its effectiveness.

- Se.3.1 To successfully conclude the initial interviews (understanding and analysing the request) required to make a sexological diagnosis.
- Se.3.2 Using theoretically, clinically or empirically validated models and an interdisciplinary approach, to critically analyse complex situations related to the field of clinical sexology and to make a specific sexological diagnosis.
- Se.3.3 To analyse and review in a well-reasoned manner the scope and limitations of different types and tools of sexological intervention for the treatment of sexological dysfunction in accordance with their first degree.
- Se.3.4 To select the most appropriate sexological intervention (sex therapy) for the individual or couple using the clinical sexology services, verifying its methodological validity and justifying its relevance in relation to the situation, the diagnosis made and their own specialisation.
- Se.3.5 Review "routine" practices and develop new alternatives in clinical sexology.
- Se.3.6 To use, if necessary, a variety of intervention tools in clinical sexology in accordance with their first degree.
- Se.3.7 To suggest and successfully complete, in line with their own specialisation, a course of sex therapy appropriate for the individual or couple using the clinical sexology services.
- Se.3.8 To refer, when necessary, to another healthcare professional from a different discipline or with specialist expertise.
- Se.3.9 To analyse the quality and effectiveness of a sexological intervention.
- Se.3.10 To remain abreast of recent developments in intervention techniques in the field of clinical sexology.
- Se.3.11 To take part in discussion groups and case discussions and/or to monitor a scheduled supervision to improve their own technique.

Se.4 To communicate appropriate, accurate and relevant information to a targeted group and to interact respectfully and constructively with the different actors involved in a given situation.

- Se.4.1 To communicate verbally and in writing, in French and in English, on complex subjects in the field of clinical sexology (information, ideas, observations, conclusions, proposed interventions, and the underlying knowledge and principles) in a correct, structured, objective and logical manner and in accordance with the standards of communication specific to the context, adapting their communication (content and form) to the target group and to the objectives.

* Level C1 of the Common European Framework of Reference

Practical examples:

- Prepare well-reasoned reports on their observations and interventions, on the evaluation and the questions it raises.

- Produce an article on a clinical experience in sexology.

- Se.4.2 To converse respectfully and constructively with assorted stakeholders (patients, doctors from other disciplines, etc.), demonstrating the capacity to listen, keep an open mind, empathise and be assertive; in particular with the patient, in order to provide appropriate and effective care.
- Se.4.3 To converse with the recipient of the clinical sexology support in an appropriate manner from the first meeting, to communicate the diagnosis and full and explicit information on the planned intervention, and to discuss it in order to ensure effective care.
- Se.4.4 To interact and network effectively with other agencies involved in a given situation.
- Se.4.5 To communicate, converse and interact effectively with decision-makers and target groups in the field of the prevention of sexually transmitted infections, unplanned pregnancies and sexual violence.
- Se.4.6 To share clinical and scientific knowledge with other healthcare professionals and the general public.

Se.5 To act as a sexologist while complying with and applying the ethical and deontological principles related to the practice of clinical sexology.

- Se.5.1 To be familiar with, comply with and apply the legal frameworks and ethical codes (including professional secrecy and shared secrecy) which govern the practice of clinical sexology (in their work, exams, relations with other professionals and in clinical interventions) taking account of the specific nature of their professional field.
- Se.5.2 To demonstrate ethical sensitivity and respect.
- Se.5.3 To demonstrate the ability to distance themselves from their prejudices, points of view and cultural values.
- Se.5.4 To apply the rules relating to ethical research in their work, exams and relationships with fellow professionals.
- Se.5.5 To take a position with regard to the issue of professional secrecy and to refer to the rules of ethics.
- Se.5.6 To analyse ethical dilemmas and to argue for the chosen solutions.

Se.6 To act as a sexologist, using a science-based approach, as a critical and responsible professional committed to continuous development.

- Se.6.1 To build and embark on a professional practice using a science-based approach (from a theoretical and methodological perspective) characterised by critical objectivity.
- Se.6.2 To develop the attitude of self-assessment, learning and continuous development required to evolve positively in a professional environment.
- Se.6.3 To independently identify and integrate the new knowledge and essential skills required for a rapid understanding of new contexts and/or situations, to identify their limitations and, if necessary, to consult appropriate contacts.
- Se.6.4 To keep informed of clinical and scientific advances in clinical sexology by reading and participating in clinical sexology conventions.
- Se.6.5 To be prepared to join (or create) a network for sharing sexological practices and thoughts and to know how to converse with other healthcare professionals about issues relating to the field of clinical sexology.
- Se.6.6 To be prepared to take part in the activities of professional associations in the field of clinical sexology.

If he/she has selected the professional focus “**interdisciplinary approach to the family and the couple**”, the graduate will have acquired and demonstrated the knowledge and skills referred to below.

FC.1 To master, in a critical manner and using an interdisciplinary approach, a body of knowledge relating to the various disciplines required for an understanding of the issues related to the field of the couple and the family.

- **FC.1.1** To have a critical and in-depth knowledge and understanding, by identifying the assumptions and limits, of the principal theoretical and conceptual models of the different disciplines which are related to the issues in the field of FC.
- **FC.1.2** Using an interdisciplinary approach, to put into perspective the principal theoretical and conceptual models of the different disciplines which are related to the issues in the field of FC.
- **FC.1.3** To understand and analyse in a critical and in-depth manner scientific literature in the field of FC in both French and English.
- **FC.1.4** To identify and critically analyse the knowledge resulting from research that is likely to enlighten a particular issue in the field of FC.

FC.2 To create and complete a research project, implementing a rigorous interdisciplinary, scientific and methodological approach, to explore in detail a research question in the field of the couple and the family.

- FC.2.1 To produce a review of the literature concerning a complex issue in the field of FC.
- FC.2.2 To set out and define a research question.
- FC.2.3 To adopt a critical attitude with regard to knowledge that is available and used, questioning its validity and relevance in relation to the research issue/question being studied.
- FC.2.4 To construct and implement a rigorous methodology providing a response to the research question.
- FC.2.5 To reflect on the research issue/question demonstrating conceptual abstraction and scientifically methodising the issue and its psychological, sociological, penal, cultural, economic and political factors, and to create hypotheses.
- FC.2.6 To understand and use data-gathering and analysis tools relevant to the study of the research question.
- FC.2.7 To design and execute a programme of empirical, quantitative and qualitative research, using the appropriate statistical analysis tools with regard to the research question.
- FC.2.8 To analyse and interpret the results and produce a reasoned critique.
- FC.2.9 To demonstrate the ability to summarise and form conclusions.
- FC.2.10 To demonstrate an attitude of critical detachment with regard to research practices.
- FC.2.11 Demonstrate the rigour, accuracy and critical thinking essential for any academic approach.

FC.3 Using an academic and interdisciplinary approach, to analyse an issue/situation in the field of the couple and the family in order to formulate courses of action and to intervene effectively, taking account of the context.

- FC.3.1 To understand and analyse an FC issue/situation using an academic and interdisciplinary approach.

- To be familiar with, understand, analyse and critically examine different institutions in the field of FC.
- To document an FC issue/situation using any relevant sources of information.
- To analyse the context and characteristics of the public sectors concerned with a view to identifying the FC issue and defining the priority needs and objectives.
- To consider in detail and analyse an FC issue/situation:

- o pertinently with regard to the context, needs and priority objectives;
- o using an interdisciplinary approach, adopting a critical and discerning attitude with regard to the contributions of other disciplines;
- o using questioning that takes account of sexuality and gender;
- o using an academic approach centred on analysis and a strict methodology,
- o selecting and applying in a critical manner the theoretically and empirically validated concepts and models, as well as the relevant tools;
- o using French and English academic literature from different disciplines,
- o selecting, justifying, reviewing and applying tools for collating and analysing pertinent data, using a rigorous and empirical approach;

o taking account of the sociocultural factors related to the issue.

- FC.3.2 To formulate courses of action/an intervention project in order to act appropriately with regard to the FC issue/situation, justifying its methodological validity and contextual relevance.

- To master the methodological tools related to the development of an intervention project, including the evaluation of its relevance and validity.

- To develop practical courses of action or decision-making in the field of FC (e.g.: health, youth support, family policy, interculturality, gender issues), justifying its relevance in relation to the situation while taking account of the analysis of this situation, the constraints and the resources of those involved, and of social, legal, political, cultural and economic issues.

- Verify the methodological validity and contextual relevance of an intervention project.

- FC.3.3 To coordinate the implementation of an intervention project in order to act appropriately with regard to the FC issue/situation and evaluate its effectiveness.

- To control the methodological tools related to the implementation and evaluation of the effectiveness of an intervention project.

- To implement (advise, coordinate and/or manage) the intervention project in a real situation.

- To assess their own competences with regard to the planned intervention and, if necessary, to consult with contacts or refer to another professional in the field of FC.

- To evaluate intervention and prevention projects in the field of FC in terms of effectiveness:

o identify appropriate evaluation methods and actors;

o implement a method for collecting evaluation data;

o analyse the quality and effectiveness of a plan or intervention.

- FC.3.4 To compare actual practice with theoretical knowledge (alternating between theory and practice) in order to critically examine an issue and/or the functioning of an institution and to improve their own practice.

- FC.3.5 To review routine practices and develop new alternatives in the field of FC.

FC.4 To communicate appropriate, accurate and relevant information to a targeted group and to interact respectfully and constructively with the different actors involved in a given situation.

- FC.4.1 To communicate verbally and in writing, on complex subjects in the field of the couple and the family (information, ideas, observations, conclusions, proposed interventions, and the underlying knowledge and principles) in a correct, structured, objective and logical manner and in accordance with the standards of communication specific to the context, adapting their communication (content and form) to the target group and to the relevant purposes.

- FC.4.2 To converse respectfully and constructively with assorted stakeholders (colleagues, specialists in other disciplines: professionals in law, sociology, health, etc.) about issues related to the field of FC, demonstrating the ability to listen, keep an open mind, empathise and be assertive.

- FC.4.3 To interact and collaborate effectively within a multidisciplinary team and network effectively with other agencies involved in a given situation.

- FC.4.4 To prepare and communicate messages concerning prevention, awareness and education appropriate for FC target groups.

- FC.4.5 To communicate, converse and interact effectively with decision-makers and target groups in the field of FC.

FC.5 To act while complying with and applying the ethical and deontological principles related to their practice in the field of the couple and the family.

- FC.5.1 To be familiar with, comply with and apply the legal frameworks and ethical codes which govern practices in the field of FC in their relations with other professionals and stakeholders in a given situation.

- FC.5.2 To demonstrate the ability to distance themselves from their prejudices, points of view and cultural values.

- FC.5.3 To apply the rules relating to ethical research in their work, exams and relationships with fellow professionals.

- FC.5.4 To take a position with regard to the issue of professional secrecy and to refer to the rules of ethics.

- FC.5.5 To analyse ethical dilemmas and to argue for the chosen solutions.

FC.6 To act as an academic and as a critical and responsible player, committed to continuous development.

- FC.6.1 To build and embark on a professional practice using a science-based approach (from a theoretical and methodological perspective) characterised by critical objectivity.

- FC.6.2 To develop the attitude of self-assessment, learning and continuous development required to evolve positively in a professional environment.

- FC.6.3 To identify and use such resources as will be useful for their ongoing training and professional development.

- FC.6.4 To independently identify and integrate the new knowledge and essential skills required for a rapid understanding of new contexts and/or situations, to identify their limitations and, if necessary, to consult appropriate contacts.

Programme structure

The programme is spread over two years of study. It is made up partly of core subjects : all the first year courses (60 credits), the work placement and the dissertation (30 credits) and partly of 4 special subjects worth 15 credits each. Students must choose one of these together with an optional subject from the other special subjects for a total of 15 credits.

To gain approval of their individual programmes, as well as agreement to replace courses which have already been studied, students must see the Academic Secretary.

For a programme-type, and regardless of the focus, options/or elective courses selected, this master will carry a minimum of 120 credits divided over two annual units, corresponding to 60 credits each.

[> Tronc commun](#) [en-prog-2019-sex2m-lsex200t.html]

Focuses

[> Professional Focus](#) [en-prog-2019-sex2m-lsex209s]

[> Professional Focus](#) [en-prog-2019-sex2m-lsex208s]

Options courses

[> Approche psychologique de la sexualité](#) [en-prog-2019-sex2m-lsex201o.html]

[> Famille, couple et éthique](#) [en-prog-2019-sex2m-lsex202o.html]

SEX2M Detailed programme

Programme by subject

CORE COURSES [74.0]

○ Mandatory

△ Courses not taught during 2019-2020

⊕ Periodic courses taught during 2019-2020

⊗ Optional

⊖ Periodic courses not taught during 2019-2020

■ Activity with requisites

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

						Year	
						1	2
○ LSEXM2710	Biological approaches to sexual and human reproductive function	Xavier De Muylder Michel Hermans Reinier-Jacques Opsomer	45h	6 Credits	1q	x	
○ LSEXM2711	Legal approaches to family and sexuality	Sylvie Cap Thierry Moreau Jehanne Sosson	60h	8 Credits	2q	x	
○ LSEXM2712	Psychological approaches to family and couple	Françoise Adam Pascal De Sutter Susann Heenen-Wolff (coord.)	45h	6 Credits	1q	x	
○ LSEXM2713	Sociological approaches to family and couple	Jacques Marquet	30h	5 Credits	1q	x	
○ LSOC2006	Gender and sexuality	Jacques Marquet	30h	5 Credits	1q	x	
○ LSEXM2720	Special topics: ethics in the family, couple and sexuality	Mylene Botbol Nathalie Frogneux (compensates Mylene Botbol)	20h+10h	5 Credits	1q		x
○ LSEXM2721	Special topics: sexual education and prevention	Pascal De Sutter Pascal De Sutter (compensates Stephan Van den Broucke) Stephan Van den Broucke	20h+10h	5 Credits	2q		x
○ LSEXM2722	Special topics: psychological approaches of contemporary sexualities	Susann Heenen-Wolff	30h	5 Credits	1q		x

○ Stage et mémoire (29 credits)

⊗ Pour les étudiants de la finalité spécialisée : sexologie

○ LSEXM2923	Thesis			20 Credits	2q		x
○ LSEXM2924	Thesis support seminar	Françoise Adam	15h	2 Credits	1q		x
○ LSEXM2925	Stage		0h+100h	5 Credits	2q		x
○ LSEXM2926	Internship support seminar	Marie Géonet Christine Reynaert	15h	2 Credits	2q		x

⊗ Pour les étudiant de la finalité spécialisée : Approche interdisciplinaire de la famille et du couple

○ LSEXM2825	Thesis			20 Credits	2q		x
○ LSEXM2826	Thesis support seminar	Yves Bestgen	15h	2 Credits	1q		x
○ LSEXM2827	Internship		0h+100h	5 Credits	2q		x
○ LSEXM2828	Internship support seminar	Françoise Adam	15h	2 Credits	2q		x

LIST OF FOCUSES

L'étudiant s'inscrit à une des deux finalités suivantes :

> Professional Focus [en-prog-2019-sex2m-lsex209s]

> Professional Focus [en-prog-2019-sex2m-lsex208s]

PROFESSIONAL FOCUS [30.0]

○ Mandatory

△ Courses not taught during 2019-2020

⊕ Periodic courses taught during 2019-2020

⊗ Optional

⊖ Periodic courses not taught during 2019-2020

■ Activity with requisites

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

Year

1 2

o Contenu:**o Dysfonctions sexuelles, aspects théoriques (18 credits)**

○ LSEXM2910	Sexology diagnosis and treatment	Pascal De Sutter Alexandra Hubin	30h+15h	6 Credits	2q	x	
○ LSEXM2920	Sexological and marital clinic	Marie Géonet	22.5h	3 Credits	2q		x
○ LSEXM2921	Sexuality and disability	Marie Géonet	22.5h	3 Credits	1q		x
○ LSEXM2922	Seminar: sexual dysfunction, analysis and intervention	Pascal De Sutter	30h+15h	6 Credits	2q		x

o Approche médicale de la sexologie (12 credits)

○ WMED2286	Séminaire de médecine sexuelle	Leïla Belkhir Lionel D'Hondt (compensates Leïla Belkhir) Marcelo Di Gregorio Thomas Dubois Thomas Dubois (compensates Alexandre Persu) Souraya El Sankari Nathalie Michaux (coord.) Alexandre Persu	30h	4 Credits	2q	x	
○ WMED2186	Médecine sexuelle	Orsalia Alexopoulou Marie Baeck Leïla Belkhir Anne Berquin Lionel D'Hondt (compensates Leïla Belkhir) Marcelo Di Gregorio Thomas Dubois Souraya El Sankari Michel Hermans Corinne Hubinont Denis Jacques Dominique Maiter Jean-Paul Martinet Nathalie Michaux (coord.) Alexandre Persu Céline Pirard Nicolas Zdanowicz	60h	8 Credits	2q	x	

PROFESSIONAL FOCUS [30.0]

● Mandatory

△ Courses not taught during 2019-2020

⊕ Periodic courses taught during 2019-2020

⊗ Optional

⊖ Periodic courses not taught during 2019-2020

■ Activity with requisites

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

Year

1 2

o Contenu:**o Fondements (17 credits)**

● LSEXM2810	Cultural anthropology of the family and couple	Pierre-Joseph Laurent	30h	4 Credits	2q	x	
● LSEXM2811	History of the family, couple and sexuality	Silvia Mostaccio Laurence Van Ypersele	30h	4 Credits	2q	x	
● LSEXM2812	Gender approach on the family and couple	Svetlana Sholokhova	22.5h	3 Credits	2q	x	
● LSEXM2813	Philosophy of the family and couple	Nathalie Frogneux	22.5h	3 Credits	1q	x	
● LSEXM2814	Family policies	Jean-François Husson	22.5h	3 Credits	2q	x	

o Méthodologie et recherche (13 credits)

● LSEXM2815	Research methodology in the field of family and couple	Gaetan Devos (compensates Jacques Marquet) Gaetan Devos (compensates Stephan Van den Broucke) Jacques Marquet Stephan Van den Broucke	15h+15h	6 Credits	2q	x	
● LSEXM2816	Interdisciplinary research seminar in the field of family and couple	Jacques Marquet Bénédicte Mouton Pierre-Yves Wauthier (compensates Jacques Marquet)	22.5h +15h	7 Credits	2q	x	

OPTIONS [16.0]

L'étudiant choisit une des deux options. L'option Approche psychologique de la sexualité est conseillée pour les étudiants inscrits à la finalité spécialisée : sexologie. L'option Famille, couple et éthique est conseillée pour les étudiants inscrits à la finalité spécialisée : approche interdisciplinaire de la famille et du couple.

- > Approche psychologique de la sexualité [en-prog-2019-sex2m-lsex201o]
 > Famille, couple et éthique [en-prog-2019-sex2m-lsex202o]

APPROCHE PSYCHOLOGIQUE DE LA SEXUALITÉ [16.0]

- Mandatory
 △ Courses not taught during 2019-2020
 ⊕ Periodic courses taught during 2019-2020
 ✘ Optional
 ⊖ Periodic courses not taught during 2019-2020
 ■ Activity with requisites

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

Year

1 2

o Contenu:

● LSEXM2911	Deviance, violence and sexuality	Pierre Collart	30h	4 Credits	2q	x	x	
○	cours au choix 12 crédits à choisir parmi les cours du master en sciences psychologiques ou parmi les cours de 2ème et 3ème années du baccalauréat en sciences psychologiques			12 Credits		x	x	

FAMILLE, COUPLE ET ÉTHIQUE [16.0]

- Mandatory
 △ Courses not taught during 2019-2020
 ⊕ Periodic courses taught during 2019-2020
 ✘ Optional
 ⊖ Periodic courses not taught during 2019-2020
 ■ Activity with requisites

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

Year

1 2

o Contenu:

● LSEXM2823	Contemporary issues of relationship and parenthood	Bénédicte Mouton Geoffrey Willems	30h	4 Credits	2q	x	x	
● LSEXM2824	Contemporary issues around conjugality: problematization and prevention	Françoise Adam Sarah Galdiolo	30h	4 Credits	2q	x	x	

✘ Cours au choix (8 credits)

Choisir minimum 8 crédits parmi les cours suivants :

✘ LDEMO2610	Populations and health	Philippe Bocquier Catherine Gourbin	30h	5 Credits	1q	x	x	
✘ LSPED1215	Gender and Societies	Ester Lucia Rizzi	30h	5 Credits	2q	x	x	
✘ LCOMU2604	Workshop : Conceptual Media 1	Lionel Detry Thibault Philippette	15h	2 Credits	1q	x	x	
✘ LCOMU2609	Atelier de conception de médias 2	Lionel Detry Thibault Philippette	15h	3 Credits	2q	x	x	
✘ LTHEO2430	Religions and gender	Walter Lesch	30h	4 Credits	1q	x	x	
✘ LTHEO2312	Familial Ethics	Dominique Jacquemin	30h	4 Credits	2q ⊖	x	x	
✘ LRELI1351	Bioethics and Ethics II A	Eric Gaziaux Bernard-Louis Ghislain (compensates Eric Gaziaux) Dominique Jacquemin	45h	7 Credits	2q ⊕	x	x	

						Year	
						1	2
⊗ LFILO2200	Fundamentals of Biomedical Ethics A	Mylene Botbol	30h	5 Credits	1q ⊕	x	x
⊗ LFILO2201	Fundamentals of Biomedical Ethics B	Mylene Botbol (coord.) Michel Dupuis	30h	5 Credits	1q ⊙	x	x
⊗ LCRIM2107	Protection of Youth : Institution and Practices	Thierry Moreau	30h	4 Credits	2q	x	x
⊗ LDROP2071	Advanced aspects of Family Law	Geneviève Schamps Geoffrey Willems	30h	5 Credits	2q	x	x
⊗ LDROP2072	Individual, Family and State	Geoffrey Willems	30h	5 Credits	2q	x	x
⊗ LDROI1504	Law and conflict management	Mauricio Garcia Penafiel Jean-François Van Drooghenbroeck	30h	5 Credits	1q	x	x
⊗ LDROI1525	Gender law	Pascale Vielle	30h	5 Credits	2q	x	x
⊗ LPSYS2056	Psychologie du genre	Annalisa Casini (compensates Vincent Yzerbyt) Isabelle Roskam Vincent Yzerbyt	30h	5 Credits	2q	x	x
⊗ LPSYS2614	Psychology of parenting	Isabelle Roskam	60h	6 Credits	1q	x	x

Course prerequisites

A document entitled [en-prerequis-2019-sex2m.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 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?"*

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

SEX2M - Information

Admission

General and specific admission requirements for this program must be satisfied at the time of enrolling at the university.

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

SUMMARY

- > [Specific Admission Requirements](#)
- > [University Bachelors](#)
- > [Non university Bachelors](#)
- > [Holders of a 2nd cycle University degree](#)
- > [Holders of a non-University 2nd cycle degree](#)
- > [Adults taking up their university training](#)
- > [Access on the file](#)
- > [Admission and Enrolment Procedures for general registration](#)

Specific Admission Requirements

Apporter la preuve d'une maîtrise suffisante de la langue française (niveau B1 du [Cadre européen commun de référence](#) ).

University Bachelors

Diploma	Special Requirements	Access	Remarks
UCLouvain Bachelors			
(unknown URL) (unknown URL) (unknown URL)		Direct Access	
		Based on application: accepted, conditional on further training, or refusal	
Others Bachelors of the French speaking Community of Belgium			
Bachelier en sciences psychologiques et de l'éducation		Direct Access	
		Based on application: accepted, conditional on further training, or refusal	
Bachelors of the Dutch speaking Community of Belgium			
Bachelor in de psychologie		Direct Access	
		Based on application: accepted, conditional on further training, or refusal	
Foreign Bachelors			
		Based on application: accepted, conditional on further training, or refusal	

Non university Bachelors

> Find out more about [links](#) to the university

Holders of a 2nd cycle University degree

Diploma	Special Requirements	Access	Remarks
"Licenciés"			
Master [120] in Psychology Master [240] in Medecine	Accès à la finalité spécialisée : sexologie	Direct Access	
			Based on application: accepted, conditional on further training, or refusal
Masters			
Master [120] in Psychology Master [240] in Medecine	Accès à la finalité spécialisée : sexologie	Direct Access	
			Based on application: accepted, conditional on further training, or refusal

Holders of a non-University 2nd cycle degree

Adults taking up their university training

> See the website [Valorisation des acquis de l'expérience](#)

It is possible to gain admission to all masters courses via the validation of professional experience procedure.

Access on the file

Reminder : all Masters (apart from Advanced Masters) are also accessible on file.

Admission and Enrolment Procedures for general registration

Supplementary classes

To enrol for this Masters, the student must have a good command of certain subjects. If this is not the case, they must add preparatory modules to their Master's programme.

○ Mandatory

△ Courses not taught during 2019-2020

⊕ Periodic courses taught during 2019-2020

⊗ Optional

⊖ Periodic courses not taught during 2019-2020

■ Activity with requisites

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

o Constituer un programme de 60 crédits parmi les propositions suivantes

○ LSEX1360	Interdisciplinary seminar on family and sexuality studies	Marie Géonet Bénédicte Mouton	30h	10 Credits	2q
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o Psychologie

minimum 10 crédits parmi les suivants

⊗ LPSP1003	Introduction to development psychology	Laurie Loop (compensates Isabelle Roskam) Isabelle Roskam	45h	5 Credits	2q
⊗ LPSP1004	Introduction to the psychology of personality	Vassilis Saroglou	30h	3 Credits	2q
⊗ LPSP1201	Clinical psychology	Céline Douilliez Susann Heenen- Wolff (coord.) Nicolas Pinon Emmanuelle Zech	60h	6 Credits	1q
⊗ LPSP1301	Health psychology	Stefan Agrigoroaei Stefan Agrigoroaei (compensates Stephan Van den Broucke) Stephan Van den Broucke	30h	4 Credits	1q
⊗ LIEPR1007	Psychology	Stefan Agrigoroaei Damien Brevers	30h	3 Credits	1q
⊗ LDROI1220	Introduction to Psychology	Pierre Bouchat Emmanuelle Zech (coord.)	45h	3 Credits	2q
⊗ LPSP1330	Psychologie du groupe et des relations interpersonnelles	Karl-Andrew Woltin	22.5h	3 Credits	1q
⊗ LCOPS1125	Psychology and Social Psychology	Coralie Buxant Olivier Corneille Adrien Mierop	30h	5 Credits	2q

o Sociologie et anthropologie

minimum 7 crédits parmi les suivants

⊗ LESPO1113	Sociology and Anthropology of the Contemporary Worlds	Joseph Amougou (compensates Matthieu de Nanteuil) Julien Charles (compensates Matthieu de Nanteuil) Jean De Munck Matthieu de Nanteuil Hugues Draelants	40h	5 Credits	1 ou 2q
⊗ LPOLS1225	Social and cultural anthropology	Anaïs Ménard	30h	4 Credits	2q
⊗ LSPED1215	Gender and Societies	Ester Lucia Rizzi	30h	5 Credits	2q
⊗ LPSP1007	Sociology: education, health and work	Marc Zune	30h	3 Credits	1q
⊗ LSPED1213	Contemporary issues in development policy: a comparative approach	Joseph Amougou Joseph Amougou (compensates An Ansoms) An Ansoms	30h	5 Credits	2q

⊗ LPOLS1232	Interdisciplinary Introduction to Gender Studies	Marie Deridder (compensates Laura Merla) Laura Merla	15h	5 Credits	2q
⊗ LPOLS1234	Theories and concepts in sociology	Marc Zune	30h	4 Credits	1q

o Histoire

minimum 4 crédits parmi les suivants

⊗ LCOPS1113	Modern and Contemporary History	Emmanuel Debruyne (coord.) Gilles Lecuppre Silvia Mostaccio	30h	5 Credits	2q
⊗ LFIAL1155	Introduction to History (Ancient, Medieval, Modern, Contemporary)	Paul Bertrand (coord.) Silvia Mostaccio Françoise Van Haeperen Laurence Van Ypersele	45h	4 Credits	1q

o Philosophie

minimum 4 crédits parmi les suivants

⊗ LFILO1170	Philosophical anthropology	Michel Dupuis Nathalie Frogneux (coord.)	45h	5 Credits	2q
⊗ LFIAL1190	Introduction to Philosophy	Jean-Michel Counet	45h	5 Credits	1q
⊗ LCOPS1311	Social Philosophy	Mark Hunyadi	30h	4 Credits	2q
⊗ LPSP1008	Philosophy: education, health and work	Jean Leclercq	30h	3 Credits	1q
⊗ LCOPS1124	Philosophy	Sylvain Camilleri Nathalie Frogneux	30h	5 Credits	2q

o Statistiques et méthodes

minimum 8 crédits parmi les suivants

⊗ LCOPS1114	Statistics and Bases of Probability Theory	Marie-Paule Kestemont	30h+30h	5 Credits	1q
⊗ LPOLS1221	Quantitative Data Analysis	Jacques Marquet	25h+20h	4 Credits	1q
⊗ LPSP1209	Statistics, inference on one or two variables	Bernadette Govaerts	22.5h+15h	4 Credits	1q
⊗ LSPED1211	Introduction to Demography	Bruno Schoumaker	30h	5 Credits	1q

o cours à option

⊗ LANGL2141	English for Family and Sexuality Studies - online course	Sabrina Knorr (coord.) Carlo Lefevre (coord.)	120h	4 Credits	1 + 2q
⊗ LPSP1005	General biology, including elements of human genetics	André Moens	30h	4 Credits	1q
⊗ LPOLS1314	Social Law	Bernard Nyssen	30h	4 Credits	1q
⊗ LPSP1337	Political psychology	Stephan Van den Broucke	22.5h	3 Credits	1q Δ
⊗ LFOPA2007	Traitement de données quantitatives	Mikaël De Clercq	30h+15h	6 Credits	1q
⊗ LESPO1122	Foundations of Law	Nicolas Bonbled Jean-Marc Hausman Thibaut Slingeneyer de Goeswin	40h	5 Credits	1 ou 2q

Teaching method

Interdisciplinary teams of teaching staff.

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".

Courses with high attendance will have a written examination. For other courses, assessment may take the form of an oral examination or a piece of individual work. The precise nature of the assessment will be clarified by the lecturer in charge at the beginning of each course.

Mobility and/or Internationalisation outlook

Designed as a group of thematic modules, this programme fits in with other partners, both by borrowing or lending different components. The Institute's special partners (University of Quebec - Montreal, REDIF, University of Lille) also work in the same way.

Possible trainings at the end of the programme

Advanced Masters :

Doctoral programmes : currently doctorate in Psychology and Education. Discussions under way with the Faculty of Economics and Political Science.

Certificates

Aucun sous-ensemble de ce programme ne peut constituer un certificat d'université

Contacts

Curriculum Management

Entity

Structure entity

Denomination

Faculty

Sector

Acronym

Postal address

SSH/PSP/ESFA

(ESFA)

Faculty of Psychology and Educational Sciences (PSP)

Human Sciences (SSH)

ESFA

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: Jacques Marquet

Jury

- Françoise Adam
- Bénédicte Mouton

Useful Contact(s)

- Brigitte Pelsmaekers
- Chloé Vaneyck

