

PERSUASION AND NEGOTIATION

**Grado en Comportamiento y Ciencias Sociales BBSS SEP-
2023 P&N-BS.1C.4.M.A**

Area Human Resources and Organisational Behaviour

Number of sessions: 15

Academic year: 23-24

Degree course: FOURTH

Number of credits: 3.0

Semester: 1º

Category: OPTIONAL

Language: English

Professor: **BORJA PAREDES SANSINENEA**

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His research interests are related to the fields of personality social psychology and psychometrics. His work has been published in referred international journals of the field. He got his Bachelor in Psychology from Universidad Autónoma de Madrid (2011) and his Master's Degree in Methodology of Social Sciences from Universidad Autónoma de Madrid (2013), where he collaborates as a researcher in different projects. Borja obtained his PhD in Social Psychology at UNED in collaboration with the University of Texas at Austin in 2018. He is associate professor in IE University, where has taught courses such as "Human Intelligence", "Motivation & Emotion", "Program Evaluation", "Conflict & Negotiation", "Individual Differences" or "Learn to Observe, Experiment and Survey".

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PREREQUISITES

There are no prerequisites for this course

SUBJECT DESCRIPTION

How should you talk your way into a salary raise at work? Is there a way to increase the chances of your crush to go out on a date with you? What are the steps to demilitarize a conflict zone? During a strike, where should a Union leader and the CEO of a company meet? The answers to all of these questions may have more in common than you think. The basis to navigate these situations successfully lie in principles of persuasion and negotiation. Over the course of the semester, you will learn the main theoretical paradigms that top researchers and practitioners use in negotiation and persuasion settings. You will find that these principles are applicable to a great range of personal, professional and group-related scenarios, such as the ones provided in the questions above.

The aim of this course is to provide the students with the capability of analyzing the factors and processes that may be causing attitude change in certain given scenarios. Also, during this course the student is expected to acquire basic abilities to design and apply conflict-solving and conflict-preventing elementary strategies in different contexts (i.e., personal and professional).

LEARNING OBJECTIVES

Students are expected to attain the following skills:

- Be familiar with the basic concepts, theories and practices of persuasion and attitude change, such as the Elaboration Likelihood Model.
- Know how to systematically prepare a negotiation with proper and strategic information collection regarding self, other(s), and negotiation situations.
- Understand the importance of and the ability of using communication and information exchange in conflict and negotiation contexts.
- Be equipped with the toolkits of negotiation strategies of interest-based negotiation, which result in achieving goals without jeopardizing relationships.

TEACHING METHODOLOGY

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	16.0 %	12.0 hours
Discussions	13.33 %	10.0 hours
Exercises in class, Asynchronous sessions, Field Work	22.67 %	17.0 hours
Group work	34.67 %	26.0 hours
Individual studying	13.33 %	10.0 hours
TOTAL	100.0 %	75.0 hours

PROGRAM

The course will be divided into four relatively broad topics: 1) Intro to persuasion will talk about the different historic approaches to persuasion over the last decades. 2) Social Influence will explore, from an applied perspective, how the seven principles of influence may work to our advantage. Topics 3) and 4) will dive into Interest-based negotiation, with a clear focus on having students negotiate in class in order to gain enough expertise and apply all the concepts learnt throughout the course.

INTRODUCTION TO PERSUASION

This topic will explore different basic aspects of attitudes and persuasion.

SOCIAL INFLUENCE

In this topic, we will learn Cialdini's principles of influence. Reciprocity, Commitment, Social Proof, Liking, Authority, Scarcity, Contrast.

NEGOTIATION PART 1

In this topic, we will start to learn the basic concepts needed to solve an ongoing conflict, such as group processes, power balance, conflict intensity, and other context-related factors.

NEGOTIATION PART 2

In this topic, we will learn and apply the principles of interest-based negotiation, that is: Separate the People from the Problem, Focus on Interests and not Positions, Invent Options for Mutual Gain and Insist on Using Objective Criteria.

SESSION 1 (LIVE IN-PERSON)

Synchronous Session. Live classes/lectures

Introduction to the course: aims, contents and evaluation.

SESSION 2 (LIVE IN-PERSON)

Synchronous Session. Practical exercises in class

Topic 1: Introduction to persuasion

"Student paper" negotiation case. Negotiate or persuade?

SESSION 3 (ASYNCHRONOUS)

Asynchronous Session. Lectures recorded by professors and lecture slides with video

Topic 2: Social Influence

Cialdini's principles of social influence

SESSION 4 (LIVE IN-PERSON)

Synchronous Session. Practical exercises in class

Negotiation Exercise.

SESSION 5 (ASYNCHRONOUS)

Asynchronous Session. Lectures recorded by professors and lecture slides with video

Topic 2: Theoretical Perspectives on Attitude Change
Cialdini's principles of social influence

SESSION 6 (LIVE IN-PERSON)

Synchronous Session. Practical exercises in class
Negotiation Exercise.

SESSION 7 (ASYNCHRONOUS)

Asynchronous Session. Lectures recorded by professors and lecture slides with video
Topic 2: Theoretical Perspectives on Attitude Change
Cialdini's principles of social influence

SESSION 8 (LIVE IN-PERSON)

Synchronous Session. Practical exercises in class
Negotiation Exercise.

SESSION 9 (LIVE IN-PERSON)

Asynchronous Session. Individual projects (technical, creative, conceptual, ...)
Use your persuasion knowledge: Generate a persuasive message with credibility.

SESSION 10 (LIVE IN-PERSON)

Synchronous Session. Classic face-to-face lecture
Topics 3 & 4: Negotiation

SESSION 11 (LIVE IN-PERSON)

Synchronous Session. Classic face-to-face lecture
Topics 3 & 4: Negotiation

SESSION 12 (LIVE IN-PERSON)

Synchronous Session. Practical exercises in class
Can you call it Deal or No Deal: The art of Negotiation? "Anclote vs Elson realty trust" negotiation case. Perform a negotiation and get a satisfactory deal.
Case Summary: Anclote Corporation filed suit in Superior Court against Elson Realty Trust seeking injunctive relief and damages for lost revenue related to construction done by Elson Realty Trust which interrupted the manufacturing process and damaged equipment. Elson Realty Trust had filed a counterclaim for rent due. The judge has granted a preliminary injunction and referred the case to mediation with strong language about expecting a settlement of the claim before the hearing in thirty days.[1] Negotiations are subject to change based on student interest and time constraints

SESSION 13 (LIVE IN-PERSON)

Synchronous Session. Practical exercises in class

"Parker-Gibson" Negotiation case. Perform a negotiation and get a satisfactory deal.

Case Summary: The Gibsons own a house at 39 Willow Street. They have been approached by their neighbors to the east – the Parkers – who have asked the Gibsons if they would be interested in buying the half-lot that sits between their two homes

SESSION 14 (LIVE IN-PERSON)

Synchronous Session. Team project – Collaboration (technical, creative, conceptual, ...)

Final Negotiation

SESSION 15 (LIVE IN-PERSON)

Synchronous Session. Team project – Collaboration (technical, creative, conceptual, ...)

Final Negotiation

EVALUATION CRITERIA

- The practical activities will mostly involve writing short essays about readings regarding persuasion and/or negotiation, or reflections of staged situations in class, such as a negotiation with the professor about a change in evaluation policy.

- The outline for this final negotiation is the following:

(1) I will randomly assign each person to a fictional country (Durnia or Ebegon) and a role (Assistant Secretary of State, Treasury, or Defense). There will probably be several persons per role. I will play the role of a U.N. observer(s) providing good offices -- but will not mediate. I will strive to have as little effect on the negotiation as possible, other than providing logistical assistance.

(2) Each person will receive a copy of his or her country's instructions and a copy of the U.N. Report. Each person should fill in the name of his/her own role and that of his/her teammates' roles in the first paragraph of the confidential instructions.

(3) The country teams will meet (separately) prior to the negotiation to establish their strategy and tactics. This intra-team preparation shouldn't take longer than 45 minutes.

(4) Each team will have to deliver a short report prior to the meeting in which they outline their strategy, expectations and priorities.

(5) Negotiations will take place on the last day of class.

(6) If a final agreement is reached delineating a border, a U.N. observer should ask that one good copy of the agreement be made "for the U.N." This is partly to ensure that a true agreement has been reached, and partly to provide me with a copy.

criteria	percentage	Learning Objectives	Comments
Class Participation	25 %		Participation will be evaluated individually
Practical Activities	40 %		These activities will be evaluated individually
Final Negotiation	35 %		This Negotiation will be a group negotiation

RE-SIT / RE-TAKE POLICY

Each student has four (4) chances to pass any given course distributed over two (2) consecutive academic years. Each academic year consists of two calls: one (1) ordinary call (during the semester when the course is taking place); and one (1) extraordinary call (or “re-sit”) in June/July.

Students who do not comply with the 70% attendance requirement in each subject during the semester will automatically fail both calls (ordinary and extraordinary) for that Academic Year and have to re-take the course (i.e., re-enroll) during the next Academic Year.

The Extraordinary Call Evaluation criteria will be subject to the following rules:

Students failing the course in the ordinary call (during the semester) will have to re-sit evaluation for the course in June / July (except those students who do not comply with the attendance rule, and therefore will not have that opportunity, since they will fail both calls and must directly re-enroll in the course during the next Academic Year).

It is not permitted to change the format nor the date of the extraordinary call exams or deadlines under any circumstance. All extraordinary call evaluation dates will be announced in advance and must be taken into consideration before planning the summer (e.g. internships, trips, holidays, etc.)

The June/July re-sit will consist of a comprehensive evaluation of the course. Your final grade for the course will depend on the performance in this exam or evaluation only. I.e., continuous evaluation over the semester (e.g. participation, quizzes, projects and/or other grade components over the semester) will not be taken into consideration on the extraordinary call. Students will have to achieve the minimum passing grade of 5 and the maximum grade will be capped at 8.0 (out of 10.0) – i.e., “notable” in the extraordinary call.

Re-takers: Students who failed the subject on a previous Academic Year and are now re-enrolled as re-takers in a course will need to check the syllabus of the assigned professor, as well as contact the professor individually, regarding the specific evaluation criteria for them as re-takers in the course during that semester (ordinary call of that Academic Year). The maximum grade that may be obtained as a retaker during the ordinary call (i.e., the 3rd call) is 10.0 (out of 10.0).

After exams and other assessments are graded by the professor (on either the ordinary or extraordinary call), students will have a possibility to attend a review session (whether it be a final exam, a final project, or the final overall grade in a given course). Please be available to attend the session in order to clarify any concerns you might have regarding your grade. Your professor will inform you about the time and place of the review session.

Students failing more than 18 ECTS credits after the June/July re-sits will be asked to leave the Program. Please, make sure to prepare yourself well for the exams in order to pass your failed subjects.

In case you decide to skip the opportunity to re-sit for an exam or evaluation during the June/July extraordinary call, you will need to enroll in that course again for the next Academic Year as a re-taker, and pay the corresponding tuition fees. As you know, students have a total of four (4) allowed calls to pass a given subject or course, in order to remain in the program.

BIBLIOGRAPHY

Recommended

- Cialdini, R.. (2016). *Pre-suasion: A revolutionary way to influence and persuade*. Simon and Schuster.. ISBN 1847941435 (Printed)

- Deutsch, M., Coleman, P. T., & Marcus, E. C.. (2011). *The handbook of conflict resolution: Theory and practice*. John Wiley & Sons.. ISBN 9781118526866 (Printed)

- Fisher, R., Ury, W. L., & Patton, B.. (2011). *Getting to yes: Negotiating agreement without giving in*. Penguin. ISBN 1844131467 (Printed)

BEHAVIOR RULES

Please, check the University's Code of Conduct [here](#). The Program Director may provide further indications.

ATTENDANCE POLICY

Please, check the University's Attendance Policy [here](#). The Program Director may provide further indications.

ETHICAL POLICY

Please, check the University's Ethics Code [here](#). The Program Director may provide further indications.



IDENTITY, DIVERSITY AND CROSS CULTURAL UNDERSTANDING

**Grado en Comportamiento y Ciencias Sociales BBSS SEP-
2023 IDCCU-BS.1C.4.M.A**

Area Others

Number of sessions: 15

Academic year: 23-24

Degree course: FOURTH

Number of credits: 3.0

Semester: 1º

Category: OPTIONAL

Language: English

Professor: **ARIADNE MARIA FERRO BAJUELO**

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**Agent of Reflection in Higher Education | Inclusion and Intercultural
Facilitator | Ikigai-Focused ADHD Coach and Educator | Lover of Learning**

Dr. Ariadne María Ferro Bajuelo is an adjunct professor at IE University. She has experience teaching courses at the University of Florida, University of Central Florida, NYU Madrid, Universidad de Alcalá -Alcalíngua, and Syracuse University Madrid. Her previous research examines languages in contact, in particular, Spanglish as it is spoken by Cuban U.S. Americans in South Florida. She is an intercultural and inclusion facilitator, an Intercultural Development Inventory (IDI) Qualified Administrator, and has facilitated trainings on topics such as identifying and addressing microaggressions, cross-cultural intelligence, inclusion, and critical thinking. Dr. Ferro also participated in the design and delivery of Coursera's *Diversity with Inclusion in Organizations MOOC*.

She received her M.A. from the University of Florida, her Ph.D. from Universidad de Alcalá, and her M.Ed. in Intercultural Education from the UNED. She is also a certified ADHD coach and a board-certified ADHD educator who coaches clients through her consultancy, The Zunzún. When she's not in the classroom, Dr. Ferro enjoys spending time with her kids, watching British detective shows, reading and learning, eating Cuban food, and planning her next visit back to South Florida to visit her family.

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PREREQUISITES

There are no prerequisites for this course.

SUBJECT DESCRIPTION

“We don't see things as they are, we see them as we are” - Anaïs Nin

What do we mean when we talk about diversity? How are our identities shaped by our experiences, perspectives, and dominant cultures and systems? How do we navigate our complex identities in a university context, and how do we extrapolate this learning beyond this context? In this course, we will examine these questions by exploring topics such as social identities, meaning-making, and interculturality. This is a discussion-based course where students will be expected to read, engage in self-reflection, drive discussions and topic facilitation, and think critically about the topics covered in the course.

LEARNING OBJECTIVES

The goal of this course is to engage students with a range of topics related to diversity, challenging our pre-existing conceptions of self and how we are inevitably changed by our educational and lived experiences. The format and dynamic of the classroom are designed to involve students not only as learners but also as teachers.

Upon completing this course, you will have:

1. Deepened your understanding of the concept of diversity and its many facets.
2. Reflected on your own identities and how they have been impacted by your cultural and lived experiences as well as by dominant cultures and structures.
3. Developed an increased awareness and sensitivity to the lived experiences of others.
4. Learned skills to identify and navigate diversity and difference in educational and workplace environments.

TEACHING METHODOLOGY

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	13.33 %	10.0 hours
Discussions	20.0 %	15.0 hours
Exercises in class, Asynchronous sessions, Field Work	20.0 %	15.0 hours
Group work	13.33 %	10.0 hours
Individual studying	33.33 %	25.0 hours
TOTAL	100.0 %	75.0 hours

PROGRAM

The following program is tentative. Although we will cover all the listed topics, the selected readings, activities, and pace of the class depends on group performance. All readings will be listed in the corresponding section and will be available on Campus Online.

SESSION 1 (LIVE IN-PERSON)

Course Introduction

Topics: Introduction to the course: objectives, contents, schedule, and evaluation

Activities: Icebreakers and introductions. Developing ground rules. Inclusion pledge. Introduction to identity wheel

Other / Complementary Documentation: Readings in homework folder before Session 2

SESSION 2 (LIVE IN-PERSON)

- Reading quiz 1
- What is culture?
- How is interculturality measured?
 - Intercultural Development Continuum (IDC) /
 - Developmental Model of Intercultural Sensitivity (DMIS) /
 - Intercultural Praxis Model (IPM)

Activities: Meet your discussion / debate group

Other / Complementary Documentation: Readings in homework folder before Session 3

SESSION 3 (LIVE IN-PERSON)

- Reading quiz 2
- How does culture impact identity
- Perception and meaning-making

Activities: First in-class discussion with discussion / debate group

Create select dates and topics for student-led class facilitation

Other / Complementary Documentation: Readings in homework folder before Session 4

SESSION 4 (LIVE IN-PERSON)

- Reading quiz 3
- Identity and Diversity
- Applying the Intercultural Praxis Model

Activities: In-class discussion with discussion / debate group

Assignment before Session 5:

- Readings in homework folder
- Self-reflection, peer assessment, and submission of revised self-reflection

SESSION 5 (LIVE IN-PERSON)

- Reading quiz 4
- Diversity, inclusion, and exclusion
- Applying the Intercultural Praxis Model

Activities: In-class discussion with discussion / debate group

Other / Complementary Documentation: Readings in homework folder before Session 6

SESSION 6 (ASYNCHRONOUS)

- Identity, Stereotypes, and Microaggressions
- Topics: Representation and Microaggressions
- Video: Professor Alexander Todorov's 2005 experiment
- Video: Microaggression mosquito bite

Activities: Stereotypes, Microaggressions, and Representation. Role of IPM. View Week 2 of Coursera course: Diversity with Inclusion in Organizations starting with the Microaggression section. Discussion

Assignment before Session 7:

- Readings in homework folder
- Self-reflection, peer assessment, and submission of revised self-reflection

Book Chapters: Pgs. 137-154 of Inclusive Conversations: Fostering Equity, Empathy, and Belonging across Differences (See Bibliography)

Video: About Face: How First Impressions Fool Us (Outsmarting implicit bias)

Video: Microaggression (Youtube)

Article: Asian Americans On TV: Study Finds Continued Underrepresentation Despite New Wave Of AAPI-Led Shows (Deadline, September 12, 2017)

Video: Diversity with Inclusion in Organizations (IE Coursera)

SESSION 7 (LIVE IN-PERSON)

- Reading quiz 5
- Intersectional Identities
- Privilege and Oppression

Video:

Activities: In-class discussion with discussion / debate group

Other / Complementary Documentation: Readings in homework folder before Session 8

SESSION 8 (LIVE IN-PERSON)

Midterm exam

Other / Complementary Documentation: Readings in homework folder before Session 9

SESSION 9 (LIVE IN-PERSON)

- Reading quiz 6
- Bridging Differences and Intercultural Praxis
- Elements of cross-cultural facilitation

Activities: Facilitation practice with discussion / debate group

Assignment before Session 10:

- Readings in homework folder
- Self-reflection, peer assessment, and submission of revised self-reflection

SESSION 10 (LIVE IN-PERSON)

- Reading quiz 7
- Bridging Differences and Intercultural Praxis
- Continue with elements of cross-cultural facilitation

Activities: Facilitation practice with discussion / debate group

Other / Complementary Documentation: Readings in homework folder before Session 11

SESSION 11 (LIVE IN-PERSON)

- Reading quiz 8
- Bridging Differences and Intercultural Praxis
- Topics: Race and Racism

Activities: Student-led facilitation. Discussion. Role of IPM

Other / Complementary Documentation: Readings in homework folder before Session 12

SESSION 12 (LIVE IN-PERSON)

- Reading quiz 9
- Bridging Differences and Intercultural Praxis
- Topics: Gender and Sexuality

Activities: Student-led facilitation. Discussion. Role of IPM

Assignment before Session 13:

- Readings in homework folder
- Self-reflection, peer assessment, and submission of revised self-reflection

SESSION 13 (LIVE IN-PERSON)

- Reading quiz 10
- Bridging Differences and Intercultural Praxis
- Topics: Ability, Ableism, and Neurodiversity

Activities: Student-led facilitation. Discussion. Role of IPM

Other / Complementary Documentation: Readings in homework folder before session 14

SESSION 14 (LIVE IN-PERSON)

- Reading quiz 11
- Bridging Differences and Intercultural Praxis
- Topics: Class and Classism

Activities: Student-led facilitation. Discussion. Role of IPM

SESSION 15 (LIVE IN-PERSON)

Where Do We Go from Here?

Topics: Course review and wrap-up. Tying the course together.

Activities: Discussion. Review of scenario evaluations.

EVALUATION CRITERIA

The evaluation for the course is based on class participation, mid-term exam, written work, and a joint, student-led class facilitation.

criteria	percentage	Learning Objectives	Comments
Final Paper	15 %		
Group Student-Led Class Facilitation	10 %		
Individual Assignments & Continuous Evaluation	20 %		
Midterm Exam	20 %		
Reflections and Peer Assessments	15 %		
Individual Engagement	20 %		

RE-SIT / RE-TAKE POLICY

Each student has four (4) chances to pass any given course distributed over two (2) consecutive academic years. Each academic year consists of two calls: one (1) ordinary call (during the semester when the course is taking place); and one (1) extraordinary call (or “re-sit”) in June/July.

Students who do not comply with the 70% attendance requirement in each subject during the semester will automatically fail both calls (ordinary and extraordinary) for that Academic Year and have to re-take the course (i.e., re-enroll) during the next Academic Year.

The Extraordinary Call Evaluation criteria will be subject to the following rules:

- Students failing the course in the ordinary call (during the semester) will have to re-sit evaluation for the course in June / July (except those students who do not comply with the attendance rule, and therefore will not have that opportunity, since they will fail both calls and must directly re-enroll in the course during the next Academic Year).
- It is not permitted to change the format nor the date of the extraordinary call exams or deadlines under any circumstance.
- All extraordinary call evaluation dates will be announced in advance and must be taken into consideration before planning the summer (e.g. internships, trips, holidays, etc.)
- The June/July re-sit will consist of a comprehensive evaluation of the course.
- Your final grade for the course will depend on the performance in this exam or evaluation only. I.e., continuous evaluation over the semester (e.g. participation, quizzes, projects and/or other grade components over the semester) will not be taken into consideration on the extraordinary call.

- Students will have to achieve the minimum passing grade of 5 and the maximum grade will be capped at 8.0 (out of 10.0) – i.e., “notable” in the extraordinary call.

Re-takers: Students who failed the subject on a previous Academic Year and are now re-enrolled as re-takers in a course will need to check the syllabus of the assigned professor, as well as contact the professor individually, regarding the specific evaluation criteria for them as re-takers in the course during that semester (ordinary call of that Academic Year). The maximum grade that may be obtained as a retaker during the ordinary call (i.e., the 3rd call) is 10.0 (out of 10.0).

After exams and other assessments are graded by the professor (on either the ordinary or extraordinary call), students will have a possibility to attend a review session (whether it be a final exam, a final project, or the final overall grade in a given course). Please be available to attend the session in order to clarify any concerns you might have regarding your grade. Your professor will inform you about the time and place of the review session.

Students failing more than 18 ECTS credits after the June/July re-sits will be asked to leave the Program. Please, make sure to prepare yourself well for the exams in order to pass your failed subjects.

In case you decide to skip the opportunity to re-sit for an exam or evaluation during the June/July extraordinary call, you will need to enroll in that course again for the next Academic Year as a re-taker, and pay the corresponding tuition fees. As you know, students have a total of four (4) allowed calls to pass a given subject or course, in order to remain in the program

Individual Assignments & Continuous Evaluation (20%) - Students will have several in-class and asynchronous assignments in which they will work as individuals to apply the concepts and theories that they are learning to different contexts. You will receive additional information about the assignments and expectations during the sessions in which I introduce them. If you do not attend this session, it is your responsibility to gather this information from your peers. Examples of individual assessments include:

- Readings in between class sessions
- Reading quizzes
- Scenario evaluations

Reflections and Peer Assessments (15%) - Four times throughout the semester, students will write a 500 - 750-word reflection following a prompt I will provide. Each student will be assigned a peer reviewer who will read the reflection and provide feedback, according to a rubric. The student will turn in the final reflection, their peer reviewer's rubric, and a note of what aspect of the peer reviewer's assessment provoked the most reflection. This grade will be based on both the quality of the final reflection as well as the quality of the review provided to other students.

Individual Engagement (20%) - Class participation and engagement will be evaluated based on the quality (not quantity) of your participation in pre-session readings, class discussion, and other activities that take place during sessions. The most important component of your participation is the content of what you are saying. A high-quality comment reveals depth of insight, rigorous use of case evidence, consistency of argument, and realism. Listening is an equally important component of class participation. Please be mindful of how much you are speaking versus listening and ensure that this class is an environment in which all of us are encouraged to do both. Students who are disruptive or disrespectful will be asked to leave the classroom and will be counted as absent for that day. No exceptions.

- **Use of electronics is prohibited in class** unless otherwise indicated by an accommodations notice or unless I've indicated that a device is needed for classwork / in-class research. Unauthorized use of devices will result in an absence for that day. No exceptions.
- **10% of this grade will be self-reported** by the student following a rubric I will provide.
- Part of this grade will include participation in discussion and debate groups

Do your best to stay focused. I allow the use of fidgets (ask me if you're not sure what's appropriate to use in class), and if you need to stand up to stay focused, let me know, and we'll discuss where you can sit so that you won't distract the class. Do not get off track with social media. We have a limited amount of time together, and it's best to make the most of class time by not being redundant.

Midterm exam (20%)

Group Student-Led Class Facilitation (10%) – One of the objectives of this course is to learn how to navigate and facilitate difficult conversations around identity and diversity. To meet this objective, I will randomly place students in small groups to co-facilitate an activity that helps drive discussion for each of the course topics within the context of organizational applicability. The activities should be around 30 mins and must be approved by me prior to the session in which you will deliver the activity. After co-facilitating the session, each student will be asked to reflect on the experience as part of the final paper. Creativity is encouraged. A rubric will be available in the appropriate Campus Online folder.

Final Paper (15%) – The final paper for the course consists of course reflections, incorporating lessons from the student-led facilitation process, highlighting your personal areas of growth as well as areas for further development. The paper should be 6-10 pages (not including the bibliography), typed, and double-spaced using a standard 12-point font such as Times New Roman, Ariel, or Calibri. Students must follow APA 7. You will submit your final paper via Turnitin on Campus Online. A rubric will be available in the appropriate Campus Online folder.

BIBLIOGRAPHY

Recommended

- Mary-Frances Winters. (2020). *Inclusive conversations : fostering equity, empathy, and belonging across differences*. Berrett-Koehler Publishers. ISBN 9781523088829 (Digital)

BEHAVIOR RULES

Please, check the University's Code of Conduct [here](#). The Program Director may provide further indications.

Our class will co-create ground rules for engagement as well as consequences for not abiding by them.

Technology in the Classroom – The course does not require the regular use of laptops or other personal-use digital devices, and I will be sharing the class presentation with you on Blackboard. Inappropriate use of digital devices will result in an absence for the day. **No mobile phone use allowed.**

Assignments – I know that things can happen unexpectedly, and it is impossible to prepare in advance for everything that life throws at you. For this reason, I will grant each student a 24-hour grace period on ONE assignment (except the student facilitation and the final paper) during the semester. For all other late assignments, your grade will drop 5% each day that it is late. Submissions after one week will not be accepted.

Attendance – Attendance at all scheduled classes is mandatory and essential for success in the course. Missing more than 30% of class sessions will result in an automatic fail of the course. If you miss class for any reason, you are responsible for getting notes from classmates. If you have questions about any assignments please send me an email.

Engagement should be positive and contribute to an inclusive class environment. If your presence does not reflect this, I will mark you absent and invite you to leave.

Office Hours – I do not have set office hours. If you would like to speak with me, email me (aferro@faculty.ie.edu) or you can request an appointment for an online chat. I like getting to know my students, so consider this an open invitation to chat about anything or nothing in particular; it is also an important part of how I can be a better facilitator! Furthermore, these meetings are a particularly useful time to discuss your work and my feedback on it.

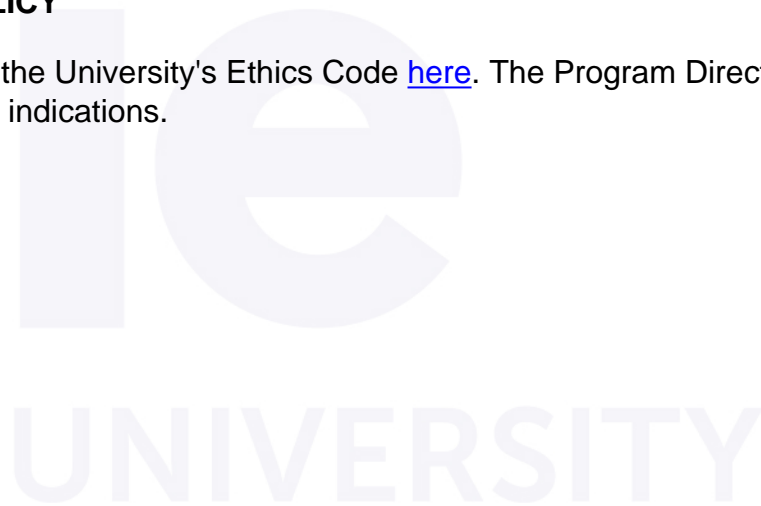
If you do not understand how you are being evaluated, it is your right and responsibility to come to talk to me about it. I will answer emails received during the workweek within 24 hours, but if you write me after 5 pm on Friday (with the exception of a true emergency), I will respond on Monday morning.

ATTENDANCE POLICY

Please, check the University's Attendance Policy [here](#). The Program Director may provide further indications.

ETHICAL POLICY

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YOUR BRAIN ON DRUGS

Grado en Comportamiento y Ciencias Sociales BBSS SEP-2023 YBOD-BS.1C.4.M.A

Area Human Resources and Organisational Behaviour

Number of sessions: 15

Academic year: 23-24

Degree course: FOURTH

Number of credits: 3.0

Semester: 1º

Category: OPTIONAL

Language: English

Professor: **JULIA FOLCH SCHULZ**

E-mail: jfolch@faculty.ie.edu

Scientific specialization: UNESCO Code: 6106 (Experimental Psychology).

Affiliation: I am a member of the research group PS-019 "Psychobiology of Facial Information Processing", recognized by the Universidad Autónoma de Madrid since 16/11/2006. I also do collaborations in the field of Cognitive Neuroscience (RCN, reference the Ministry of Science and Innovation: PSI2008-00968-E/PSIC). I am specifically dedicated to the study of emotional expression in children with autism spectrum disorders (ASD), and stress.

Research area: Biopsychology (autism, emotions, stress).

Academic background: Bachelor degree in Psychology, obtained in June 1990. Ph.D. in Psychology, December 2015. Universidad Autónoma de Madrid (UAM).

Teaching experience: I teach at the School of Psychology of this University since course 1998/1999. I have teaching experience in the following areas: Neuroscience, Biological Psychology, Psychophysiology, Infantile Psychopathology, Animal Learning, and Differential Psychology. I'm also an academic tutor (class coordinator and advisor).

Research experience: Biopsychology (emotions, autism, stress). I participate regularly in research activities at the UAM-University related to autism. I participate with regularity as a lecturer in national and international congresses, related to the facial expression of emotion, infantile disorders, and stress. I have published as first author and co-author different books and papers mostly related to the facial expression of emotion.

Professional experience: I am working as a Psychologist since my graduation in 1990. I am currently still a clinical child psychologist (home care), although actually I am not working in this field on a regular basis. I have also experience as a student counsellor (selecting undergraduate students, acting as a "counsellor", and training skills-management of anxiety, improvement of studying habits and techniques, etc.). Since 1998, I am working at IE-University.

- Office hours-online: To be confirmed after consulting with the students, but always fixed days (2 days, an hour per day).
- Contact details:
 - E-mail: julia.folch@ie.edu.
 - Telephone number: 921-415367 (Segovia).

PREREQUISITES

It requires just some general knowledge related to Biology and Psychology. If you lack this knowledge, do not worry. The contents of this subject have been organized in such a way that you will acquire it in the introductory sessions. Please ask if you need extra-information.

SUBJECT DESCRIPTION

“Sometimes maybe you need an experience. The experience can be a person or it can be a drug. The experience opens a door that was there all the time but you never saw it. Or maybe it blasts you into outer space.”

- Melvin Burgess, Smack

“It's amazing With the blink of an eye, I finally saw the light,

It's amazing,

That when the moment arrives, you know you'll be alright.”

- Amazing - Aerosmith: <https://youtu.be/3LKD-XQjEHs>

The purpose of this subject is to provide a new way of understanding addictive behavior, for understanding why any of us could be blasted into outer space... You will learn that the disorder not only implies consuming legal and illegal substances (such as alcohol, nicotine, hashish, cocaine, designer drugs). It also involves risky behaviors (bungee jumping, or reckless driving) and lack of control over activities such as gambling, using technology, sports, and shopping), that lead to abuse and dependency. This course will enable you to understand the personal, medical, economic, and social impact of addictive behaviors, in order to prevent and, if necessary, treat them successfully (for coming back to the “earth”).

LEARNING OBJECTIVES

In this course:

CORE TOPIC I

You will be able to identify what is a “drug”, a “dependency”, “tolerance” and an addictive behavior. You will understand why self-medication is a kind of addiction. This will make it easier for you to detect if someone, even you, has a problem with drugs. On the other hand, you will also be able to explain the stigma associated with substance abuse and the myths and realities of substance abuse, in addition to being more aware of the implication of the economic factors involved.

CORE TOPIC II

You will acquire knowledge about the biological foundations (genetics and physiology) of addictive behaviors, and their interaction with personal and environmental factors. This will facilitate your understanding of the risks involved in consuming designer drugs, vaping, e-cigarettes, cannabis, methamphetamines, and opioids. Your awareness that everybody (including you) shows a certain personal vulnerability will grow.

CORE TOPIC III

You will get a basic knowledge about the most relevant preventive and treatment strategies, and understand why an adequate knowledge about drugs can lessen their impact. You will also discover the boundaries between healthcare and law enforcement in addiction treatment.

TEACHING METHODOLOGY

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	30.67 %	23.0 hours
Discussions	6.67 %	5.0 hours
Exercises in class, Asynchronous sessions, Field Work	20.0 %	15.0 hours
Group work	16.0 %	12.0 hours
Individual studying	26.67 %	20.0 hours
TOTAL	100.0 %	75.0 hours

PROGRAM

PROGRAM

The following program is tentative. Although we will cover all of the listed topics, the selected readings, activities and pace of the class depends on group performance. **Please check announcements and activities posted on Campus regularly!** Additionally, we may have to rearrange some sessions in order to accommodate guest speakers or special activities. Unless otherwise noted, you need to complete all corresponding pre-activities BEFORE attending the session, but they are all voluntary. In the post activities you will have more time and always a due date. But again they are all voluntary. **Remember that pre- and post-activities contribute to your participation grade.**

This course consists of 6 topics, grouped into 3 core topics. Practical activities will be conveniently complete the theoretical contents.

IMPORTANT: Sometimes the videos added to the sessions stop being publicly visible for reasons beyond our control. They will be replaced in time and posted on campus. Thanks for understanding.

SESSION 1 (LIVE IN-PERSON)

SUBJECT PRESENTATION

We will introduce the main contents and methods linked to this subject. Please do not miss this class, as the professor provides you with essential information for understanding the logic behind the subject and basic requirements you need to fulfill to pass this subject successfully.

Main activities

- Pre-Activity 1: Surf the net- What is a drug?
- Group Activity: Lecture. Reflection. Discussion. Game: Common myths about drugs and addictive behaviors.
- Post-Activity 1: Please check the syllabus and following video "The pathology of addiction".

Other / Complementary Documentation: The pathology of addiction (Youtube)

SESSION 2 (LIVE IN-PERSON)

CORE TOPIC I: UNDERSTANDING DRUG ADDICTION

TOPIC 1: DRUG ABUSE AND ADDICTION- IS ADDICTION A VICE OR A DISEASE?

What are the main contents?

- Why do people take drugs?
- Classical and modern addictions.
- The psychological, behavioral, and social impact of some of the most common drugs.

Main activities

- Pre-Activity 2: Documentary-History of drug addiction.
- Group Activity: Lecture. Activity: "Sure you do not take drugs?" Discussion.
- Post-Activity 2: Documentary TED-talk- "The opposite of addiction is connection" Addicts are lonely rats in an empty cage. Written instructions will be provided.

Topic-related Activity 1: "Freud's love affair with Cocaine"

Article: Addiction isn't a disease (National Drug & Alcohol Research Centre)

Other / Complementary Documentation: The opposite of addiction is connection, addicts are lonely rats in an empty cage (TED talk; Youtube)

Other / Complementary Documentation: What Drugs Did They Use in Ancient Times? (Youtube)

SESSION 3 (LIVE IN-PERSON)

TOPIC 2: MAIN RISK FACTORS: WHY SOME PEOPLE BECOME ADDICTED AND OTHERS DO NOT- Part 1/2

What are the main contents?

- The biological makeup: Genetics, gender, ethnicity, general health state, developmental stage, age.
- Personality: Emotional stability, self-control, cognitive strategies.
- Social environment: Family, peers, community attitude, school.
- Culture: Religious, nutritional and pharmacological use.
- Other relevant factors: Method of administration, multi-addiction, general knowledge about drugs.

Main activities

- Pre-Activity 3: Reading-Gender and addiction: Florence Thibaut: "Gender Differences in Addiction: Clinical Implications". Watch also "Risk Factors for drug use".
- Group Activity: Lecture. Surfing the net: "Does the addictive personality exist?" In-class debate.
- Post-Activity 3: "Evaluating my personal risk of addiction". The professor will provide you written instructions.

Article: Gender Differences in Addiction: Clinical Implications (Psychiatric Times, 2018)

Other / Complementary Documentation: Risk Factors for drug use (Youtube)

SESSION 4 (ASYNCHRONOUS)

TOPIC 2: MAIN RISK FACTORS: WHY SOME PEOPLE BECOME ADDICTED AND OTHERS DO NOT- Part 2/2

Main theoretical contents:

- Power Point with audio or videotaped lecture: additional explanations.

Main activities

- Pre-Activity: None.
- Participation: Prepare a summary of the most relevant ideas of the lecture, including the reflection questions of following documentary- Addicted in Afghanistan Escaping from an unacceptable reality (1:18:14).
- Post-Activity: None.

Topic-related Activity 2: “Drug Lords”

Other / Complementary Documentation: Addicted in Afghanistan. Escaping from an unacceptable reality (Documentary 2009; Youtube)

Other / Complementary Documentation: Pablo Escobar: The Life And Death Of A Drug Lord (Nature Documentary; Youtube)

SESSION 5 (LIVE IN-PERSON)**CORE TOPIC II: BASIC NEUROPHARMACOLOGY****TOPIC 3: THE NEURO-PSYCHOPHARMACOLOGY OF DRUG ADDICTION- HOW DO DRUGS WORK IN THE BRAIN? - Part 1/2****What are the main contents?**

- Main brain structures and functions.
- Basic neurobiology of addiction.
- Principles of pharmacology: Neurotransmitter in the brain.
- How do drugs work in the brain?
- Addiction as a developmental disease and a learning process: dopamine and the reward system.

Main activities

- Pre-Activity 5: Reading-Koob, G. F. (2013, August). Addiction is a reward deficit and stress surfeit disorder. *Frontiers in Psychiatry*, 4, 72./ Short TED-TALK: "Inside the human addicted brain" (Nora Volkow).
- Group Activity: Lecture. Activity: “Identifying mayor brain structures of the brain reward system”. Short questions for reflection.
- Post-Activity 5: Practical case- “Desperately hungry”. Written instructions will be provided.

Article: Addiction is a reward deficit and stress surfeit disorder. Frontiers in Psychiatry, 4, 72 (Frontiers in Psychiatry; 2013, August) (CED)

Other / Complementary Documentation: How Common Is Disordered Eating In Older Women? (Desperately Hungry Housewives. Only Human; Youtube)

Other / Complementary Documentation: Inside the human addicted brain (Youtube)

SESSION 6 (LIVE IN-PERSON)**TOPIC 3: THE NEURO-PSYCHOPHARMACOLOGY OF DRUG ADDICTION- HOW DO DRUGS WORK IN THE BRAIN? -Part 2/2****Main theoretical contents**

- How drugs work in the brain- main concepts and showing examples

Main activities

- Pre-Activity 4: Review following video- Basics about neurotransmitters and complete the Questionnaire/Reflection questions that link the contents of this short video with those of the session.
- Group-Activity: Do I use medication in the correct way?
- Post-Activity 4: Documentary-The danger of mixing drugs & What really happens when you mix medications?

Topic-related Activity 3: “The social dilemma” We tweet, we like, and we share— but what are the consequences of our growing dependence on social media? Symptoms of the body and mind. Available on Netflix.

Other / Complementary Documentation: The Influence of Drugs on Neurotransmitters (AP Psychology; Youtube)

Other / Complementary Documentation: The dangers of mixing drugs (TED ed; Youtube)

Other / Complementary Documentation: What really happens when you mix medications? (TED talk; Youtube)

Other / Complementary Documentation: The social dilemma (Netflix)

SESSION 7 (LIVE IN-PERSON)

TOPIC 4: SPEAKING ABOUT TYPES OF DRUGS – BRIEF REVISION ABOUT WHAT KIND OF DRUGS EXIST - Part 1/1

What are the contents?

- Introduction: “Natural” vs. Designer drugs.
- Psychostimulants: Cocaine, amphetamines, ecstasy, methylxanthines (coffee, tea, nicotine).
- Depressants: Tranquilizers, hypnotics (barbiturates and alcohol), narcotics (opioids), anesthetics, solvents (gasoline, toluene, acetone).
- Hallucinogenic drugs: LSD, peyote, ketamine, PCP, etc...).
- Other contents: History, medical uses, behavioral effects, pharmacokinetics; use, abuse, and addiction; behavioral mechanism of action, neurobiological effect.

Main activities

- Pre-Activity 5: A basic introduction to drugs, drug targets, and molecular interactions.
- Group Activity: Small quiz-what do I know about the main drugs on the market.
- Post-Activity 5: The risk of opioids (45:05 min).

Topic- related activity 4: Drugs on the market-This topic is prepared by the students themselves, preparing a summary sheet on the drugs of greatest interest.

Other / Complementary Documentation: A basic introduction to drugs, drug targets, and molecular interactions (Youtube)

Other / Complementary Documentation: Addicted: America's Opioid Crisis (BBC; Youtube)

SESSION 8 (LIVE IN-PERSON)

QUIZ 1

Main activities

- Pre-activity 6: Practice- extra-points for the quiz.
- Group-Activity: QUIZ 1.
- Post-Activity (no points for this activity): Feedback to the quiz.

SESSION 9 (LIVE IN-PERSON)

MODULE III: YOUR BRAIN ON DRUGS

TOPIC 5: HOW DRUG ABUSE IMPAIRS BRAIN FUNCTIONING-WHAT HAPPENS TO THE BRAIN WITH A CONTINUED USE OF DRUGS? – Part 1/3

What are the contents?

- Introduction: General short term and long term effects.
- Drug abuse and mental disorders: psychosis, schizophrenia, depression, anxiety, etc...
- Long term effects of drugs on brain networks and mental health state. Epigenetics of drug abuse.
- Negative effects:
 - Negative effects of parental drug exposure on infants and children and of secondhand smoke.
 - Increased spread of infectious disease.

Main activities

- Pre-Activity 7: Short documentary-Dying for weed.
- Group-Activity: Lecture. Surfing the net-Benefits of cannabis. Class-debate.
- Post-Activity 6: Documentary: The truth about alcohol.

Article: Highway to addiction: how drugs and alcohol can hijack your brain (University of Cambridge; 25 Feb 2016)

Other / Complementary Documentation: Dying for Weed: Drugs Map of Britain (BBC; Youtube)

Other / Complementary Documentation: The Truth About ALCOHOL (BBC Documentary 2020; Youtube)

SESSION 10 (ASYNCHRONOUS)

TOPIC 5: HOW DRUG ABUSE IMPAIRS BRAIN FUNCTIONING-WHAT HAPPENS TO THE BRAIN WITH A CONTINUED USE OF DRUGS? – Part 2/3

Main theoretical contents:

Power Point with audio or videotaped lecture: Main mental disorders revisited- lecture explaining main concepts and showing examples.

Main activities

- Pre-Activity: None.
- Participation: Prepare a summary of the most relevant ideas of the lecture.
- Post-Activity: None.

SESSION 11 (LIVE IN-PERSON)

TOPIC 5: HOW DRUG ABUSE IMPAIRS BRAIN FUNCTIONING-WHAT HAPPENS TO THE BRAIN WITH A CONTINUED USE OF DRUGS? - Part 3/3

Main activities

- Pre-activity 8: Health-risk of second-hand smoking on people and pets.
- Group Activity: Lecture. Surfing the net- Fetal alcohol syndrome. Short questions enhancing reflection.

- Post-Activity 7: Surfing the net and reflection- My brain on porn-what does it tell me about my brain? Written instructions will be provided.

Topic-related Activity 5: Requiem for a dream

SESSION 12 (LIVE IN-PERSON)

TOPIC 6: TREATMENT AND RECOVERY – Part 1/2

What are the contents?

- Could we treat and cure all addictions?
- Research programs: main results.
- Principles of effective substance use disorder treatment.
- Most effective treatments: intervention and rehabilitation.
- Medication development.
- Relapse and treatment failure.
- Preventing drug abuse and relapse.
- The impact of individual differences.
- Adolescence as a critical time for preventing drug addiction.
- The relevance of social support for prevention, intervention and rehabilitation.

Main activities

- Pre-Activity: None.
- Group-Activity: Lecture. Activity: "Smoking behavior-how to quit". Class-debate.
- Post-Activity 8: Documentary-Rehab nightmare.

Book Chapters: 6. Drug Cultures and the Culture of Recovery (Improving Cultural Competence)

Other / Complementary Documentation: Ibiza Drugland (BBC Documentary; Youtube)

Other / Complementary Documentation: Institutionalized: Mental Health Behind Bars (VICE News, Youtube)

Other / Complementary Documentation: Rehab Nightmare: Drugs, Chains and Canes (BBC Africa Eye; Youtube)

SESSION 13 (ASYNCHRONOUS)

TOPIC 6: TREATMENT AND RECOVERY – Part 2/2

Main theoretical contents:

Video-session:

- Documentary: Recovery-Video -The example of Portugal.

Main activities

- Pre-Activity: None.
- Participation: Complete a summary of the main ideas of the video.
- Post-Activity: None.

Topic-related Activity 6: The harm reduction model of drug addiction treatment

Other / Complementary Documentation: How Portugal and Colorado solved their drug problems (The Economist; Youtube)

Other / Complementary Documentation: How I overcame alcoholism (TEDxLondonBusinessSchool; Youtube)

Other / Complementary Documentation: The harm reduction model of drug addiction treatment (TED)

talk; Youtube)

SESSION 14 (LIVE IN-PERSON)

Main activities:

FINAL PRESENTATIONS, followed by class debates.

SESSION 15 (LIVE IN-PERSON)

QUIZ 2/FINAL EXAM

EVALUATION CRITERIA

We will consider following activities when calculating the final grade:

Participation of the student: 20 %

Includes class attendance and engagement in general class activities. Please notice that attendance and participation is not the same!

- *Attendance (5%)*: Sitting in class and attending the asy sessions. You loose points each time you are not in class. Be aware that the minimum of attendance required is a 70%.
- *Engagement (15%)*: Implies face-to-face and online activities (pre-activities, post-activities, activities for Asynchronous sessions, Forum...). The professor evaluates both, quantity, but especially quality of individual contributions on a regular basis by observation and oral examination.

Conceptual knowledge: 40 %

Implies mastery of concepts and practice knowledge. 1 single final exam or 2 short quizzes: the first halfway up the agenda (topics 1-3), the second the day of the official exam. The dates of these quizzes are outlined (please find them specified in the program), but can be adjusted depending on the circumstances. Those student who decide not to complete the first quiz or do not pass it, must submit to the complete subject.

Quizzes could include different formats: Practical cases (2) with short questions (about 3 questions per case) (no negative points for errors) or combined with multiple-choice option (10 questions per case, each with 3-4 options and negative points for errors). When possible, the professor will offer you different formats and allow you to choose your preferred format. All quizzes and formats show the same value.

The final and the retake exam show the same two formats than quizzes, but are more extensive than quizzes:

- Practical cases (3) with a total amount of 9 short questions (no negative points) or 30 multiple choice questions (3-4 options, with negative points for errors)
- One large question: you will have to relate different theoretical and practical contents (no negative points)

The professors experience is that it is easier to pass the subject if you do a daily work and attend the quiz.

Please consider following rules referring to quizzes:

- Attendance to the first extra-quiz is voluntary, but highly recommended. If you do not want to do the quiz, you must attend the final exam.
- Remember that if you do not do the extra-quiz on the specified day you cannot recover it on another date and you must take the final exam.

- If you pass the extra-quiz with at least a mark of 4 the profesor considers that you have eliminated the first part of the subject and you do not have to do this part again. Although it is not mandatory, the profesor strongly recommends that all students who obtain a lower grade attend the final exam, because experience confirms that it is nearly impossible to pass the subject if the average grade on the quizzes is less than 4.
- If you pass the first quiz. you will only have to complete the second quiz on the day of the final exam. It cannot be before because we do not have enough teaching days.
- You can earn extra points for participating in the extra quiz: a maximum of 0.3 points will be added to the final grade- 0.1 points if the average grade in the two quizzes is "aprobado" (4-6,9), 0.2 if it is "notable" (7-8,9), 0.3 if it is "sobresaliente" (9-10).
- You could retake a quiz with a grade that does not satisfy you (but only the day of the final exam, never before), but you must discuss this possibility with the teacher before the scheduled exam date. If this second attempt is less successful than the first, the profesor will consider the best grade for obtaining the average mark.
- It is not necessary to pass the quizzes or the final exam, but the average grade on the quizzes and practical activities must be at least 5 to pass the subject. Experience confirms that this is nearly impossible if the average grade on the quizzes/the grade in the final exam is less than 4.

Please ask if you have more questions regarding quiz.

Practice: 40 %

Students obtain the grade for performing a final group-project (20%), and 2 individual assignments (topic-related activities) (20%). The professor evaluates the activities with a maximum of 10 points. During the evaluation, we consider the content (80%), but also formal aspects (20%).

- The formal aspects refer to the general presentation of the work, writing, orthography and the inclusion of quotations and references according to APA criteria.
- The content aspects refer to the correct presentation of the basic problem, the adequate and precise use of concepts, the correct inclusion of methodological aspects, the coherent presentation of results and the clear exposition of the contents. The teacher gives a special, positive importance to the integration of contents in discussions and conclusions, and the presence of personal contributions.
- In the case of group work (including final projects), the professor could ask students to complete this objective evaluation by peer-to-peer (P2P) evaluation, asking students to review and critique each other's work using a tool called "Feedback Fruits".

It is highly recommended that students complete all compulsory activities. It is always better to deliver a moderately performed activity than not to deliver it, since the activities not delivered will be scored with a grade of 0.

Free contributions (please check "methodology" for additional information): 10% extra (1 point extra).

We consider:

- Quality and relevance of the activity.
- Evaluation of product by the teacher.

Note: The teacher has the right to adjust all the percentages if she considers it justified.

FINAL GRADE IN THE SUBJECT:

We obtain the grade with the following formula:

Final grade= Participation grade x 0,20 + theoretical grade x 0,40 + practice grade x 0,40

Remember: The professor adds the bonus after establishing the final grade

To pass the course, students must obtain at least a score of 5.0. The final grade is established independently from the grades obtained in the different activities (including quizzes). However, it is extremely difficult to pass having a grade lower than 4 in the theoretical part or in the practical part.

If you need to take the RETAKE EXAM, you will only need to retake those parts and contents you failed. Nevertheless, you must remember that the maximum grade that you may obtain in the retake will be 8 out of 10. In no case, we save grades from the course to the next course.

criteria	percentage	Learning Objectives	Comments
Final Exam or 2 quizzes	40 %		Doing quizzes is easier!
Topic related activities	20 %		You could choose activities
Final Class presentation	20 %		5 group members
Participation	20 %		Includes Pre-Activities, Post-Activities and summaries of asynchronous sessions

Each student has four (4) chances to pass any given course distributed over two (2) consecutive academic years. Each academic year consists of two calls: one (1) ordinary call (during the semester when the course is taking place); and one (1) extraordinary call (or “re-sit”) in June/July.

Students who do not comply with the 70% attendance requirement in each subject during the semester will automatically fail both calls (ordinary and extraordinary) for that Academic Year and have to re-take the course (i.e., re-enroll) during the next Academic Year.

The Extraordinary Call Evaluation criteria will be subject to the following rules:

- Students failing the course in the ordinary call (during the semester) will have to re-sit evaluation for the course in June / July (except those students who do not comply with the attendance rule, and therefore will not have that opportunity, since they will fail both calls and must directly re-enroll in the course during the next Academic Year).
- It is not permitted to change the format nor the date of the extraordinary call exams or deadlines under any circumstance. All extraordinary call evaluation dates will be announced in advance and must be taken into consideration before planning the summer (e.g. internships, trips, holidays, etc.)
- The June/July re-sit will consist of a comprehensive evaluation of the course. Your final grade for the course will depend on the performance in this exam or evaluation only. I.e., continuous evaluation over the semester (e.g. participation, quizzes, projects and/or other grade components over the semester) will not be taken into consideration on the extraordinary call. Students will have to achieve the minimum passing grade of 5 and the maximum grade will be capped at 8.0 (out of 10.0) – i.e., “notable” in the extraordinary call.
- Re-takers: Students who failed the subject on a previous Academic Year and are now re-enrolled as re-takers in a course will need to check the syllabus of the assigned professor, as well as contact the professor individually, regarding the specific evaluation criteria for them as re-takers in the course during that semester (ordinary call of that Academic Year). The maximum grade that may be obtained as a retaker during the ordinary call (i.e., the 3rd call) is

10.0 (out of 10.0).

After exams and other assessments are graded by the professor (on either the ordinary or extraordinary call), students will have a possibility to attend a review session (whether it be a final exam, a final project, or the final overall grade in a given course). Please be available to attend the session in order to clarify any concerns you might have regarding your grade. Your professor will inform you about the time and place of the review session.

- Students failing more than 18 ECTS credits after the June/July re-sits will be asked to leave the Program. Please, make sure to prepare yourself well for the exams in order to pass your failed subjects.
- In case you decide to skip the opportunity to re-sit for an exam or evaluation during the June/July extraordinary call, you will need to enroll in that course again for the next Academic Year as a re-taker, and pay the corresponding tuition fees. As you know, students have a total of four (4) allowed calls to pass a given subject or course, in order to remain in the program.

BIBLIOGRAPHY

Recommended

- Filbey, F.. (2019). *The Neuroscience of Addiction..* First edition. Cambridge Fundamentals of Neuroscience. ISBN 1605354187 (Printed)

This book answers a growing need for accessible information on the neuroscience of addiction among both students and the public. Targeted at undergraduates, post-graduates and informed laypeople, it is a ready-made textbook for courses on addiction.

- Breedlove, S. and Watson, N.. (2017). *Behavioral Neuroscience*. 9th edition. Sinauer Associates. ISBN 1605354187 (Printed)

Picture reviews at end of chapters and includes lots of internet resources

- Erickson, Carlton K.. (2018). *The Science of Addiction: From Neurobiology to Treatment*. 2nd edition. W. W. Norton & Company. ISBN 0393712079 (Printed)

An updated and expanded edition on the roles that brain function and genetics play in addiction. Appropriate for health professionals as well as lay readers who need and want this critical information.

BEHAVIOR RULES

Please, check the University's Code of Conduct [here](#). The Program Director may provide further indications.

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NEW TECHNOLOGIES AND WELLBEING

**Grado en Comportamiento y Ciencias Sociales BBSS SEP-
2023 NTW-BS.1C.4.M.A**

Area Human Resources and Organisational Behaviour

Number of sessions: 15

Academic year: 23-24

Degree course: FOURTH

Number of credits: 3.0

Semester: 1º

Category: OPTIONAL

Language: English

Professor: **LETICIA MARTÍNEZ PRADO**

E-mail: lmartinezp@faculty.ie.edu

Leticia Martínez Prado is a Psychotherapist and Coach. After getting trained as a Coach and adding a Master in Clinical Psychology she started working as a therapist and coach, she worked as the Head of In-company services for an international organization, helping clients to prepare job interviews, career changes and the development of soft skills and designing training in the fields of neuroeducation, neuro-leadership, creativity and mentorship programs for diverse organizations. Leticia currently works at MindPlace Madrid, her own project, as a coach, trainer, and psychotherapist.

As a professor, she teaches Psychology in the Workplace, Intercultural Communication, and Personality Psychology at Syracuse University and the University of Minnesota. At IE she teaches Coaching and Counseling and Behavioral Interventions and New Technologies and Wellbeing and Learn to Drive Agile.

[Lmartinezp@faculty.ie.edu](mailto:lmartinezp@faculty.ie.edu)

PREREQUISITES

SUBJECT DESCRIPTION

The world is changing, we live longer, we live abroad and we need more resources to increase motivation and creativity. This is why the field of digital wellbeing and biotechnology is growing more and more, quickly becoming one of the main areas of development for new business and digital tools. This course aims to analyze the impact of new technologies on our society, communities, organizations, and health. We will explore the role of new technologies in our wellbeing as students, teachers, employees, entrepreneurs, kids, and parents. The course is also focused on positive computing, big data, the future of healthcare, and transformative technologies related to longevity, happiness, productivity, wellbeing, and mental health.

LEARNING OBJECTIVES

At the end of the course the student:

- Will understand deeply the concept of wellbeing and its role in our current societies.
- Will get the knowledge of how new technologies are changing our way to improve our wellbeing.
- Will be able to analyze different digital tools and their functions.
- Will be able to design a digital tool related to wellbeing.

TEACHING METHODOLOGY

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	21.33 %	16.0 hours
Discussions	10.67 %	8.0 hours
Exercises in class, Asynchronous sessions, Field Work	21.33 %	16.0 hours
Group work	33.33 %	25.0 hours
Individual studying	13.33 %	10.0 hours
TOTAL	100.0 %	75.0 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

Overview of the program. Introduction to wellbeing and new technologies: main concepts and research sources.

- Activities: Lecture. Discussion.

The Science of Wellbeing and its relevance in our future world, communities, organizations and technologies.

- Activities: Lecture. In-Class Debate. Discussion.

SESSION 3 (ASYNCHRONOUS)

Happiness in the modern world: Impediments and accelerators

Practical exercise. Final project stage 1:

- Wellbeing issue identification.
- Analysis of its components from different models of wellbeing (medical, hedonic, eudemonic).
- Brief literature review.
- Brainstorming of digital tools oriented to mitigate it.

Activities: Interactive documents and videos. Essay responding questions about them

*Deadline: The day before session 4.

SESSION 4 (ASYNCHRONOUS)

The future of healthcare: data, analytics, digital healthcare and personalized health and wellbeing.

Activities: Video recorded by the professor explaining main concepts and showing examples. Individual Reading Assignment. Discussion Forum.

SESSIONS 5 - 6 (LIVE IN-PERSON)

Positive Computing: Collecting data for wellbeing in education, organizations and communities.

How technology can be used to collect wellbeing data, predicting and preventing health issues.

- Activities: Practical exercises in class. Group work. In-class debate. Discussion.

Multidisciplinary teams: how designers, developers and researchers can lead to human flourishing and a qualitatively richer life experience.

Team project: Case Study.

*Deadline: The day before session 6.

- Activities: Case study analysis. Group work.

Book Chapters: Biglan, A.. How the Science of Human Behavior Can Improve Our Lives & Our World (See Bibliography)

SESSIONS 7 - 8 (LIVE IN-PERSON)

Supporting people within their context: from big data, machine learning and artificial intelligence to applied behavioural sciences and psychology.

Practical exercise. Final project stage 2:

- How to include personal informatics (ex. Self-tracking).
- How to make it engaging in the long-term. Five Stages Design.
- Incorporation of affective computing.
- Incorporation of Value Sensitive Design.

*Deadline: The day before session 9

- Activities: Practical exercises in class. Group work. In-class debate. Discussion.

Transformative Techs: Medically and scientifically validated technologies that support mental health, emotional wellbeing and human thriving: Apps.

- Activities: Lecture. In-Class Debate. Discussion.

Book Chapters: Dorian Peters y Rafael A Calvo. Positive Computing: Technology for Wellbeing and Human Potential (See Bibliography)

Book Chapters: Biglan, A.. How the Science of Human Behavior Can Improve Our Lives & Our World (See Bibliography)

SESSION 9 (LIVE IN-PERSON)

Midterm Group presentations and working on a digital wellbeing tool.

Activities: Creative project. Students video-presentations. Peers feedback.

SESSIONS 10 - 11 (LIVE IN-PERSON)

Transformative Techs Part I: Medically and scientifically validated technologies that support mental health, emotional wellbeing and human thriving: Biofeedback and Neurofeedback.

- Activities: Lecture. In-Class Debate. Discussion.

Transformative Techs: Medically and scientifically validated technologies that support mental health, emotional wellbeing and human thriving: Apps.

- Activities: Practical exercises in class. Group work. In-class debate. Discussion.

SESSION 12 (ASYNCHRONOUS)

Transformative Techs Part II: Medically and scientifically validated technologies that support mental health, emotional wellbeing and human thriving: Brainwave Entrainment Technology.

Activities: Multimedia & interactive materials & quizz.

SESSIONS 13 - 14 (LIVE IN-PERSON)

Transformative Techs: Medically and scientifically validated technologies that support mental health, emotional wellbeing and human thriving: Artificial Intelligence.

Activities: Lecture. In-Class Debate. Discussion.

Practical implications:

- Telemedicine, personalized treatments and the role of AI to improve mental health.
- Wellbeing technologies to increase productivity and creativity in organizations. The role of Telecommuting.
- Wellbeing and new technologies in e-education and learning. Neuroeducation & digital environments.

Activities: Lecture. In-Class Debate. Discussion.

SESSION 15 (LIVE IN-PERSON)

Sustainability Topics:

- Environment
- Social Challenge
- Economic Development

Final presentations.

Activities: Students' presentations. Peers feedback.

EVALUATION CRITERIA

criteria	percentage	Learning Objectives	Comments
Final Exam	50 %		
Individual Work	30 %		
Group Work	20 %		

RE-SIT / RE-TAKE POLICY

Each student has four (4) chances to pass any given course distributed over two (2) consecutive academic years. Each academic year consists of two calls: one (1) ordinary call (during the semester when the course is taking place); and one (1) extraordinary call (or “re-sit”) in June/July.

Students who do not comply with the 70% attendance requirement in each subject during the semester will automatically fail both calls (ordinary and extraordinary) for that Academic Year and have to re-take the course (i.e., re-enroll) during the next Academic Year.

The Extraordinary Call Evaluation criteria will be subject to the following rules:

Students failing the course in the ordinary call (during the semester) will have to re-sit evaluation for the course in June / July (except those students who do not comply with the attendance rule, and therefore will not have that opportunity, since they will fail both calls and must directly re-enroll in the course during the next Academic Year).

It is not permitted to change the format nor the date of the extraordinary call exams or deadlines under any circumstance. All extraordinary call evaluation dates will be announced in advance and must be taken into consideration before planning the summer (e.g. internships, trips, holidays, etc.)

The June/July re-sit will consist of a comprehensive evaluation of the course. Your final grade for the course will depend on the performance in this exam or evaluation only. I.e., continuous evaluation over the semester (e.g. participation, quizzes, projects and/or other grade components over the semester) will not be taken into consideration on the extraordinary call. Students will have to achieve the minimum passing grade of 5 and the maximum grade will be capped at 8.0 (out of 10.0) – i.e., “notable” in the extraordinary call.

Re-takers: Students who failed the subject on a previous Academic Year and are now re-enrolled as re-takers in a course will need to check the syllabus of the assigned professor, as well as contact the professor individually, regarding the specific evaluation criteria for them as re-takers in the course during that semester (ordinary call of that Academic Year). The maximum grade that may be obtained as a retaker during the ordinary call (i.e., the 3rd call) is 10.0 (out of 10.0).

After exams and other assessments are graded by the professor (on either the ordinary or extraordinary call), students will have a possibility to attend a review session (whether it be a final exam, a final project, or the final overall grade in a given course). Please be available to attend the session in order to clarify any concerns you might have regarding your grade. Your professor will inform you about the time and place of the review session.

Students failing more than 18 ECTS credits after the June/July re-sits will be asked to leave the Program. Please, make sure to prepare yourself well for the exams in order to pass your failed subjects.

In case you decide to skip the opportunity to re-sit for an exam or evaluation during the June/July extraordinary call, you will need to enroll in that course again for the next Academic Year as a re-taker, and pay the corresponding tuition fees. As you know, students have a total of four (4) allowed calls to pass a given subject or course, in order to remain in the program.

BIBLIOGRAPHY

Recommended

- Rafael A Calvo and Dorian Peters. (2014). *Positive computing : technology for wellbeing and human potential*. MIT Press. ISBN 0262325683 (Digital)
- Anthony Biglan. (2015). *The nurture effect how the science of human behavior can improve our lives and our world*. New Harbinger Publications. ISBN 9781608829569 (Digital)

BEHAVIOR RULES

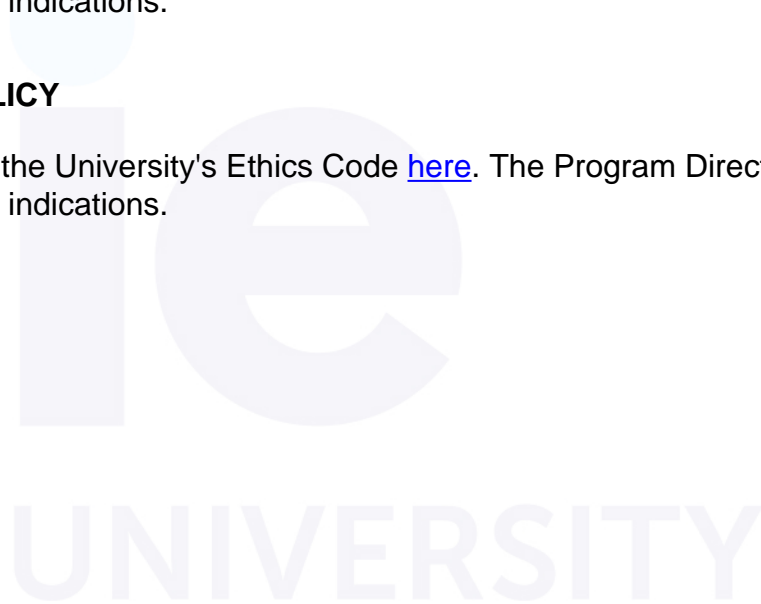
Please, check the University's Code of Conduct [here](#). The Program Director may provide further indications.

ATTENDANCE POLICY

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ETHICAL POLICY

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POSITIVE PSYCHOLOGY

**Grado en Comportamiento y Ciencias Sociales BBSS SEP-
2023 PP-BS.1C.4.M.A**

Area Human Resources and Organisational Behaviour

Number of sessions: 15

Academic year: 23-24

Degree course: FOURTH

Number of credits: 3.0

Semester: 1º

Category: OPTIONAL

Language: English

Professor: **EVA KATHARINA HERBER**

E-mail: eherber@faculty.ie.edu

EVA KATHARINA HERBER

E-mail: eherber@faculty.ie.edu

Academic Background

- Dual Degree in International Business Management from European School of Business, Reutlingen and Universidad Pontificia Comillas ICADE, Madrid, Spain
- Degree in Psychology (Licenciatura), UNED, Spain
- Core Essential Coaching Graduate, Coach U, New York
- Expert in Positive Psychology, IEPP (Instituto Europeo de Psicología Positiva), Madrid, Spain
- Accredited Practitioner "Strengths Profile", Centre of Applied Positive Psychology, London, UK
- Master in Clinical Practice, AEPCCC, European Foundation of Psychology
- Certified Positive Psychology Coach, Positive Acorn/ R.Biswas-Diener
- MBSP Facilitator (Mindfulness Based Strengths Practise), VIA Institute on Character / Ryan Niemiec
- Master in integrative Psychotherapy (Trauma, Attachment and EMDR) at UDIMA University (by Feb 2024)
- Author of the book "Activa tus Fortalezas" at Editorial Kailas.

Professional Experience

- Assistant Brand Manager, Procter and Gamble
- International Business Development Manager, Nexium Customer Solutions
- Mindfulness Instructor / Creator of the Mindfulness in Company program / Programa FoCo, Habitar El Tiempo

Currently:

- Facilitator, Master Trainer Strengths Coaching, IEPP
- Clinical Psychologist, Coach and Supervisor, Sinews MTI
- Adjunct Professor, IE Business School, IE University
- Consultant, Facilitator and Coach, The Langley Group
- Facilitator and Coach, BH Behavioral Healthcare Consulting
- Leadership Development Facilitator, Headspring SL

Eva is a Clinical Psychologist and Certified Positive Psychology Coach with a focus on Strengths Development. She delivers interventions and trainings for multinational companies that boost wellbeing and performance through the practical application of Positive Psychology, Emotional Intelligence and Neuroscience.

As a professor she teaches Strengths Coaching in the Expert in Positive Psychology Course and Expert in Strengths Coaching at IEPP/LaSalle. She is the Author of "Activa Tus Fortalezas. El método para desarrollar tu potencial más auténtico", that sums up her discoveries and contribution to the field of strengths-based psychology in practise.

Her classes focus on evidence-based strategies, group involvement, personal applicability and many practical, fun experiences. She believes that the key to long-term personal success is based on harnessing our strengths to a personal mission that generates meaning and wellbeing.

herber@faculty.ie.edu

PREREQUISITES

Do you feel identified with the following?

You want to feel happy, but get a sense that being well means more than not feeling bad or ignoring your darker days. You wonder how you can increase your wellbeing, without falling into the trap of pop-psychology slogans and half-truths. You sense that being positive should never be an obligation but a natural consequence of living a good life, a life that feels good *and* is in line with your own values and preferences. You might also start to ask yourself if being happy is a selfish purpose, and want to make sure that your own pursuit of happiness has a positive impact on the world around you.

The good news is that science can help us understand these questions. It's called the science of wellbeing. Positive Psychology uses the scientific approach to study optimal functioning as a state that enhances mental health directly. In this course you will get to know its many interesting and practical approaches that could transform and enrich your personal and professional future.

If you have always been interested in mental health and psychology but feel there is something missing in the big picture of "well-being" as you have gotten to know it until now, this class might be your missing link.

Are you ready to take a course that is not just about a grade, but a personal time for experimentation and experiencing of what it means to work on your happiness? Do you want to try out the most important wellbeing strategies and walk away from this course having installed your own wellbeing habits? Do you want to figure out what is most important to you when it comes to living a good life and engage in meaningful discussion with your peers? Then this course is for you.

SUBJECT DESCRIPTION

This course will teach you different aspects of Applied Positive Psychology in a very practical approach based on personal experience. This course will transform your view on Psychology not only for professional, also for your personal reasons. You will shift your focus from what is wrong to what's right and learn about practical ways to boost wellbeing and facilitate human flourishing for yourself and others may it be in therapy, organizations or even in Coaching. You will even design and test your own Positive Psychology intervention.

LEARNING OBJECTIVES

LEARNING OBJECTIVES:

- LO1. Gain further knowledge of facts and figures through latest positive psychology research.
- LO2. Understand the five pillars of wellbeing and how to measure, nurture and boost each of them (taking into account cultural differences)
- LO3. Learn how Positive Psychology is applied in real life settings: therapy, coaching, personal and professional development.
- LO4. Learn to create and implement habits and action plans that will empower personal development and goal attainment.
- LO5. Get to know your personal strengths in depth going beyond mere measurement to tap into their full potential.
- LO6. Experience the impact of Positive Psychology in your own life by applying Positive Psychology tools and exercises.
- LO7. Design, deploy and evaluate a Group Positive Psychology Intervention.
- LO8. Learn to explore alternative world-views about happiness and wellbeing through in-depth discussions with your peers.

TEACHING METHODOLOGY

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following.

Each session will consist of an initial contact with some curious FACTS&FIGURES often taken from RESEARCH, about which we will REFLECT and DISCUSS so that you can engage in a meaningful way with the content. We will then get to know the relevant THEORY regarding the topic at hand from a Positive Psychology perspective and then move into recommendations for ACTIONS, after which you are invited to REPEAT and PRACTISE certain exercises in between classes to really make a difference to your own levels of happiness.

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	8.0 %	6.0 hours
Discussions	9.33 %	7.0 hours
Exercises in class, Asynchronous sessions, Field Work	40.0 %	30.0 hours
Group work	16.0 %	12.0 hours
Individual studying	26.67 %	20.0 hours
TOTAL	100.0 %	75.0 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Session one: Defining Happiness

Questions: How is happiness linked to being present? Should we search for happiness or just go with the flow? What are your happy moments?

Theory: The 3 waves of Positive Psychology, relevant researchers and definitions.

Discussion: Happiness in different cultures. Discovering your own cultural beliefs around happiness and wellbeing.

Action: Evaluate your happiness and wellbeing baseline.

Multimedia Material: Authentic Happiness Website

Please use the link provided to access the Authentic Happiness Website of UPenn to take the initial baseline tests as mentioned in class. Make sure to SAVE your responses, as you will need them for class and your individual assignment.

SESSION 2 (LIVE IN-PERSON)

Session 2: Wellbeing model

Questions: What are the pillars of happiness? Are there certain pathways to happiness that we all need to activate? What does that mean for my life?

Theory: The PERMA Model of wellbeing by Martin Seligman

Action: Work in groups to define the real-life elements of PERMA in your life.

Please read the article about Seligman's PERMA+

SESSION 3 (LIVE IN-PERSON)

Session 3: Positive Emotions

Questions: What are positive emotions good for? Is hedonism good for you? How can we boost positive emotions? Why should we bother?

Theory: Barbara Fredrickson's Broaden and Build Theory

Action: Exercise to boost your capacity to engage with positive elements in your life.

Carry out Happiness Practise #1 and start working on your Applied Positive Psychology Learning Log (fill in document will be provided on Blackboard)

SESSION 4 (LIVE IN-PERSON)

SESSION 4: ENGAGEMENT

Questions: How can I get into flow more often? What is my personal sweet spot where wellbeing meets performance? How can I tap into the potential of my authentic self (in a scientifically proven manner)?

Theory: Flow by Mihaly Csikszentmihaly

Action: Creating your bubble of optimal performance

Multimedia Material: VIDEO: The Science of Character

Take your VIA Strengths Test and fill out the section* of your APPLL document about Flow & Strengths --> Happiness Practise #2

*WATCH the video about the Science of Character for inspiration.

SESSION 5 (LIVE IN-PERSON)

SESSION 5: RELATIONSHIPS

Questions: Do we need others to be happy? How can we really connect to others? What makes romantic relationships last over time? How can we appreciate others more?

Theory: John and Julie Gottman (relationships), Brené Brown (belonging), Esther Perel (erotic intelligence)

Action: 36 questions to fall in love (Do you dare to play?)

Carry out Happiness Practise #3 ...and enjoy the fruits of it (be prepared to share in class)

SESSION 6 (LIVE IN-PERSON)

SESSION 6: MEANING

Questions: How can we find more meaning in life? What are the building blocks of meaningful lives? How does meaning show up in everyday life? Is meaning and purpose the same?

Theory: Victor Frankl's proposal on finding meaning vs. contemporary research by Todd Kashdan

Action: Identify your values

Carry out Happiness Practise #4 and write about it in your APPLL

SESSION 7 (LIVE IN-PERSON)

SESSION 7: ACHIEVEMENT

Questions: What has dopamine got to do with happiness? Why do we need dopamine? Does dopamine addiction exist? Can we want something without getting attached to having it?

Theory: Healthy habits, dopamine vs serotonin vs oxytocin

Action: Make your reward cycles work for, not against you (Habit Hacking Workshop)

Carry out Happiness Practise #5 and fill out your APPLL document.

SESSION 8 (ASYNCHRONOUS)

SESSION 8

Midterm quiz about PERMA - will be taken online during a 24h period which involves watching a MOVIE and answering questions about the PERMA model.

Details will be provided in class/on blackboard.

SESSION 9 (LIVE IN-PERSON)

SESSION 9: PERMA + (what else?)

Questions: What are the missing ingredients of PERMA? What about Climate Change? What about Spirituality, Health, Sex and Money? Can the use of psychedelics make us happier?

Theory: Current trends in the science of happiness.

Action: Meet with your group and decide on the topic of your group project.

Fill out the guideline for your group project and turn in through Blackboard (20% of group project grade)

SESSION 10 (LIVE IN-PERSON)

SESSION 10: Positive Psychotherapy

Questions: Can Positive Psychology Interventions help with anxiety and depression? What are the elements of Positive Psychotherapy?

Theory: Seligman and Rashid's Positive Psychotherapy

Action: Case Study

Article: *Goal Focused Positive Psychotherapy (Case study) (J. Clin. Psychol. 2020;76:1217–1225 (ced))*

Please READ THE CASE STUDY before class

SESSION 11 (LIVE IN-PERSON)

SESSION 11: POSITIVE PSYCHOLOGY COACHING

Questions: How does Coaching work? Which elements of Coaching are grounded in Positive Psychology? How can we develop our best self?

Theory: Positive Emotional Attractor (Boyatzis), Neuroscience of change (McGonigal)

Action: Learn to use the 4-step Strengths Coaching SOAR model.

Carry out Happiness Practise #6 and fill out our APPLL document.

SESSION 12 (LIVE IN-PERSON)

SESSION 12: CONSCIOUS WELLBEING WITH MINDFULNESS

Question: Why do we need to stay present in our search for Happiness?

Theory: Mindfulness as a platform for wellbeing, mindful strengths use

Action: Let's meditate (in a little different way)

Carry out Happiness Practise #7 and fill out APPL

SESSION 13 (ASYNCHRONOUS)

Sustainability Topics:

- Environment
- Social Challenge

PRESENTATIONS - We will visualize the videos that each group has developed and vote the winner of the Sustainable Happiness Challenge

SESSION 14 (LIVE IN-PERSON)

SESSION 14: THE POWER OF INTEGRATION

Questions: What does this all mean for my life? Can we get addicted to the pursuit of happiness? Are these downsides to wanting to be happy?

Theory: Comfort Addiction and Experiential Avoidance

Action: Review of all materials and clarification of questions about the exam + Happiness Practise #8

Wrap up your APPL document and send in.

SESSION 15 (LIVE IN-PERSON)

FINAL EXAM

The exam is a mix of multiple choice and write in questions AND will require you to work on a case study and respond to questions about it.

EVALUATION CRITERIA

Continuous evaluation will be implemented throughout the whole course.

Individual Work (40%)

(1) APPL (80%)

Rubrics for evaluation: All exercises completed, level of depth and thoughtfulness, responding specifically with concrete examples to the questions asked, details, personal observations, coherence between chosen PPI and the content of the exercises (exercises should be made taking into account the personal PPI).

(2) Individual Submission of PERMA/Video exercise (20%).

Rubrics for evaluation: Specificity of thoughts and observations described, diversification of emotions and wellbeing pillars detected, coherence with theory.

Intermediate Test (5%) Session 8

Group Work (25%) Session 6 to 13

Content (50%)

Rubrics for evaluation: creativity in the choice of topic, clear link to scientific background of Positive Psychology, good choice of specific exercises, guidance provided to participants during experiment and the use of a pre-post evaluation clearly related to the main concept to be boosted by the PPI.

Oral presentation (30%)

Rubrics for evaluation: Involvement of all group members, clarity of explanation what the PPI was about, what was asked from the participants. Qualitative elements: share stories, observations, take-aways, personal comments.

Guideline (20%) initial set-up: based on empirical science, relevant for sustainability theme.

Participation (20%) All Synchronous sessions

Contributions during class, active participation in discussions, and asking questions (especially valued)

Classes will be graded as active participation (+2) / passive attention (+1) / non-participation (0) and the final grade will be established on the total sum of points. Extra points can be given for consistent high quality contributions

(Please note, that there will be FIVE sessions without a participation grade: the asynchronous sessions, first session and session of the exam)

Final exam (10%) Session 15

Rubrics for evaluation: applying theory to real-life situations (case questions), critical thinking and discernment, being able to provide specific examples, showing differentiated, not overly simplified arguments and being able to make clear references to the content studied during the course.

criteria	percentage	Learning Objectives	Comments
Final Exam	10 %		Learning Objectives (LO) 1-5
Intermediate Tests	5 %		LO 2
Individual Work	40 %		LO 6
Group Presentation	25 %		LO 7
Class Participation	20 %		LO 8

RE-SIT / RE-TAKE POLICY

RE-SIT / RE-TAKE POLICY

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BIBLIOGRAPHY

Recommended

- Sonja Lyubomirsky. (2007). *The How of Happiness*. Harvard Publishing. ISBN 0143114956 (Printed)
- Martin Seligman. (2011). *Flourish - A New Understanding of Happiness and Wellbeing*. ISBN 1857885694 (Printed)
- Barbara Fredricksen. (2009). *Positivity: Groundbreaking Research to Release Your Inner Optimist and Thrive*. OneWorlds. ISBN 1851687904 (Printed)
- Todd Kashdan, Robert Diswas-Diener. (2015). *The Power of Negative Emotion:*

How Anger, Guilt, & Self Doubt are Essential to Success & Fulfillment. Oneworld Publications. ISBN 1780746601 (Printed)

BEHAVIOR RULES

Please, check the University's Code of Conduct [here](#). The Program Director may provide further indications.

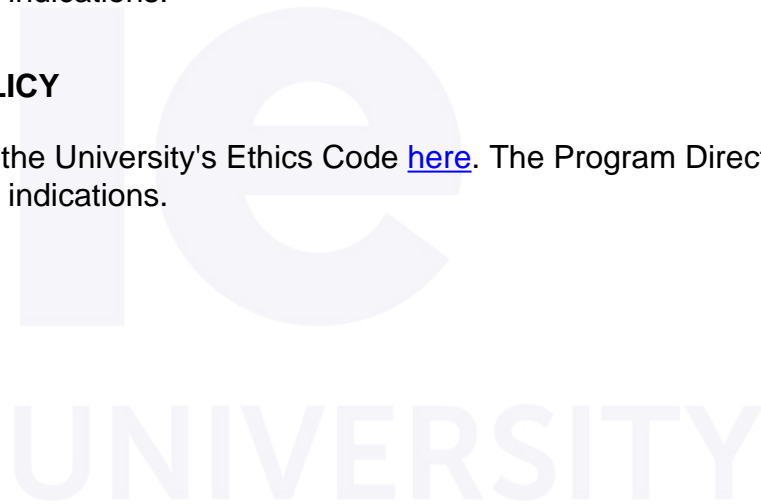
In class, we will switch between periods of reflecting, listening/note taking and active discussion. Depending on the activity you will be expected to close any devices (computer, phone) if they would interfere with your optimal level of presence in the class room. If you really need to "work on something" unrelated to class, please consider using one of your absences instead of interfering with the class dynamics. If you are working on something unrelated during our class you will be asked to leave and marked absent.

ATTENDANCE POLICY

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ETHICAL POLICY

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THE SOCIAL SELF

**Grado en Comportamiento y Ciencias Sociales BBSS SEP-
2023 TSS-BS.1C.4.M.A**

Area Human Resources and Organisational Behaviour

Number of sessions: 15

Academic year: 23-24

Degree course: FOURTH

Number of credits: 3.0

Semester: 1º

Category: OPTIONAL

Language: English

Professor: **ANA ALTEA DE EUSEBIO CASTILLO**

E-mail: adeeusebio@faculty.ie.edu

Clinical Psychologist

Professional background

Altea de Eusebio holds a degree in Psychology from Universidad CEU San Pablo (Spain) and a Masters in Systemic Therapy for Families and Couples from Universidad de Comillas (Spain). She is also specialised in Psychodrama, a therapeutic technique which she finds very helpful while working with emotional issues.

Currently in private practice for clinical psychology, she sees children, adults and couples in psychotherapy in Madrid; she has experience in leading group therapies, among children with specific disorders and adults who are looking for a psychotherapy process to look at their inner selves.

She has a special interest in the bonds and relations between an individual and their support system and how these are developed, which is why she continued her studies in the field of Systemic Therapy. She is also amazed by the development of personality and psychological features, connecting these to the family and social environment.

She has been teaching at universities for over 6 years, paying special attention to the personal experience of learning about oneself and others; learning through connecting with our emotions and those of others.

Communication

There are several means of communication at your disposal:

** Office Hours*

** IE email* (adeeusebio@faculty.ie.edu): If you have a question or simple doubt and need to resolve it quickly and not necessarily in person, you are welcome to write an email with your doubts and clear questions. The professor will try to respond to you within 48 hours. Realise it is not likely that the professor will be online when you send your email and some time will be needed to access and thoughtfully respond to your questions.

The professor is available to meet with you by appointment, generally before or after class. Please write an email where you should outline the objectives of the meeting, and the points/questions/doubts, which you would like to discuss during the meeting. It is very important to write the email with all your doubts in order to have a more effective and efficient meeting.

PREREQUISITES

There are no recommended prerequisites.

SUBJECT DESCRIPTION

Humans are social creatures. We are the mammals who need others the longest to provide care and fulfil the basic needs in order to survive. And this is an undeniable fact.

But, why when we get to choose our group of friends, do we look for different personalities? Why does someone need to be deeply affiliated to a sports team while others do not? What does the group I am involved with say about me? Does being a millennial really mean having actual commonalities with the group?

Our family, our culture, our roots. They are all the context and containers of the self.

In this course students will sign up for an adventure of theory and self-knowledge about group theory and social psychology, where they will be expected to explore their own need of belonging as well as others'. With the idea that getting to the deep core of our self, we will follow a journey of remembering our past, getting in contact with our present and defining our future.

LEARNING OBJECTIVES

By the end of this course, the student will have a good knowledge of the concept of self and Social Psychology.

Specifically, the student will:

- Know different social psychology theories and bonding theories that aim to explain why we need others.
- Know the basic concepts of systemic theory and attachment theory.
- Develop an understanding and open mind towards others' needs.
- Have developed some practical skills to understand social processes.
- Be able to critically evaluate texts and papers, as well as approaches and new trends in the field of social psychology.
- Get in contact with their own feelings and emotions.

TEACHING METHODOLOGY

All units will have two parts: one theoretical part where the professor will explain the different concepts and one practical part (group activities, discussion of papers and audiovisual material and workshops) where the students have to apply the knowledge to the technique explained. It is essential to be able to apply the theories in order to pass the subject.

There will be a number of synchronous sessions where learning will happen live, in real-time. There will also be asynchronous interaction, with learning experiences that happen interactively and asynchronously using collaboration tools and digital platforms.

The course is divided in three modules, which are as follows:

1. Development of the self (Me)

2. Social Psychology (Ourselves)

3. Living a social life (Us)

Each module will be followed by a topic related workshop, in which we will engage in intensive discussion, debate and practical activities on the subject. Some of the workshops that will be held are: the genogram, the altruistic person in me, my perspective of myself.

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	20.0 %	15.0 hours
Discussions	20.0 %	15.0 hours
Exercises in class, Asynchronous sessions, Field Work	20.0 %	15.0 hours
Group work	20.0 %	15.0 hours
Individual studying	20.0 %	15.0 hours
TOTAL	100.0 %	75.0 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Introduction to subject – review syllabus and class norms

MODULE I: Development of the self

- Introduction to subject
- Lecture: What is the self? What is the group?
- Lecture: The sense of belonging and the need for positive regard

Activity: Group dynamic: who am I drawn to?

Book Chapters: The Origins of Self: An Anthropological Perspective. Chapter Title: What Is a Self?

SESSION 2 (LIVE IN-PERSON)

MODULE I: Development of the self

- Discussion from previous class' material What is a self?
- Lecture: Systemic theory: basic notions and history of the family approach
- Material: Therapeutic tools and dynamics for families.

Activity: dramatization and role-playing of those dynamics

SESSION 3 (LIVE IN-PERSON)

MODULE I: Development of the self

- Lecture: Attachment theory (Bowlby and following theorists)
- Circle of Security

SESSION 4 (ASYNCHRONOUS)

MODULE I: Development of the self

- Lecture: Personality theories: how and why are we like we are?
- Activities: discussion on campus' forum and reflective paper.

SESSION 5 (LIVE IN-PERSON)

Quiz: development of the self (Module I)

Workshop: Create my genogram and share experiences. The Family project.

SESSION 6 (LIVE IN-PERSON)

MODULE II: Social Psychology

- Lecture: Attribution theory. What do we do to try and understand the world around us?
- Activity:** live fill in the blanks. Given different texts and situations, what do we think is happening?

SESSION 7 (ASYNCHRONOUS)

MODULE II: Social Psychology

- Interactive lecture: Schemes and biases.
- Interactive lecture: Social and personality development throughout our lifespan

SESSION 8 (LIVE IN-PERSON)

MODULE II: Social Psychology

- Lecture: Social phenomena and constructs
- Debate: Mental health stigma (after watching documentary in class)

Activity: Write a critical comment about Mental health stigma: the role of dualism, uncertainty, causation and treatability (open access paper)

Article: Mental health stigma: the role of dualism, uncertainty, causation and treatability (General Psychiatry 2021 (CED))

Multimedia Material: Multiple Personality Disorder - Documentary (YouTube) (Youtube)

SESSION 9 (LIVE IN-PERSON)

Quiz: Social Psychology (Module II)

Workshop: Me in a group. What does the group need from me? What do I have to give? Understanding the possible effects of the group on my behaviour.

SESSION 10 (LIVE IN-PERSON)

MODULE III: Living a social life

- Lecture: The social identity: age, social class, gender...

- Activity: Being a millennial/babyboomer/GenZ/etc...: Do I consider myself influenced by it?

Book Chapters: The qualified self : social media and the accounting of everyday life. Chapter: Performing Identity work

SESSION 11 (LIVE IN-PERSON)

MODULE III: Living a social life

- Lecture: Violence, prejudice, sexism and racism: why is it so hard to eliminate?

Activity: Change starts within oneself: am I the change I want to see in the world?

SESSION 12 (ASYNCHRONOUS)

MODULE III: Living a social life

- Lecture: Prosocial behaviour: empathy and altruism or why do we help others?

Activity: The altruistic person in me: what drives me to be involved in something bigger than myself?

SESSION 13 (LIVE IN-PERSON)

MODULE III: Living a social life

- Lecture: Interpersonal attraction. Friendships and love relationships.

- Activity: The perfect companion.

- Debate: What is love? Is there such thing as soulmates and perfect other half?

SESSION 14 (LIVE IN-PERSON)

Quiz: Living a social life

Workshop: Me in the group: how can I change to be a version of myself that I want? (Sculptures)

SESSION 15 (LIVE IN-PERSON)

Final presentations: *The story of our lives.* What group is impacting us?

EVALUATION CRITERIA

Class participation (10%): Discussions and debates will count towards this grade. Participation will be evaluated according to attention paid, participation in discussions and debates and general involvement within the course.

Since this is a very practical course, disruptive behaviours in the classroom, as well as lack of participation will have an impact on this part of the evaluation.

Individual work (25%): Written assignments and essays, videos and forum discussions. There will be a practical part with activities and workshops that will in some cases include a written assignment/presentation/video which will have to be handed in or sent via e-mail to the professor at the end of the class or by the following week. The professor will notify students as this depends on the class and the content of the assignment.

Assignment deadlines must be respected. In cases of emergency or illness can alternate arrangements be made for altering dates of exams and assignments. Such arrangements are the full responsibility of the student and must be made PRIOR to the due date.

Late assignments will be penalised 5% off per day beginning with the day they are due (immediately after class time).

Individual Quizzes after each Module (30%): Students will have an opportunity to prove their learnt knowledge after every module.

Individual Course logbook diary (15%): Students will have to complete daily a "diary" of conclusions about each class (i.e. Are social concepts available in day to day life? Have I ever been taught to bond with others? Do I feel like racism can have an ending?). Some questions will be asked during the sessions that will serve as possible inspiration for this logbook diary.

This will be sent at the end of the semester.

Group presentation (20%): Each student will be part of a group project that will have to be presented on the day of session 15. This project consists of making a presentation for the importance of a given group. All details will be explained in the first session (synchronous) and all throughout the course office hours and online help will be provided for this project.

criteria	percentage	Learning Objectives	Comments
Intermediate tests	30 %		Individual quizzes after each module
Essays, and written assignments	25 %		Written assignments, essays, forums, individual research...
Course logbook	15 %		Diary of everything learnt in class
Group Presentation	20 %		Group presentation about the impact of a certain group in common
Class participation	10 %		Participation and engaging

RE-SIT / RE-TAKE POLICY

Each student has four (4) chances to pass any given course distributed over two (2) consecutive academic years. Each academic year consists of two calls: one (1) ordinary call (during the semester when the course is taking place); and one (1) extraordinary call (or "re-sit") in June/July.

Students who do not comply with the 70% attendance requirement in each subject during the semester will automatically fail both calls (ordinary and extraordinary) for that Academic Year and have to re-take the course (i.e., re-enroll) during the next Academic Year.

The **Extraordinary Call Evaluation** criteria will be subject to the following rules:

Students failing the course in the ordinary call (during the semester) will have to re-sit evaluation for the course in June / July (except those students who do not comply with the attendance rule, and therefore will not have that opportunity, since they will fail both calls and must directly re-enroll in the course during the next Academic Year).

It is not permitted to change the format nor the date of the extraordinary call exams or deadlines under any circumstance. All extraordinary call evaluation dates will be announced in advance and must be taken into consideration before planning the summer (e.g. internships, trips, holidays, etc.) The June/July re-sit will consist of a comprehensive evaluation of the course. Your final grade for the course will depend on the performance in this exam or evaluation only. I.e., continuous evaluation over the semester (e.g. participation, quizzes, projects and/or other grade components over the semester) will not be taken into consideration on the extraordinary call. Students will have to achieve the minimum passing grade of 5 and the maximum grade will be capped at 8.0 (out of 10.0) – i.e., “notable” in the extraordinary call.

Re-takers: Students who failed the subject on a previous Academic Year and are now re-enrolled as re-takers in a course will need to check the syllabus of the assigned professor, as well as contact the professor individually, regarding the specific evaluation criteria for them as re-takers in the course during that semester (ordinary call of that Academic Year). The maximum grade that may be obtained as a retaker during the ordinary call (i.e., the 3rd call) is 10.0 (out of 10.0).

After exams and other assessments are graded by the professor (on either the ordinary or extraordinary call), students will have a possibility to attend a review session (whether it be a final exam, a final project, or the final overall grade in a given course). Please be available to attend the session in order to clarify any concerns you might have regarding your grade. Your professor will inform you about the time and place of the review session.

Students failing more than 18 ECTS credits after the June/July re-sits will be asked to leave the Program. Please, make sure to prepare yourself well for the exams in order to pass your failed subjects.

In case you decide to skip the opportunity to re-sit for an exam or evaluation during the June/July extraordinary call, you will need to enroll in that course again for the next Academic Year as a re-taker, and pay the corresponding tuition fees. As you know, students have a total of four (4) allowed calls to pass a given subject or course, in order to remain in the program.

Each student has 4 chances to pass any given course distributed in two consecutive academic years (regular period and July period). It is mandatory to attend 100% of the classes. Students who do not comply at least with 70% attendance will lose their 1st and 2nd chance, and go directly to the 3rd one (they will need to enroll again in this course next academic year).

Grading for retakes will be subject to the following rules:

- Students failing the course in the first regular period will have to do a retake in July (except those not complying with the attendance rules, which are banned from this possibility).
- The maximum grade that a student may obtain in the retake will be 8 out of 10.
- Dates and location of the July retakes will be posted in advance and will not be changed. Please take this into consideration when planning your summer.

Those students in the 3rd call will be required to attend 50% of the classes. If due to schedule overlap, a different option will be discussed with the professor in order to pass the subject.

BIBLIOGRAPHY

Recommended

- J. Cameron. *The Artist's way: a spiritual path to higher creativity*. Souvenir press. ISBN 1788164296 (Digital)

BEHAVIOR RULES

Please, check the University's Code of Conduct [here](#). The Program Director may provide further indications.

1. Be on time: Students arriving more than 5 minutes late will be marked as “Absent”.

Only students that notify in advance in writing that they will be late for a specific session may be granted an exception (at the discretion of the professor).

2. If applicable, bring your name card and strictly follow the seating chart. It helps faculty members and fellow students learn your names.

3. Do not leave the room during the lecture: Students are not allowed to leave the room during lectures. If a student leaves the room during lectures, he/she will not be allowed to re-enter and, therefore, will be marked as “Absent”.

Only students that notify that they have a special reason to leave the session early will be granted an exception (at the discretion of the professor).

4. Do not engage in side conversation. As a sign of respect toward the person presenting the lecture (the teacher as well as fellow students), side conversations are not allowed. If you have a question, raise your hand and ask it. If you do not want to ask it during the lecture, feel free to approach your teacher after class.

If a student is disrupting the flow of the lecture, he/she will be asked to leave the classroom and, consequently, will be marked as “Absent”.

5. Use your laptop for course-related purposes only. The use of laptops during lectures must be authorized by the professor. The use of Social Media or accessing any type of content not related to the lecture is penalized. The student will be asked to leave the room and, consequently, will be marked as “Absent”.

6. No cellular phones: IE University implements a “Phone-free Classroom” policy and, therefore, the use of phones, tablets, etc. is forbidden inside the classroom. Failing to abide by this rule entails expulsion from the room and will be counted as one absence.

7. Escalation policy: Items 4, 5, and 6 above entail expulsion from the classroom and the consequent marking of the student as “Absent.” IE University implements an “escalation policy 1/3/5”: The first time a student is asked to leave the room for disciplinary reasons (as per items 4, 5, and 6 above), the student will incur one absence, the second time it will count as three absences, and from the third time onward, any expulsion from the classroom due to disciplinary issues will entail 5 absences.

ATTENDANCE POLICY

Please, check the University's Attendance Policy [here](#). The Program Director may provide further indications.

For In-Person programs, students should attend their live in-person sessions on campus.

As per the IE University policy, bachelor and master degree students must attend at least 70% of sessions. This policy applies to any type of session: live in-person sessions on campus, asynchronous sessions, or remotely online as planned in the syllabus. Students attending less than 70% of sessions will be graded with a FAIL for the course. For Bachelor-degree programs, this fail will apply to the ordinary and extraordinary calls of the current academic year. For Master-degree programs, students must obtain a Low Pass in the subject's retake or otherwise they will face program expulsion.

Attendance to asynchronous sessions will be monitored by the professor and will count in the same way as synchronous sessions. As asynchronous sessions involve students' activities, the professor will monitor these activities to record their attendance.

Under exceptional circumstances (such as serious health problems, visa delays, and travel restrictions), a student could ask for a temporary attendance waiver. A written and documented request must be made in advance to the Program Management Team. Last minute changes in attendance or verbal requests will not be considered. If the request is approved, an attendance waiver will be granted over one or more sessions and the allowed 30% will be applied to the remaining sessions.

Personal trips, appointments, minor illnesses, family celebrations, or other personal matters will not be treated as an exceptional case and should be considered part of the 30% of allowed absences.

Professors will be informed by Program Management of all exceptional cases. Under no circumstances will faculty members have the responsibility/power to justify a student's absence. As a general rule, Professors and Program Management shouldn't contemplate the design of make-up activities for any type of absence.

Although students without attendance waiver can attend the session remotely online, they will be considered as absent. This absence will negatively affect their attendance % as well as their participation grade.

Some Programs might decide to allow online access only to the students that have been granted an attendance waiver. Programs may also detail the specific conditions that will regulate the attendance waivers.

INSTRUCTIONS FOR STUDENTS WHO ATTEND CLASS ON CAMPUS OR CONNECT REMOTELY

Student behavior during sessions must comply with IE University standards on education, respect for peers and professors, and commitment to joint learning. Any infraction to these standards could be eventually considered as an ethics violation.

Students who connect remotely:

- a. must keep their cameras on and are expected to follow the courtesy rules that are also necessary in the digital environment (that will be very useful in their future professional activities). If the courtesy rules are not respected, it could even result in a sanction if it goes against the academic ethics code.
- b. should use the correct equipment.
- c. should download the latest version of Zoom Pro if their program is taught through this platform.

In addition to this, punctuality is expected from all students, as being late to class interferes with the learning environment.

PARTICIPATION

Besides attendance, participation in sessions is encouraged and will be an important assessment component. Participation from students attending remotely without an attendance waiver will not be considered for their grades.

Regarding asynchronous sessions, as they entail a specific academic activity (e.g., discussion, test, exercise, workgroup), they can also count towards class participation grade.

RECORDINGS

Recordings for the in-person sessions -so that they can be watched at a more convenient time by students-, shall be available in the following specific instances: severe illness, very challenging time zones for a particular session's timing or in the case of special needs previously approved by IE's program management team. If some students meet either of these criteria that make their presence in the live in-person sessions a challenge, they should inform the program manager. Each case will be determined on an individual basis based on justified and documented reasons. Recordings in any case will only be available for a limited period of 80 days.

ETHICAL POLICY

Please, check the University's Ethics Code [here](#). The Program Director may provide further indications.

Academic Integrity:

Cheating and plagiarism will not be tolerated. Anyone found cheating or plagiarism will at a minimum receive a "0" on the affected assignment and an automatic lowering of your final course grade and will be referred to the University Judicial System for further action. Further penalties could include a note on your transcript, failing the class, or expulsion from the university.

Disabled Students:

To request academic accommodations due to a disability contact your Program Director. If you have a letter from DSS indicating that you have a disability that requires accommodation, please present the letter to your instructors promptly.

Student Privacy Statement:

At times, students may disclose personal information through class discussions. It is expected that the class will respect the privacy of their classmates. The information disclosed in the class will not be repeated or discussed with other students outside of the course.



BEHAVIORAL FINANCE: MORE MONEY, LESS BIAS

**Grado en Comportamiento y Ciencias Sociales BBSS SEP-
2023 BF-BS.1C.4.M.A**

Area Finance

Number of sessions: 15

Academic year: 23-24

Degree course: FOURTH

Number of credits: 3.0

Semester: 1º

Category: OPTIONAL

Language: English

Professor: **DIEGO VALERO CARRERAS**

E-mail: dvalero@faculty.ie.edu

Dr Valero is Associate Professor on leave at the University of Barcelona, where he has taught actuarial statistics and economics of the social security, in addition to have been Director of the Master of Social Security of this University, and he was also Professor in specialized pensions and behavioral economics programs customized by the London School of Economics. He is Academic Director of the Global Pensions Programme, a program created jointly by the London School of Economics, Santander Asset Management and Novaster. He holds a PhD in Economics, he is an Actuary and also holds a Diploma in Senior Business Management from IESE. He is also President of Honor of the 2008 promotion of the MBA and Executive MBA of ICADE. He also teaches Economics at the Montessori High School.

He is full member of the National Academy of Social Insurance (USA).

In addition to his teaching career, Dr. Valero has a large experience within the business world. He is co-founder and CEO of Novaster, a leading pension consultancy in Spain and Latin America in pension and investment consulting. He also is founder of BeWay, a company specialized in behavioral economics applications. He develops as a consultant for companies and governments, and has served as a consultant for the European Commission, the OECD and the IADB.

He performed as President of OCOPEN (Organization of Pension Consultants of Spain) and as Deputy President of Spainsif (the Spanish Forum for Socially Responsible Investment) as well as be a member of the Pension Committees of the International and European Actuarial Associations. He has been President of the Scientific Committee of LIFE Colloquium 2017 of the International Association of Actuaries. He is Academic Adviser of the IPE Scholarship Fund

Author of several books and more than a hundred articles, he has been called several times by the Parliamentary Commission of the Toledo Pact for the reform of pensions in Spain, and has also appeared as an international expert before the Parliaments of Peru, Uruguay and Ecuador. He has translated to Spanish the Peter Diamond (Nobel Prize in Economics 2010) and Nicholas Barr's book Pension Reform. In 2018, jointly with Dr Guillen and Ayuso, from the University of Barcelona, was recognized with the XIII Award Fundación Edad y Vida.

dvalero@faculty.ie.edu

PREREQUISITES

No technical or knowledge prerequisites are required, but the following points will be welcomed:

- To have an interest in the financial world, understood as financial markets, insurance, pensions, savings...
- The desire to learn the behavioral keys that govern those markets.
- The will to know how behaviors can be changed to improve financial decision-making.

SUBJECT DESCRIPTION

The present program aims to deepen the knowledge in applied Behavioral Economics, showing the students other subjects within this field, such as Behavioral Finance and Behavioral Pensions. The behavior of agents and financial markets is plagued with biases that lead to decision-making that often goes against the true interests of agents.

We make decisions based on our preferences, but these decisions are frequently influenced by factors like the context or our social relationships, just to name a few. This is especially the case in the financial sphere.

Have you ever found yourself buying something you never really needed or even wanted? How can your mind lead you to poor or even non-decision making? In this subject we will learn to detect these biases, prevent them, counteract them and know how to improve the financial decision-making process.

LEARNING OBJECTIVES

The objectives of this subject are related to the acquisition of certain competences in the field of applied behavioral economics, specifically in the global area of finance, such as:

- Obtaining a solid knowledge of financial processes and mechanisms.
- Understanding how markets work financially and to know the different theories that try to explain them.

From the perspective of skills that students can develop, they can:

- Learn about certain tools to know how to function in financial markets.
- Interpret the behaviors of people and markets.
- Develop skills to influence and change behaviors.

TEACHING METHODOLOGY

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	13.33 %	10.0 hours
Discussions	13.33 %	10.0 hours
Exercises in class, Asynchronous sessions, Field Work	26.67 %	20.0 hours
Group work	13.33 %	10.0 hours
Individual studying	33.33 %	25.0 hours
TOTAL	100.0 %	75.0 hours

PROGRAM

PROGRAM OVERVIEW

The following program is tentative. Although we will cover all of the listed topics, the selected readings and pace of the class depends on group performance. Although there are some readings assigned in each session, most of the bibliography will be used in a way adapted to the evolution of the group. All readings proposed in the breakdown of the program are referenced in the bibliography.

With each session, there is a corresponding section of reading materials from various books and articles, marked in the syllabus. Any additional reading will be posted in the Online Campus. You are expected to complete the session's reading BEFORE class. Coming to class having read the contents of the readings will help facilitate class discussion.

SESSIONS 1 - 2 (LIVE IN-PERSON)

Foundations of Finance I

Understanding the foundations on which classical market and portfolio theories are based.

Content:

- Introduction to the Course: Objectives, content, schedule and evaluation system.
- Risk and returns.
- Principles of Asset Allocation.

Activities and exercises:

- Lecture.
- Discussion.
- Group activity: Design a simple portfolio asset allocation.

Post-Work:

- Looking for and analyzing volatility and returns of some of the major stock index.

Article: Portfolio Selection (The Journal of Finance) (CED)

Article: Capital asset prices: a theory of market equilibrium under conditions of risk (The Journal of Finance) (CED)

Foundations of Finance II

Understanding the foundations on which classical market and portfolio theories are based.

Content:

- Modern Portfolio Theory.
- Expected Utility Theory.
- Efficient-Market Hypothesis.
- Asset Pricing Models.

Activities and exercises:

- Lecture.
- Discussion.
- Group activity: Analyzing different multifactorial models.

Post-Work:

- Reading: Malkiel.
- Reading: Markowitz.
- Reading: Selected chapters of Taleb.

SESSION 3 (LIVE IN-PERSON)

Market Efficiency and Distortion

The efficiency of markets, which is one of the foundational bases of classical finance, has been questioned by various authors since the middle of the 20th century. In this session we will review the main criticisms of the first authors who incorporate psychology into financial analysis

Content:

- Keynesian Animal Spirits.
- Is Expected Utility Theory the right way?
- Bounded Rationality.
- Investors' Overreaction.
- Irrational Exuberance.

Activities and exercises:

- Lecture.
- Discussion.
- Group activity: Video forum.

Post-Work:

- Reading: Shiller.

Other / Complementary Documentation: Racionalidad limitada (Youtube)

SESSION 4 (ASYNCHRONOUS)

Anomalies

Anomalies refer to situations when a security perform in a different manner to the notion of efficient markets. With the constant release and rapid dissemination of new information, sometimes efficient markets are hard to achieve and even more difficult to maintain. There are many market anomalies; some occur once and disappear, while others are continuously observed. We are going to analyze the main anomalies and how they perform against the market efficiency.

Content:

- Types of anomalies.
 - Fundamental.
 - Technical.
 - Calendar.
- Efficiency and anomalies.

Activities and exercises:

- Video: Fama vs Thaler: A debate around anomalies.
- Class exercise: Listing pros and cons of each vision.
- Reading class material.

Other / Complementary Documentation: Fama vs Thaler: A debate around anomalies (Youtube)

SESSION 5 (LIVE IN-PERSON)

Foundations of Behavioral Finance

Behavioral finance is an amendment to the whole of classical finance. We will see in this topic what the keys to this approach are, and what behavioral finance is based on.

Content:

- Reviewing Prospect Theory.

- Limits to Arbitrage.
- Psychology: Heuristics and Biases.

Activities and exercises:

- Lecture.
- Discussion.
- Group activity: Reading and comment, De Bondt and Thaler.

Post-Work:

- Reading: Barberis and Thaler.
- Reading: Kahneman and Tversky.

Article: Does the stock market overreact? (The Journal of Finance) (CED)

Article: Prospect Theory (Econometrica) (CED)

Working Paper: A survey of behavioral finance (National Bureau of Economic Research)

SESSION 6 (ASYNCHRONOUS)

Behavioral Portfolios

As in classical finance, behavioral finance has developed its portfolio and asset pricing models. In this topic we present these models, and other models that use both visions to establish bridges between the two, and also make a synthesis between both.

Content:

- Behavioral Portfolio Theories.
- Behavioral Asset Pricing Models.
- Bridges Between Classic and Behavioral Portfolios:
 - Adaptive Markets.
 - Popularity Models.

Activities and exercises:

- Reading: Shefrin and Statman.
- Video presentation: Ibbotson, PAMP.

Post-Work:

- Individual work: Listing the main issues to take into account to build a behavioral portfolio.
- Reading: Mandelbrot and Hudson.
- Watch videos.

Article: Behavioral Portfolio Theory (The Journal of Financial and Quantitative Analysis VOL. 35, NO. 2, JUNE 2000) (CED)

Article: The Adaptive Markets Hypothesis: Market Efficiency from an Evolutionary Perspective (Journal of Portfolio Management) (CED)

Other / Complementary Documentation: Adaptive Markets (Youtube)

Other / Complementary Documentation: Popularity, an investment style (Vimeo)

Other / Complementary Documentation: Popularity: A Bridge between Classical and Behavioral Finance (Youtube)

SESSION 7 (LIVE IN-PERSON)

Investment biases

Investors are especially subject to various biases in their investment decisions. Ignorance, lack of perspective, or overconfidence are some of the elements that can lead to biased decisions. In this topic we are going to know which are the main biases that affect investment and how they can be dealt with.

Content:

- Belief Perseverance Biases.
- Information Processing Biases.
- Emotional Biases.

Activities and exercises:

- Lecture.
- Discussion.
- Group activity: Reading and comment, Barberis, Shleifer and Vishny.

Post-Work:

- Reading: Blasco and Ferreruela.
- Individual work: Detecting Self Biases.

Article: Behavioral Finance: ¿por qué los inversores se comportan como lo hacen y no como deberían? (BME / Estudios Y Publicaciones) (CED)

Article: A model of investor sentiment (Journal of Financial Economics) (CED)

SESSIONS 8 - 9 (LIVE IN-PERSON)

Investor profiling

Investors are usually classified around three profiles: Moderate, conservative and aggressive. But insights from behavioral economics allow us to create a type of profiling that captures the psychological characteristics of investors. This topic presents the different psychographic profiling criteria and works on a specific model, Behavioral Alpha, which defines the Behavioral Investor Types

Content:

- Classical Profile.
- Psychographic Profile.
- Behavioral Investor Types.

Activities and exercises:

- Video recorded by professor and some readings (Pompian).

Article: Using Behavioral Investor Types to Build Better Relationships with Your Clients (Journal of Financial Planning) (CED)

Article: The future of psychographic profiling: the behavioral investor types case (Year 2023, Volume 1) (Behanomics)

Financial Advising

One of the basic applications of behavioral finance is to be able to adequately advise investors, but for this it is essential to know both the behavior of investors and how to de-biasing them. Financial coaching becomes a crucial tool for optimal advice.

Content:

- Understanding Investors' Behavior.
- De-Biasing Investors and Advisors.
- Financial Coaching.
- Behavioral Strategies to Advice.

Activities and exercises:

- Lecture.
- Discussion.
- Individual work: Newspaper article on the role of the financial coach.

SESSIONS 10 - 11 (LIVE IN-PERSON)

Pensions: Why Is it Difficult to Save?

Although we all know that it is necessary to save for the future, the truth is that few people do. In this topic we will see how pension systems are implemented in the world and what are the main behavioral barriers to long-term saving.

Content:

- Pensions: A Classical Approach.
 - Public Pensions.
 - Private Pensions.
- (Mis)Information about Pensions.
 - Stops to Savings.
 - The Two Selves.

Activities and exercises:

- Lecture.
- Discussion.
- Group work.

Video: Pensions- GPP (Vimeo)

Other / Complementary Documentation: Ahorrande para el mañana, mañana (TEDSalon NY2011)

Video: Pensions-GPP (Vimeo)

Long-Term Saving Biases

There are three biases that, notably, limit long-term savings. Their influence is remarkable, but there are also ways to work on them so that saving is feasible, and we will learn some of them in this topic.

Content:

- Inertia.
- Loss Aversion.
- Self-Control.
- How to Deal with Them.

Activities and exercises:

- Ted talk: Shlomo Benartzi.
- Lecture.
- Discussion.

Post-Work:

- Reading: Thaler and Benartzi, Benartzi and Lewin.
- Reading: Valero.

SESSION 12 (LIVE IN-PERSON)

Behavioral Pensions and Behavioral Insurance

Behavioral pensions is the conception by which we approach the analysis of new ways of saving and planning for retirement. Both the accumulation phase and the de-accumulation phase can be strictly treated as behavior problems, therefore, the tools that we have learned during the program will be useful to provide solutions, as we also show in the business cases that we introduce.

As important as saving is being able to establish a necessary level of protection. In the area of financial health, that protection is provided by insurance. We will talk fundamentally about life insurance, as an essential complement, and also behavioral, for saving.

Content:

Behavioral Pensions:

- What it Means.
- Behavioral Pension Funds in Practice.
 - Successful Business Cases.
 - Behavioral Deaccumulation.

Behavioral Insurance:

- Foundations of Classical Insurance.
- Main Biases.
- The Behavioral Approach.

Activities and exercises:

- Lecture.
- Discussion.
- Group activity: Working on Annuitization Puzzle and Lemonade, a new approach to insurance.

Post-Work:

- Reading: Blake and Boardman.
- Reading: Benartzi, Previtro and Thaler.
- Reading: Valero, Ayuso and Guillen.

Article: Save more tomorrow (Journal of Political Economy) (CED)

Working Paper: Productos para la etapa de retiro, alternativas y costes (Universidad de San Martín de Porres) (CED)

Article: Annuitization Puzzles (Journal of Economic Perspectives, Volume 25, Number 4, Fall 2011, Pages 143–164) (CED)

Working Paper: Gestión Eficiente del ahorro tras la jubilación (Fundación Edad & Vida) (Vida Caixa)

Working Paper: Spend More Today Safely: Using Behavioural Economics to Improve Retirement Expenditure Decisions (Pensions Institute) (CED)

SESSION 13 (ASYNCHRONOUS)

Fintech

Content:

- What Fintech Means.
- Behavioral Technology.
- Behavioral on the Screen.

Activities and exercises:

- Flipped class.
- Interview with a Fintech representative.

Post-Work:

- Group activity: Analyzing Fintech websites from a behavioral perspective.

SESSION 14 (LIVE IN-PERSON)

Group presentations, evaluation by peers.

SESSION 15 (LIVE IN-PERSON)

Global exam and sharing thoughts, concerns and questions about the subject.

EVALUATION CRITERIA

Grades will be assigned based on the knowledge demonstrated in-class activities and discussions, a group project, some individual work and a final exam.

Class Participation and Continuous Evaluation (20%):

Class participation and engagement will be evaluated based on the quality (not quantity) of your participation in class discussion, online forums and other activities that take place during synchronous and asynchronous sessions. The most important component of your participation is the content of what you are saying. A high-quality comment reveals depth of insight, rigorous use of case evidence, consistency of argument and realism. People who speak often but whose comments lack substance will not be rewarded in the same way that people who speak less frequently but with rich content that furthers the class discussion. That said, your attempts at participation should not be such that the instructor has to “go looking for you”. You should be attempting to get into the debate on a regular basis. Listening is an equally important component of class participation. Please be mindful of how much you are speaking versus listening and ensure that this class is an environment in which all of us are encouraged to do both. Students who are disruptive or disrespectful will be asked to leave the classroom and will be counted as absent for that day. No exceptions.

Finally, you might want to avoid being classified as one of the following types of students:

- Repeaters: Students who, consciously or unconsciously, make comments that are really just repeats/rephrasing of what has already been said (by other students, or yourself). This is a waste of time and does nothing to move the conversation along.
- Ramblers: Students who take a lot of time to say simple things or may tell long personal/professional stories, or roam into irrelevant topics, or simply make low quality comments just to participate. They waste valuable time and prevent other students from being able to participate.
- Space Cadets: Students who have been distracted (by Facebook, etc.) or who have stopped paying attention and then, later on, when they realized they have missed a term or concept, ask you about it even though it has already been discussed.

Listening is an equally important component of class participation. Please be mindful of how much you are speaking versus listening and ensure that this class is an environment in which all of us are encouraged to do both. Students who are disruptive or disrespectful will be asked to leave the classroom and will be counted as absent for that day. No exceptions

Group project (20%)

In groups of three people, an aspect of the course will be worked on, deepening solutions to a specific problem, agreed between the professor and the students. For example, you will be given traits of an investor, and the group will have to work on assigning him a profile and propose an investment strategy according to his profile; Another example is designing a behavioral product to facilitate long-term savings, etc.

The work will be presented in the last session, each presentation (around 8-10 pptx slides) will have a maximum duration of 10 minutes and will be co-evaluated. The evaluation of the other groups, which will be carried out following a predefined matrix, will weigh 25% in the evaluation of this part. The remaining 75% is on charge of the professor

Individual work (20%)

Each student must be committed to their own learning. The professor will propose in class short topics to be developed by the students, a total of three throughout the course. Students have to respond in a concrete way to those issues, which can be, for example, the writing of a newspaper article presenting a topic, the elaboration of an interview with a famous behavioralist, or the conclusions drawn from a video or an article. For each topic, the professor will indicate the appropriate length of the work, which will be presented in a word document.

Intermediate test (20%)

In the middle of the course there will be a test about the knowledge learnt so far. It will be a multiple-choice test, for which students will have 30 minutes

Final exam (20%)

There will be a final exam for the subject, in which students will be able to use all the material and even their computer to solve a case or explain a practical topic. It will be an individual test, for which students will have 45 minutes.

criteria	percentage	Learning Objectives	Comments
Examen Final	20 %		Understanding of concepts
Intermediate Tests	20 %		Understanding of concepts
Individual Work	20 %		Research work and periodic monitoring of the subject
Group project	20 %		Ability to develop ideas in a group, investigate and find and share results
Class Participation and Continuous Evaluation	20 %		Interest in the subject and debate proposals

RE-SIT / RE-TAKE POLICY

Each student has four (4) chances to pass any given course distributed over two (2) consecutive academic years. Each academic year consists of two calls: one (1) ordinary call (during the semester when the course is taking place); and one (1) extraordinary call (or “re-sit”) in June/July.

Students who do not comply with the 70% attendance requirement in each subject during the semester will automatically fail both calls (ordinary and extraordinary) for that Academic Year and have to re-take the course (i.e., re-enroll) during the next Academic Year.

The Extraordinary Call Evaluation criteria will be subject to the following rules:

- Students failing the course in the ordinary call (during the semester) will have to re-sit evaluation for the course in June / July (except those students who do not comply with the attendance rule, and therefore will not have that opportunity, since they will fail both calls and must directly re-enroll in the course during the next Academic Year).
- It is not permitted to change the format nor the date of the extraordinary call exams or

deadlines under any circumstance. All extraordinary call evaluation dates will be announced in advance and must be taken into consideration before planning the summer (e.g. internships, trips, holidays, etc.)

- The June/July re-sit will consist of a comprehensive evaluation of the course. Your final grade for the course will depend on the performance in this exam or evaluation only. I.e., continuous evaluation over the semester (e.g. participation, quizzes, projects and/or other grade components over the semester) will not be taken into consideration on the extraordinary call. Students will have to achieve the minimum passing grade of 5 and the maximum grade will be capped at 8.0 (out of 10.0) – i.e., “notable” in the extraordinary call.
- Re-takers: Students who failed the subject on a previous Academic Year and are now re-enrolled as re-takers in a course will need to check the syllabus of the assigned professor, as well as contact the professor individually, regarding the specific evaluation criteria for them as re-takers in the course during that semester (ordinary call of that Academic Year). The maximum grade that may be obtained as a retaker during the ordinary call (i.e., the 3rd call) is 10.0 (out of 10.0).

After exams and other assessments are graded by the professor (on either the ordinary or extraordinary call), students will have a possibility to attend a review session (whether it be a final exam, a final project, or the final overall grade in a given course). Please be available to attend the session in order to clarify any concerns you might have regarding your grade. Your professor will inform you about the time and place of the review session.

Students failing more than 18 ECTS credits after the June/July re-sits will be asked to leave the Program. Please, make sure to prepare yourself well for the exams in order to pass your failed subjects.

In case you decide to skip the opportunity to re-sit for an exam or evaluation during the June/July extraordinary call, you will need to enroll in that course again for the next Academic Year as a re-taker, and pay the corresponding tuition fees. As you know, students have a total of four (4) allowed calls to pass a given subject or course, in order to remain in the program.

BIBLIOGRAPHY

Recommended

- Burton G. Malkiel. (2003). *A random walk down Wall Street: the time-tested strategy for successful investing*. Norton. ISBN 9780393340747 (Printed)
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- Thaler, R. and Sunstein, C. R. (2021). *Nudge*. Revised ed.. Penguin. ISBN 9780143137009 (Printed)

BEHAVIOR RULES

Please, check the University's Code of Conduct [here](#). The Program Director may provide further indications.

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CORPORATE SOCIAL RESPONSIBILITY AND THE ENVIRONMENT

Grado en Comportamiento y Ciencias Sociales BBSS SEP-2023 CSRE-BS.1C.4.M.A

Area Others

Number of sessions: 15

Academic year: 23-24

Degree course: FOURTH

Number of credits: 3.0

Semester: 1º

Category: OPTIONAL

Language: English

Professor: **FRANCISCO SEIJO MACEIRAS**

E-mail: fseijo@faculty.ie.edu

Professor Seijo is an expert in the field of environmental politics. His research focuses on land use, forest transitions, landscape fire governance and their feedbacks with global environmental change. His work has appeared in leading scientific journals. Dr. Seijo has also collaborated with Spanish and international governmental and non-governmental organizations as a consultant and

participated in the ongoing environmental public debate in Spain through opinion pieces in El Correo, Publico, Cadena SER, El Pais, Dialogo Atlantico and the Green European Journal. In addition to his academic and research activities, professor Seijo is currently serving as Vice President of the Board of Directors of the Association for Fire Ecology and a member of the Spanish environmentalist think tank Ecopolitica.

Researchgate profile: https://www.researchgate.net/profile/Francisco_Seijo

Google scholar profile: <https://scholar.google.es/citations?user=Mea9f-YAAAAJ&hl=es&oi=ao>

fseijo@faculty.ie.edu

PREREQUISITES

None.

SUBJECT DESCRIPTION

Corporate social responsibility (CSR) is a form of business self-regulation that aims to harmonize a for profit company's responsibility to provide added value goods and services to its shareholders and customers with actions that further a social good and/or ethical, charitable or philanthropic values that go beyond the scope of the company's basic business model. In this course we explore the impact of CSR on the mitigation of an array of global environmental issues. Environmental sustainability has emerged as a public good necessary for the continued survival of contemporary global societies but its provision has often eluded the limited financial and strategic capacities of governments and civil society stakeholders. Here we analyze what it takes to manage effectively environmental issues and whether private corporations can through CSR initiatives contribute to address these collective challenges effectively.

LEARNING OBJECTIVES

- Learn CSR basics.
- Learn environmental science basics.
- Evaluate climate change and its impacts on human systems.
- Analyze critically CSR programs working within the "Trillion tree initiative".
- Work with a group to develop a CSR engagement plan.
- Present and defend the CSR engagement plan developed with the group.

In this course you will learn the basics of CSR as applied to the management of environmental issues. Students will then apply their acquired knowledge to develop a CSR engagement plan and apply it to a given environmental issue.

TEACHING METHODOLOGY

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	30.0 %	22.5 hours
Discussions	0.0 %	0.0 hours
Exercises in class, Asynchronous sessions, Field Work	0.0 %	0.0 hours
Group work	20.0 %	15.0 hours
Individual studying	50.0 %	37.5 hours
TOTAL	100.0 %	75.0 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Course introduction and CSR basics

Topics Discussed in Class: Course objectives, content, schedule, and evaluation system. Corporate social responsibility introduction to basic concepts and goals of CSR

Activities/Exercises: Brainstorming between professors and students about lecture topics

Article: Corporate social responsibility (International Journal of Management Reviews, 2010) (CED)

SESSION 2 (LIVE IN-PERSON)

CSR basics

Topics Discussed in Class: The need for a critical approach to corporate social responsibility. What areas of current CSR theory and practice need improvement?

Activities/Exercises: Brainstorming between professors and students about lecture topics

Article: What we know and do not know about CSR (Journal of Management Vol. 38 No. 4, July 2012 932-968) (CED)

SESSION 3 (LIVE IN-PERSON)

Analyzing complex environmental issues for CSR

Topics Discussed in Class: The challenge of the environment for CSR. What are the peculiar challenges faced by businesses when addressing complex environmental issues arising from their activity or upon which they want to make an impact?

Activities/Exercises: Brainstorming between professors and students about lecture topics

Article: Coupled human and natural systems (Ambio's 50th Anniversary Collection) (CED)

SESSION 4 (LIVE IN-PERSON)

Analyzing complex environmental issues for CSR

Topics Discussed in Class: Often CSR strategies simplify complex environmental issues so as to communicate more effectively with the general public. However, businesses are facing scrutiny over the scientific soundness of their CSR strategies requiring a more complex understanding of the basics of ecological science by CSR practitioners.

Activities/Exercises: Brainstorming between professors and students about lecture topics

Technical note: Landscape ecology and conservation (Pacific Conservation Biology; 1994; 1, 3) (CED)

SESSION 5 (LIVE IN-PERSON)

Intermediate exam

Exam will cover the concepts and questions studied in Sessions 1-4 of the course.

SESSION 6 (LIVE IN-PERSON)

Climate change basics

Topics Discussed in Class: Climate change has emerged as the most prominent environmental issue of our time. A sound CSR strategy vis a vis climate change requires in depth knowledge regarding state of the art climate science and its implications for policymakers.

Activities/Exercises: Brainstorming between professors and students about lecture topics

SESSION 7 (LIVE IN-PERSON)

Climate change framing

Topics Discussed in Class:· CSR strategies have often been criticized as publicity stunts with little real world effectiveness. This phenomenon has been referred to as "greenwashing". In this session we examine public opinion formation regarding environmental issues and how CSR strategies can influence the framing process.

Activities/Exercises:· Discussion between professors and students about topics

Article: Why it matters how we frame the environment (Environmental Communication Vol. 4, No. 1, March 2010, pp. 70-81) (CED)

SESSION 8 (LIVE IN-PERSON)

CSR and climate change: The trillion tree initiative

Topics Discussed in Class: The trillion tree initiative is one of the most controversial mitigation CSR initiatives regarding climate change.

Applied exercise:· Student will divide into 3 pre-assigned groups and will identify three different CSR massive tree planting initiatives (ie. airlines, banks, utilities, etc.) and prepare a briefing on the initiatives to be delivered on session 9

Other / Complementary Documentation: Resources (1t.org)

SESSION 9 (LIVE IN-PERSON)

CSR and climate change: Trillion tree initiative critical perspectives

Topics Discussed in Class:· Can CSR tree planting initiatives deliver on what they promise

Activities/Exercises:· Student groups will briefly present on 3 different CSR tree planting initiatives. The class will discuss collectively the potential effectiveness of these campaigns using Ellis's reading as evaluation criteria.

Article: Why planting trees won't save the world (The New York Times, 2020) (CED)

SESSION 10 (LIVE IN-PERSON)

Group work: CSR engagement plan

Applied exercise: Students will divide into the pre-assigned 3 working groups and brainstorm about identifying case studies for the development of specific CSR engagement plans. A 250 word summary of the brainstorming session will be posted by the groups in Discussion Board identifying the cases to be presented and discussed in more detail by their groups in Sessions 11,13,15

Article: 6 Steps To Building A Sustainable CSR Program (Globalgiving)

SESSION 11 (LIVE IN-PERSON)

Group 1 CSR plan presentation and discussion

Activity: Group 1 will present their CSR plan. The presentation will be followed by a class discussion and critical evaluation of the plan.

SESSION 12 (LIVE IN-PERSON)

Applied exercise: Students will divide into the pre-assigned 3 working groups and develop a CSR plan to be presented and discussed with the entire class on the assigned dates. Aside from the presentation the groups will prepare a written 1,000 word executive summary to be turned in on the final session (Session 15).

Article: 6 Steps To Building A Sustainable CSR Program (Globalgiving)

SESSION 13 (LIVE IN-PERSON)

Group 2 CSR engagement plan presentation and discussion

Activity: Group 2 will present their CSR plan. The presentation will be followed by a class discussion and critical evaluation of the plan.

SESSION 14 (LIVE IN-PERSON)

Group work: CSR engagement plan

Applied exercise: Students will divide into the pre-assigned 3 working groups and develop a CSR plan to be presented and discussed with the entire class on the assigned dates. Aside from the presentation the groups will prepare a written 1,000 word executive summary to be turned in on the final session (Session 15).

Article: 6 Steps To Building A Sustainable CSR Program (Globalgiving)

SESSION 15 (LIVE IN-PERSON)

Group 3 presentation of CSR engagement plan and discussion

Activity: Group 3 will present their CSR plan. The presentation will be followed by a class discussion and critical evaluation of the plan.

WRITTEN VERSION OF CSR PLAN DUE (30% WORKGROUP GRADE)

EVALUATION CRITERIA

- Intermediate work 30%
- Individual work CSR engagement plan (written executive summary) 30%
- Group work CSR engagement plan (presentation and defense) 30%
- Participation in class discussions 10%

criteria	percentage	Learning Objectives	Comments
Intermediate Tests	30 %		
Individual Work	30 %		
Other	10 %		
Group Presentation	30 %		

RE-SIT / RE-TAKE POLICY

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BEHAVIOR RULES

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THE FEMALE BRAIN

**Grado en Comportamiento y Ciencias Sociales BBSS SEP-
2023 TFB-BS.1C.4.M.A**

Area Human Resources and Organisational Behaviour

Number of sessions: 15

Academic year: 23-24

Degree course: FOURTH

Number of credits: 3.0

Semester: 1º

Category: OPTIONAL

Language: English

Professor: **SAMANTHA HERNÁNDEZ GARCÍA**

E-mail: shernandezg@faculty.ie.edu

Cognitive Neuroscience

Sam has over 15+ years of experience in Organisational and People Development and delivers inclusive leadership and management development programmes across the globe.

A Cognitive Neuroscientist & Biopsychologist, Sam juggles brain research with corporate consulting. Passionate about the intersection of neuroscience, personal development, and physical/mental health, she leads personal strategy retreats across the planet and lectures in women universities in Saudi Arabia. She is a frequent speaker on applied neuroscience, leadership and high performance. She holds an MBA (ESCP), a MSc (Universidad Autónoma de Barcelona) and BA (Universidad Pontificia Comillas), is accredited in Behavioural Assessments with the British Psychological Society, is an Accredited Coach and a Practitioner of Applied Neuroscience. She is continuing her research and study of the field of neuroscience through Universidad Autónoma de Barcelona.

Sam's titanic volumes of energy coupled with her diverse background and cross-cultural lived experience (6 languages, 7 cities, 4 continents and counting!) allows her to galvanise and motivate teams and students achieve personal and shared goals. These attributes have served her well in delivering success in creating brain-friendly cultures across a wide breadth of industries ranging from FMCG, financial services, academia, oil & gas through to elite sports clubs. Her long-lasting partners include Formula 1, McLaren, LVMH Group, Northern Trust, Arsenal Football Club, Fédération Française du Rugby, Samsung Electronics, and the Walt Disney Company.

When she is not hacking brains (or attempting to), she can be found in far-flung destinations mentoring vulnerable children, jumping out of planes (with a parachute on!) or scanning the seabed for the next big thing 40 metres underwater.

PREREQUISITES

No technical or knowledge prerequisites are required.

SUBJECT DESCRIPTION

How much do we know about what lies between our ears?

For generations we've been taught that women and men differ in profound ways. Women are supposedly more sensitive and cooperative, whereas men are more aggressive and sexual because this or that region in the brains is larger or smaller, or due to this or that hormone.

This story seems to provide us with a manicured biological explanation for much of what we encounter, what we choose to be(come), do, wear, work or who we choose to mate, protect and care for in our everyday lives. Recent studies indicate that gender may have a substantial influence on human cognitive functions, including emotion, memory, perception, etc. Men and women appear to have different ways to encode memories, sense emotions, recognize faces, solve certain problems, and make decisions. Since the brain controls cognition and behaviors, these gender-related functional differences may be associated with the gender-specific structure of the brain.

But to what extent nature and nurture shape and reshape our brains through plasticity? What is the role of gender norms, stereotypes and culture into such said differences? Do we really have a gendered brain? Find out that and a lot more in this stimulating course.

LEARNING OBJECTIVES

The main objective is to provide the students a neuroscience-based toolkit to improve their understanding in cognitive and behavioural gender differences.

Through regular attendance and active participation in the course, students will:

- Gain a deeper understanding of the biological foundations of human behavior.
- Develop a strong knowledge of the nature and experience of the brain functions to guide students as they pass through life stages.
- Understand neurosexism and the biosocial and psychosocial impact of a gendered world on the human brain.
- Explore brain imaging studies and animal research studies revealing humanity's inherent sex-associated cognitive differences and vulnerability to diseases.
- Recognise the relative contributions of "culture" versus "biology" (nature/ nurture) to the behavior of human individuals in a complex social environment.

TEACHING METHODOLOGY

This course will focus on scientific concepts and approaches. We will discuss the research findings from the mandatory reading and place them on practical examples of our day-to-day lives to better understand them. The course will be mostly based on readings that we as a class will discuss in lecture sessions as well as TED talks to generate discussion.

1) Session learning

Sessions in the classroom

It is an organized, structured period of time (80 minutes) in which you will engage in one or more learning activities. It might be a presential session (live in-person) given in a physical classroom, in real-time (for example, attending classes, lectures, discussions), or an asynchronous session that happens using collaboration tools and digital platforms. For example, watching TED talks and answering reflection questions, reviewing teaching material with audio or video attached, etc.

The different activities are to acquire theoretical concepts (concept focused) as well as the understanding of how these concepts can be applied appropriately to real-world contexts, being the primary goal that you acquire practical skills (skills focused learning).

- Concept-focused learning will involve learning by reading, listening, thinking, reflecting, and discussing.
- Skills focused learning typically involves learning-by-doing (solving, making, building, writing...) with timely professor- and peer-driven feedback.
- REMEMBER: You will find all the material you need to complete these different activities on BlackBoard. Check the platform regularly.

Important: The participation grade is established to assess your active participation in the theoretical and the practical classes.

Exam: The exam is a special type of learning activity that is both concept and skill-focused, as it requires applying what you have learned during the sessions. It typically involves answering in a reflective manner of short questions or solving practical cases. They will take place during live in-person sessions, and typically at the end of each core topic.

2) Outside session learning

The activities are compulsory and can be individual or group activities:

- Pre-activities: The objective of these mandatory activities is to prepare for the next session. Therefore, they show short deadlines. They could include readings, viewings of short videos, individual or group assignments/tasks, group discussions on the Forum, etc. The professor will post the criteria and all the materials required for each activity on campus (e.g. readings...), always in advance for the next session. These activities contribute to the participation grade.
- Post-activities: They are activities to be carried out after a session (additional readings, follow-up assignments/tasks, discussions, ...). These compulsory individual or group activities go alongside each subject. The activities have a deadline for delivery. The professor will specify the deadlines the day activities are posted. Tasks submitted after the deadline only get a maximum of 6 out of 10 points.

3) Other learning activities

Tutorials

We consider tutorials an essential part of the course, because they guide and train students in their learning process in accordance to the new curriculum and the objectives of the "Bologna Process". Its aim is to provide you with the knowledge and tools necessary to meet the demands arising from their academic work, while providing the support necessary to maximize your academic achievement. They are especially important during on-line periods.

Synchronous Office Hours

- Voluntary individual tutorials: They are held once a fortnight and for which you must make an

appointment (day and time to be agreed with all students). They will take place through an on-line platform (Zoom). Their main aim is to fix the concepts introduced in the lectures, to solve doubts and to correct exercises.

- Mandatory individual tutorials: The teacher has the right to call students to a personal meeting if she considers it necessary according to the academic achievements of the student. In this case, you have the obligation to attend.
- Group tutorials: online meeting via zoom with all students. Please ask for this format if required.

Asynchronous Office Hours

“Collect & Respond”: The professor collects public/ private questions from students during a period of time (e.g. over a week) and then shares the responses to all the questions in text/audio/video using online BlackBoard campus or email. Participation is voluntary.

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	26.67 %	20.0 hours
Discussions	20.0 %	15.0 hours
Exercises in class, Asynchronous sessions, Field Work	13.33 %	10.0 hours
Group work	26.67 %	20.0 hours
Individual studying	13.33 %	10.0 hours
TOTAL	100.0 %	75.0 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Welcome to the Female Brain

Topic(s): Getting to know each other. Course Overview. Expectations.

Activities: Discussion of syllabus, course and answer any questions from students.

ASSIGNMENT: Connect with the group members you were allocated to and agree on a topic that you are curious about related to the Female Brain. At the beginning of the second session you will give a presentation of up to 5 minutes about your findings on these.

Other / Complementary Documentation: Read the Syllabus

SESSION 2 (LIVE IN-PERSON)

Introduction to the Brain

Topic(s): Brain evolution and architecture. Nervous system and interaction with other body systems.

Activities: Lecture. Discussion. Group presentations.

ASSIGNMENT: 3min video clip via BlackBoard by session 3 – what top 5 brain facts have you always heard and taken as truthful?

Article: Brain Basics: Know Your Brain (NIH)

SESSION 3 (LIVE IN-PERSON)

Debunking brain myths

Topic(s): dismantling the 'neurohype' that threatens to discredit the real achievements of neuroscience.

Activities: Presentation. Group discussion. The second half of the session will be focusing on group presentations based on the third mandatory reading (The Gendered Brain) - definition, theme, format and group allocation.

Assignment: None.

SESSION 4 (LIVE IN-PERSON)

Topic(s): brain development before birth.

Activities: Lecture. Discussion.

Assignment: via BlackBoard, upload a 250-words essay about your experience and knowledge on gender identity.

Article: The Brain before Birth: Using fMRI to Explore the Secrets of Fetal Neurodevelopment (EHP)

SESSION 5 (ASYNCHRONOUS)

Topic(s): Debate on the concepts about the biology of gender and epigenetics.

Activities: TED talk – What is it to be a woman? From DNA to the brain.

Assignment: Video discussion forum. All students must reply to the post before session 6.

Article: Brain Sex Differences Related to Gender Identity Development: Genes or Hormones? (NIH)

Other / Complementary Documentation: The biology of gender, from DNA to the brain (TEDWomen 2018)

SESSION 6 (LIVE IN-PERSON)

THE SOCIAL BRAIN

Topic(s): impact of social interaction. Social neuroscience that reveals that our need to connect with other people is even more fundamental than our need for food or shelter. Social pain and pleasure.

Watching: we will watch the TEDx Talk by Dr Matthew Lieberman – Social Brain and its superpowers.

Activities: The session will begin with an open question: what is the narrative we have written for ourselves regarding gender roles that has shaped our behaviours and choices in life so far? After, the class will become a guided open discussion on individuals and society.

Other / Complementary Documentation: The social brain and its superpowers (TED Talk; Youtube)

SESSION 7 (ASYNCHRONOUS)

MID-TERM EXAM

Topic(s): Mid-term individual assignment (in-class based on concepts studied in class and book readings.

Reading: 2 mandatory readings (see mandatory books section - 1 & 2).

SESSION 8 (LIVE IN-PERSON)

Brain and Hormones – from birth to menopause.

Topic(s): impact of hormones and chromosomes in brain development – sex, love and trust.

Reading: None

Activities: Lecture. Discussion.

SESSION 9 (LIVE IN-PERSON)

Gendered cultures, gendered brain?

Topic(s): how gender norms shape our realities, and our brains at large.

Watching: We will watch a TED talk on Gendered World by Cognitive Neuroscientist Gina Rippon.

Activities: TED talk playback and discussion. The session will begin with an open question: what is the narrative we have written for ourselves regarding gender roles that has shaped our behaviours and choices in life so far? After, the class will become a guided open discussion on individuals and societal gender norms.

Other / Complementary Documentation: A Gendered World makes a Gendered Brain (TEDxCardiff)

SESSION 10 (LIVE IN-PERSON)

Topic(s): how new lifestyles, social media consumption and modern life changes our brain.

Activities: ASSIGNMENT: By session 11, students are to submit via BlackBoard a 200-words essay on a topic that will be posted on Blackboard by the professor at the end of session 10.

SESSION 11 (LIVE IN-PERSON)

Gender and disease

Topic(s): mental health, physical health and gender correlation.

Activities: Presentation. Lecture. Discussion.

Assignment: By session 12, students are to submit via BlackBoard a 200-words essay on a topic that will be posted on Blackboard by the professor at the end of session 11.

Article: Gender Differences in Determinants and Consequences of Health and Illness (NIH)

Article: How Sex/Gender Influence Health & Disease (A-Z) (NIH)

SESSION 12 (ASYNCHRONOUS)

Topic(s): Open debate.

Readings/ watch: Why medicine often has dangerous side effects for women.

Activities: Discussion board. All students must reply to the post before session 13.

Assignment: All students must read and reply to a post presented by professor in the discussion board. All replies are due by session 13.

Other / Complementary Documentation: Why medicine often has dangerous side effects for women (TEDxProvidence)

SESSION 13 (LIVE IN-PERSON)

The Mature Brain

Topic(s): gender differences and propensity to develop physical and mental health impairments. Cognitive care and strength as we age, now to nurture our brain.

Activities: Presentation. Lecture. Discussion. The second half of the class will be dedicated to answering any questions about the group presentations.

Article: *Six Steps to Cognitive Health* (Harvard Health Publishing, 2021)

Article: *Cognitive Health and Older Adults* (NIH) (Optional)

SESSION 14 (LIVE IN-PERSON)

Group Presentations Part One

Topic(s): Group presentations.

Activities: Group Presentations. Each group will present their topic to the rest of the class (4 groups max).

SESSION 15 (LIVE IN-PERSON)

Group Presentations Part Two

Topic(s): Group presentations.

Activities: Group Presentations. Each group will present their topic to the rest of the class (4 groups max).

EVALUATION CRITERIA

Evaluation Method: there are three mandatory criteria: Individual work (min 65%); Participation (max 25%); Group work (max 40%). In your syllabus the Participation criteria (which counts as individual work) is missing and needs to be specified.

criteria	percentage	Learning Objectives	Comments
Individual Work	65 %		
Group Work	25 %		
Class Participation	10 %		

RE-SIT / RE-TAKE POLICY

Each student has four (4) chances to pass any given course distributed over two (2) consecutive academic years. Each academic year consists of two calls: one (1) ordinary call (during the semester when the course is taking place); and one (1) extraordinary call (or "re-sit") in June/July.

Students who do not comply with the 70% attendance requirement in each subject during the semester will automatically fail both calls (ordinary and extraordinary) for that Academic Year and have to re-take the course (i.e., re-enroll) during the next Academic Year.

The Extraordinary Call Evaluation criteria will be subject to the following rules:

- Students failing the course in the ordinary call (during the semester) will have to re-sit evaluation for the course in June / July (except those students who do not comply with the attendance rule, and therefore will not have that opportunity, since they will fail both calls and must directly re-enroll in the course during the next Academic Year).
- It is not permitted to change the format nor the date of the extraordinary call exams or deadlines under any circumstance. All extraordinary call evaluation dates will be announced in advance and must be taken into consideration before planning the summer (e.g. internships, trips, holidays, etc.)
- The June/July re-sit will consist of a comprehensive evaluation of the course. Your final grade

for the course will depend on the performance in this exam or evaluation only. I.e., continuous evaluation over the semester (e.g. participation, quizzes, projects and/or other grade components over the semester) will not be taken into consideration on the extraordinary call. Students will have to achieve the minimum passing grade of 5 and the maximum grade will be capped at 8.0 (out of 10.0) – i.e., “notable” in the extraordinary call.

- Re-takers: Students who failed the subject on a previous Academic Year and are now re-enrolled as re-takers in a course will need to check the syllabus of the assigned professor, as well as contact the professor individually, regarding the specific evaluation criteria for them as re-takers in the course during that semester (ordinary call of that Academic Year). The maximum grade that may be obtained as a retaker during the ordinary call (i.e., the 3rd call) is 10.0 (out of 10.0).

After exams and other assessments are graded by the professor (on either the ordinary or extraordinary call), students will have a possibility to attend a review session (whether it be a final exam, a final project, or the final overall grade in a given course). Please be available to attend the session in order to clarify any concerns you might have regarding your grade. Your professor will inform you about the time and place of the review session.

Students failing more than 18 ECTS credits after the June/July re-sits will be asked to leave the Program. Please, make sure to prepare yourself well for the exams in order to pass your failed subjects.

In case you decide to skip the opportunity to re-sit for an exam or evaluation during the June/July extraordinary call, you will need to enroll in that course again for the next Academic Year as a re-taker, and pay the corresponding tuition fees. As you know, students have a total of four (4) allowed calls to pass a given subject or course, in order to remain in the program.

BIBLIOGRAPHY

Compulsory

- Matt Ridley. (2000). *The Red Queen – Sex and the Evolution of Human Nature*.

Penguin Books. ISBN 9780140291247 (Printed)

- Gina Rippon. (2021). *The Gendered Brain*. Bodley Head. ISBN 9781847924759 (Digital)

Recommended

- David Eagleman. (2003). *The Brain - the story of you*. Penguin Books. ISBN

9781782116608 (Digital)

- Steven Pinker. (2003). *The Blank Slate - Modern Denial of Human Nature*.

Penguin Books. ISBN 9780142003343 (Digital)

BEHAVIOR RULES

Please, check the University's Code of Conduct [here](#). The Program Director may provide further indications.

ATTENDANCE POLICY

Please, check the University's Attendance Policy [here](#). The Program Director may

provide further indications.

ETHICAL POLICY

Please, check the University's Ethics Code [here](#). The Program Director may provide further indications.



THE SOCIAL IMPACT SECTOR-IDENTIFYING AND RESPONDING TO SOCIETAL NEEDS

Grado en Comportamiento y Ciencias Sociales BBSS SEP-2023 TSIS-BS.1C.4.M.A

Area Human Resources and Organisational Behaviour

Number of sessions: 15

Academic year: 23-24

Degree course: FOURTH

Number of credits: 3.0

Semester: 1º

Category: OPTIONAL

Language: English

Professor: **ERNESTO CHÉVERE HERNÁNDEZ**

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Dr. Ernesto Chévere Hernández

Ernesto Chévere Hernández (PhD) has a degree in Education in History from the University of Puerto Rico, holds a master's degree in Public and Private International Law from the Complutense University of Madrid, a master's degree in International Relations from CEU San Pablo, a Diploma in Advanced Studies in Applied Economics from CEU San Pablo, and is a doctor in Sociology from the University of Salamanca. He has collaborated in various newspapers, such as Bandera Roja, Indymediapr, El Nuevo Día, and Claridad, as well as in academic journals such as Cruce and peer reviews such as Umbral. He is also the author of the two editions of the book "Historical study of the stages of globalization: perspectives and challenges facing an uncertain future" (2010 and 2015), "NoicazilabolG: dynamics, positions and possibilities around the global-local relationship" (2020), and is the director of the magazine Sin Norte, designed for the migrant community in Spain.

email

PREREQUISITES

SUBJECT DESCRIPTION

We live in an increasingly interdependent and globalized world. Situations that occur in different parts of the world have the ability to affect our daily lives like never before in history. In the same way, contemporary policies designed and developed in other parts of the world, even in contexts radically different from our own, can touch us directly.

As time goes by, this reality becomes more and more present in everything that surrounds us. Governments, supranational organizations, as well as those who have the political (and economic) capacity to generate public and social policies designed to protect the populations, as well as to design policies in education, health, among others, are very aware of this phenomenon.

Creating social impact is no longer an exclusive responsibility of governments, now there are more actors that can work in this regard. In these course we will see how Social Impact is designed and applied in different contexts and analyze its consequences (positive or negative). We will also identify the different means of action for social impact and how, with globalization, this phenomenon may (or may not) vulnerate the sovereignty of local governments.

LEARNING OBJECTIVES

- >Understand the concept of Social Impact.
- >Identify the role of social impact in the growth of any given community.
- >Sensitivity to other cultures and human experiences.
- >Learn through the use of cases and examples of daily life to provide a useful tool to diagnose and analyze social behavior and dynamics.
- >Identify structures of power and privilege that characterize contemporary societies.
- >Analyze the role of globalization in local and global politics as well as in the work of NGO's.
- >Being able to identify the best case scenarios for social impact measures in a variety of cases and scenarios.

TEACHING METHODOLOGY

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	30.67 %	23.0 hours
Discussions	9.33 %	7.0 hours
Exercises in class, Asynchronous sessions, Field Work	14.67 %	11.0 hours
Group work	25.33 %	19.0 hours
Individual studying	20.0 %	15.0 hours
TOTAL	100.0 %	75.0 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Introduction to the Course?

- Objectives, contents, schedule, and evaluation system.
- Main idea of the course.

Readings: Syllabus.

Activities: Discussion of syllabus, course and answer any questions from students.

SESSION 2 (LIVE IN-PERSON)

What is Social Impact?

- Defining Social Impact
- Analyze regions and their basic needs
- Identify the basic needs to tackle

Readings:

- Lynes, K. (2019). What is Social Impact and why does it Matter? In: Upmetrics. (Pdf provided by professor).
- Mitchell, N. (2021). Social Impact: Definition and why is Social Impact Important? In: DukeUniversity Career Hub. (Pdf provided by professor).

Activities: The session will be an open debate based on the assigned lectures.

Article: Lynes, K. (2019). *What is Social Impact and why does it Matter?* (Upmetrics.)

Article: Mitchell, N. (2021). *Social Impact: Definition and why is Social Impact Important?* (Duke University Career Hub.)

SESSION 3 (ASYNCHRONOUS)

Selecting and defining a Social Impact Organization

- Select, analyze and explain a specific Organization and the impact it generates

Readings: None.

Assignment: All students must search and select a Social Impact organization, explain its main purpose and analyze if their goal are met. All submissions are due in the discussion board by session 4.

SESSION 4 (LIVE IN-PERSON)

Social Stratification, Social Inclusion and Economic development

- Can sustainable economic growth go hand in hand with social inclusion?
- How much can economy grow before it's unsustainable?
- Inclusion of the excluded

Readings:

Buvinic, M., Mazza, J., ed. (2004). *Social Inclusion and Economic Development in Latin America*. Inter-American Development Bank. (Chapter 2).

Activities: Lecture. In-Class open debate and discussion using Latin America and the Caribbean a study case.

Book Chapters: Buvinic, M., Mazza, J., ed. (2004). Social Inclusion and Economic Development in Latin America. Inter-American Development Bank. (Chapter 2) (ced)

SESSION 5 (LIVE IN-PERSON)

NGO's

- What are NGO'S and what they are designed to do?
- The role of NGO's in social Impact

Readings: None.

Activities: Lecture. In-Class open debate and discussion. All students must do individual research on NGO's and bring them to class. We will then have a collective brainstorm session and discussion on NGO's, moderated by professor with a ppt presentation to canalize all findings.

SESSION 6 (LIVE IN-PERSON)

The role of globalization on Social Impact and how it's perceived by different social groups

- What is globalization?
- What is globalizations role in Social Impact?
- How do different social groups respond to globalization?

Readings:

Chevere, E. (2018). New dynamics of social actors regarding the Globalization process. In: Revista Umbral. No. 14.

Article: Chevere, E. (2018). New dynamics of social actors regarding the Globalization process (Revista Umbral. No. 14. (CED))

SESSION 7 (LIVE IN-PERSON)

Global Impact

- The bilateral relations of Global Structure (local-global)
- Is the impact of local and global policies well balanced

Readings:

Chévere, E. (2021) Noicazilabolg. Madrid: Europa Ediciones. Chapter 1.1, 1.3. (Will be provided by professor in pdf).

Book Chapters: Chévere, E. (2021) Noicazilabolg. Madrid: Europa Ediciones. Chapter 1.1, 1.3. (CED)

SESSION 8 (ASYNCHRONOUS)

Identifying an issue that requires a Social Impact approach

- Address an issue and analyze its impact both globally and locally

Readings: None.

Assignment: All students must see a video uploaded by professor and comment on it with the tools obtained in previous sessions. All comments are due by session 9.

SESSION 9 (LIVE IN-PERSON)

Review and project explanation

- Review of material for Midterm
- Division of groups for presentations
- Explanation of project

Readings: None

Activities: Midterm review divide groups and explain project.

SESSION 10 (LIVE IN-PERSON)**Midterm**

- Individual exam

SESSION 11 (LIVE IN-PERSON)**Presentation proposals**

- Preparation for group projects
- Groups will present a brief summary or bullets of their presentations proposals.

Readings: None

Assignment: Group will write their project and presentation ideas on movements chosen in discussion board. Professor will respond with ideas for further help on the projects. Then, we will discuss them collectively in class.

SESSION 12 (LIVE IN-PERSON)**Community Empowerment and Governance**

- Defining the line between good governance and collective action

Readings: None

Activities: Presentation of community empowerment by professor based on personal experience. Session may be outside the university, tbd.

SESSION 13 (ASYNCHRONOUS)**Group projects submission and discussion**

- Hand in project presentations
- Discussion in board between professor and groups

Readings: None.

Assignment: All students must send their projects in discussion board by session 14.

SESSION 14 (LIVE IN-PERSON)**Group Presentations**

- All groups will present their projects

SESSION 15 (LIVE IN-PERSON)

Class Closure

- Discussion on group presentations
- Analysis of course
- Debate on learned issues
- Outcome

EVALUATION CRITERIA

Participation (10%): Assistance, punctuality, performance in class as well as in groups and discussion forums will be taken into consideration. Also, with the use of opening questions before class by random selection, we will be able to see the level of preparation of the students for each class.

Midterm (40%): Session 10. The material for the midterm exam will be the first part of the class which is about basic concepts. The exam format will include multiple choice, short answer and long answer questions.

Final Project (40%): Session 14. In several groups (depending on the total number of students in class), students will be able to demonstrate their abilities to work with one another as well as to use the new basic concepts they have encountered during the course.

Continuous assessment / evaluation (10%): Throughout the semester, students will be doing several written work. These will be discussion boards and written comments on videos forums. All of these will take place in asynchronous sessions.

About the Spanish grading system, which is the one used at IE:

Grade description and equivalents:

- Excellent/Sobresaliente: 9.0-10.0 (A- to A+)

Consistently produces work of the highest quality and craft; exhibits notable progress and development over the course of the semester; meets all course objectives at highest level; attendance is near-perfect, and contributions to course discussions are extremely valuable.

- Very Good/Notable: 7.0-8.9 (B- to B+)

Completes all assignments with work of above-average quality and craft; exhibits significant progress and development; meets most course objectives; attendance and participation are very good.

- Good/Aprobado: 6.0-7.0 (C- to C+)

Completes all assignments with work of acceptable quality and craft; exhibits some progress and development; meets a majority of course objectives. Attendance and participation are acceptable.

- Pass/Aprobado: 5.0-6.0 (D)

Assignments are delivered but are incomplete and/or of low quality and craft; exhibits little progress and development; meets few course objectives. Attendance and participation are poor, but absences do not total more than 30%.

- Fail/Suspenso: 0-4.9 (F)

Work is incomplete, missing, or does not meet course objectives. Attendance and participation are poor.

- Automatic Failure/Suspenso: 0 (F)

Please note that a student who misses 30% or more of the scheduled sessions receives an automatic 0.0, and loses his or her right to the second chance or call (convocatoria.)

criteria	percentage	Learning Objectives	Comments
Midterm	40 %		
Continuous Assessment	10 %		
Group Presentation	40 %		
Class Participation	10 %		

RE-SIT / RE-TAKE POLICY

RE-SIT / RE-TAKE POLICY

Each student has four (4) chances to pass any given course distributed over two (2) consecutive academic years. Each academic year consists of two calls: one (1) ordinary call (during the semester when the course is taking place); and one (1) extraordinary call (or “re-sit”) in June/July.

Students who do not comply with the 70% attendance requirement in each subject during the semester will automatically fail both calls (ordinary and extraordinary) for that Academic Year and have to re-take the course (i.e., re-enroll) during the next Academic Year.

The Extraordinary Call Evaluation criteria will be subject to the following rules:

Students failing the course in the ordinary call (during the semester) will have to re-sit evaluation for the course in June / July (except those students who do not comply with the attendance rule, and therefore will not have that opportunity, since they will fail both calls and must directly re-enroll in the course during the next Academic Year).

It is not permitted to change the format nor the date of the extraordinary call exams or deadlines under any circumstance. All extraordinary call evaluation dates will be announced in advance and must be taken into consideration before planning the summer (e.g. internships, trips, holidays, etc.)

The June/July re-sit will consist of a comprehensive evaluation of the course. Your final grade for the course will depend on the performance in this exam or evaluation only. I.e., continuous evaluation over the semester (e.g. participation, quizzes, projects and/or other grade components over the semester) will not be taken into consideration on the extraordinary call. Students will have to achieve the minimum passing grade of 5 and the maximum grade will be capped at 8.0 (out of 10.0) – i.e., “notable” in the extraordinary call.

Re-takers: Students who failed the subject on a previous Academic Year and are now re-enrolled as re-takers in a course will need to check the syllabus of the assigned professor, as well as contact the professor individually, regarding the specific evaluation criteria for them as re-takers in the course during that semester (ordinary call of that Academic Year). The maximum grade that may be obtained as a retaker during the ordinary call (i.e., the 3rd call) is 10.0 (out of 10.0).

After exams and other assessments are graded by the professor (on either the ordinary or extraordinary call), students will have a possibility to attend a review session (whether it be a final exam, a final project, or the final overall grade in a given course). Please be available to attend the session in order to clarify any concerns you might have regarding your grade. Your professor will inform you about the time and place of the review session.

Students failing more than 18 ECTS credits after the June/July re-sits will be asked to leave the Program. Please, make sure to prepare yourself well for the exams in order to pass your failed subjects.

OTHER INFO

Questions and office hours:

If you have a question(s) that was not answered in class, you are welcome to ask your question(s) via email. I can be reached at: echevere@faculty.ie.edu. Although I will make every effort to respond to your question(s) as quickly and thoroughly as possible, please recognize that I may not be available when you send an email. Thus, please allow me up to 48 hours to respond before sending a follow-up email.

If your question cannot be properly answered via email and/or you would prefer to meet in person, please make an appointment to meet with me on the university campus during my scheduled office hours. Office hours will be determined at the beginning of the semester and posted on Campus Online.

As per University Policy:

Each student has 4 chances to pass any given course distributed in two consecutive academic years (regular period and July period).

It is mandatory to attend 100% of the classes. Students who do not comply with at least 70% attendance will lose their 1st and 2nd chance, and go directly to the 3rd one (they will need to enroll again in this course the next academic year).

Grading for retakes will be subject to the following rules:

1. Those students who failed the subject in the first regular period will have to do a retake in July (except those not complying with attendance rules who are banned from this possibility).
2. Dates and location of the July retakes will be posted in advance and will not be changed. Please take this into consideration when planning your summer.
3. The maximum grade that a student may obtain in the 2nd exam session is 8 out of 10. Those students in the 3rd call will be required to attend 50% of the classes. If due to schedule overlap, a different option will be discussed with the professor in order to pass the subject.

Attendance:

Attendance at all scheduled classes is mandatory and essential for success in the course. If you miss class for any reason, you are responsible for getting notes from classmates. If you have questions about any assignment please send me an email. Under most circumstances, students who miss a class in which a presentation, mid-term, or final exam is held will not be granted an exception or given an opportunity to do a make-up assignment or exam. However, if illness or other circumstances prevent you from adhering to the assignment/presentation due dates stated in this syllabus, an exception may be granted at the discretion of the professor. In all cases, the student must provide official documentation (e.g., from a medical doctor, counsellor) to the professor within 24 hours of the missed due date.

Special Attention Students:

To request academic accommodations due to special attention needs, please contact Jessica Tollette via email at: Jessica.Tollette@ie.edu.

Student Privacy Statement:

At times, students may disclose personal information through class discussions. It is expected that all members of the class will respect the privacy of their classmates. This means that the information disclosed in the class will not be repeated or discussed with other students outside of the course.

Decisions about Grades: Decisions about grades are made very carefully, and are final at the end of the course. If you have questions regarding a certain grade or you would like to receive personal feedback, you must request a meeting with me to discuss grades on specific assignments before the last class of the course. Any disputes regarding grades must be resolved before the final exam. "Extra credit" or makeup assignments will only be allowed under extenuating circumstances at the sole discretion of the course professor.

ACADEMIC INTEGRITY

Unless you are specifically instructed to work with other students in a group, all of your assignments, papers, projects, presentations, and any work I assign must reflect your own work and thinking.

What is academic integrity? When you do the right thing even though no one is watching. The core values of integrity, both academic and otherwise include: honesty, fairness, respect, responsibility, and trust. Academic Integrity requires that all students within Instituto de Empresa (IE) act in accordance with these values in the conduct of their academic work, and that they follow the rules and regulations concerning the accepted conduct, practices and procedures of academic research and writing. Academic Integrity violations are defined as Cheating, Plagiarism or other violations of academic ethics.

Cheating and plagiarism are very serious offenses governed by the IE student code of conduct. Any student found cheating or plagiarizing on any assignment or component of this course will at a minimum receive a "0" on the affected assignment. Moreover, the student will also be referred to the University Judicial System for further action. Additional penalties could include a note on your transcript, failing the class, or expulsion from the university.

It is important to note that, while the list below is comprehensive, it should not be considered exhaustive.

Cheating includes:

- a. An act or attempt to give, receive, share, or utilize unauthorized information or unauthorized assistance at any time for assignments, papers, projects, presentations, tests or examinations. Students are permitted to mentor and/or assist other students with assignments by providing insight and/or advice. However, students must not allow other students to copy their work, nor will students be permitted to copy the work of other students. Students must acknowledge when they have received assistance from others.
- b. Failure to follow rules on assignments, papers, projects, presentations, tests or examinations as provided by the course professor and/or as stipulated by IE.
- c. Unauthorized co-operation or collaboration.
- d. Tampering with official documents, including electronic records.
- e. The impersonation of a student on presentations, exercises, tests or an examination. This includes logging onto any electronic course management tool or program (e.g. Black Board, etc.) using someone else's login and password.

Plagiarism includes:

- a. Using the work of others and attempting to present it as your own. For example, using phrases or passages from books, articles, newspapers, or the internet and not referencing them properly in your document. This includes using information from others without citing it, misrepresentation of cited work, and misuse of quotation marks.
- b. Submitting an assignment or paper that is highly similar to what someone else has written (i.e., minimal changes in wording, or where the sentences are similar, but in a different order).
- c. You don't have to commit "word for word" copying to plagiarize – you can also plagiarize if you turn in something that is "thought for thought" the same as someone else.

Other violations of academic ethics include:

- a. Not acknowledging that your work or any part thereof has been submitted for credit elsewhere.
- b. Misleading or false statements regarding work completed.
- c. Knowingly aiding or abetting anyone in committing any form of an Academic Integrity violation.

CODE OF CONDUCT IN CLASS?

1. Be on time: Students arriving more than 5 minutes late will be marked as "Absent".

Only students that notify in advance in writing that they will be late for a specific session may be granted an exception (at the discretion of the professor).

2. If applicable, bring your name card and strictly follow the seating chart. It helps faculty members and fellow students learn your names.

3. Do not leave the room during the lecture: Students are not allowed to leave the room during lectures. If a student leaves the room during lectures, he/she will not be allowed to re-enter and, therefore, will be marked as "Absent".

Only students that notify that they have a special reason to leave the session early will be granted an exception (at the discretion of the professor).

4. Do not engage in side conversation. As a sign of respect toward the person presenting the lecture (the teacher as well as fellow students), side conversations are not allowed. If you have a question, raise your hand and ask it. If you do not want to ask it during the lecture, feel free to approach your teacher after class.

If a student is disrupting the flow of the lecture, he/she will be asked to leave the classroom and, consequently, will be marked as "Absent".

5. Use your laptop for course-related purposes only. The use of laptops during lectures must be authorized by the professor. The use of Social Media or accessing any type of content not related to the lecture is penalized. The student will be asked to leave the room and, consequently, will be marked as "Absent".

6. No cellular phones: IE University implements a "Phone-free Classroom" policy and, therefore, the use of phones, tablets, etc. is forbidden inside the classroom. Failing to abide by this rule entails expulsion from the room and will be counted as one absence.

7. Escalation policy: 1/3/5. Items 4, 5, and 6 above entail expulsion from the classroom and the consequent marking of the student as "Absent." IE University implements an "escalation policy": The first time a student is asked to leave the room for disciplinary reasons (as per items 4, 5, and 6 above), the student will incur one absence, the second time it will count as three absences, and from the third time onward, any expulsion from the classroom due to disciplinary issues will entail 5 absences.

BEHAVIOR RULES

Please, check the University's Code of Conduct [here](#). The Program Director may provide further indications.

ATTENDANCE POLICY

Please, check the University's Attendance Policy [here](#). The Program Director may provide further indications.

ETHICAL POLICY

Please, check the University's Ethics Code [here](#). The Program Director may provide further indications.



HOW TO BE SUCCESSFUL IN LIFE

**Grado en Comportamiento y Ciencias Sociales BBSS SEP-
2023 HSL-BS.1C.4.M.A**

Area Human Resources and Organisational Behaviour

Number of sessions: 15

Academic year: 23-24

Degree course: FOURTH

Number of credits: 3.0

Semester: 1º

Category: OPTIONAL

Language: English

Professor: **DANIEL MAYORAL PALANCA**

E-mail: dmayoral@faculty.ie.edu

Daniel has focused his professional career in all aspects related to people's development and the elements that allow people and organizations to be more effective in personal relationships.

Areas of research:

- Leadership.
- Personal Strategy.
- Teamwork.
- Commercial abilities.
- Coaching.
- Learning.
- Change Management.

Academic training:

- Master in Positive Leadership and Strategy, IE.
- MBA, IESE Business School.
- Bachelor in Sciences, Universidad Complutense de Madrid.

Teaching and research experience:

- Responsible of development programs for many organizations, from a diverse range of sectors.
- Associate professor in the Human Resources Area in Instituto de Empresa. Collaboration in MBA programs, University, open courses and in-company programs.

Professional experience:

- PDM Consultores en Organización y Personas: Partner. 2002 – Today.
- Agilent Technologies (Hewlett Packard): Development manager for Spain, Portugal, Italy, Russia, Israel and Poland. 1999 – 2002.
- Accenture: Change Management consultant. 1996 – 1999.

E-mail: dmayoral@faculty.ie.edu

PREREQUISITES

Please read the 'Subject description' and send an e-mail to the professor explaining briefly why you want to do this Program.

I want to make sure that this is the right Program for you!

SUBJECT DESCRIPTION

The workshop's objective is to think about how to have a better life and become a great person. In order to do that, you need to be brave enough to look to yourself.

Please don't choose this program if (PLEASE READ!):

- You **don't want to reflect about your life.**
- Or it's not the right moment and place to do that.
- You are not ready to help other people and open to be helped by your colleagues.
- You don't want to **work hard!**
- **You don't have enough time to invest in your homework's (3 hours/ week).**
- You don't like dynamic & **participative sessions** (this is a hands-on program!).
- You are not open to practice techniques such as **mindfulness**.
- You are not ready to **contribute in each session.**
- You **can not survive without using your PC & phone for 3 hours.**

If you have decided to continue reading...to be more specific, we will reflect on how to be more effective in the different aspects of your life: student, work, family, etc. Nowadays is too common not to reach our objectives or to do it with an excessive price to pay. We don't have time for all the activities we wish to do and stress and tension grow everyday.

We will discuss and share ideas about the best practices that we use to set and reach our important objectives; starting with the factors that have to do with our personal organization (plan, time management, etc.); also thinking about the way we think, feel and learn; and moving to the ones related with our relationships with other people, as learning how to market ourselves is becoming more and more important.

To be successful (we will define 'success'), you need to develop important skills and attitudes; and we need the time to reflect about your objectives, strengths and areas for development. **In this workshop you will have the chance to do it in a structured way and to prepare a Personal Plan for your Life.**

To get all the benefits of the program, it's very important to bring to the sessions an open mind and a participative attitude.

This subject does not require the use of a laptop in class except when asked by the professor.

LEARNING OBJECTIVES

2.1. Conceptual objectives

- Stop and reflect about our life.
- Change what we need to change to be more effective and efficient.
- Share ideas, experiences and questions.
- Become a better person.

- Take the control of your life!

2.2. Professional skills

- Having a personal strategy.
- Being proactive.
- Creating your mission and vision.
- Setting objectives.
- Identifying strengths.
- Developing personal values.
- Planning.
- Prioritizing.
- Saying no.
- Delegating.
- Managing my time.
- Being flexible.
- Managing emotions.
- Mental models.
- Mindfulness.

2.3. Learning outcomes

After completion of the Program the student will be able to:

- Establish the elements that they need to consider to be more successful in life.
- Take action and change what they need to change.
- Prepare a Personal Strategic Plan.

TEACHING METHODOLOGY

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	20.0 %	15.0 hours
Discussions	26.67 %	20.0 hours
Exercises in class, Asynchronous sessions, Field Work	20.0 %	15.0 hours
Group work	13.33 %	10.0 hours
Individual studying	20.0 %	15.0 hours
TOTAL	100.0 %	75.0 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

Session 1: F2F Synchronic:

Intro to the Program:

- Why this Program?

- Objectives.
- Our Framework: YOU.LTD.
- Heroes Journey intro.
- Who are you?
- Why not to do this workshop!
- Evaluation criteria.

Methodology: professor + video + participants contributions.

Total: 80 min.

Session 2: F2F Synchronic:

General Management I: Measure:

- The Agora.
- Do we need a Strategy in Life?
- What is a Personal Strategy?
- How to measure Success.
- What is happiness?
- Happiness Study.
- PERMA Model introduction.

Methodology: professor + videos + discussion.

Total: 80 min.

SESSIONS 3 - 4 (LIVE IN-PERSON)

Session 3: F2F Synchronic:

Committee of Management I:

- Committee of Management Intro.
- A better version of 'Me'.
- The Mission.
- The Vision.

Methodology: professor + activities + videos + discussion.

Total: 80 min.

Session 4: F2F Synchronic:

Committee of Management II:

- Personal Roles.
- Objectives.
- Our Committee of Management.
- Balance Scorecard.

Methodology: professor + activities + videos + discussion.

Total: 80 min.

SESSIONS 5 - 6 (LIVE IN-PERSON)

Session 5: F2F Synchronic:

Legal: Believes and Values: (80 min):

- Our personal believes.
- How believes are created.
- Physiologic experiments: How society influences us.
- Values.

Methodology: professor + activity + videos + discussion.

Total: 80 min.

Session 6: F2F Synchronic:

Legal: Habits: (80 min):

- What is a habit?
- The habit loop.
- How to transform bad habits into positive ones.
- Habit tools.

Methodology: professor + activity + discussion.

Total: 80 min.

SESSION 7 (ASYNCHRONOUS)

Session 7: Asynchronous:

Planning & Accounting I:

- Participants to identify, working in teams, best practices related to:
 - Plan.
 - Time Management.
 - How to say 'no'.
 - Delegation.
 - Managing meetings.

Methodology: Activity.

Total: 80 min.

SESSIONS 8 - 9 (LIVE IN-PERSON)

Session 8: F2F Synchronic:

Planning & Accounting II:

- The Agenda - Matrix Activity.
- Plan.
- How to say 'no'.
- Time Management.

Methodology: professor + activities + videos.

Total: 80 min.

Session 9: F2F Synchronic:

Planning & Accounting III:

- Delegation.

- Managing meetings.
- Managing Energy.
- How to be more efficient!

Methodology: professor + videos + activities + participants contributions.

Time: 80 min.

SESSIONS 10 - 11 (LIVE IN-PERSON)

Session 10: F2F Synchronic:

Technology: Mind ware I:

- Mental 'elements':
 - Long-term memory.
 - Short memory.
 - Attention.
 - Perception.
 - Social Radar.
 - Habits.
 - Willpower.
 - Emotions & Body.

Methodology: professor + activities + participants contributions.

Time: 80 min.

Session 11: F2F Synchronic:

Technology: Mind ware II:

- Cognitive Biases:
 - Overconfidence.
 - Anchoring & "Brief".
 - Confirmation bias.
 - Storytelling.
 - Flipping.
 - Cultural Bias.
 - Recent Effect.
 - Loss averse.

- Positive Self-Talk.

Methodology: professor + activities + participants contributions.

Time: 80 min.

SESSIONS 12 - 13 (LIVE IN-PERSON)

Session 12: F2F Synchronic:

Technology: Emotions I:

- Introduction to emotions.
- Emotional management and the importance of emotions in our lives.
- Barbara Fredrickson's 'Broaden and Build Theory'.

- The 3:1 Ratio.

Methodology: professor + music + videos + Questionnaire + participants contributions.

Time: 80 min.

Session 13: F2F Synchronic:

Technology: Emotions II:

- Decrease negative emotions:
 - Anger.
 - Sadness.
 - Fear.
 - Disgust.

Methodology: professor + activities + participants contributions.

Time: 80 min.

SESSIONS 14 - 15 (LIVE IN-PERSON)

Session 14: F2F Synchronic:

Technology: Emotions III:

- Increase positive emotions.
- Savor (enjoy the moment).
- Festival of Moments.
- Gratitude.

Methodology: professor + activities + participants contributions.

Time: 80 min.

Session 15: F2F Synchronic:

Program Take-away's:

- What have we learned?
- Final thoughts.

Methodology: professor + participants contributions.

Time: 80 min.

EVALUATION CRITERIA

Attendance to the classes is mandatory, taking into account the general considerations of IE University: students must assist to at least 70% of the sessions. Teacher will not make any exception to this rule; for any personal situation, please speech to the Bachelor Direction.

Students are expected to arrive promptly for each class and to remain for the entire session. Please demonstrate courtesy and respect for the professor and for other students during class by turning off cell phones, not using the computer during the class, not reading the newspaper during class, not sitting in the back talking about non related topics, etc.

Your final grade in the course will be based on:

- A. Class participation: 50%
- B. Personal Strategic Plan: 50%

A. CLASS PARTICIPATION

Three main criteria will be used in reaching judgment about your class participation:

- Depth and Quality of Contribution: The most important dimension of participation concerns what it is that you are saying.
- Moving Your Peers' Understanding Forward: Great ideas can be lost through poor presentation. A high quality presentation of ideas must consider the relevance and timing of comments, and the flow and content of the ensuing class discussion. It demands comments that are concise and clear, and that are conveyed with a spirit of involvement in the discussion at hand.
- Frequency: Frequency refers to the attainment of a threshold quantity of contributions that is sufficient for making a reliable assessment of comment quality. The logic is simple: if contributions are too few, one cannot reliably assess the quality of your remarks. However, once threshold quantity has been achieved, simply increasing the number of times you talk does not automatically improve your evaluation.

B. PERSONAL STRATEGIC PLAN

The Plan will be based on a Journal and some specific activities (I will introduce this in the first session). The journal is a place to record impressions, questions, insights, and concerns about interpersonal skills class. Your journal should help you make sense of what you are doing/learning during the class.

You should write the Journal after each session, not at the end of the Program. You should expend more or less 3-4 hours per double session.

ACADEMIC INTEGRITY:

Cheating and plagiarism will not be tolerated. Anyone found cheating or plagiarism will at a minimum receive a "0" on the affected assignment and an automatic lowering of your final course grade one full letter grade and will be referred to the University Judicial System for further action. Further penalties could include a note on your transcript, failing the class, or expulsion from the university.

DISABLED STUDENTS:

To request academic accommodations due to a disability contact IE University appropriate person. If you have a letter from DSS indicating that you have a disability that requires accommodation, please present the letter to your instructors promptly.

STUDENT PRIVACY STATEMENT:

At times, students may disclose personal information through class discussions. It is expected that the class will respect the privacy of their classmates. The information disclosed in the class will not be repeated or discussed with other students outside of the course.

DECISIONS ABOUT GRADES are made carefully, and are final at the end of the semester. Please do not contact the professor about a grade change unless there has been a clerical error, which you can document. Professor do not give "extra credit" or makeup assignments at the end of the semester. Also, please note that any disputes about grades from earlier in the course must be resolved before the end of the Program. Once we arrive in the end of the Program period, your grade from earlier in the semester is set.

criteria	percentage	Learning Objectives	Comments
Individual Work	40 %		
Group Work	20 %		
Class Participation	40 %		

RE-SIT / RE-TAKE POLICY

Each student has four (4) chances to pass any given course distributed over two (2) consecutive academic years. Each academic year consists of two calls: one (1) ordinary call (during the semester when the course is taking place); and one (1) extraordinary call (or “re-sit”) in June/July. Students who do not comply with the 70% attendance requirement in each subject during the semester will automatically fail both calls (ordinary and extraordinary) for that Academic Year and have to re-take the course (i.e., re-enroll) during the next Academic Year.

The Extraordinary Call Evaluation criteria will be subject to the following rules: Students failing the course in the ordinary call (during the semester) will have to re-sit evaluation for the course in June / July (except those students who do not comply with the attendance rule, and therefore will not have that opportunity, since they will fail both calls and must directly re-enroll in the course during the next Academic Year). It is not permitted to change the format nor the date of the extraordinary call exams or deadlines under any circumstance. All extraordinary call evaluation dates will be announced in advance and must be taken into consideration before planning the summer (e.g. internships, trips, holidays, etc.)

The June/July re-sit will consist of a comprehensive evaluation of the course. Your final grade for the course will depend on the performance in this exam or evaluation only. I.e., continuous evaluation over the semester (e.g. participation, quizzes, projects and/or other grade components over the semester) will not be taken into consideration on the extraordinary call.

Students will have to achieve the minimum passing grade of 5 and the maximum grade will be capped at 8.0 (out of 10.0) – i.e., “notable” in the extraordinary call. Re-takers: Students who failed the subject on a previous Academic Year and are now re-enrolled as re-takers in a course will need to check the syllabus of the assigned professor, as well as contact the professor individually, regarding the specific evaluation criteria for them as re-takers in the course during that semester (ordinary call of that Academic Year).

The maximum grade that may be obtained as a retaker during the ordinary call (i.e., the 3rd call) is 10.0 (out of 10.0). After exams and other assessments are graded by the professor (on either the ordinary or extraordinary call), students will have a possibility to attend a review session (whether it be a final exam, a final project, or the final overall grade in a given course).

Please be available to attend the session in order to clarify any concerns you might have regarding your grade. Your professor will inform you about the time and place of the review session. Students failing more than 18 ECTS credits after the June/July re-sits will be asked to leave the Program.

Please, make sure to prepare yourself well for the exams in order to pass your failed subjects. In case you decide to skip the opportunity to re-sit for an exam or evaluation during the June/July extraordinary call, you will need to enroll in that course again for the next Academic Year as a re-taker, and pay the corresponding tuition fees. As you know, students have a total of four (4) allowed calls to pass a given subject or course, in order to remain in the program.

BEHAVIOR RULES

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ATTENDANCE POLICY

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ETHICAL POLICY

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USING BEHAVIOR CHANGE TO IMPROVE FINANCIAL HEALTH

**Grado en Comportamiento y Ciencias Sociales BBSS SEP-
2023 UBC-BS.1C.4.M.A**

Area Human Resources and Organisational Behaviour

Number of sessions: 15

Academic year: 23-24

Degree course: FOURTH

Number of credits: 3.0

Semester: 1º

Category: OPTIONAL

Language: English

Professor: **BORJA CASTELLANO SALAMANCA**

E-mail: bcastellano@faculty.ie.edu

Professor Borja Castellano is specialized in the application of behavioral sciences to business and economic decisions. He is the Chief of Business Development at Beway - a leading company in the application of Behavioral Sciences- where he has also worked as a consultant for the main Spanish banks, such as BBVA and Santander.

He has a degree in Business Administration and Management and an MBA from IESE. Additionally, he has studied Strategy at INSEAD, Corporate Innovation at MIT, UX/UI and Behavioral Design/CRO at MR.MARCEL, as well as Data Analysis at ISDI.

"My VISION is to quickly identify and capitalize market opportunities, sustaining focus in BUSINESS, INNOVATION, RESEARCH & EXPERIMENTATION".

Professor Castellano has worked in various countries in Europe and Asia; in transversal and multicultural teams; from public administration to consolidated companies, through foundations and startups.

On a personal level, he has published several novels, essays, and books of poetry. He is a Member of the Board of Directors of the Association of Spanish Writers and Artists; Co-founder of the Emiliano Aguirre Paleontological Foundation, Jury of the Coca-Cola Foundation Young Talent Contest and Co-founder of the Astor Drive music group.

bcastellano@faculty.ie.edu

Professor: **GONZALO CAMIÑA CEBALLOS**

E-mail: gcamina@faculty.ie.edu

Professor Gonzalo Camiña Ceballos is the CEO at OpSeeker -a company that uses behavioral economics and technologies such as chatbot and AI in order to help people make better financial decisions. He is also co-founder & CEO at BEWAY -leading company in the application of Behavioral Sciences. He has worked with companies such as BBVA, Mapfre, Rabobank, Bankia, and many others, helping them improve the way they communicate with their clients so they can build better financial habits. Gonzalo also works with financial institutions helping them with their Financial Health and Financial Education strategies and nudging them to move away from traditional education and towards a more behavioral one. He has also given lectures about Financial Health, Behavioral Economics, and Tech for government agencies and big corporations internationally. Gonzalo worked in the financial industry as a Proprietary Trader in T3 and as a summer analyst in UBS in Sales & Structuring at the FOREX London desk. He received his MS in Management at ESCP Europe (Paris), with honors, and his Double Major in Financial Economics and Business Administration and Minor in Marketing in Methodist University (North Carolina) where he graduated magna cum laude. He has also passed the CFA level 1 and 2 and has published articles in various newspapers and magazines about Behavioral Economics and Financial Health. Gonzalo enjoys helping others achieve their full potential, so if you need someone to listen to you and help you with your decision making, his Zoom will be ready for you.

gcamina@faculty.ie.edu

PREREQUISITES

No technical or knowledge prerequisites are required.

SUBJECT DESCRIPTION

Improving financial health can be challenging and behavior change is a powerful tool to help achieve this goal. In this course you will learn how Behavioral Change can be applied in the Financial Health space and you will go deeper in how Artificial Intelligence impacts Behavioral Economics. How is your financial health doing? How can it be improved with the least amount of effort? How do new technologies help us to create better financial habits? What is ergodicity? After you are done with this course you will be able to answer these questions and many others related to Behavioral Change, Financial Health, and Tech applied to personal finance, among other relevant topics. Also, we will take a deep dive in how we can change our financial behavior through the proper models and techniques known by psychologists, cognitive scientists, behavioral economists and other behavioralists.

LEARNING OBJECTIVES

The main objective is to provide the students the right behavioral toolset to, not only improve their financial behavior in order to maximize their financial health through their lives, but also to help other individuals to improve their financial behavior. Through regular attendance and active participation in the course, students will have the chance to become an agent of change in the financial health space, a topic that, due to the demographic challenges that our world is experimenting, is becoming more important than ever.

You will obtain the following skills:

- A deep understanding of behavioral change theory and how to apply it in numerous situations.
- You will get familiarized with a behavioral change methodology that will allow you to set up a behavioral change unit in any company.
- Strong knowledge of the financial health space and on how to nudge people towards better financial habits.
- How to use technology to persuade people to make better decisions.
- A basic understanding of AI and how can be used to foster behavioral change.

TEACHING METHODOLOGY

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	30.67 %	23.0 hours
Discussions	9.33 %	7.0 hours
Exercises in class, Asynchronous sessions, Field Work	14.67 %	11.0 hours
Group work	25.33 %	19.0 hours
Individual studying	20.0 %	15.0 hours
TOTAL	100.0 %	75.0 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Welcome to Using Behavior Change To Improve Financial Health

Topic(s): Getting to know each other. Course Overview. Expectations.

Reading: None

Activities: Lecture. Discussion. Group Work.

ASSIGNMENT: Find out the cell number of the classmate that you got assigned during the session and have a conversation about any topic that you can think related to Money, AI or Behavioral Change (yes, you are getting assigned a classmate and you pick the topic that you two talk about, nice, right?). At the beginning of the following session you will give a presentation of 5 minutes about these phone call. Important note: You will also be assigned to someone in the class and you will have a conversation about a money related topic of that person's choosing, so, for this assignment, you also have to write a one-page summary of the call that you have with that student.

SESSION 2 (LIVE IN-PERSON)

Introduction to Behavioral Economics

Technical note: The Behavioral Economics Guide 2014 (Part I)

Topic(s): Bounded Rationality. Prospect Theory. Dual-System Theory. Social Dimensions. Temporal Dimensions.

Reading: The Behavioral Economics Guide 2014 Part I

Activities: Video lecture. Readings

ASSIGNMENT: Essay for session 3 (1 page): How can I use Behavioral Economics in my life?

SESSION 3 (LIVE IN-PERSON)

Introduction to Behavioral Change

Book Chapters: ABC of Behaviour Change Theories, Chapter 1 (See Bibliography)

Topic(s): What is Behavioral Change. What are the main theories? What is a good Behavioral Change Theory.

Reading: ABC of Behaviour Change Theories, Chapter 1 (Susan Michie, et al)

Activities: Lecture. Discussion

SESSION 4 (LIVE IN-PERSON)

A Behavioral Model for Persuasive Design (The B.J. Fogg Model)

Article: A Behavior Model for Persuasive Design (2009, Stanford University) (CED)

Topic(s): The Three Factors in the Behavior Model (Motivation, Ability, and Trigger). Different types of Motivators (Pleasure/Pain, Hope/Fear, Social Acceptance/Rejection). Elements in Ability (Time, Money, Physical Effort, Brain Cycles, Social Deviance...). Trigger types (Spark, Facilitator, Signal).

Reading: B.J. Fogg 2009 "A Behavior Model for Persuasive Design."

Activities: Lecture. Discussion. Group Work

SESSION 5 (ASYNCHRONOUS)

AI and Behavioral Economics

Article: Artificial Intelligence (Harvard Data Science Review 1.1, 2019) (CED)

Article: Scaling Nudges with Machine Learning (Behavioral Scientist, 2017)

Topic(s): What is AI? Why AI and behavioral economics? History of AI. AI and decision making. Artificial Intelligence and Human Intelligence. Scaling nudges through AI.

Reading: Artificial Intelligence by Stephanie Dick (2019)

Scaling Nudges with Machine Learning by Chris Risdon (2017)

Activities: Reading

ASSIGNMENT: Essay for session 6 (1 page): What is AI and how can you use it for behavioral change?

SESSION 6 (LIVE IN-PERSON)

What does Financial Health Mean?

The 6 Keys to Financial Health – Part 1

Book Chapters: The Psychology of Money; Chapter 1, 2 and 3 (See Bibliography)

Topic(s): Definitions. Why does it matter? How does it affect our present life, and our future on? Are we able to improve it? Budgeting. Safety Net. Short-term objectives

Reading: The Psychology of Money (Morgan Housel) - Chapter 1,2 and 3

Activities: Lecture. Discussion

SESSION 7 (LIVE IN-PERSON)

What does Financial Health Mean?

The 6 Keys to Financial Health – Part 2

Book Chapters: The Psychology of Money; Chapter 4, 5 and 6 (See Bibliography)

Topic(s): Long-term objectives. How to reduce risk and increase security. How to bring long-term objectives to the present.

Reading: The Psychology of Money (Morgan Housel) - Chapter 4,5 and 6

Activities: Presentation. Lecture. Group Work

SESSION 8 (LIVE IN-PERSON)

Mid-Term

How our “Humanity” Affects our Relationship with Money

Topic(s): Heuristic and biases related to money. The psychology of money. How do we save, or don't, and why. How do we invest, or don't, and why? How do the main agents currently try to improve people's financial health? Is this way efficient and effective?

Reading: None

Activities: Mid-Term. Lecture.

SESSION 9 (LIVE IN-PERSON)

Applying the B.J. Fogg Model to improve our Financial Health

Book Chapters: The Psychology of Money; Chapter 7, 8 and 9 (See Bibliography)

Topic(s): Putting the B.J. Fogg Model in practice

Reading: The Psychology of Money (Morgan Housel) – Chapter 7,8 and 9

Activities: Presentation. Class Workshop.

SESSION 10 (ASYNCHRONOUS)

How to make Behavioral Change Scalable

Topic(s): BeWay and OpSeeker's Behavioral Change Intervention Model

Reading: Behavioral Mate Presentation

Activities: Video Lecture.

ASSIGNMENT: Perform the first two steps of the Behavioral Change Intervention Model with an objective of your choosing.

SESSION 11 (LIVE IN-PERSON)

Technology and Financial Health

Book Chapters: The Psychology of Money; Chapter 9, 10 and 11 (See Bibliography)

Topic(s): What new technological methods can help us improve our financial health. Which tools are working towards improving our financial health. How are new solutions using behavioral science's tools to build better financial habits

Reading: The Psychology of Money (Morgan Housel) - Chapter 9, 10 and 11

Activities: Presentation. Lecture. Discussion

SESSION 12 (LIVE IN-PERSON)

How can AI Help us to Improve Financial Health – A Deeper Look

Topic(s): What is AI. How is AI used to improve our financial health. How can non-technological professionals think about the use of AI

Reading: None

Activities: Presentation. Lecture. Group Work

SESSION 13 (ASYNCHRONOUS)

Ergodicity – The New Frontier of Understanding Human Decision Making

Topic(s): Ergodicity. Dynamics. Time Average vs Expected Return. Are we really irrational?

Reading: Everything we learned about modern economic theory is wrong by Brandon Kochkodin

For those who want to dig deeper: Ole Peter 2019 "The Ergodicity Problem in economics"

Activities: Readings

ASSIGNMENT: Send me an email with one paragraph letting me know what you understood about ergodicity

SESSION 14 (LIVE IN-PERSON)

Final Presentations

Topic(s): Behavioral Change and Financial Health

Reading: None

Activities: Group Presentations

SESSION 15 (LIVE IN-PERSON)

Final Presentations

Topic(s): Behavioral Change and Financial Health

Reading: None

Activities: Group Presentations

EVALUATION CRITERIA

criteria	percentage	Learning Objectives	Comments
PRESENTATIONS	30 %		
MID TERM	30 %		

ASSIGNMENTS	10 %		
ATTENDANCE	10 %		
DISCUSSIONS	20 %		

RE-SIT / RE-TAKE POLICY

Assignments (10%) – Assignments are tasks that we will give you to complete outside of class time. Don't worry, it won't be much. But they are an integral part of the learning process and are designed to help you to develop critical thinking, research, and writing skills, as well as deepen your understanding of course materials. The objective is to think a bit more about the topics that you are learning and their practical application.

Class Participation and Continuous Evaluation (20%) – Class participation and engagement will be evaluated based on the quality (not quantity) of your participation in class discussion, online forums and other activities that take place during synchronous and asynchronous sessions. The most important component of your participation is the content of what you are saying. A high-quality comment reveals depth of insight, rigorous use of case evidence, consistency of argument, and realism. People who speak often but whose comments lack substance will not be rewarded in the same way that people who speak less frequently but with rich content that furthers the class discussion. That said, your attempts at participation should not be such that the instructor must "go looking for you". You should be attempting to get into the debate on a regular basis. Listening is an equally important component of class participation. Please be mindful of how much you are speaking versus listening and ensure that this class is an environment in which all of us are encouraged to do both. Students who are disruptive or disrespectful will be asked to leave the classroom and will be counted as absent for that day. No exceptions.

Mid-Term (30%) – The Mid-Term, which will be in session 8, will last 45 minutes and will be an open question in relation with Financial Health and how to apply Behavioral Economics and/or AI to improve it. The students will only be able to use pen, pencil and paper in order to answer to the question. As long as you are participating in class, doing the readings, and understanding the concepts, you will do great in this Mid-Term

Group Project Presentation (30%) – Students will get together in groups of 3-5 students to apply the B.J. Fogg model to design a solution to improve a financial habit that at this moment people have not yet mastered. Which type of habits can be improved? saving, investing, proper use of credit, proper use of insurance... The presentations will be given in the last 2 sessions of the course and I will give more details in the first sessions.

Attendance (10%) – We value your presence, and we will value the closer it is to 100% of attendance. If you attend above the minimum required (70%) it means your are putting your heart in what you do and in what you learn. Just as we do.

Each student has four (4) chances to pass any given course distributed over two (2) consecutive academic years. Each academic year consists of two calls: one (1) ordinary call (during the semester when the course is taking place); and one (1) extraordinary call (or "re-sit") in June/July.

Students who do not comply with the 70% attendance requirement in each subject during the semester will automatically fail both calls (ordinary and extraordinary) for that Academic Year and have to re-take the course (i.e., re-enroll) during the next Academic Year.

The Extraordinary Call Evaluation criteria will be subject to the following rules:

- Students failing the course in the ordinary call (during the semester) will have to re-sit evaluation for the course in June / July (except those students who do not comply with the attendance rule, and therefore will not have that opportunity, since they will fail both calls and must directly re-enroll in the course during the next Academic Year).
- It is not permitted to change the format nor the date of the extraordinary call exams or deadlines under any circumstance. All extraordinary call evaluation dates will be announced in advance and must be taken into consideration before planning the summer (e.g. internships,

trips, holidays, etc.)

- The June/July re-sit will consist of a comprehensive evaluation of the course. Your final grade for the course will depend on the performance in this exam or evaluation only. I.e., continuous evaluation over the semester (e.g. participation, quizzes, projects and/or other grade components over the semester) will not be taken into consideration on the extraordinary call. Students will have to achieve the minimum passing grade of 5 and the maximum grade will be capped at 8.0 (out of 10.0) – i.e., “notable” in the extraordinary call.
- Re-takers: Students who failed the subject on a previous Academic Year and are now re-enrolled as re-takers in a course will need to check the syllabus of the assigned professor, as well as contact the professor individually, regarding the specific evaluation criteria for them as re-takers in the course during that semester (ordinary call of that Academic Year). The maximum grade that may be obtained as a retaker during the ordinary call (i.e., the 3rd call) is 10.0 (out of 10.0).

After exams and other assessments are graded by the professor (on either the ordinary or extraordinary call), students will have a possibility to attend a review session (whether it be a final exam, a final project, or the final overall grade in a given course). Please be available to attend the session in order to clarify any concerns you might have regarding your grade. Your professor will inform you about the time and place of the review session.

- Students failing more than 18 ECTS credits after the June/July re-sits will be asked to leave the Program. Please, make sure to prepare yourself well for the exams in order to pass your failed subjects.
- In case you decide to skip the opportunity to re-sit for an exam or evaluation during the June/July extraordinary call, you will need to enroll in that course again for the next Academic Year as a re-taker, and pay the corresponding tuition fees. As you know, students have a total of four (4) allowed calls to pass a given subject or course, in order to remain in the program.

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- Susan Michie et al. (2014). *ABC of Behaviour Change Theories*. Silverback Publishing. ISBN 1912141019 (Digital)

BEHAVIOR RULES

Please, check the University's Code of Conduct [here](#). The Program Director may provide further indications.

ATTENDANCE POLICY

Please, check the University's Attendance Policy [here](#). The Program Director may provide further indications.

ETHICAL POLICY

Please, check the University's Ethics Code [here](#). The Program Director may provide further indications.

