

**THE UNDERGRADUATE AND GRADUATE PSYCHOLOGY
PROGRAMME PROPOSAL**

Zagreb, February 10, 2005

**Department of Psychology
Faculty of Philosophy
University of Zagreb**

1. INTRODUCTION

a) Background to the development of the study of psychology

The importance of psychological practice and the reasons for the organization of the study for education and training of psychologist are clearly stated in The Law on Profession of Psychology: "The general aim of the profession of psychology is to enhance the well-being of individuals, groups and human society"

"The practice of psychology is incorporated in all areas of human life, particularly in those related to work and organization of work, employment and professional orientation, communication and market, education, research, health, sports, social welfare, transportation, judicature, army and police." (Article 3).

"Only psychologists can practice psychology as a profession" (Article 5)

"A psychologist is a person who completed an academic study programme aimed at education and training of psychologists." (Article 6).

In contemporary society a psychologist is a professional whose knowledge and services are required in all human activities and social systems, particularly in system of preschool education, school system, health system, social welfare, army, economy and in societal care of persons distressed by the war.

The countries of Europe have similar structure of university programmes for education of psychologists that are based on contemporary and up-to-date knowledge derived from fundamental and applied research in psychology. Thanks to continuous research efforts of psychologists (as well as experts from the area of neuroscience and social studies) the programmes are continuously renewed and improved. The university education of psychologists generally lasts five academic years. In addition there is a need for continuous post-graduate education and specialization in specific areas of psychology (various forms of post-graduate studies and life-long education).

EFPPA (European Federation of Professional Psychologists Associations) has developed a framework for education and training of psychologists that will form the basis for European Diploma qualification in psychology. The framework is developed following the Bologna Agreement and recommends five-year program of professional education composed of two phases (duration 3 + 2 years). The first phase does not lead to any occupational qualification for the profession of psychologist.

The program of the study of psychology at the Faculty of Philosophy in Zagreb is developed according to the EFPPA framework for education and training for psychologists in Europe that is enclosed in the attachment.

b) Previous experience of the program proponent in organizing and managing of equivalent or similar programmes

The Department of Psychology has developed from the Laboratory for Psychology established in 1920 by Ramiro Bujas. The Department was founded in the Institute for Physiology at the Faculty of Medicine at the University of Zagreb. Two years later a Chair for Psychology was founded and in 1929 it grew into the Department of Psychology. That is to say that the study of psychology has been carried out at the University of Zagreb for 76 years and that makes it the oldest study of psychology in the country. A great number of psychologists who successfully work in different areas were educated and trained in this department. The current programmes in psychology have been continuously enhanced, renewed and improved.

c) Possible partners outside the system of higher education

Psychologists work in various areas and the Department of Psychology at the Faculty of Philosophy in Zagreb has developed cooperation with a number of organizations and institutions as well as companies. An interest for the education of psychologist has been expressed by the public sector (education, science, health care, social welfare, army, etc.) and by companies, particularly human resources and marketing departments and similar. Due to the fact that a part of the education and supervised professional practice of psychologists is carried out in above-mentioned institutions and companies, a further successful cooperation and support of those partners is expected. Professors and students of Department of Psychology at Faculty of Philosophy in Zagreb successfully cooperate with non-governmental organizations, international and local organizations and societies on numerous joint projects and there is no doubt that those subjects share our interest for further development of our study of psychology.

d) Openness to the students' mobility

According to the basic principles of the Bologna Agreement, the Department of Psychology, Faculty of Philosophy, University of Zagreb, yearns for maximal openness of the study and mobility of students both within the Republic of Croatia and throughout Europe. One of the means of accomplishing those goals is our attempt to completely synchronize our programme with the recommendations of European framework for education and training for psychologist (EuroPsyT).

2. GENERAL SECTION

2.1. Name of programme: Psychology

2.2. Institution: Faculty of Philosophy University of Zagreb

Realization of the program: Department of Psychology

2.3. Duration of programme:

Undergraduate programme – 6 semesters

Graduate programme – 4 semesters

2.4. Entry requirements: completed four-year secondary school program and passed entrance exam

2.5. Undergraduate programme:

Upon completion of the programme students will develop analytical and social skills that qualify them for further study of psychology (and other similar studies), and that can be applied in other professional activities where they could: (a) apply knowledge of methodology of scientific research for solving a vast majority of different problems; (b) apply basic skills for the use of personal computers; (c) use a foreign language in professional communication; (d) critically read and interpret scientific and professional literature; (e) use statistical reasoning in preparation and performing of empirical research and practice; (f) understand basic knowledge of psychology as a fundamental and applied science, (g) apply skills of self-directed learning; (h) independently plan and organize work in various areas such as government administration, economy, journalism, social welfare; etc. This program does not develop competences required for any kind of practice in psychology.

Should a student decide to continue the study on a graduate level, he or she is entitled to enroll in study programmes in fields of social studies and education in the institution that proposes the programme or the other institutions in the Republic of Croatia (sociology, anthropology, pedagogy, philosophy, informatics, social work, educational-rehabilitation sciences, preschool education, school education, economy, journalism, etc.).

2.6. Graduate programme:

The main goal of the graduate study of psychology is to develop following research and professional competences in the fields of psychology: (a) education in methodology will prepare students for independent conceptualization and performance of psychological research, as well as for planning, implementation and evaluation of projects and programs; (b) students will acquire knowledge in different fields of applied psychology (e.g. work, school or clinical psychology) as well as professional knowledge and skills required for practice of psychology; (c) efficient solution of professional problems based on professional knowledge and skills, as well as on critical and creative thinking; (d) ability of professional communication with clients as well as members of interdisciplinary teams; (e) readiness for further scientific and professional education; (f) qualification for fulfillment of professional tasks and solution of professional problems on high ethical standards.

Psychologists as professionals work in various areas: in kindergartens, elementary and secondary schools, high schools and faculties, social welfare, employment, health care, economy, police, army, sale (marketing), state and governmental institutions (such as chamber of economy and similar chambers, state institutions for social welfare, etc.).

Enrollment in this programme requires fulfillment of a programme that ends with a title of *baccalaurea/baccalaureus of social sciences, field of psychology*.

2.8. Professional or academic titles awarded after the completion of psychology programmes:

Upon completion of undergraduate study the student is awarded the title *baccalaurea/baccalaureus of social sciences, field of psychology*, and by finishing the graduate study the title *master of psychology*.

3. PROGRAMME DESCRIPTION

3.1. List of compulsory and elective courses of the undergraduate and the graduate programme of psychology, with a number of hours of active classes and a number of ECTS points, are given in the following tables.

The undergraduate programme

	The undergraduate programme					
	1. year		2. year		3. year	
	1.	2.	3.	4.	5.	6.
Psychology as a science and profession	1 (1)					
Introduction to methodology of experimental psychology	2 (3)					
Non-experimental methods in psychology						4(6)
Statistics in psychology I	4 (6)					
Statistics in psychology II		4 (5)				
Biological psychology I	5 (6)					
Biological psychology II		4 (5)				
Perception and memory	4 (5)					
Learning, thinking and intelligence		4 (5)				
Emotion and motivation			5 (6)			
Personality				5 (6)		
Practicum in psychology I		5 (7)				
Practicum in psychology II			5 (7)			
Introduction to test theory				4 (6)		
Quantitative test interpretation					4 (7)	
Introduction to developmental psychology			4 (5)			
Child and adolescent psychology				4 (5)		
Psychology of adulthood and aging					3 (5)	
Social perception and attitudes				4 (6)		
Interpersonal and intragroup relations					4 (6)	
Introduction to psychopathology					2 (4)	
Introduction to clinical psychology						2 (3)
Introduction to school and preschool psychology						2 (3)
Introduction to work psychology						3 (3)
History of psychology and psychological systems					2 (3)	
Foreign language	2 (4)	2 (4)				
Compulsory courses	18	19	14	17	15	11
Elective courses	6	5	10	7	9	13
Total hours (ECTS points)	24 (30)	24 (30)	24 (30)	24 (30)	24 (30)	24 (30)

The graduate programme

COURSES	IV. year		V. year	
	7. semester	8. semester	9. semester	10. semester
Work psychology 1: selecting and developing employees	5 (7)			
Work psychology 2: motivation and work behavior		4 (6)		
Clinical assessment of psychological disorders	6 (7)			
Theory and practice of counselling and psychotherapy			2 (4)	
Educational psychology: learning and teaching	4 (5)			
Educational psychology: motivational and social factors		4 (6)		
Personality assessment		3 (4)		
Practicum in psychology III		5 (7)		
Psychometrics	4 (5)			
Ethics in psychological research and practice			2 (2)	
Social identity and intergroup relations			4 (6)	
Elective courses	5	8	16 *	4 (4)
<i>Participation in research</i>	50 hours (2)*			
<i>Practice</i>				5 (6)
<i>Individual work with the mentor</i>				2 (5)
<i>Graduation thesis</i>				13 (15)
Total hours (ECTS points)	24 (30)	24 (30)	24 (30)	24 (30)

The list of elective courses in the undergraduate and the graduate programme

UNDERGRADUATE PROGRAMME	
Courses	Hours (ECTS points)
Data analysis in psychology	2 (2)
Treatment evaluation	3 (3)

Evolutionary psychology	4 (4)
Practicum in communication skills	4 (4)
Measuring techniques in psychology	2 (2)
Fundamentals of biology	2 (2)
Psychology of trauma	3 (3)
Psychophysiology of sleep	2 (2)
Psychology of pain	2 (2)
Psychology of persons with special needs	3 (3)
Sport psychology	2 (2)
Use of computers in data analysis	4 (4)
GRADUATE PROGRAMME	
Current issues in work psychology	4 (4)
Child clinical psychology	4 (4)
Environmental psychology	4 (4)
Ecological developmental psychology	3 (3)
Ergonomic psychology	6 (6)
Forensic psychology	4 (4)
Behavior genetics	4 (4)
Group treatment	4 (4)
Clinical neuropsychology	4 (4)
Comparative psychology and ethology	3 (3)
Structural equation modeling	4 (4)
Multivariate methods: prediction and classification models	4 (4)
Multivariate methods: models of dimensionality	4 (4)
Advanced practicum of psychosocial development in adolescence	3 (3)
Attitudes and behavior	4 (4)
Organizational psychology	5 (5)
Basic counselling skills	4 (4)
Basic practicum of psychosocial development in adolescence	3 (3)
Applied developmental psychology	3 (3)
Applied social psychology	3 (3)
Computer use in psychology	2 (2)
Psychology of gender	2 (2)
Psychological disorders – theories and diagnostic procedures	4 (4)

Psychological disorders– treatments and interventions	4 (4)
Psychodiagnostic methods	4 (4)
Psychology in the care for the elderly	2 (2)
Educational psychology of gifted students	4 (4)
Educational psychology of students with school problems	4 (4)
Psychology of intimate relationships	3 (3)
Psychology of persuasion and propaganda	2 (2)
Consumer psychology	3 (3)
Psychology of negotiating	2 (2)
Psychology of religion	2 (2)
Psychology of conflict resolution	3 (3)
Psychology of parenting	4 (4)
Psychological assessment of children	4 (4)
Psychological counselling in crisis	3 (3)
Psyconeuroimmunology and psychoneuroendocrinology	3 (3)
Self-concept and self-presentation	2 (2)
Complex research designs	2 (2)
Social cognition	4 (4)
Social skills in interpersonal relations	2 (2)
Theory and praxis of vocational guidance	3 (3)
Personality theories	3 (3)
Military psychology	2 (2)
Health psychology	4 (4)
Summer school of psychology	(5)

List of compulsory courses in the graduate programme of psychology for students who, in addition to being psychologists, aim to be teachers of psychology

Course	Hours (ECTS)
Methodology of teaching psychology	2 (8)
Practicum in methodology of teaching	4 (12)
Practice	(10)

3.2.

COMPULSORY COURSES IN THE UNDERGRADUATE PROGRAMME

PSYCHOLOGY AS A SCIENCE AND PROFESSION

Course description

Psychology as a science and profession. Methods in psychology. Biological foundations of psychology. Senses and perception. Consciousness and its altered states. Learning and memory. Intelligence. Thinking and speech. Motivation and emotions. Developmental psychology. Personality. Psychological disorders and therapy. Stress and health. Social psychology: an relation between individual and social environment. Applied psychology.

Course objectives

To present fundamental characteristics of psychology as a natural and social science. Emphasis will be given to reviewing and informing students about various fields in psychology and not on in-depth knowlegde. Aim of the course is to inform student in more details about the university program in psychology and about psychology as a profession, enabling them to follow the university program easier.

Didactics

Series of concentrated lectures.

There are 15 major themes that should be presented to students having in mind three aspects: 1. To present research in a particular field, answering the question What is the field about? (fundamental aspects); 2. To inform students about applied aspects of the field (applied and/or professional aspect); 3. To inform students about the courses in each particular area during their studies.

Required readings

Petz, B. (2001). *Uvod u psihologiju*. Jastrebarsko: Naklada Slap.

Recommended readings

Rathus, A. S. (2000). *Temelji psihologije*. Jastrebarsko: Naklada Slap .

Morris, G. C. & Maisto, A. A. (2001). *Understanding Psychology*. Upper Saddle River: Prentice Hall.

ECTS: 1

Student evaluation

A written colloquium.

Prerequisites: None.

INTRODUCTION TO METHODOLOGY OF EXPERIMENTAL PSYCHOLOGY

Course description

General methods in psychology: observation (extrospection) and self-observation (introspection). Classic scientific experiment. Psychological experiment. Causal relations. Independent variable. Dependent variable. Measurement in psychology. Relevant factors (besides independent variables) in psychological experiment and their possible influence on dependent variable. Role of subjects and experimenters in experiment. Experimental and control groups; control experiment on the same subjects. Factorial and functional experiment; experiments with more than one independent variable. Validity of inference about relations between independent and dependent variables and possibility for generalization of results.

Course objectives

Basic knowledge about experiment as a general method and about experiment in psychology. Understanding of data collected in experiment. General understanding of procedures for collecting data in psychology.

Didactics

Lectures only. Knowledge application from this course is expected in Practicum in psychology I, II and III. Knowledge is evaluated by an exam.

Required Readings

Bujas, Z. (1981). *Uvod u metode eksperimentalne psihologije*. Zagreb: Školska knjiga.

Rathus, S. A. (2000). *Temelji psihologije*. Jastrebarsko: Naklada Slap.

Kolesarić, V. (1996). *Metodologija psiholoških istraživanja*. Zagreb: Odsjek za psihologiju Filozofskog fakulteta (interno izdanje).

Recommended Readings

Breakwell, S. H., Hammond, S. & Fife-Schaw, C. (2003). *Research Methods in Psychology*. London: SAGE Publications.

ETCS: 3

Student evaluation

Oral exam.

Prerequisites: None

NON-EXPERIMENTAL METHODS IN PSYCHOLOGY

Course description

Research process paradigm. Multiple operationalizations. Research approaches. Risks for internal validity in non-experimental approach. Procedures for reducing risks. Risks for external validity. Designs that do not allow and do allow causal conclusions. Quasi-experimental designs. Time series. Simulation studies and analogous experiments. Correlational approach and causality. Risk for validity in correlational designs. Causal-comparative design. Risks for validity in causal-comparative studies. Survey. Data gathering in survey research. No response and missing data issues. Control of survey data gathering. Probabilistic sampling.

Qualitative research approach. Characteristics of qualitative research and comparison to quantitative approach. Steps in qualitative research. Types of qualitative studies. Systematic observation. Involvement of observer in systematic observation. Interview. Types of interview. Asking questions and interview guide. Interviewer behavior. Focus groups. Secondary documentation. Contents analysis. Case study. Ethnographic research. Structure of ethnographic report. Sampling in qualitative research. Non-probabilistic and probabilistic samples. Planning and implementation of research in natural setting.

Course objectives

The students will get to know the research methods in psychology, which are not experimental. They will be able to analyze and compare different research designs. They will be able to recognize risk for internal and external validity in research and to administer appropriate procedures to manage these risks. The students will understand the techniques of gathering and analyzing qualitative data. They will develop the critical relationship to selecting appropriate qualitative technique in doing research.

Didactics

4 hours of lectures per week during one semester.

Written exam at the end of the semester.

Required Readings

Cook, T.D. & Campbell (1979.) *Quasi-experimentation*. Boston: Houghton Mifflin.

Henry, G.T. (1990.) *Practical sampling*. London: Sage.

Strauss, A. & Corbin, J. (1991.) *Basics of qualitative research*. London: Sage.

Recommended Readings

Goodwin, C.J. (2005.) *Research in psychology*. New York: Wiley.

Crano, D. W. & Brewer, M.B. (1986.) *Principles and methods of social research*. Boston: Allyn and Bacon.

Jason, A.L., Keys, C.B., Suarez-Balcazar, Y., Taylor, R.R. & Davis, M.I. (2004.) *Participatory community research*. Washington, D.C.: APA

Ajduković, D. (1982.) *Omladinska štampa u Hrvatskoj - analiza sadržaja "Poleta"*. Pitanja, 7/9, 1-32.

ETCS: 6

Student evaluation

Student grades will be based on in-class activity assessments and final written exam

Prerequisites

Completed courses in Introduction to methods of experimental psychology, Statistics in psychology I, Statistics in psychology II.

STATISTICS IN PSYCHOLOGY I

Course description

Using statistics in psychological research and practice. Comparison and distinction between “clinical” and “statistical” approach in psychology. Structuring results of psychological observations and/or measurements and the model of normal distribution. The need and purpose of using tables and graphs for representing results. The purpose and meaning of different measures of central tendency: Mean, median, mode. Dispersion of results: Standard deviation, inter-quartile range, coefficient of average dispersion, total range, coefficient of variation. Comparison of different types of distributions of results. Mean, standard deviation and number of results in normal distribution. Z-scores and deciles

(centiles). Using normal distribution tables. Parameter estimation. Testing differences between means and proportion (t-test). Testing the normality of distributions and the differences between distributions (chi-square test).

Course objectives

Understanding basic statistical concepts and their theoretical foundations important for their appropriate use in data analyses. Developing skills important for using statistical analyses in organizing and preparing data for psychological interpretation.

Didactics

30 hours of lectures and 30 hours of exercises. That can be organized in the traditional form of 2+2 hours per week or in a condensed form that would include adjusted schedule. However, individual lectures should not exceed 2 hours.

Knowledge is assessed in colloquium during semester. Final evaluation is given based on written and oral exam at the end of semester.

Required Readings

Petz, B. (2002). *Osnovne statističke metode za nematematičare*. Jastrebarsko: Naklada Slap.

Kolesarić, V. & Petz, B. (2003). *Statistički rječnik*. Jastrebarsko: Naklada Slap.

Recommended Readings

Aron, A. & Aron, E. N. (2002). *Statistics for Psychology*. Upper Saddle River: Prentice Hall, Inc.

ETCS: 6

Student evaluation

Written and oral exam.

Prerequisites

None

STATISTICS IN PSYCHOLOGY II

Course description

Correlation; correlation coefficients, r , ρ , ϕ , serial correlation, coefficient of contingency, coefficient of curvilinear correlation. Using correlation coefficients: coefficient of determination; prediction of

results. Multiple correlation. Partial correlation. One way analyses of variance. Introduction to general linear models. Effect size and statistical power. Main nonparametric statistical tests.

Course objectives

Understanding basic statistical concepts and their theoretical foundations important for their appropriate use in data analyses. Developing skills important for using statistical analyses in organizing and preparing data for psychological interpretation.

Didactics

30 hours of lectures and 30 hours of exercises. That can be organized in the traditional form of 2+2 hours per week or in a condensed form that would include adjusted schedule. However, individual lectures should not exceed 2 hours.

Knowledge is assessed on colloquium during class and a final written and oral exam.

Required Readings

Petz, B. (2002). *Osnovne statističke metode za nematematičare*. Jastrebarsko: Naklada Slap.

Kolesarić, V. & Petz. B. (2003). *Statistički rječnik*. Jastrebarsko: Naklada Slap.

Recommended Readings

Aron, A. & Aron, E. N. (2002). *Statistics for Psychology*. Upper Saddle River: Prentice Hall, Inc.

ETCS: 5

Student evaluation

Written and oral exam.

Prerequisites

Completed course in Statistics in Psychology I.

BIOLOGICAL PSYCHOLOGY I

Course Description

Biological psychology as a part of neuroscience. The issues of biological psychology. Neurons: structure, function and classes of neurons. Glial cells: classes and function. The nerve impulse: the neuron's membrane potential, generation of action potential, ionic basis of action potential,

propagation of action potential. Synapse: the concept and structure of synapses, the sequence of chemical events at the synapse. Neurotransmitters: classes and principles of action. Basic divisions of the nervous system: central and peripheral, somatic and autonomic. The evolutionary and ontogenetic development of the nervous system. Methods of studying the structure and function of the nervous system. Spinal cord. Brain stem. Cerebellum. Diencephalon. Telencephalon. Cerebral cortex. The principles of neocortical organization. Sensory systems: vision, audition, taste, olfaction and somatosensation. Motor systems: pyramidal and extrapyramidal system. Associative cortical areas.

Course objectives

Understanding of the biological bases of psychological processes and behaviour, and familiarizing with the evolution and ontogenetic development of nervous system and behaviour.

Didactics

3 hours lectures and 2 hours labs. Student grades will be based on in-class activity assessments and final exam comprising written and oral part.

Required Readings

Pinel, J.P. (2001). *Biološka psihologija*. Jastrebarsko: Naklada Slap.

Recommended Readings

Anatomical Atlas – nervous system

Guyton, A.C. (1995): *Temelji fiziologije čovjeka*. Zagreb: Jumea.

Kostović, I. i sur. (1989): *Anatomija čovjeka – Središnji živčani sustav*. Medicinski fakultet Sveučilišta u Zagrebu.

Judaš, M. i Kostović, I. (1997): *Temelji neuroznanosti*. Zagreb: MD.

ECTS: 6

Student evaluation

Written and oral exam.

Prerequisites

None.

BIOLOGICAL PSYCHOLOGY II

Course description

The autonomic nervous system: structure and function of sympathetic and parasympathetic divisions. Hypothalamus. The limbic system: structure and basic functions. The endocrine system: main glands, their functions, the consequences of dysfunctions, the interaction between endocrine and nervous system. Regulation of internal body states: regulation of eating and drinking, temperature regulation, sexual behaviour, theories of regulation, disorders. Emotions: autonomic responses, central structures involved in the regulation of emotions, theories of emotions. Sleep, wakefulness and circadian rhythms: slow wave and REM sleep, theories of sleeping, neural mechanisms of circadian cycles, sleep disorders. Attention. Learning and memory: neurophysiological basis of sensory, short-term and long-term memory, memory structures of the brain, memory disorders. Hemispheric specialization: methods of investigation and basic findings. Speech: neurophysiological bases of speech understanding and production, speech dysfunctions.

Course objectives

Understanding the biological bases of motivation, circadian rhythms, sleep, emotions, learning and memory, speech, and disorders of those processes.

Didactics

2 hours lectures and 2 hours seminars. Student grades will be based on in-class activity assessments and final written exam.

Required Readings

Pinel, J.P. (2001). *Biološka psihologija*. Jastrebarsko: Naklada Slap.

Recommended Readings

ANATOMSKI ATLAS – živčani sustav.

Judaš, M. i Kostović, I. (1997): *Temelji neuroznanosti*. Zagreb: MD.

A selection of journal papers

ECTS 5

Student evaluation

Written exam.

Prerequisites

Biological psychology I

PERCEPTION AND MEMORY

Course description

Perception: Overview of different approaches in the study of intelligence. Cognitive psychology and human information processing. Definitions of perception. Differences between constructivist (Gregory) and direct theories (Gibson) of perception. Computational theory of perception (Maar). Difference between sense and percept. Capacity of sensory channels. Dominance of visual perception. Adaptation and recuperation. Perception according to sensory modality. Perception of movement. The role of heredity and environment in the development of perception. Perception of speech and face. Perception and ageing. Perception deficits. Cross-cultural study of perception.

Memory: 1) *definition of memory* (classifications of memory, types of long-term memory), 2) *working memory* (capacity of working memory, intermodal integration of information, cognitive correlates of working memory), 3) *encoding, storage and retrieval of information in memory* (depth of processing and organization of information in memory), 4) *forgetting* (forgetting curve, theories of forgetting, forgetting skills), 5) *the role of memory in everyday life* (age and memory, absentmindedness, mnemotechnics, metamemory), 6) *memory problems and deficits* (types of amnesia, fugue, childhood amnesia), 7) *memory and context* (autobiographical and social memory, everyday and prospective memory), 8) *current memory research*.

Course objectives

The aim of the course is to provide students with an introduction to cognitive psychology and perception and memory research in particular. Students will acquire knowledge of different theoretical approaches within this field of research and phenomenon explained by this research. This course will give students a solid base for other cognitive and applied psychology classes.

Didactics

3 hours of lectures and 1 hour of seminars weekly

Required readings

Pinnel, J.P.(2002). *Biološka psihologija*. (Chapters 7 and 8, pg. 165-225). Jastrebarsko: Naklada Slap.
Rathus, S.A. (2000). *Temelji psihologije*. (Chapter 4: *Osjeti i percepcija*, pg. 115-167; Chapter 7: *Pamćenje*, pg. 247-295). Jastrebarsko: Naklada Slap.
Zarevski, P. (1995). *Psihologija pamćenja i učenja*. (pg.11-115) Jastrebarsko. Naklada Slap.

Recommended readings

Atkinson, R.L., Atkinson, R.C., Smith, E.E., Bem, D.J., and Nolen-Hoeksema, S. (2000). *Hilgard's Introduction to Psychology*. Fort Worth: Harcourt College Publishers.

Baddley, A.S. (1999). *Essentials of Human Memory*. East Sussex: Psychology Press.

Hulse, S.H., Deese, J., and Egeth, H. (1975). *The Psychology of Learning*. New York, NY: McGraw Hill.

Hampson, R.J., and Morris, P.E. (1996). *Understanding Cognition*. Oxford: Blackwell.

Kretch, D., Crutchfield, R.S. (1978). *Elementi psihologije*. Beograd: Naučna knjiga.

Pečjak, V. (1981). *Psihologija saznavanja*. Sarajevo: Svjetlost.

ECTS: 5

Student evaluation

Written exam

Prerequisites

None

LEARNING, THINKING AND INTELLIGENCE

Course description

Learning: Approaches to learning, definitions and types of learning. Classical and instrumental conditioning; Cognitive theories of learning, Social theories of learning; Recent advances in the study of learning

Thinking: Levels of thinking; Creativity, Problem solving, Judgment and decision making

Intelligence: Overview of different approaches in the study of intelligence; Definitions of intelligence; Development of mental tests; Measuring intelligence; mental age, intelligence quotient; Factor models and the structure of intelligence; The role of heredity and environment in the development of intelligence; Neurophysiologic correlates of intelligence; Primary cognitive tasks and classical measurement of intelligence; Dynamic testing of intelligence; Social intelligence; Multiple intelligences; Computerized and adaptive testing of intelligence; Emotional intelligence; The effect of practice on the score in intelligence tests; Explicit and implicit theories of intelligence; Intelligence, cognitive styles and learning.

Course objectives

The aim of this class is to give students an introduction to complex cognitive processes: learning, thinking and intelligence. After having finished this class students will understand different ways of learning and their characteristics, different models and classifications in the field of thinking and reasoning. The class will offer historical and current view perspective on intelligence research, through theoretical and measurement based approach. The class will give students a solid base for other general and applied psychology classes.

Didactics

2 hours of lectures and 2 hours of seminars weekly

Required readings

Rathus, S.A. (2000). *Temelji psihologije*. (Chapter 6: *Učenje*, pg. 207-247; Chapter 8: *Mišljenje i govor*, pg. 295-343; Chapter 9: *Inteligencija*, pg. 343-377) Jastrebarsko: Naklada Slap.

Zarevski, P. (1995). *Psihologija učenja i pamćenja*. (pg. 115–169) Jastrebarsko. Naklada Slap.

Zarevski, P. (2001). *Struktura i priroda inteligencije*. (pg. 1–172) Jastrebarsko. Naklada Slap.

Recommended readings

Gardner, H., Kornhaber, M.L., and Wake, W.K. (1999). *Inteligencija – različita gledišta*. Jastrebarsko: Naklada Slap.

Hulse, S.H., Deese, J., and Egeth, H. (1975). *The psychology of learning*. New York, NY: McGraw-Hill.

Hampson, R.J., and Morris, P.E. (1996). *Understanding Cognition*. Oxford: Blackwell.

Klein, S.B., and Mowrer, R.R. (1989). *Contemporary learning theories: Instrumental conditioning theory and the impact of biological constraints on learning*. Hillsdale, NJ: Lawrence Erlbaum.

Vizek-Vidović, V., Rijavec, M., Vlahović-Štetić, V., and Miljković, D. (2003). *Psihologija obrazovanja* (Chapter 3: *Teorijski pristupi učenju i njihova primjena*, pg. 141-201): Zagreb: IEP-VERN.

ECTS: 5

Student evaluation

Written exam

Prerequisites

Perception and memory

EMOTION AND MOTIVATION

Course description

Emotion: Emotion in historical perspective. Definition of emotion and related concepts; The relation of emotion and motivation: Aspects of emotion; Expression of emotion; Biological basis of emotion; Development of emotions; Basic emotions; Function of emotion; Assessment and emotion; Attribution and emotion; Emotion and cognitive processes; Social and cultural aspects of emotions; Emotion, stress and psychopathology; Criterion of "good" theory of emotions; Classification of theories of emotion; Dimensional theories of emotions; Biological theories of emotions; Cognitive and social theories of emotions;

Motivation: Motivation in historical perspective; Definition of motivation and fundamental motivational terms; Biological basis of motivation; Physiological needs; Psychological needs; Intrinsic motivation and types of extrinsic motivation; Social needs; Aims as cognitions; Belief of personal control – self-efficacy; I-concept and motivation; Individual differences; Unconscious motivation; Motivation for growth and development and positive psychology; Application of motivational theory

Course objectives

Students will learn about classic and contemporary theories and research methods in the field of emotion and motivation. Special attention will be given to understanding biological, behavioral, cognitive and social aspects of emotion and motivation, as well as a close relation of emotions and motivation.

Didactics

3 hours of lectures and 2 hours of seminars weekly

Required readings

Oatley, K. and Jenkins, J.M. (2003). *Razumijevanje emocija*. Jastrebarsko: Naklada Slap

Beck, R. (2003). *Motivacija: teorija i načela*. Jastrebarsko: Naklada Slap

Recommended readings

Reeve, J. (2002). *Understanding Motivation and Emotion* (3th ed.). New York, NY : John Wiley & Sons.

ECTS: 5

Student evaluation

Written exam

Prerequisites

Biological psychology I, Biological psychology II, Learning, thinking and intelligence

PERSONALITY

Course description

Introduction to personality psychology: Personality defined Levels of personality analysis, Grand theories of personality and contemporary research in personality. History of contemporary personality psychology. Personality assessment, measurement, and research design. Personality traits and types, Theoretical and measurement issues in trait psychology. Taxonomies of personality: Eysenck's, Cattell's and Five-factor model, Circumplex taxonomies of personality. Stability and change of personality dispositions. Personality and prediction. Situationism, interactionism and trait personality psychology. Social-cognitive perspective in personality psychology. Evolutionary perspective in personality psychology. Behavior genetics and personality psychology. Physiological approaches to personality. Gray's reinforcement sensitivity theory. Cloninger's psychobiological theory. Sensation seeking theory. Temperament. Intrapsychic domain in personality psychology. Unconscious personality processes. Dynamics of personality. Defense mechanisms. Self. Personality and cognitive processes: Personality and information processing. Personality, cognitive styles and intelligence. Learned helplessness. Personality and emotional processes. Sex, gender and personality. Culture and personality. Personality and adjustment. Self-actualization and self-determinism. Personality and psychological well-being. Personality and health.

Course objectives

Objective of this course is to enable students to gather knowledge about personality psychology. Focus of the course will be on contemporary models and issues currently dominant in personality psychology. By the end of the course students will familiarize themselves with methodology and different contemporary issues in personality psychology. This will enable them to follow the literature and understand the research logic in the field. Also, the course will be of assistance in their later specialization in different domains of applied psychology.

Didactics

3 hours of lectures and 2 hours of seminars per week.

Required readings

Larsen, R.J. i Buss, D.M.(2005). *Psihologija ličnosti: domene znanja o ljudskoj prirodi*. McGraw Hill (trenutno u postupku prevođenja: Naklada Slap).

Recommended readings

Carver, C.S. and Scheier, M.F.(2004). *Perspectives on Personality*. Pearson Education.

Pervin, L.A. and John, J.P.(1999). *Handbook of Personality: Theory and Research*. The Guilford Press.

ECTS: 6

Student evaluation

Written exam.

Prerequisites

Biological psychology I and II; Learning, thinking and intelligence

PRACTICUM IN PSYCHOLOGY I

Course description

Methodological issues in sensation and perception research ranging from basic processes such as the emergence of sensations to more complex processes such as the perception of space and time.

Topics: absolute and differential sensitivity; verification of Weber's law; implementation of signal detection theory in studying sensitivity; determining the psychophysical law; stimulus context and perception of brightness; color perception; depth perception; perception constancy; sound localization; studying attention as the foundation for successful perception; the influence of expectations on perception; perceptive speed and closure; extrasensory perception; perceptive illusions; motion perception; time perception.

Course objectives

Conducting psychological experiments and measuring different phenomena in individual and group conditions will (1) familiarize students with basic principles of collecting data in experimental conditions (2) familiarize students with applying general and specific psychological methods and (3) help students to develop skills that are necessary for independent interpretation of data. Students should develop an ability to critically evaluate the validity of results that have been collected. They also should learn fundamental logic and value of different statistical procedures in analyzing and

interpreting data. Also, one of the objectives is to learn how to write research reports according to professional standards.

Didactics

Students are obliged to participate in experiments and measurements that demonstrate certain phenomena. They independently organize, analyze and interpret results that are collected during experiments. They also write a research reports that are evaluated by teacher's associates.

Required readings

Bujas, Z. (1981). *Uvod u metode eksperimentalne psihologije*. Zagreb: Školska knjiga.

Rathus, S. A. (2000). *Temelji psihologije*. Jastrebarsko: Naklada Slap.

Coren, S., Ward, L. M., & Enns. J. T. (2003). *Sensation and Perception* (5th edition). New York: JohnWiley & Sons, Inc.

Recommended readings

Bundy, A. C., Lane, S. J., & Murray, E. A. (2002). *Sensory integration. Theory and Practice* (2nd edition). Philadelphia: F.A. Davis Company.

Gescheider, G. A. (1997). *Psychophysics. Method, Theory, and Application* (3rd edition). Hillsdale, New Jersey: Lawrence Erlbaum Associates, Publishers.

ETCS: 7

Student evaluation

Student final grade will be based on weekly evaluations of their written research reports.

Prerequisites

Completed course in Introduction to methodology of experimental psychology

PRACTICUM IN PSYCHOLOGY II

Course description

Applying different experimental designs, techniques of measurement in skill acquisition, learning and memory research. Symbolic learning. Methods of measurement of effects of learning. Meaningfulness of learning material and retention. and Serial position effect. Positive and negative transfer of learning. Short-term memory. The nature of long-term memory. Concept acquisition. Mnemonics. The nature of sensory information and learning. Effects of feedback on learning. Motivation and learning. Retention

and forgetting. Associations. Mental set. Cognitive schemes. Classical and instrumental learning. Behavioral modeling.

Course objectives

The aim of this course is to provide knowledge about methodology of data collection, data analyses and data presentation in psychology by demonstrating some of the most prominent phenomena in the area of learning, retention and forgetting. It is also to expect that students will gain more in-depth knowledge in learning theory and practice, as well as master their skills in writing research reports.

Didactics

In total 75 hours of lectures, auditory and laboratory exercises. Students are obliged to attend introductory lectures and to participate as participants and/or experimenter's associates in the experiments on a weekly basis. A size and a number of groups are adjusted according to the demands of each particular experiment. Students are also expected to write research reports that are to be evaluated by teacher's associates.

Required readings

Bujas, Z. (1981). *Uvod u metode eksperimentalne psihologije*. Zagreb: Školska knjiga. Ratus, S. A. (2001). *Temelji psihologije*. Jastrebarsko: Naklada Slap.
Zarevski, P. (2001). *Psihologija pamćenja i učenja*. Jastrebarsko: Naklada Slap.

Recommended readings

Sternberg, R. J. (2003). *Kognitivna psihologija*. Jastrebarsko: Naklada Slap.
Atkinson, R. L. et al. (1993). *Introduction to Psychology*. New York: Harcourt Brace College Publishers.

ECTS: 7

Student evaluation

A final grade is based on the evaluations given to the students' written reports.

Prerequisites

Completed courses in Introduction to methodology of experimental psychology, Statistics in psychology I, Biological psychology I, Perception and memory

INTRODUCTION TO TEST THEORY

Course description

General theory of psychological measurement; Measurement and scientific inquiry; Direct and indirect measurement; Measurement scales: definition and description, information value, valid arithmetic operations, invariant transformations; Psychological tests and psychology of individual differences; Test as a measure of constructs; History of psychological testing; Quantitative test theory: concepts and definitions; Test classifications: item characteristics, purpose, way and length of administration; Composite tests; Linear summative model; Outline and definition of basic psychometric characteristics; Introduction to the theory of reliability of measurement (models, classical reliability theory, basic assumptions, consequences of measurement unreliability).

Course objectives

Students will gain knowledge on the main concepts and principles of the general theory of measurement and psychological testing.

Didactics

2 hours of lectures along with 2 hours of labs per week within one semester. Assessments of students' knowledge and progress are made continually during the semester thru classroom activities, written homework, and the exam upon completion of the course program.

Required Readings

Krković, A. (1978). *Elementi psihometrije*. Zagreb: SN Liber.

Jackson, C. (2000). *Psihologijsko testiranje*. Jastrebarsko: Naklada Slap.

Recommended Readings

Krković, A., Momirović, K., Petz, B. (1966). *Odabrana poglavlja iz psihometrije i neparametrijske statistike*. Zagreb: Društvo psihologa Hrvatske i Republički zavod za zapošljavanje.

ETCS: 6

Student evaluation

Student grades will be based on in-class activity and homework assessments, and final written and oral exam.

Prerequisites

Acquired Credits in courses: Statistics in Psychology I and II

QUANTITATIVE TEST INTERPRETATION

Course description

Principles of quantitative interpretation of test scores; Psychometric scales; Normative and criterion interpretation of test results; Assessment and measurement of knowledge, abilities, and personality; Validity of test scores: definition, quantification, relations to other psychometric characteristics; Conventional models for the description of validity (regression and factor models); Types and sources of validity data: test content, the process of test taking, internal structure of test, relations to other variables, convergent and discriminant data; Diagnosis and prediction; Classification problem (an analysis of psychological profiles); Selection problem (the theory of decision making).

Course objectives

By the end of this course students will gain knowledge and understanding of the problems of determining the essential psychometric characteristics of the results of psychological testing; students will comprehend the principles of quantitative interpretation of test scores.

Didactics

2 hours of lectures along with 2 hours of labs per week within one semester. Assessments of students' knowledge and progress are made continually during the semester thru classroom activities, written homework, and the exam upon completion of the course program.

Required Readings

Anastasi, A. (2003). *Psychological testing* (7. izdanje). New York: MacMillian.

Fulgosi, A. (1984). *Faktorska analiza*. Zagreb: Školska knjiga.

Povjerenstvo za standarde pedagoškog i psihološkog testiranja AEA, APA i NCME (2005). *Standardi za pedagoško i psihološko testiranje*. Jastrebarsko: Naklada Slap (u tisku).

Recommended Readings

Cronbach, J.L. (1990). *Essentials of Psychological Testing* (5. izdanje). New York: Harper and Row.

- journal *Suvremena psihologija*. Jasterbarsko: Naklada Slap.

ETCS: 7

Student evaluation

Student grades will be based on in-class activity and homework assessments, along with final written and oral exam.

Prerequisites

Acquired Credits in the course of Introduction to test theory.

INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY

Course description

Basic concepts, key issues, and current controversies in the field of developmental psychology. History and philosophical roots of developmental psychology. Periods of development. Aspects of development. Main principles of development. Biological processes in development. Environmental influences on development. Mechanisms of heredity-environment interaction. Methods of studying developmental change (longitudinal, cross-sectional, and cross-sequential research design). Ethics in research on development. Theories of human development (psychoanalytic perspective – Freud, Erikson; learning theories – Watson, Skinner, Bandura; cognitive perspective – Piaget, Vygotski, Kohlberg; ecological theory – Bronfenbrenner; ethological perspective – Bowlby). Comparison of different theoretical perspectives.

Course objectives

Students will gain understanding of traditional and modern principles, concepts, theories and methods of studying physical, cognitive, emotional, and social development during the life-span.

Didactics

Lectures combined with classroom discussion, individual reading, writing assignments, and presentation.

Required Readings

Vasta, R., Haith, M.M. i Miller, S.A. (1998). *Dječja psihologija: Moderna znanost (Pogl. 1-4)*.

Jastrebarsko: Naklada Slap.

Berk, L. (2005). *Psihologija cjeloživotnog razvoja (Pogl. 1-3)*. Jastrebarsko: Naklada Slap.

Fulgosi, A. (1982). *Teorije ličnosti (Pogl. 1 i 3)*. Zagreb: Školska knjiga.

Buggle, F. (2002). *Razvojna psihologija Jeana Piageta*. Jastrebarsko: Naklada Slap.

Recommended Readings

Lerner, R.M. (2002). *Concepts and theories of human development* (3rd ed.). Mahwah, NJ: Erlbaum.
Crain, W. (1992). *Theories of development: Concepts and applications*. Prentice-Hall, Inc.
Čudina, M. (1987). *Filogeneza i ontogeneza psihičkog života*. U: V. Andrić i M. Čudina, Osnove opće i razvojne psihologije. Zagreb: Školska knjiga.

ECTS: 5

Student evaluation

Student grades will be based on in-class activity assessments, assignments accomplishment, and final exam.

Prerequisites

None.

CHILD AND ADOLESCENT PSYCHOLOGY***Course description***

Stages of prenatal development. Risk factors in prenatal development. Prenatal care. Birth and perinatal period. Physical, motor, perceptual, cognitive, language, moral, emotional and social development during infancy and toddlerhood, early and middle childhood, and adolescence. Introduction to developmental psychopathology.

Course objectives

Students will become familiar with age-related changes in behavior and abilities that occur from conception to adulthood, the influences that affect these changes, and mechanisms of change. Through the course the students will comprehend complexity and multidimensionality of developmental process and gain understanding of both normative aspects of development and individual differences in development. After completing the course the students will become able to differentiate between factors that promote development during childhood and adolescence and those that undermine it.

Didactics

Lectures combined with classroom discussion, practical classes, and individual and group projects.

Required Readings

Vasta, R., Haith, M.M. i Miller, S.A. (1998). *Dječja psihologija: Moderna znanost (Pogl. 5-16)*.

Jastrebarsko: Naklada Slap.

Berk, L. (2005). *Psihologija cjeloživotnog razvoja (Pogl. 4-12)*. Jastrebarsko: Naklada Slap.

Recommended Readings

Brajša-Žganec, A. (2003). *Dijete i obitelj*. Naklada Slap, Jastrebarsko.

Čuturić, N. (2000). *Psihomotorički razvoj djeteta u prve dvije godine života*. Jastrebarsko: Naklada Slap.

Duran, M. (1995). *Dijete i igra*. Jastrebarsko: Naklada Slap.

Lacković-Grgin, K. (1999). *Samopoimanje mladih*. Jastrebarsko: Naklada Slap.

ECTS: 5

Student evaluation

Student grades will be based on in-class activity assessments, assignments accomplishment, and final exam.

Prerequisites

Completed course in Introduction to developmental psychology.

PSYCHOLOGY OF ADULTHOOD AND AGING

Course description

Concepts of development and aging. Baltes's perspective of life-span development. Mechanisms of developmental changes: processes and multiple influences. Bio-psycho-social perspective of aging studies. Types of age and aging. Development stages in adulthood. Signs of maturity and old age, and developmental tasks. Biological explanation of aging. Biological changes across adulthood. Psychological development in adulthood: sensation and perception, learning and memory, intelligence, creativity and wisdom, personality and motivation. Social aspects of adult development: friends, mates and marriage, family, parenthood, relationship between generations; occupational development and retirement, leisure and community involvement. Psychological theories of adult development. Physical and mental health in adulthood. Social and health problems in adulthood and social support. Dying, death, grief and mourning.

Course objectives

To familiarize students with developmental changes in physical, sensory, cognitive, emotional and social functioning during early and middle adulthood and old age. Students will obtain understanding of developmental determinants and mechanisms of psychological adaptation to biological changes, different social roles and life events. Complexity of aging process, particularities of adult functioning and diversity of adult population will be stressed.

Didactics

2 hours of lectures and 1 hour of seminars or practical classes per week during one semester.

Required Readings

Schaie, K.W. i Willis, S.L. (2001). *Psihologija odrasle dobi i starenja*. Jastrebarsko: Naklada Slap.
Berk, L. (2005). *Psihologija cjeloživotnog razvoja* (od 13. do 19. poglavlja). Jastrebarsko: Naklada Slap.

Recommended Readings

Birren, J.E. and Schaie, K.W. (eds.) (1996). *Handbook of the Psychology of aging* (4th edition). San Diego: Academic Press.
Hayslip, B. Jr. and Panek, P.E. (1993). *Adult Development and Aging* (2nd ed.). New York: HarperCollins College Publishers.
Kimmel, D.C. (1990). *Adulthood and Aging* (3rd ed.). New York: John Willey and Sons.
Perlmutter M. and Hall E. (1992). *Adult Development and Aging* (2nd ed.). New York: John Willey and sons.

ETCS: 5

Student evaluation

Student grades will be based on in-class activity assessment and final exam comprising written and oral part.

Prerequisites

Introduction to developmental psychology and Child and adolescent psychology.

SOCIAL PERCEPTION AND ATTITUDES

Course description

The definition and history of social psychology. Methodology in social psychological research. Self-concept. Sources of self-knowledge. Social comparison. Self-awareness and self-consciousness. Self-esteem. Self-presentation. Social perception. Non-verbal behavior. Impression formation. Implicit personality theories. Concluding about reasons for someone's actions. Attitudes – definitions, structure. Forming and changing attitudes. Methods and techniques for measuring attitudes. Consistency theories - balance theory, congruency theory, theory of cognitive dissonance, theory of affective-cognitive consistency. Persuasion and attitude strength. Theory of psychological reactance. Interaction of attitudes and behavior.

Course objectives

Students will be able to define the domain of social psychology and to distinguish it from other areas of psychology and other social sciences. They will know the basic social psychological concepts necessary for understanding the social behavior of individuals and groups. They will notice the importance of understanding someone's own interpretations of social world; they will understand how people make impressions of others and why those impressions are sometimes biased. Students will become familiar with the most important theories and empirical findings that explain the importance of attitudes. They will be able to choose and apply relevant measuring techniques.

Didactics

2 hours of lectures and 2 hours of seminars and practical work per week during one semester.

Written exam at the end of the semester.

Student grades will be based on in-class activity assessments (individual and group assignments) and final exam comprising written and oral part.

Required Readings

Aronson, E., Wilson, T. D. & Akert, R. M. (2002). *Social Psychology*. Prentice Hall.

Hewstone, M. & Stroebe, W. (2002). *Uvod u socijalnu psihologiju*. Naklada Slap, Jastrebarsko.

Pennington, D.C.(1997). *Osnove socijalne psihologije*. Naklada Slap, Jastrebarsko.

Recommended Readings

Deaux, K., Dane, F.C. & Wrightsman, L.S. (1993). *Social Psychology in the 90's*. Brooks/Cole Publishing Company, Pacific Grove, California

Myers, D.G. (1993). *Social Psychology*. McGraw Hill, Inc.

Reader of ongoing research studies.

ECTS: 6

Student evaluation

Written and oral.

Prerequisites

Completed courses in Introduction to methods of experimental psychology, Statistics in psychology I, Statistics in psychology II, Non-experimental methods in psychology

INTERPERSONAL AND INTRAGROUP RELATIONS

Course description

Aggressive behavior and theories of aggression and social influence. Factors affecting aggressive behavior. Managing aggression. Domestic violence. Media, pornography and violence. Prosocial behavior and altruism: main theoretical approaches and models. Situational factors influencing prosocial behavior. Attractiveness and social interaction. Close relationships: friendship and intimate relations. Cooperation and competition. Forming and structure of groups. Group dynamics. Group cohesion and norms. Group influence on individual behavior. Social pressure and conformism; groupthink. Social facilitation and inhibition. Group achievements, social loafing. Decision-making in groups.

Compliance and obedience. Diffusion of responsibility. Authority and leadership.

Course objectives

The students will understand the scientific basis of causes and consequences of social transactions between individuals. They will be able to related these processes with personal experiences. They will understand the factors that influence the behaviors in groups and group processes.

Didactics

2 hours of lectures and 2 hours of seminars and practical work per week during one semester.

Written exam at the end of the semester.

Student grades will be based on in-class activity assessments (individual and group assignments) and final exam comprising written and oral part.

Required readings

Hewstone, M. & Stroebe, W. (2002.) *Uvod u socijalnu psihologiju*. Jastrebarsko: Naklada Slap.
Pennington, D.C. (1997.) *Socijalna psihologija*. Jastrebarsko: Naklada Slap
Reader of ongoing research studies.

Recommended readings

Ajduković, M. & Pavleković, G. (Ur.) (2000). *Nasilje nad ženom u obitelji*. Zagreb: Društvo za psihološku pomoć.
Aronson, E., Wilson, T.D. & Akert, R.M.(2002). *Social Psychology*. Prentice Hall.
Deaux, K., Dane, F.C. & Wrightsman, L.S. (1993). *Social Psychology in the '90s*. Brooks/Cole Publishing Company, Pacific Grove, California
Franzoi, S. L. (2000). *Social Psychology*. McGraw-Hill Higher Education.
Myers, D. G. (1999). *Social Psychology*. McGraw-Hill, Inc.
Pećnik, N. (2003). *Međugeneracijski prijenos zlostavljanja djece*. Naklada Slap.

ECTS: 6

Student evaluation

Written and oral.

Prerequisites

Completed courses in Introduction to methods of experimental psychology, Statistics in psychology I, Statistics in psychology II, Non-experimental methods in psychology, Social perception and attitudes

INTRODUCTION TO PSYCHOPATOLOGY

Course description

Introduction to psychopathology. Definition and history of psychopathology. Relation with psychiatry, psychology and other professions. Consciousness and psychomotoric disorders. Thought disorders. Mood disorders. Memory and intelligence disorders. Perception disorders. Impulse and social functioning disorders. Willingness disorders. Disorders in self-perception. Attention disorders. Main psychiatric disorders.

Course objectives

To recognize abnormalities in mental functioning and basic psychopathological phenomena. To know standard terms for each abnormal signs, symptoms and syndromes. To familiarize students with main

psychiatric disorders and diseases. Student will get information about differential-diagnostic understanding of psychiatric disorders and diseases.

Didactics

Lectures will be organized at psychiatric department (2 hours per week). Main psychiatric disorders will be presented to students.

Required readings

Sadock, B.J., Sadock V.A. (2000). Kaplan & Sadock's Comprehensive textbook of Psychiatry. (Selected chapters). Philadelphia: Lippincott Williams & Wilkins.

Davison, G.C., Neale, J.M. (1999). *Psihologija abnormalnog doživljavanja i ponašanja* (Selected chapters). Jastrebarsko: Naklada Slap.

Recommended readings

Muačević, V. (1995.). *Psihijatrija* (Chapter Psihopatologija). Zagreb: Medicinska naklada.

Hotujac, Lj. *Psihijatrija*. (Chapter Psihopatologija) (*in Press*).

ETCS: 4

Student evaluation

Written and oral exam.

Prerequisites

Completed course in Biological psychology II.

INTRODUCTION TO CLINICAL PSYCHOLOGY

Course description

Definition of clinical psychology, similarities and differences in relations with other disciplines. Clinical psychology throughout history. Models of normal and abnormal psychology. Criterion of normality. Approaches in clinical psychology. The biological paradigm. The psychoanalytic paradigm. Learning paradigms. The cognitive paradigm. Consequences of adopting a paradigm. Diathesis-stress paradigm. Basic methods in clinical assessment. Main fields of clinical psychology. Research methods in the study of abnormal behavior.

Course objectives

Students will understand specific characteristics of clinical psychology. To introduce main fields of clinical psychology. They will understand problems and criterion for defining normal and abnormal psychology. To familiarize students with current paradigms in clinical psychology, with pros and cons of adopting a paradigm, and modern tendencies toward integration. Students will get acquainted with basic methods in clinical assessment.

Didactics

Lectures (2 hours per week).

Required Readings

Nietzel , M.T., Bernstein D.A., Milich A (2001). *Uvod u kliničku psihologiju*. Jastrebarsko: Naklada Slap.

Davison GC, Neale JM. (1999) *Psihologija abnormalnog doživljavanja i ponašanja*. Selected chapters. Jastrebarsko: Naklada Slap.

Recommended Readings

Biro, M., Butollo, W. (Eds.) (2000) *Klinička psihologija*, Novi Sad: Katedra za kliničku psihologiju, Ludwig Maximilians Universität i Futura publikacije.

ETCS: 3

Student evaluation

No exam. Student grades will be based on in-class activity assessments.

Prerequisites:

Completed courses in Introduction to psychopathology.

INTRODUCTION TO SCHOOL AND PRESCHOOL PSYCHOLOGY

Course description

Issues of school psychology: definition, tasks, relationship between school psychology and psychology of education. The role of preschool and school psychologist. Student characteristics as determinants of school achievement (cognitive, socio-emotional and motivational factors). Mainstreaming the students with special needs. Mental health prevention and interventions in school

settings. Improvement of teaching and learning in pre-school and school institutions. Cooperation with teachers, parents and peer experts.

Course objectives

To provide basic orientation in the school psychology area. At the information level, students will become familiar with the main pre-school and school psychology issues and tasks. They will be able to apply the knowledge gained in the course in everyday life. In addition to basic information related to this area, students will also gain the basis for attending the compulsory and optional courses in this area during the graduate studies.

Didactics

The course is conducted by lectures and practical classes in one semester (1+1). Student's work is monitored through accomplishment in practical classes.

Required readings

Reynolds, C. R., & Gutkin, T. B. (Eds.) (1999). *The handbook of school psychology* (3rd ed.). New York: Wiley.

Kolesarić, V., Krizmanić M, Petz B. (ur.) (1991.). *Uvod u psihologiju*. Zagreb: Prosvjeta.

Recommended readings

Stoll, L., Fink, D. (2000) *Mijenjajmo naše škole*. Zagreb: Educa.

ECTS: 3

Student evaluation

Students will be graded based on their performance during the course. There is no exam.

Prerequisites

Introduction to developmental psychology, Child and adolescent psychology, Quantitative test interpretation

INTRODUCTION TO WORK PSYCHOLOGY

Course description

The meaning of working in an individual's life. Human work activity: physiological and psychological demands in work, energy expenditure in work, mental workload, work curves, fatigue. Individual

differences and work behaviour: the role of abilities, skills, and motivation. Fitting the individual to the job: vocational guidance, personnel selection, and training. Personnel psychology: the basis of human resource management. Fitting the job to the individual: designing jobs and machines for people. Ergonomics: an interdisciplinary effort toward human-centered design. The social context of work: nature and characteristics of organizations. Organizational psychology: the study of organizational structure, culture, and change. W/O psychology as profession: fields of activity and career prospects in Croatia.

Course objectives

This course serves as the introduction into the field of Work and Organizational Psychology at the undergraduate level. By the end of the course students will have obtained a basic understanding of human problems in work settings and of basic psychological approaches used to enhance productivity, safety, and satisfaction of people at work. Interdisciplinary approach and contribution of other disciplines will be stressed.

Didactics

The course comprises 45 contact hours in the semester, three hours once a week, combining lectures with some activities and site visits.

Required Readings

Petz, B. (1987). *Psihologija rada*. Školska knjiga, Zagreb.

Šverko, B. (1991). *Značenje rada u životu pojedinca: radne vrijednosti, važnost rada i alijenacija*. In: V. Kolesarić, M. Krizmanić i B. Petz (eds.), *Uvod u psihologiju*. Prosvjeta, Zagreb.

A selection of journal papers

Recommended Readings

Aamodt, M.G. (2004). *Applied Industrial/Organizational Psychology* (Fourth Edition). Wadsworth/Thompson: Belmont, CA.

Warr P. (Ed.) (2002). *Psychology at Work* (Fifth Edition). Penguin Books.

ETCS: 4

Student evaluation

Student grades will be based on in-class activity assessments and periodic chapter quizzes and lecture tests.

Prerequisites

None

HISTORY OF PSYCHOLOGY AND PSYCHOLOGICAL SYSTEMS***Course description***

History of psychology: Introduction about problems in history of psychology perspective. Early Greek philosophy: from Aristotle to beginning of contemporary science. The beginning of contemporary science: Empirism – rationalism – romantism - existentialism. Physiology and early development of experimental psychology: W.Wundt – father of scientific psychology.

Systems in psychology: structuralism, Darwin and evolution theory, functionalism, Russian objective psychology, classical behaviorism, neobehaviorism, Gestalt psychology. Mental illness – historical perspectives to diagnosis and treatment. Psychoanalysis. Humanistic psychology. Contemporary psychology: cognitive psychology, artificial intelligence and neuroscience.

Course objectives

Overview of the historical development of contemporary psychology as a science, as well as acquaintance with most important characteristics of development of psychological systems (structuralism, functionalism, psychoanalysis, behaviorism, gestaltism) and trends in contemporary psychology (cognitive psychology, artificial intelligence, neuroscience).

Didactics

1 hour of lectures and 1 hour of seminars per week.

Required Readings

Hothersall, D. (2002). *Povijest psihologije*. Jastrebarsko: Naklada Slap.

Recommended Readings

Benjamin, L.T., Jr. (Ed.). (1988). *A history of psychology: Original sources and contemporary research*. New York: McGraw-Hill.

ECTS: 3

Student evaluation

Written exam.

Prerequisites

None.

COMPULSORY COURSES IN THE GRADUATE PROGRAMME

WORK PSYCHOLOGY 1: SELECTING AND DEVELOPING EMPLOYEES

Course description

Selection and training – complementary approaches to fitting individuals to their jobs. Jobs and related concepts of organizational structure. Job analysis. Employee recruiting, initial screening and selection. Predictors: tests of cognitive, sensory, and psychomotor abilities; personality measures; references; biographical information; interview; work samples, assessments centres. Validation of selection programs. Validity of predictors for various occupations: the question of validity generalization. Strategies in making personnel decisions. Legal and ethical issues in selection. Training and organizational functioning. Psychological principles of skill development. Specifying training needs and developing training programs. Training methods and techniques. The training staff. Evaluation of training. Current emphasis: creating knowledge-based organizations. Appraising employee performance: goals and methods. Sources of errors in performance appraisals. Improving performance appraisals. Employee responses to performance appraisal feedback. Contribution of personnel psychology to human resources management.

Course objective

To familiarize students with personnel psychology methods used in selecting, training, and appraising personnel. By the end of this course the student will be able to conduct a job analysis, write job description and specifications, understand advantages and limitations of various assessment methods, plan and implement a selection program. Student will also grasp basic principles of training, including methodology for training needs assessment and training evaluation. Finally, student will be able to devise and implement appropriate method of personnel appraisal.

Didactics

The course comprises 75 contact hours in the semester, combining 2 hours of lectures and 3 hours of learning “through doing” activities per week. The latter include hands on use of psychological

assessment procedures, interviewing technique, a project on job analysis, a project on devising a system for performance appraisal (e.g., rating scale or check list), a project on training needs assessment, group discussions, and site observations.

Required readings

Bahtijarević-Šiber, F. (1999). *Management ljudskih potencijala*. Zagreb: Golden marketing.
Muchinsky, P.M. (2000). *Psychology applied to work* (6th ed). Belmont, CA: Wadsworth.
A selection of journal papers

Recommended readings

Anderson, N. i Herriot, P. (1997). *International handbook of selection and assessment*. Chichester: Wiley.
Dunnette, M.D. i Hough, L.M. (eds.) (1991). *Handbook of industrial and organizational psychology* (volume 2). Palo Alto, CA: Consulting Psychologists Press.
Guion, R.M. (1998). *Assessment measurement, and prediction for personnel decisions*. Mahwah: New Jersey.

ECTS: 7

Student evaluation

Student grades will be based on in-class activity assessments, project accomplishment, and final exam comprising written and oral part.

Prerequisites:

Completed courses in Statistics I and II, Quantitative test interpretation and Introduction to work psychology.

WORK PSYCHOLOGY 2: MOTIVATION AND WORK BEHAVIOR

Course description

Motivation and job performance. A review of major variables affecting work motivation. Theories: Maslow's need hierarchy, Herzberg's two-factor theory, McClelland's need for achievement theory, expectancy theory, equity theory, goal-setting theory. Synthesis of theories and implications for motivational strategies. Work attitudes: work/job involvement, organizational commitment, job satisfaction. Work values: what people seek in their jobs. Work attitudes and work performance. Consequences of job dissatisfaction: absenteeism, turnover, tardiness, deviant behavior. Work design

and motivation: traditional and new approaches. The job characteristics model and job enriching principles. Reward systems their impact on productivity and satisfaction. The comparable worth and job evaluation. Indirect compensation. Designing an effective reward system. Leadership and management: basic explanations and theoretical approaches. Leadership styles: person-centered and job-centered. Transformational and charismatic leadership. Motivational implications of various leadership styles. Management by objectives. High-involvement management. Cross-cultural issues in work motivation.

Course objective

To understand the process of work motivation and approaches to motivation enhancement in organizations. By the end of the course the student will grasp major theories of work motivation, learn how to measure work attitudes, and understand how job design, reward systems, and managerial practice affect work motivation.

Didactics

The course comprises 60 contact hours in the semester, combining 2 hours of lectures and 2 hours of more active student activities. The later include hands on use of instruments for assessment of various motivational constructs (e.g., job involvement, work values, job satisfaction), group activities, and site visits with observation aimed at exploring and assessing motivational practices in some organizations.

Required Readings

Bahtijarević-Šiber, F. (1999). *Management ljudskih potencijala*. Zagreb: Golden marketing.

Muchinsky, P.M. (2000). *Psychology applied to work* (6th ed). Belmont, CA: Wadsworth. (Chapters 8, 9, 10, 11, and 12).

A selection of journal papers

Recommended Readings

Kanfer, R. (1990). *Motivation Theory and Industrial and Organizational Psychology*. In Dunnette, M.D. i Hough, L.M. (eds.) *Handbook of Industrial and Organizational Psychology* (Volume 2). Palo Alto, CA: Consulting Psychologists Press.

Steers, R.M. i Porter, L.W.(1991). *Motivation and Work Behavior*. McGraw-Hill.

ECTS: 5

Student Evaluation

Student grades will be based on in-class activity assessments, project accomplishment, and final exam comprising written and oral part.

Prerequisites

Completed courses in Statistics I and II, Non-experimental methods in psychology, and Introduction to work psychology.

CLINICAL ASSESSMENT OF PSYCHOLOGICAL DISORDERS

Course description

Classification and diagnosis of abnormal behavior. The Diagnostic system of American Psychiatric Association and (DSM-IV) and International Classification of diseases (ICD-10). Criticism of categorical classification. The goals of clinical assessment. Diagnostic goal. Prognostic goal. Clinical assessment procedures. Clinical interviews. Psychological assessment in clinical practice. Clinical assessment of anxiety disorders, mood disorders, personality disorders, Schizophrenia, Substance related disorders, Impulse and social functioning disorders, clinical neuropsychology and emotional and behavioral disorders of childhood and adolescence. Writing psychological reports.

Course objectives

Students will get acquainted with clinical features of different psychological disorders. They will understand problems in classification and diagnostic of psychological disorders. They will learn the clinical assessment process and how to use different assessment methods. Students will practice clinical interview procedures and train skill necessary for applying psychological test in clinical assessment. Students will know how to write psychological reports.

Didactics

Lectures (2 hours per week) combined with seminars (2 hours per week) and practical classes (2 hour per week). Practical classes organized at psychiatric department will include the clinical assessment procedures of people with psychological disorders and interpretation of collected data. Seminars will include case studies.

Required Readings

Davison, G.C. i Neale, J.M. (1999). *Psihologija abnormalnog doživljavanja i ponašanja*. Jastrebarsko: Naklada Slap.

Nietzel, M.T., Bernstein, D.A. i Milich, A. (2001). *Uvod u kliničku psihologiju*. Jastrebarsko: Naklada Slap.

Recommended Readings

Galić, S. (2002). *Neuropsihologijska procjena*. Jastrebarsko: Naklada Slap. (Odabrana poglavlja).
Carson, R.C., Butcher J.N. i Mineka, S. (2002). *Fundamentals of Abnormal Psychology*. Boston: Allyn and Bacon.
Groth-Marnath, G. (1997). *Handbook of Psychological Assessment*. New York: Wiley & sons.

ETCS: 7

Student evaluation

Written, oral and practical exam.

Prerequisites

Completed course in Introduction to clinical psychology.

THEORY AND PRACTICE OF COUNSELLING AND PSYCHOTHERAPY

Course description

Basic issues in counselling practice. Psychoanalytic therapy. Existential therapy and person-centred therapy. Gestalt therapy. Transactional analysis. Reality therapy. Behaviour therapy. Cognitive behaviour therapy. Feminist therapy. Family system therapy. An Integrative perspective.

Course objectives

Student will get acquainted with basic principals of counselling and psychotherapy. They will acquire basic knowledge of main theories and techniques of consoling and psychotherapy. Students will be able to specify founders and key figure of each psychotherapy theory, they will understand how and why each theory developed, they will discuss the approach's key concepts including the therapist's role and client's work and they will be able to recognize therapeutic techniques and procedures. Students will acquire knowledge about qualities and limitations of each therapeutic approach in treatment of psychological disorders and they will recognize contributions of each approach on development of another one.

Didactics

Lectures (2 hours per week).

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Required Readings

Corey, G. (2004). *Teorija i praksa psihološkog savjetovanja i psihoterapije*. Jastrebarsko: Naklada Slap.

Lojk, L. (2001). *Znanstvena utemeljenost realitetne terapije*. Zagreb: Alinea.

Nietzel, M.T., Bernstein, D.A. i Milich, R. (2002). *Uvod u kliničku psihologiju*. Jastrebarsko: Naklada Slap.

Recommended Readings

Corey, G. (2001). *Case approach to counselling and psychotherapy*. Belmont: Brooks/Cole.

Pervin, O.J. (1997). *Personality: Theory and research*. New York: John Wiley & Sons.

ETCS: 4

Student evaluation

Written exam.

Prerequisites

Completed courses in Personality psychology and Introduction to psychopathology.

EDUCATIONAL PSYCHOLOGY: LEARNING AND TEACHING

Course description

Goals and research methods in educational psychology. Determinants of learning outcomes: students' characteristics and characteristics of educational context. Application of theoretical approaches to the learning process in the school context. Approaches to teaching. Teaching methods. Teaching in specific areas: reading and writing, solving mathematical problems, scientific reasoning. Teaching of learning skills. Assessment and measurement of students' school achievement. Evaluation of teachers' work.

Course objectives

Students will become familiar with the main concepts, learning and teaching theories and research methods in educational psychology. It is expected that students will understand the relationship between teaching process and learning outcomes in different academic domains. Students will be able to apply some of the main psychological instruments for the assessment of students' characteristics as well as procedures for testing and assessment of school achievement. They will be able to support and promote learning strategies and teaching skills while working with students and teachers.

Didactics

The course is conducted by lectures and practical classes in one semester (2+2). Student's work is monitored through accomplishment in practical classes and final exam.

Required readings

Vizek Vidović, V., Rijavec, M., Vlahović-Štetić V. i Miljković, D. (2003). *Psihologija obrazovanja*. Zagreb: IEP. (poglavlja 1,2,3,6,7).

Woolfolk, A. (2005). *Educational psychology*. Boston: Allyn and Bacon.

Cohen, L, Manion, L. i Morrison, K. (2005). *Metode obrazovnih istraživanja*. Jastrebarsko: Naklada Slap.

Recommended readings

Čudina Obradović, M. (2004). *Kad kraljevna piše kraljeviću*. Zagreb: Pučko otvoreno učilište Korak po korak.

Grgin, T. (2001). *Školsko ocjenjivanje znanja*. Jastrebarsko: Naklada Slap.

Liebeck, P. (1995). *Kako djeca uče matematiku*. Zagreb: Educa.

Schunk, D.H. (2000). *Learning theories: an educational perspective*. Upper Saddle River, NJ: Prentice Hall.

Vlahović-Štetić, V. i Vizek Vidović, V. (1998). *Kladim se da možeš – psihološki aspekti početnog učenja matematike*. Zagreb: Udruga roditelja "Korak po korak".

Zarevski (ur.) (2000). *Učitelji za učitelje*. Zagreb:IEP.

ECTS: 5

Student evaluation

Written and oral examination. Final grade is a combination of student's accomplishment during the classes and examination results.

Prerequisites

Learning, thinking and intelligence and Introduction to pre-school and school psychology.

EDUCATIONAL PSYCHOLOGY: MOTIVATIONAL AND SOCIAL FACTORS

Course description

Internal and external conditions of learning. School context and learning process. Application of theories of motivation in the school context. Classroom strategies for enhancement of motivation to learn. Interests and emotions in the classroom setting. Classroom climate. Communication patterns in the classroom. Teachers' attitudes and classroom management. Classroom discipline. Cooperation with other participants in the educational process.

Course objectives

Students will be able to show the understanding of theories and research methods in the area of motivation and social processes in the school context. Students will be able to explain the relationship between the school environment and the process of learning and teaching, as well as the relationship between motivational and socio-emotional variables and school achievement. Students will be able to plan and apply procedures for identification and encouragement of learning motivation, as well as to plan and apply adequate procedures for identification and improvement of social relationships in the classroom and classroom discipline. Students will be able to apply adequate methods for the evaluation of their intervention measures, as well as different counselling approaches while working with students, parents and teachers in solving behaviour and emotional problems. Students will be able to explain the role of the school psychologist in encouraging the quality of learning and teaching as well as in the ensuring of an encouraging classroom surrounding.

Didactics

The course is conducted by lectures and practical classes in one semester (2+2). Student's work is monitored and tested through accomplishment in practical classes and final exam.

Required readings

Vizek Vidović, V., Rijavec, M., Vlahović-Štetić, V. i Miljković, D. (2003). *Psihologija obrazovanja*. Zagreb: IEP. (poglavlja 4,5,8).

Ormrod, J.E. (2003). *Educational psychology – developing learners* (4th ed.). Columbus: Merrill Prentice Hall. (poglavlja 11, 12, 14).

Woolfolk, A. (2005). *Educational psychology* (9th ed.). Boston: Allyn and Bacon. (poglavlje 10, 11, 12).

Recommended readings

Slavin, R.E. (2003). *Educational psychology – theory and practice* (6th ed.). New York: Allyn and Bacon (poglavlja 10, 11).

Olweus, D. (1998). *Nasilništvo u školi*. Zagreb: Educa.

Juul, J. (1995). *Razgovori s obitelji*. Zagreb: Alinea.

Gossen, D.C. (1995). *Restitucija, preobrazba školske discipline*. Zagreb, Alinea.

Brdar, I. i Rijavec, M. (1998). *Što učiniti kad dijete dobije lošu ocjenu*. Zagreb: IEP.

ECTS: 6

Student evaluation

Written and oral examination. Final grade is a combination of student's accomplishment during the classes and examination results.

Prerequisites

Educational Psychology: Learning and teaching

PERSONALITY ASSESSMENT

Course description

Introduction to personality assessment; Personality assessment from different theoretical perspectives (psychoanalytical perspective, trait perspective, cognitive perspective, implicit measurement); Data sources in personality psychology (self-assessment, peer-assessment, objective measures); Types of measuring instruments in personality psychology; Personality assessment problems; Multi-trait-multi-method approach; Personality questionnaires (Assessment biases: social desirability, lying and response styles); Strategies in development of measuring instruments in personality psychology; Adapting measuring instruments from other cultures; Developing a working version of some trait questionnaire; Overview of the most often used measuring instruments in personality psychology: Assessment of the five-factor model, Assessment of the Eysenck's and Cattell's personality theory; Other measuring instruments for personality assessment (MPQ, Myers-Briggs Type Indicator, Q-sort technique).

Course objectives

Objective of this course is to enable students to gather knowledge about assessment and measurement in the field of personality psychology, as well as acquainting students with most famous measuring instruments in the field. By the end of the course students will be able to assess personality from different theoretical perspectives, which will be helpful in their later work in different domains of applied psychology. Also, they should be able to develop and select appropriate measuring instrument to solve both scientific and practical problems.

Didactics

1 hour of lectures and 2 hours of practical classes per week

Required Readings

Schinka J.A. & Greene, R.L.(1997). *Emerging Issues and Methods in Personality Assessment*. Lawrence Erlbaum Associates.

Ozer, D.J.(1999). Four Principles for Personality Assessment. U Pervin, L.A. and John, O.P.(Eds): *Handbook of Personality: Theory and Research*. The Guilford Press.

Recommended Readings

Carver, C.S. and Scheier, M.F.(2004). *Perspectives on Personality* (Part 1: Issues in Personality Assessment. Pearson Education.

De Raad, B., Perugini, M. (2002). *Big Five Assessment*. Gottingen: Hogrefe & Huber Publishers.

ECTS: 4

Student evaluation

Written exam.

Prerequisites

Personality psychology, Introduction to test theory and Quantitative test interpretation

PRACTICUM IN PSYCHOLOGY III

Course description

Experimental designs and measurement techniques in cognitive psychology, emotions and motivation. Research in attention, reasoning processes, inductive reasoning, deductive reasoning, creativity, psycholinguistics. Neurophysiology of emotions. Cognition and perception. Components of emotions. Information processing and reaction time. Emotions and cognition. Emotions and motivation. Biological indicators of motivation level. Motivation level and performance. Internal motivators. External motivators. Interaction between internal states and motivators. Affiliation motives. Changing and maintaining behaviour through techniques of reinforcement, encouragement, conditioned aversion, avoidance and punishment learning.

Course objectives

Knowledge in advanced methodology of collecting, analyzing and presenting data based on laboratory and field research in cognitive psychology, emotions and motivation. An advancement of fundamental knowledge in various fields of experimental and applied psychology. Mastering of presentation skills.

Didactics

75 hours of lectures, auditory and laboratory exercises per one semester during graduate program.

Content and methods of the course are completely defined, but students take part in preparing the exercises. Course is in part a project type, and exercises cover area of general psychology. Students are obligated to attend introductory lectures, take part in discussion groups and take active role in conducting research and presenting results.

Students chose topics from the course outline according to their interests and program requirements.

Students are obligated to write a few research reports based on experiments conducted during the course. Reports are evaluated and graded.

Required Readings

Atkinson, R. L. et al. (1993). *Introduction to Psychology*. New York: Harcourt Brace College Publishers.

Beck, R. C. (2003). *Motivacija*. Jastrebarsko: Naklada Slap.

Oatley, K. & Jenkis, J. M. (2003). *Razumijevanje emocija*. Jastrebarsko: Naklada Slap. Sternberg, R. J. (2005). *Kognitivna psihologija*. Jastrebarsko: Naklada Slap.

Recommended Readings

Atkinson, R. C. et al. (Eds.) (1988). *Stevens' Handbook of Experimental Psychology*. New York: Wiley.

Campbell, D. T. & Stanley, J. C. (1966). *Experimental and Quasi-Experimental Designs for Research*. Chicago: Rand McNally & Company.

ETCS: 7

Student evaluation

A final grade is based on the evaluations given to the students' written reports.

Prerequisites

None

PSYCHOMETRICS

Course description

An outline and objectives of psychometrics; Construction of conventional multi-item tests and scales: general models; Item analysis; Classical and modern test theory: principles, assumptions, comparisons, models of CTT and IRT; Generalizations of the classical test theory within the context of latent variable models; The assessment of reliability: sources of measurement error, determinants of reliability, empirical estimates of reliability, meanings and uses of the reliability coefficients, criterion validity in the context of reliability theory; Quantitative evaluation of individual test scores (principles, approaches, standardization); The construction and usage of psychometric scales (test standardization); Evaluation of the differences among individual scores; Score equivalence, comparability and scaling; The process of validation of tests and test scores; Evaluations of declared test score interpretations for different and specific purposes; Criteria and standards for the evaluation of tests, test administrations, and the consequences of test uses.

Course objectives

The course aims at making students competent for resolving problems in the development, validation, and evaluation of psychodiagnostic instruments and their uses.

Didactics

2 hours of lectures along with 2 hours of labs per week within one semester. Assessments of students' knowledge and progress are made repeatedly during the semester thru classroom activities, written homework, and the exam upon completion of the course program.

Required Readings

Jackson, C. (2000). *Psihologijsko testiranje*. Jastrebarsko: Naklada Slap.

Povjerenstvo za standarde pedagoškog i psihološkog testiranja AEA, APA i NCME (2005). *Standardi za pedagoško i psihološko testiranje*. Jastrebarsko: Naklada Slap.

Krković, A., Momirović, K., Petz, B. (1966). *Odabrana poglavlja iz psihometrije i neparametrijske statistike*. Zagreb: Društvo psihologa Hrvatske i Republički zavod za zapošljavanje.

Recommended Readings

Nunnally, J. C. i Bernstein, I. H. (1994). *Psychometric theory*. New York: McGraw-Hill.

Fajgelj, S. (2003). *Psihometrija: metod i teorija psihološkog mjerenja*. Beograd: Centar za primenjenu psihologiju.

- journal *Suvremena psihologija*. Jasterbarsko: Naklada Slap.

ETCS: 5

Student evaluation

Student grades will be based on in-class activity and homework assessments, and final written and oral exam.

Prerequisites

Acquired credits in courses: Introduction to Test Theory, and Quantitative Test Interpretation

ETHICS IN PSYCHOLOGICAL RESEARCH AND PRACTICE

Course description

General information about ethics. Philosophical foundations of ethics. General ethical principles and systems of values. Theories of ethics. Moral and moral development. Ethics in psychological research and ethics in professional psychological activities. Codes of conduct and ethical codes. Briefing research participants and clients and making agreements with them. Recognizing ethical issues and dilemmas and the process of making ethical decisions. Cooperation with professionals in other disciplines in making ethical decisions.

Course objectives

To make students more sensible to ethical issues and dilemmas. Preparation for ethical behavior in professional career. Developing skills for recognizing ethical questions and making ethical decisions.

Didactics

Lectures combined with active student participation in analyzing ethical dilemmas in well known examples.

Student understanding of the subject will be monitored during class activities and a grade will be formed based on the assessment of student in-class activity (without a separate exam).

Required Readings

Francis, R. D. (1999). *Ethics for Psychologists*. Leicester: BPS Books.

Hrvatsko psihološko društvo (1996). Etički kodeks Hrvatskog psihološkog društva. *Hrvatski psihologijski glasnik*, 3-4(II), 5-10.

Kolesarić, V. (1996). O Etičkom kodeksu hrvatskog psihološkog društva. *Hrvatski psihologijski glasnik*, 3-4(II), 11-14.

Kolesarić, V. (2003). Neki psihologijski aspekti etike u istraživanju s djecom. *Dijete i društvo*, 1(5), 83-91.

Recommended Readings

Roth, J. K. (1995). *International Encyclopedia of Ethics*. London, Chicago: Fitzroy Dearborn Publishers.

ETCS: 2

Student evaluation

Student grades will be based on in-class activity assessments. A separate exam will not be organized.

Prerequisites

None

SOCIAL IDENTITY AND INTERGROUP RELATIONS

Course description

Nature, culture and socialization processes. Individualism and collectivism. Acculturation processes. Social roles. Gender roles: similarities and differences, causal explanations. Social identity and group membership. Ethnic identity. SYMLOG – system for observing social interactions. Perception of groups. Social categorization. Minority and majority groups. Prejudice and discrimination. Ethnicity, patriotism and nationalism. Intergroup conflicts: emergence, escalation, de-escalation and conflict management. Negotiations, mediation and reconciliation.

Course objectives

The students will understand the factors that influence intergroup relations and will be able to relate them to personal experience of group membership. They will understand the reasons for escalating conflict between groups, emergence of prejudice and procedures for managing conflicts and prejudice.

Didactics

2 hours of lectures and 2 hours of seminars and practical work per week during one semester.

Written exam at the end of the semester.

Student grades will be based on in-class activity assessments (individual and group assignments) and final exam comprising written and oral part.

Required Readings

Hewstone, M. & Stroebe, W. (2002.) *Uvod u socijalnu psihologiju*. Jastrebarsko: Naklada Slap.
Reader of ongoing research studies.

Recommended Readings

Ajduković, D. (Ur.) (2003). *Socijalna rekonstrukcija zajednice*. Psihološki procesi, rješavanje sukoba i socijalna akcija. Zagreb: Društvo za psihološku pomoć.
Aronson, E., Wilson, T.D. & Akert, R.M.(2002). *Social Psychology*. Prentice Hall.
Brehm, S.S., Kassin, S.M. & Fein, S. (2002) *Social psychology*. New York: Houghton Mifflin.
Deaux, K., Dane, F.C. & Wrightsman, L.S. (1993). *Social Psychology in the '90s*. Brooks/Cole Publishing Company, Pacific Grove, California
Franzoi, S. L. (2000).*Social Psychology*. McGraw-Hill Higher Education.
Myers, D.G. (1999.) *Social psychology*. London: McGraw-Hill.
Pennington, D.C. (1997.) *Socijalna psihologija*. Jastrebarsko: Naklada Slap

ECTS: 6

Student evaluation

Written and oral exam.

Prerequisites

Completed courses in Introduction to methods of experimental psychology, Statistics in psychology I. Statistics in psychology II, Non-experimental methods in psychology, Social perception and attitudes, Interpersonal and intragroup relations

ELECTIVE COURSES IN THE UNDERGRADUATE AND THE GRADUATE PROGRAMME

DATA ANALYSIS IN PSYCHOLOGY

Course description

Number systems. Bool's algebra. Σ and Π operators. Graphs and functions. Systems of linear

equations. Matrix algebra. Approximations. Derivations. Combinatory. Probability.

Course objectives

Understanding of selected mathematical concepts with the purpose of better understanding the materials in courses dealing with analysis of data in psychology.

Didactics

One lecture and one exercise per week in one semester.

Knowledge is evaluated in colloquiums during the semester and in written and oral exam at the end of the semester.

Required Readings

Demidovič, B. P. (1978). *Zadaci i riješeni primjeri iz više matematike*. Tehnička knjiga: Zagreb.

Pavlić, I. (1988). *Statistička teorija i primjena*. Tehnička knjiga: Zagreb.

Recommended Readings

All textbooks that include some topics from the course outline.

ETCS: 2

Student evaluation

Written and oral exam.

Prerequisites

None

TREATMENT EVALUATION

Course description

Basic concepts in treatment evaluation; Types of psychosocial interventions and the meaning of their evaluation; Theoretical, methodological, and applied aspects of treatment evaluation; Rationale of evaluation procedures; Main types of program evaluation; Evaluation models; Evaluation research designs; Planning of evaluation process (deciding on aims and objectives, criteria and standards for the evaluation of program outcomes and effectiveness, choice of research design, sources and ways of evaluation data collection, data analyses); Reporting on evaluation results (structure and the elements of evaluation report, adjustment to users).

Course objectives

The course aims at making students capable of (a) individual and team-work in planning and designing evaluation research, (b) implementation of program evaluation within specific domains, and (c) communication of the results of evaluation procedures.

Didactics

2 hours of lectures accompanied with 1 hour of seminar type of classes per week within one semester. Assessments of students' knowledge and progress are made repeatedly during the semester through classroom activities, students' presentations, class discussions, and the exam upon completion of the course program.

Required Readings

Kulenović, A. (1996). *Evaluacija psihosocijalnih intervencija*. U: Pregrad, J. (Ur.) Stres, trauma, oporavak (269-291). Zagreb: Društvo za psihološku pomoć.

Posavac, E. J., & Carey, R. G. (2003). *Program Evaluation - Methods and Case Studies*. (6th ed.). New Jersey: Prentice Hall.

Recommended Readings

Rossi, P. H., & Freeman, H. F. (2003). *Evaluation*. London: Sage.

Rosekrans, F. (1990). Psihoterapija s gledišta nespecifičnih rezultata i uvjerenja. *Primijenjena psihologija*, 11, 36-46.

ETCS: 3

Student evaluation

Student grades will be based on in-class activity, class presentations and participation, and final paper/exam.

Prerequisites

Completed courses in Introduction to methodology of experimental psychology, and Non-experimental methods in psychology

EVOLUTIONARY PSYCHOLOGY

Course description

Foundations of evolutionary psychology. Common misunderstandings about evolutionary theory. Methods for testing evolutionary hypotheses. Evolutionary approach to other fields in psychology. *Problems of survival.* Food acquisition, finding a place to live, predators and other environmental dangers. *Challenges of sex and mating.* Long-term vs. short-term strategies. Sex differences. Jealousy. *Parental investment and kinship.* Sex differences in parental investment. Hamilton's rule of inclusive fitness. *Group living.* Cooperative alliances. Aggression. Conflict between the sexes. Status and social domination.

Course objectives

Familiarizing with basic principles of evolutionary theory and understanding of their implications for interpreting a range of diverse behaviours. Students should be able to analyse and interpret human behaviour from a perspective of its functional adaptiveness, and to understand how behavior, like physical structure, is evolved response to selection pressures

Didactics

2 hours lectures and 2 hours seminars. Student grades will be based on in-class activity assessments and final written exam.

Required Readings

Buss, D.M. (1999). *Evolutionary Psychology: The New Science of the Mind.*, Boston: Allyn & Bacon

Recommended Readings

Barkow, L. Cosmides, J. Tooby (1992). *Adapted Mind.* New York: Oxford University Press.

Hrgović, J., Polšek, D. (2004). *Evolucija društvenosti.* Zagreb: Jesenski i Turk.

Kardum, I. (2003). *Evolucija i ljudsko ponašanje.* Zagreb: Jesenski i Turk.

A selection of journal papers

ECTS: 4

Student evaluation

Written exam.

Prerequisites

Biological psychology I , Biological psychology II

PRACTICUM IN COMMUNICATION SKILLS

Course description

Communication process. Verbal communication. Non-verbal communication. The nature of interpersonal communication. The importance of communication for interpersonal relations. Barriers to communication. Communication skills in interpersonal relations with individuals. Self-disclosure. Assertiveness. Active listening. Empathic understanding. Communication rules. Synchronized conversation. Communication within small groups. Conducting group discussion. Debate. Presenting the conclusions of the group. Public speaking. Presentation skills. Public speaking for various purposes. Critical listening and posing questions to the speaker.

Course objectives

Students will become more sensitive in their communication. They will understand fundamentals of successful communication and develop useful skills and techniques for successful communication with an individual, within small groups and in public.

Didactics

1 hour of lectures and 3 hours of practical work per week during one semester.

Student grades will be based on in-class activity assessments via various individual and group assignments.

Required Readings

Pearson, J. C. & Spitzberg, B. H. (1990). *Interpersonal communication: concepts, components and contexts*. Dubuque: Wm. C. Brown Publishers.

Egan, G. (1977). *You and me: the skills of communicating and relating to others*. Monterey: Brooks/Cole Publishing Company.

Bolton, R. (1986). *People skills*. New York: Touchstone.

Lucas, S. E. (1998). *The art of public speaking*. New York: McGraw-Hill.

Recommended Readings

Stewart, J. (Ed.) (1999). *Bridges, not walls: a book about interpersonal communication*. McGraw-Hill.

ETCS: 4

Student evaluation

Student grades will be based on in-class activity assessments via various individual and group assignments.

Prerequisites

Completed courses in Non-experimental methods in psychology, Social perception and attitudes, Interpersonal and intragroup relations

MEASURING TECHNIQUES IN PSYCHOLOGY

Course description

Elements of typical measuring devices. Converters. Electrocardiography (ECG). Electroencephalography (EEG). Evoked potentials. Oculography. Electrodermal reaction (EDR). Reography (plethysmography). Respiration. Measuring blood pressure, invasive and noninvasive methods. Measuring tremor. Measuring blood flow. Measuring temperature. Computer tomography. Nuclear magnetic resonance.

Course objectives

Learning about methods of measuring physiological activities in the organism and possibilities and limitations of particular measuring methods.

Didactics

1 hour of lectures and 1 hour of exercises per week during one semester.

Knowledge is assessed in colloquiums during classes and by oral exam at the end of the course.

Required Readings

Šantić, A. (1995). *Biomedicinska elektronika*. Školska knjiga: Zagreb.

Recommended Readings

All textbooks that include some topics from the course description.

ETCS: 2

Student evaluation

Oral exam.

Prerequisites

None.

PSYCHOLOGY OF TRAUMA

Course description

Stressful and traumatic events and loss and manifestation of their short-term and long-term physical and psychological consequences. Stress, trauma and grieving process. Principles of providing support in stressful, traumatic and grieving times. Research methods in trauma psychology (with ethical issues).

Course objectives

Students will acquire basic knowledge of stressful and traumatic events and loss. They will understand the concepts of stress, trauma and the grieving process. Students will be able to recognize short-term and long-term consequences of stress, trauma and loss and they will get acquainted with prevention and intervention strategies. They will learn principles of providing support in stressful, traumatic and grieving times. Students will acquire knowledge of methodological difficulties and ethical issues in the field of trauma psychology. Students will be sensibilized to the need of providing psychological support for professionals who work with traumatized people.

Didactics

Lectures (2 hours per week) combined with seminars (1 hour per week).

Required Readings

Arambašić, L. (2005). *Gubitak, tugovanje, podrška*, Jastrebarsko: Naklada "Slap".

Pregrad, J. (Ed.) (2005). *Stres, trauma, oporavak*, Zagreb: Društvo za psihološku pomoć.

Recommended Readings

Lazarus, R.S. i Folkman, S. (2004). *Stres, procjena i suočavanje*, Jastrebarsko: Naklada "Slap".

Stroebe, M.S., Hansson, R.O., Stroebe, W. i Schut, H. (Eds.) (2002.). *Handbook of bereavement research: Consequences, coping and care*, Washington, D.C.: American Psychological Association.

ECTS: 3

Student evaluation

Written and oral exam.

Prerequisites

Completed courses in Introduction to clinical psychology and Introduction to psychopathology.

PSYCHOLOGY OF PAIN

Course description

The following topics will be systematically covered within the course: the meaning of the idiom “psychology of pain”. Biological foundations of pain. Theories of pain. Measuring pain. Contextual characteristics of experiencing pain. Individual differences in experiencing pain (gender, personality traits, cultural and racial differences). Placebo effect. Psychological states and pain (emotions, attention). Chronic pain and coping strategies. Psychological treatments of pain.

Course objectives

The aim of the course is to familiarize the students about the ways that psychology, as a science and a profession, treats the experience of pain. Students have to acquire specific knowledge about the nature of pain. The emphasis is put on connecting psychological factors with the intensity and quality of pain. Students are also familiarized with the treatments of pain used in psychology.

Didactics

2 hours of lectures per semester. Demonstrations of different methods of measuring qualitative and quantitative aspects of pain will be organized during lectures. A visit to an institution that treats pain (pain clinic) will also be organized, so students will be able to see how psychological methods of treating pain can be practically applied.

Required Readings

Havelka, M (Ed.) (1998). *Zdravstvena psihologija*. Jastrebarsko: Naklada Slap.

Hadjistavropoulos, T., & Craig, K. D. (Eds.) (2004). *Pain. Psychological Perspectives*. London: LEA.

Recommended Readings

Price, D. D. (1999). *Psychological Mechanisms of Pain and Analgesia*. Progress in Pain Research and Management. Vol. 15. Seattle: IASP Press.

Melzack, R., & Wall, P. D. (1996). *The challenge of pain*. Penguin Books.

Wall, P. D., & Melzack, R. (1989). *Textbook of Pain*. Edinburgh: Churchill Livingstone.

ETCS: 2

Student evaluation

Written and oral exam.

Prerequisites

Completed course in Biological psychology I.

PSYCHOLOGY OF PERSONS WITH SPECIAL NEEDS

Course description

Social, family and individual factors included in developing disabilities. Mental retardation. Physical disability. Blind children. Deaf children. Maladaptive behaviour disorders. Cerebral palsy. The effect of the disability of family members: the role of professional support. Stigma and attitude toward persons with special needs. Ethical issues.

Course objectives

Student will get acquainted with different etiological factors included in developing disabilities. They will acquire knowledge about people with different kinds of disabilities. Students will discuss problems of stigma and society attitude toward people with disabilities. Students will learn how to interact successfully with people with disabilities.

Didactics

Lectures (1 hour per week) combined with seminars (2 hour per week). Seminars will include working on case studies and discussions regarding ethical issues.

Required Readings

Batshaw, M. L. (2002). *Children with Disabilities*. New York: Paul H Brookes Pub Co.

Blackbourn, J. M., Patton, J. R. i Trainor, A. (2003). *Exceptional children in focus*. London: Prentice Hall.

Recommended Readings

Ribić, K. (1991). *Psihofizičke razvojne teškoće*. ITP Forum: Zadar

ETCS: 3

Student evaluation

Written exam.

Prerequisites

Completed course in Child and adolescent psychology.

USE OF COMPUTERS IN DATA ANALYSIS***Course description***

Introduction to SPSS/WIN program; Setting program parameters; Creation of databases and variable definition; preparing and coding data and data entry; working with databases Treatment of missing data; Linear and non linear transformations; Functions; Data selection; Descriptive statistics; Testing differences between means; General linear model - Analysis of variance models; Measures of association; Partial correlation; Crosstabs and related statistics; Non-parametric tests; Regression analysis; Graphical presenting of data; Interpretation and presenting statistical analysis results; Use of SPSS syntax language.

Course objectives

By the end of this course students will be able to perform a basic statistical data analysis;
Create a database, choose and perform optimal statistical procedures and be able to correctly interpret and present results.

Didactics

1 hour of lectures and 3 hours of labs which include individual work on the computer, and demonstrations of computer use in psychology. Part of the lectures will be organized via web page including students' individual work and a continuous observation of their activities.

Required Readings

Brace, N, Kemp, R, Snelgar, R (2000). *SPSS for Psychologists – A Guide to Data Analysis using SPSS for Windows*. New York: Palgrave.

George, D., Mallery, D. (1999). *SPSS for Windows - Step by Step*. Boston: Allyn and Bacon,.

Own WEB page with links to assigned class topics

Recommended Readings

Bourque, L.B., Clark, V.A. (1992). *Processing Data - The Survey Example*. Newbury Park: Sage Publications.

ECTS: 4

Student evaluation

Student grades will be based on in-class activity assessments, project accomplishment, and final exam comprising of a written and oral part.

Prerequisites

Completed courses in Statistic in psychology 1 and Statistics in psychology 2.

CURRENT ISSUES IN WORK PSYCHOLOGY***Course description***

Thematically this course will vary from time to time, depending on the social demands, changes in the field, teacher research activities, and student demands. The course content may be focused, for example, towards psychological aspects of new information technologies, psychological impact of unemployment, or the changing nature of work and its impact on human resource management. Emphasis will be on the new developments and recent issues.

Course objective

To familiarize students with current, socially relevant issues, as well as with psychological approaches to exploring and solving the implied problems. It should also provide students with opportunity to improve their skills of critical thinking so as to be able to critically evaluate theory and research, as well as their application to solving actual problems.

Didactics

45 contact hours. Besides a few introductory lectures, the course will employ the project-type learning aided with the computer-based conferencing through which the students actively learn from one another as well as from materials and the instructor. Participants will be required to conduct the literature search, study the selected items, summarize results, and present them to the group, trying in particular to draw practical consequences for the problem in focus.

Readings

Will depend on the theme and the outcomes of the literature searches

ECTS 5

Student Evaluation

Student grades will be based on in-class activity assessments and project accomplishment.

Prerequisites

Completes courses in Work psychology 1 and Work psychology 2.

CHILD CLINICAL PSYCHOLOGY***Course description***

Problems of early life. Problems of childhood. Problems of adolescence. Diagnostic assessment of children. Intervention strategies. Preventions of childhood disorders. Child maltreatment. Children with grief. Ethical issues in mental health services for children.

Course objectives

Students get acquainted with clinical features of different psychological disorders of childhood and adolescence. They will learn the clinical assessment process and how to use different assessment methods in when working with children. Students will get familiarized with intervention strategies with children. They will use existing knowledge's of clinical assessment process and use different clinical assessment methods in assessment of specific childhood problems. They will develop skills necessary for conducting clinical interview with children and train skills necessary for applying psychological test in clinical assessment of children.

Didactics

Lectures (2 hours per week) and practical classes (2 hours per week). Practical classes will include working on case studies.

Required Readings

Walker C. E. i Roberts M. C. (2001). *Handbook of Clinical Child Psychology*. New York: John Wiley & Sonc Inc.

Kronenberger W. G. i Meyer, R. G. (2001). *The Child Clinician's Handbook*. Boston: Allyn and Bacon.

Recommended Readings

Schroeder, C. S. i Gordon, B. N. (1991). *Assessment and Treatment of Childhood Problems: A Clinician's Guide*. New York: The Guilford Press.

Kamphaus R. W. i Frick, P. J. (1996). *Clinical Assessment of Child and Adolescent Personality and Behaviour*. Boston: Allyn and Bacon.

House, A. E. (1999). *DSM-IV Diagnosis in the Schools*. New York: The Guilford Press.

ETCS: 4

Student evaluation

Written and practical exam.

Prerequisites

Completed courses in Child and adolescent psychology, Introduction to clinical psychology and Clinical assessment of psychological disorders

ENVIRONMENTAL PSYCHOLOGY

Course description

Behavioural approach to environment. Subject matter of environmental psychology. Methodological specifics. Models of human – environment relations. Determinism and interactionalism.

Environmental stressors. Environmental quality. Perception and cognition of environment. Cognitive maps. Risk perception and behaviors in disasters. Social dimensions of space. Personal space, crowdedness, privacy, territoriality. Urban and residential environment. Environment and vandalism. Adaptation in a variety of settings. Planning environment. Relation towards renewable and non-renewable resources.

Course objectives

The students will understand the contents and methods that enable a psychologist to participate in the environmental planning processes and to evaluate outcomes of these processes. They will understand complex relations between a man and environment. They will be able to evaluate the subjective quality of interventions in the environment.

Didactics

2 hours of lectures and 2 hour of practical work and seminars per week during one semester.

Student grades will be based on in-class activity assessments (individual and group field assignments) and final exam comprising written and oral part.

Required Readings

Ajduković, D. (1991.) Čovjekova okolina i psihologija. U: V. Kolesarić, M. Krizmanić & B. Petz (ur.) *Uvod u suvremenu psihologiju*, 449-509. Zagreb: Grafički zavod Hrvatske.

Ajduković, D. (1984.) Psiholgijski problemi istraživanja kvalitete stanovanja. *Zbornik radova "VI Dani psihologije"*, 47-54. Zadar: Filozofski fakultet.

Ajduković, D. (1984.) Psiholgijski pogled na jedan aspekt društvene krize. *Primijenjena psihologija*, 5, 244-247.

Ajduković, D. (1988.) A contribution to the methodology of personal space research. *Psychologische Beiträge*, 30, 198-208.

Ajduković, D. & Bistrović, E. (1987.) Prilog grafičkoj metodi istraživanja kognitivnih prostornih mapa. *Revija za psihologiju*, 17, 67-80.

Čorkalo, D. (1992.) Psiholgijski aspekti istraživanja percepcije opasnosti. *Socijalna ekologija*, 1, 63-81.

Recommended Readings

Trstenjak. A. (1984.) *Ekološka psihologija*. Ljubljana: ČGP Delo

ECTS: 4

Student evaluation

Written and oral

Prerequisites

Completed courses in Non-experimental methods in psychology, Social perception and attitudes.

ECOLOGICAL DEVELOPMENTAL PSYCHOLOGY

Course description

Ecological perspectives on human development. Impact of microsystem on development: family (the influence of family members, of family configuration and family structure), daycare, peers, school.

Impact of mesosystem on development. Impact of egzosystem on development: parental working place and employment, social network, socioeconomic status, legislative and social policy, mass media. Impact of macrosystem on development: culture and subculture. Cronosystem as a factor of development. Risk and protective factors of child development.

Objective

Students will become familiar with different models on mechanisms of influence of social ecological systems on development. After completing the course students will understand how social contexts, changes within them and interactions between them and the child influence on development as well as recognize and differentiate contextual circumstances and conditions that improve, as well as those that impede optimal child development.

Didactics

Lectures combined with individual reading and writing assignments, presentation and group activities and classroom discussion.

Required Readings

Bronfenbrenner, U., & Morris, P. A. (1998). The ecology of developmental processes. In W. Damon (Series Ed.) & R. M. Lerner (Vol. Ed.), *Handbook of child psychology: Vol. 1. Theoretical models of human development* (5th ed., pp. 993-1028). New York: John Wiley.

Demo, D.H., Ganong, L.H. (1994). Divorce. In book McKenry, P.C. i Price S.J. (Eds.) (1994). *Families and Change* (str. 197-218).

Masten, A., Coatsworth, J.D. (1998). The development of competence in favorable and unfavorable environments. *American Psychologist*. 53, 2, 205-220.

Walsh, F. (Ed.) (1993). *Normal family processes*. New York: The Guilford Press. (pogl. 1-12)

Clarke-Stewart, A. (1993). *Daycare*. Cambridge, Massachusetts: Harvard University Press.

Ilišin, V., Marinović Bobinac, A., Radin, F. (2001). *Djeca i mediji*. Zagreb: Državni zavod za zaštitu obitelji, materinstva i mladeži i IDIZ.

Recommended Readings

Bronfenbrenner, U. (1989). Ecological systems theory. *Annals of Child Development*, 6, 187-249.

Stewart, A.J., Copeland, A. P., Chester, N.L., Malley, J.E., Barenbaum, N.B. (1997). *Separating together: How divorce transforms families*. New York: The Guilford Press.

Balter, L., Tamis-leMonda (Eds.) (1999). *Child psychology: A handbook of contemporary issues*. New York: Psychology Press. (pogl. 16, 18, 19)

ECTS: 3

Student evaluation

Student grades will be based on in-class activity assessments, assignments accomplishment, and final written exam.

Prerequisites

Completed courses in Introduction to developmental psychology and Child and adolescent psychology.

ERGONOMIC PSYCHOLOGY

Course description

Ergonomics as an interdisciplinary undertaking. Man-machine system: concept, planning and development. Human performance in systems: analysis of human capabilities and limitations. Designing of visual, auditory, and tactual displays. Designing of controls: coding, compatibility, resistance, C/D ratio. Designing of tools and related devices. Work methods and job design: physiological and motivational aspects. New information technology and work design. The working conditions: effects, evaluation, standards and guidelines. The living environment: ergonomics and ecology

Course objective

To provide students with an understanding of human factors problems at work and methods used in designing man-made products and environments so that they optimally serve intended use by human beings.

Didactics

The course comprises 90 contact hours in the semester, combining 3 hours of lectures and 3 hours of more active student activities per week including experimental demonstrations, site observations, seminars and classroom discussion.

Required Readings

Bridger, R.S. (2003). *Introduction to ergonomics* (2nd Ed.). London: Taylor & Francis.

Recommended Readings

Kroemer, A.H.E. i Grandjen, E. (2000). *Prilagođavanje rada čovjeku – priručnik primijenjene ergonomije*. Jastrebarsko: Naklada Slap.

Sanders, M.S. i McCormick, E.J. (1993). *Human factors in engineering design* (7th Ed.). New York: McGraw-Hill

Wickens, C.D., i Hollands, J.G. (2000). *Engineering psychology and human performance* (3rd Ed.). Prentice-Hall.

ECTS 5

Student Evaluation

Student grades will be based on in-class activity assessments, project accomplishment, and final exam comprising written and oral part.

Prerequisites

Introduction to work psychology

FORENSIC PSYCHOLOGY

Course description

Domain of forensic psychology. Application of psychological knowledge in various domains of law. Forensic importance of the basic mental processes. Forensic importance of the understanding of personality. Eyewitness psychology: psychological processes underlying eyewitness memory, factors and conditions influencing accuracy of eyewitness memory. Psychological factors in identifying perpetrators. Psychological factors in recall of witnesses and victims. The possibilities of improving the recall and recognition. Psychological aspects of suspicion and sentencing. Techniques of interviewing adults and children. Cognitive interview. Psychology of criminal conduct. Psychological characteristics of perpetrators. Antisocial personalities: biological, social and interactive factors in their forming. Diagnostic of antisocial personality. Forensic-psychological aspects of juvenile delinquency. Psychological profiling. Forensic-psychological aspects of penology. Psychologist as a part of a forensic team. Psychologist as witness expert. Domains of psychological expertise. Psychological methods in lie detection. Credibility assessment of statement. Analysis of nonverbal behaviour. Analysis of physiological indicators (polygraph examination). Detection of lie by the means of psychological tests (simulation, dissimulation, aggravation of psychological disturbances).

Course objectives

Enabling students for understanding and recognizing influences of the basic psychological processes and principles, personality characteristics and dynamics of all participants in the criminal and court procedures, especially in the process of giving statements and testifying. Understanding and recognizing psychological peculiarities and process which are specially related to the violators of rules and laws, as well as to the victims. Enabling students to participate as experts in the process of giving statements, diagnostics of psychological disturbances (especially antisocial personality) and rehabilitation process of perpetrators.

Didactics

2 hours of lectures and 2 hours of practical work and seminars per week during one semester.

Student grades will be based on in-class assessments via various individual and group tasks and final exam comprising written and oral part.

Required Readings

Hess, A. K., Weiner, I. B. (1999). *The Handbook of Forensic Psychology*. Chichester: Wiley.

Zarevski, P. (1991). Pamćenje i vjerodostojnost svjedočenja. *Penološke teme, 1-4*, 57-77.

Memon, A., Vrij, A., Bull, R. *Psychology and Law. Truthfulness, Accuracy and Credibility*. Berkshire: McGraw-Hill.

Recommended Readings

Gudjonsson, G. (1992). *The Psychology of Interrogations, Confessions and Testimony*. Chichester: Wiley.

Millon et al. (1998). *Psychopathy*. Guilford press.

Milne, R., Bull, R. (1999). *Investigative Interviewing. Psychology and Practice*. Chichester: Wiley.

Sporer, S.L., Malpass, R.S., Koenhken, G. (1996). *Psychological Issues in Eyewitness Identification*. Mahwah, New Jersey: Lawrence Erlbaum Associates.

Blackburn, R. (1993). *The psychology of criminal conduct. Theory, Research and Practice*. Chichester:Wiley.

Bajer, M., Kljaić, S. (1990). *Kasniji životni put delinkventne djece (izbor iz pojedinih poglavlja)*. Zagreb: RZ RKSSOH.

Ljubin, T. (2002). Kognitivni intervju. Policija i sigurnost.

ETCS: 4

Student evaluation

Written and oral

Prerequisites

Completed courses in Social perception and attitudes, Interpersonal and intragroup relations

BEHAVIOR GENETICS***Course description***

History of behavior genetics; Basis of heredity (genes, chromosomes, gene mapping methods); Mendel's laws of heredity ; Gene-behavior mechanisms; Quantitative genetics theory; Methods of quantitative genetics (twin design, adoption design, family design); Methods of molecular biology and behavior genetics (linkage analysis, quantitative trait loci); Data analysis in behavior genetics (correlational analysis on genetically informative groups; model-fitting); Genetic influences and individual differences (general and specific cognitive abilities; personality and personality disorders; psychopathology); Environmental effects and individual differences (shared and non-shared environmental influences; Gene-environment interaction and correlation; Genetic influence on environmental measures).

Course objectives

Objective of this course is acquainting students with basic terminology in behavior genetics and research about genetical and environmental contribution to development of behavioral characteristics, such as intelligence, personality and psychopathology. Also, objective of this course is to enable students to follow the literature in the field of behavior genetics.

Didactics

2 hours of lectures and 2 hours of seminars per week.

Required Readings

Plomin, R., DeFries, J.C., McClearn, G.E., & McGuffin, P. (2001). *Behavioral genetics* (4th ed.). New York: Worth Publishers.

ECTS 4

Student evaluation

Written exam.

Prerequisites

None

GROUP TREATMENT

Course description

Group and group treatment. Relations between individual and group treatment. Classification of treatment groups. Planning treatment groups. Phases of treatment group development. Level of interventions in treatment groups: intrapersonal, interpersonal, interventions in the environment. Creative techniques in group treatment. Specifics of group structure and processes. Informal roles of group members. Conflicts in groups. Role and function of group leader focused on socio-emotional relations among group members and meeting individual and group goals. Co-leadership. Ethical questions of group treatment. Evaluations of group treatment. Evaluation models. Evaluation as an intervention. Specifics of group treatment with non-voluntary clients. Overview of group treatment in practice. This course advances the principles of client empowerment and develops humanistic values, such as mutual responsibility, rights to involvement and acceptance, free expression and respect, differences, freedom of choice.

Course objectives

The students will understand the group treatment from a psychosocial perspective. They will understand the dynamics of development and outcomes of informal roles in a group. They will experience interactive group leadership. They will master the skills of planning and leading groups, assessment and evaluation of group treatments.

Didactics

2 hours of lectures and 2 hours of practical work per week during one semester.

The course is based on the experiential learning model.

Student grades will be based on in-class assignments with each student required to demonstrate one activity related to group leadership and final oral exam.

Required Readings

Ajduković, M. (1997.) *Grupni pristup u psihosocijalnom radu*. Zagreb: Društvo za psihološku pomoć.

Recommended Readings

Journal *Group work*

ECTS: 4

Student evaluation

Oral exam

Prerequisites

Interpersonal and intragroup relations

CLINICAL NEUROPSYCHOLOGY

Course Description

Theoretical bases of clinical neuropsychology: definition, history, related disciplines, basic concepts. The concept of organicity. Cortical organization (lateral and longitudinal). Brain pathology and psychological functions. Major classes of brain disorders: head trauma, vascular disorders, neoplasms, degenerative disorders, toxic conditions, infectious processes. Neuropsychological examination: the rationale of deficit measurement, procedures, interpretation. Tests and techniques for assessment of functional disorders: intellectual ability tests, tests of perceptual functions, constructional functions, verbal functions, orientation and attention, memory functions and conceptual functions.

Course objectives

Familiarizing with the theoretical bases of clinical neuropsychology. Understanding the cortical organization in normal brain and the effects of brain damage. Familiarizing with the bases of neuropathology and major classes of brain disorders. Familiarizing with the procedures of neuropsychological examination, tests and techniques for neuropsychological assessment and interpretation of the examination

Didactics

2 hours lectures and 2 hours labs. Student grades will be based on in-class activity assessments and final written exam.

Required Readings

Galić, S. (2002). *Neuropsihologijska procjena*. Naklada Slap, Jastrebarsko i Opća Županijska bolnica, Požega.

Lezak, M.D. (1995) *Neuropsychological Assessment*. Oxford Univ. Press, New York.

Recommended Readings

Berger, J. (1987). (ed.) *Psihodijagnostička i neuropsihološka procjena moždanih disfunkcija i oštećenja*. Zbornik 6, Savez društava psihologa SR Srbije, Beograd.

Springer, S.P., Deutsch, G. (1985). *Left Brain, Right brain*. Freeman & Co., New York.

Luria, A. R. (1983). *Osnovi neuropsihologije*. Beograd: Nolit.

A selection of journal papers

ECTS: 4

Student evaluation

Written exam.

Prerequisites

Biological psychology I, Biological psychology II

COMPARATIVE PSYCHOLOGY AND ETHOLOGY

Course description

Definition and direction of comparative psychology and ethology. Development of comparative psychology and ethology. Animal cognition theory. The comparison of the ways and the extent of learning capabilities and intelligence of different animal species. Metacognition in non-human primates and the theory of mind. Cognitive ethology. Tool use in animals. Animal communication. Emotions and social behavior in animals. Play. Cross-cultural and racial differences in intelligence and personality.

Course objectives

Students will be introduced with the field of comparative psychology and ethology, and their relation with other related disciplines. The class will provide better understanding of human behavior and cognition. Students with interest in cultural anthropology will gain important knowledge from the field of cross-cultural differences in personality and intelligence.

Didactics

2 hours of lectures and 1 hour of seminars weekly

Required Readings

Dewsbury, D.D. (1989). Comparative psychology, ethology and animal behavior. *Annual Review of Psychology*, 40, 581-602.

Rasta, C.A. (Ur) 1991. *Cognitive ethology*. Hillsdale, New Jersey: Lawrence Erlbaum Associates, Publishers.

Zarevski, P. (2001). *Struktura i priroda inteligencije*. (pg. 1–172). Jastrebarsko. Naklada Slap.

Recommended Readings

Balada, R.P., Pepperberg, I.M. and Kamil, A.C. (1998). *Animal cognition in nature*. London: Academic Press.

Boysen, S.T. and Himes, G.T. (1999). Current issues and emerging theories in animal cognition. *Annual Review of Psychology*. 50, 683-705.

Gardner, H., Kornhaber, M.L., and Wake, W.K. (1999). *Inteligencija – različita gledišta*. Jastrebarsko: Naklada Slap.

ECTS: 3

Student evaluation

Written and oral

Prerequisites

None

STRUCTURAL EQUATION MODELING

Course description

Basic concepts and definitions in the field of structural equation modeling; Aspects of the structural equation modeling methodology and the comparisons with other multivariate techniques; Theoretical, statistical, and mathematical aspects; Rationale of the analysis and the nature of inferences; Main types of variables in the structural equation analyses; Terminology and notation; General structural equation model; Phases of the latent variable analysis; Areas of application: validation studies, correlation/experimental research; Examples: path analyses with manifest variables; models of classical test theory, models of latent state-trait theory, latent change models, multi-group models; Problems and limitations in the application of structural equation analyses.

Course objectives

The course aims at making students competent to (a) estimate the adequacy of application and interpretation of the results of structural equation analyses in psychological research, and (b) develop and evaluate measurement and structural models by testing them against empirical data.

Didactics

2 hours of lectures along with 2 hours of labs per week within one semester. Assessments of students' knowledge and progress are made continually during the semester thru classroom activities, running data analyses using SEM software, composing reports on the results, and the exam upon completion of the course program.

Required Readings

Loehlin, J. C. (1998). *Latent variable models*. Hillsdale: Lawrence Erlbaum Associates.

Kline, R. B. (1998). *Principles and practice of structural equation modeling*. New York: The Guilford Press.

Recommended Readings

Pedhazur, E. J., & Schmelkin, L. P. (1991). *Measurement, design, analysis: An integrated approach*. Hillsdale NJ: LEA.

Hair, J. F., Anderson, R. L., Tatham, R. E., Black, W. (1998). *Multivariate data analysis*. London: Prentice-Hall.

Long, J. S. (1983). *Confirmatory factor analysis*. London: Sage.

ETCS: 4

Student evaluation

Student grades will be based on in-class activities, class participation, and written reports/exam.

Prerequisites

Completed course in Psychometrics.

MULTIVARIATE METHODS: PREDICTION AND CLASSIFICATION MODELS

Course description

Main content of the subject includes a study of issues regarding the application of selected group of methods for multivariate data analysis particularly aimed at the analysis of multivariate dependencies among and between the sets of metric and nonmetric variables. A selection of these analyses includes discriminant and multiple regression analysis, logistic regression, canonical correlational analysis, multivariate analysis of variance. The program is regularly limited to 3 methods that have been systematically studied and applied on empirical data. Each topic ends with written report where students, answering to general questions as well as to those related to actual data sets and the analyses

performed, have to show that they have mastered the most important issues in application and quantitative interpretation.

Course objectives

The course aims at making students capable of unguided work in selection, evaluation of adequacy, and technical implementation of selected methods of multivariate data analysis, as well as in quantitative interpretation of the results obtained by use of these methods.

Didactics

2 hours of lectures along with 2 hours of labs per week within one semester. Assessments of students' knowledge and progress are made continually during the semester thru classroom activities, running data analyses, and composing reports on the results after completion of each topic.

Required Readings

Tacq, J. (1997). *Multivariate Analysis Techniques in Social Science Research*. London: Sage publications.

Klecka, W. R. (1980). *Discriminant Analysis*. Beverly Hills: Sage publications.

Norusis, M. J. (1993). *SPSS for Windows - Professional Statistics*. Chicago: SPSS Inc.

Recommended Readings

Grimm, L.G., Yarnold, P.R. (Eds.) (1995). *Reading and Understanding Multivariate Statistics*. American Psychological Association., Washington.

Jaccard, J. et.al. (2002). *Interaction effects in multiple regression*. London: Sage.

ETCS: 4

Student evaluation

Student grades will be based on in-class activity, class participation, and written reports/exam.

Prerequisites

Completed courses - Introduction to test theory, and Quantitative test interpretation.

MULTIVARIATE METHODS: MODELS OF DIMENSIONALITY

Course description

Main content of the subject includes a study of issues regarding the application of selected group of methods for multivariate data analysis particularly aimed at the analysis of interdependencies or the

structure of relationships among and between the sets of variables. Among the analyses are factor and cluster analysis, correspondence analysis, multidimensional scaling. The program is regularly limited to 3 methods that have been systematically studied and applied on empirical data. Each topic ends with paper work where students, answering to general questions as well as to those related to actual data sets, have to show that they have mastered the most important issues in application and quantitative interpretation.

Course objectives

The course aims at making students capable of unguided work in selection, evaluation of adequacy, and technical implementation of selected methods of multivariate data analysis, as well as in quantitative interpretation of the results obtained by use of these methods.

Didactics

2 hours of lectures along with 2 hours of labs per week within one semester. Assessments of students' knowledge and progress are made continually during the semester thru classroom activities, running data analyses, and composing reports on the results after completion of each topic.

Required Readings

Fulgosi, A. (1984). *Faktorska analiza*. Školska knjiga, Zagreb.

Aldenderfer, M. S. i Blashfield, R. K. (1986). *Cluster Analysis*. Beverly Hills: Sage Publications.

Norusis, M. J. (1993). *SPSS for Windows - Professional Statistics*. Chicago: SPSS Inc.

Recommended Readings

Grimm, L.G., Yarnold, P.R. (Eds.) (1995). *Reading and Understanding Multivariate Statistics*. American Psychological Association., Washington.

Lewis-Beck, M.S. (1994). *Factor Analysis and Related Techniques*. International Handbooks of Quantitative Applications in the Social Sciences, Vol. 5, London.

ETCS: 4

Student evaluation

Student grades will be based on in-class activity, class participation, and written reports/exam.

Prerequisites

Completed courses - Introduction to test theory, and Quantitative test interpretation.

ADVANCED PRACTICUM OF PSYCHOSOCIAL DEVELOPMENT IN ADOLESCENCE

Course description

Developmental period of late adolescence. Particularities of university student population: tasks, challenges and risks. Self concept and identity formation. Autonomy, conflict and harmony in family relations. Intimacy and sexuality. Basis of successful studying: motivation, learning techniques, time management. Relationships with teachers. Free time activities. Psychosocial problems in adolescence: stress, coping and adaptation, exam and social anxiety, alcohol and illegal drug abuse, behavioral problems and delinquency, eating disorders, loneliness, depression and suicide. Student mental health prevention: right choice of study, acquisition of successful study techniques, development of communication and social skills, development and maintenance of social support network, acquisition of problem solving techniques, development of self-confidence.

Course objectives

By attending Practicum students will increase their understanding of developmental tasks and aspects of successful development in late adolescence and will acquire useful knowledge and techniques for resolving some types of problems – in the field of studying, social relationships, undesirable habits and self relations. The aim is to get acquainted, work out in detail and apply techniques for provoking some aspects of psychosocial development in small group.

Didactics

Course contains 1 hour of lecture and 2 hours practical classes per week during one semester. Practicum includes classic and experiential learning in group setting with lectures given partially in big group and workshops in small by interest homogeneous groups. Stress is on students active involvement in choosing the field of special interest and on acquiring, applying and demonstrating techniques for fostering psychosocial development in small group of university students (involved in Basic Practicum of psychosocial development in adolescence). Practicum includes the application of counseling skills and symbolic, creative, behavior-cognitive and psycho-educational strategies.

Required Readings

McNamara, S. (2000). *Stress in Young People*. London: Continuum.

Lugomer-Armano, G., Kamenov, Ž. i Ljubotina D. (ur.) (2002). *Problemi i potrebe mladih u Hrvatskoj*. Zagreb: Odsjek za psihologiju Filozofskog fakulteta u Zagrebu, Klub studenata psihologije.

Brigham, T.A. (1989). *Self-management for Adolescents*. New York: The Guilford Press.

Calhoun, J.F. and Acolella, J.R. (1990). *Psychology of Adjustment and Human Relationships*. New York: McGraw-Hill Publishing Company.

Geldard, K. and Geldard, D. (2000). *Counselling Adolescents*. London: Sage Publications.
Johnson, S.L. (1997). *Therapist's Guide to Clinical Intervention*. London: Academic Press.
Kroger, J. (2000). Brigham, T.A. (1989). *Self-management for Adolescents*. New York: The Guilford Press.

Recommended Readings

Miljković, D., Lugomer-Armano, G., Arnautović, D. (ur.) (2004). *Ovdje sam, slušam - priručnik za edukaciju volontera u službi psihološke pomoći telefonom*. Zagreb: Savez udruga telefona kriznih službi
Nelson-Jones, R. (2000). *Practical counseling and helping skills* (4th ed.). London: Continuum.
Articles from scientific and professional journals.

ECTS: 3

Student evaluation

Student evaluation will be based on on-going assesment of knowledge and individual and group tasks.

Prerequisites

Theory and practice of counselling and psychotherapy, Group treatment

ATTITUDES AND BEHAVIOR

Course description

Relation between attitudes and behavior: is there a relation, under what conditions and which processes are responsible for that relation. Factors that act as moderators or mediators in attitude-behavior relation. Theory of consistency between affect and cognition. Recent theories based on the cognitive dissonance. Self-perception theory. Attitude strength and attitude accessibility. Theoretical models for behavior prediction: theory of reasoned action, theory of planned behavior and process theory for predicting behavior. Application of these models in fundamental and applied research and programs.

Course objectives

Students will be able to apply relevant attitude measuring techniques in order to predict behavior. They will become familiar with the most important theories and empirical findings that explain attitudes and their impact on motivation and behavior. They will be able to apply acquired knowledge

when creating action research or educational programs designed for changing people's attitudes and behavior.

Didactics

2 hours of lectures and 2 hour of practical work and seminars per week during one semester.

Student grades will be based on in-class activity assessments (individual and group assignments) and final exam comprising written and oral part.

Required Readings

Prišlin, R. (1991). *Kada se i kako ponašanje slaže s našim stavovima*. U: Uvod u psihologiju (1991). Grafički zavod Hrvatske.

Pennington, D.C.(1997). *Osnove socijalne psihologije*. Naklada Slap, Jastrebarsko.

Summers, G.F. (Ur). (1969). *Attitude Measurement*. Chicago: Rand McNally& Co.

Recommended Readings

Aronson, E., Wilson, T. D. & Akert, R. M. (2002). *Social Psychology*. Prentice Hall.

Myers, D.G. (1993). *Social Psychology*. McGraw Hill, Inc.

Reader of ongoing research studies.

ETCS: 4

Student evaluation

Written and oral

Prerequisites

Completed courses in Introduction to methods of experimental psychology, Statistics in psychology I.

Statistics in psychology II, Non-experimental methods in psychology, Social perception and attitudes.

ORGANIZATIONAL PSYCHOLOGY

Course description

Organization and organizational behavior. Organizational theory: classical, neoclassical, and contemporary. Individual in organization: socialization processes and careers in organizations.

Organizational attitudes: organizational commitment, the psychological contract. Work group and factors in group productivity: group size, member motivation, cohesiveness and productivity norms, communication structure. Group decision making. Teams and keys to team effectiveness.

Organizational climate and culture. Origins, dimensions and outcomes of organizational climate. Organizational socialization and the concept of organizational culture. Managing organizational culture. Organizational change and development. Models of planned changes. Implementing organizational change: main methods of organizational interventions.

Course objective

To provide students with understanding the processes in modern organizations and the application of psychological principles and theories in organizational settings. By the end of the course students will learn basic organizational theories, problems and approaches to enhancing team work, concepts and impacts of organizational climate and culture, and main approaches to organizational diagnosis and development.

Didactics

The course comprises 75 contact hours in the semester, combining 2 hours of lectures and 3 hours of activities per week, which include analyses of case studies, site visits, and projects concerned with collecting and analyzing data needed for organizational diagnosis.

Required Readings

Bahtijarević-Šiber, F. i sur. (1991). *Organizacijska teorija*. Zagreb: Informator.
Sušanj, Z. (2005). *Organizacijska klima i kultura*. Jastrebarsko: Naklada Slap.
Wagner, J.A. & Hollenbeck, J.R. (2002). *Organizational behavior*. Harcourt Brace, Orlando (FL).

Recommended Readings

Argyle, M. (1990). *The social psychology of work*. London: Penguin Group.
Drenth, P.J.D., Thierry, H., & De Wolff, C.J. (Eds.) (1998). *Organizational psychology*. Psychology Press Ltd Hove, UK.
Robbins, S. R. (1996). *Bitni elementi organizacijskog ponašanja*. Zagreb: Mate.
Sorge, A. (Ed.) (2002). *Organization*. London: Thompson Learning.

ETCS 5

Student Evaluation

Student grades will be based on in-class activity assessments, project accomplishment, and final exam comprising written and oral part.

Prerequisites

Completed courses in Interpersonal and intragroup relations, Non-experimental methods in

psychology and Introduction to work psychology.

BASIC COUNSELLING SKILLS

Course description

Definition of counselling as psychological process. Differences between counselling and psychotherapy. Goals and effects of counselling. Prerequisites for effective counselling. Problems in rapport and therapeutic relationship. Counselling skills. Clients' confidence in counsellor. Client's resistance. Basic communication skills in counselling process. Stages in counselling.

Course objectives

Students will have insight in conditions that help or create barriers to establish rapport and a positive therapeutic relationship. They will recognize their own characteristics which can help them become effective helper. Students will be able to recognize clients and their own resistance. They will practice basic communication skills for effective counselling: showing understanding, noticing nonverbal behaviour, active listening and questioning skills. Students will gain basic information's of stages in counselling.

Didactics

Lectures (2 hours per week) and practical classes (2 hours per week). Practical classes will include demonstrations of basic skills and role playing.

Required Readings

Ajduković, M. i Hudina., B. (1996). Značaj učinkovite komunikacije u radu pomagača, u: J. Pregrad (Ed.) *Stres, trauma, oporavak*, Društvo za psihološku pomoć, Zagreb, str. 7.- 26.

Arambašić, L. (1996). Savjetovanje, u: J. Pregrad (Ed.) *Stres, trauma, oporavak*, Društvo za psihološku pomoć, Zagreb, str. 63.-86.

Dryden, W. (1992). *Key issues for counselling in action*. London: Sage.

Dryden, W. (1993). *Questions and answers on counselling in action*. London: Sage.

Dryden, W. (1993). *Hard-earned lessons from counselling in action*. London: Sage.

Hackney, H.L. i Cormier, L.S. (2001). *The professional counsellor*. Boston: Allyn and Bacon.

Recommended Readings

Jull, J. (1995). *Razgovori s obiteljima: perspektive i procesi*. Zagreb: Alinea.

Nelson-Jones, R. (1997). *Practical Counselling and helping skills*. London: Cassell.

ETCS: 4

Student evaluation

Written exam.

Prerequisites

Completed course in Practicum of communication skills.

BASIC PRACTICUM OF PSYCHOSOCIAL DEVELOPMENT IN ADOLESCENCE

Course description

Developmental period of late adolescence. Particularities of university students population: tasks, challenges and risks. Self concept and identity formation. Autonomy, conflict and harmony in family relations. Intimacy and sexuality. Prerequisites of successful studying: motivation, learning techniques, time management. Relationships with teachers. Free time activities. Psychosocial problems in adolescence: stress, coping and adaptation, exam and social anxiety, alcohol and illegal drug abuse, behavioral problems and delinquency, eating disorders, loneliness, depression and suicide. Student mental health prevention: right choice of study, acquisition of successful study techniques, development of communication and social skills, development and maintenance of social support network, acquisition of problem solving techniques, development of selfconfidence.

Course objectives

By attending Practicum students will increase their understanding of developmental tasks and aspects of successful development in their life period. They will be provoked to question their personal qualities and satisfaction with life which will motivate them to undertake adaptive changes. Students will acquire useful knowledge and techniques for resolving various types of problems – in the field of studying, social relationships, undesirable habits and self relations. The aim is to increase students capacities for successful relations with others and for people oriented work. The secondary aim is to get experientially acquainted with techniques of proactive counseling.

Didactics

Course contains 1 hour of lecture and 2 hours of practical classes per week during one semester. Practicum includes classic and experiential learning in group setting with lectures given partially in big group, are workshops in small by interest homogenous groups. Stress is on students active involvement in choosing the field of special interest and on acquiring techniques and skills of adaptive

behavior. Practicum includes the application of counseling skills and symbolic, creative, behavior-cognitive and psycho-educative strategies.

Required Readings

Lacković-Grgin, K. (2000): *Stres u djece i adolescenata*. Jastrebarsko: Naklada Slap.

Lacković-Grgin, K. (1994): *Samopoimanje mladih*. Jastrebarsko: Naklada Slap.

McNamara, S. (2000). *Stress in Young People*. London: Continuum.

Recommended Readings

Brigham, T.A. (1989). *Self-management for Adolescents*. New York: The Guilford Press.

Calhoun, J.F. and Acolella, J.R. (1990). *Psychology of Adjustment and Human Relationships*. New York: McGraw-Hill Publishing Company.

Geldard, K. and Geldard, D. (2000). *Counselling Adolescents*. London: Sage Publications.

Johnson, S.L. (1997). *Therapist's Guide to Clinical Intervention*. London: Academic Press.

Kroger, J. (2000). Brigham, T.A. (1989). *Self-management for Adolescents*. New York: The Guilford Press.

ECTS: 3

Student evaluation

Student evaluation will be based on on-going assesment of knowledge and skills aquisition through individual and group tasks.

Prerequisites

None.

APPLIED DEVELOPMENTAL PSYCHOLOGY

Course description

Application of knowledge of developmental psychology in research, prevention, treatment and resolution of actual social problems (for instance: problems and needs of children and adolescents, peer violence, drug abuse, juvenile delinquency, family problems, family abuse, divorce, unemployment, the care for old people) will be shown through presentation of psychological practice and institutions and through acquiring of some diagnostic and treatment procedures - for instance: developmental interview, genogram, introduction to group work, basic communication and counseling

skills, techniques of designing and evaluation of psychosocial programs for optimal development, ways of dissemination of developmental knowledge to groups and individuals.

Course objectives

The aim is to develop sensibility for actual social problems and developmental difficulties, and understanding of their correlates, in order to become engaged in their resolving. Students will be familiarized with application of knowledge of human development in psychological practical work with children, adolescents and adults in context of institutions of education, health protection, social welfare and nongovernmental organizations. They will acquire some diagnostic procedures, treatment skills and techniques for planning and evaluating programs that foster optimal development.

Didactics

Besides lectures, the course will include practical classes on use of psychological assessment procedures, workshops on basic communication and counseling skills development, expert guests presentations, visits to institutions and conducting field studies. Course contains 1 hour of lecture and 2 hours of practical classes per week during one semester.

Required Readings

Ajduković, M. (1997): *Grupni pristup u psihosocijalnom radu*. Zagreb: DPP

Pregrad, J., ur. (1996): *Stres, trauma, oporavak*. Zagreb: DPP

Janković, J. (1996). *Pristupanje obitelji*. Zagreb: Alinea

Recommended Readings (only partially contained here)

*By choosing readings students have to cover at least three relevant areas of applied developmental psychology.

Napan, K. (1994). *Kako djelotvorno raditi s ljudima*. Zagreb: Alinea.

Janković, J. (1997). *Savjetovanje - nedirektivni pristup*. Zagreb: Alinea.

Janković, J. (1994). *Sukob ili suradnja*. Zagreb: Alinea.

Ajduković, M. i Pečnik, N. (1993). *Nenasilno rješavanje sukoba*. Zagreb: Alinea.

Olweus, D. (2004). *Nasilje među djecom u školi: što znamo i što možemo učiniti*. Zagreb: Školska knjiga.

Ajduković, M. i Pavleković, G. (2000): *Nasilje nad ženom u obitelji*. Zagreb: DPP.

Gordon, T. (1996). *Škola roditeljske djelotvornosti (PET)*. Zagreb: Poduzetništvo Jakić d.o.o.

Jull J. (1996): *Vaše kompetentno dijete*. Zagreb: Educa

Katz, L.G. i D.E. McClellan (2003): *Poticanje razvoja dječje socijalne kompetencije*. Zagreb: Educa.

Ayalon, O. i M. Lahad (1995): *Spasimo djecu i BASIC-Ph*. Zagreb: Školska knjiga
Lugomer-Armano, G., Kamenov, Ž. i Ljubotina D. (ur.) (2002): *Problemi i potrebe mladih uHrvatskoj*
– izvještaj s XI. ljetne psihologijske škole (Brna, Korčula, 2001), Zagreb, 2002
Bičanić, J. (2004): *Vježbanje životnih vještina*. Zagreb: Alinea.
Articles from journal Applied Developmental Psychology and croatian journals

ECTS: 3

Student evaluation

Student grades will be based on their in-class activity assessment, their written reports and oral final exam.

Prerequisites

Completed courses: Introduction to developmental psychology, Child and adolescent psychology, Psychology of adulthood and aging.

APPLIED SOCIAL PSYCHOLOGY

Course description

Focus of this course is detailed study of applications of knowledge from social psychology in specific areas of applied psychology. These areas can vary from one year to another. Illustrations of the areas include social work, health, judiciary, marketing, interpersonal relations, while specific topics may be: partner relations, conflict management, risk behaviors (delinquency, health-related behaviors), psychosocial climate, inter-ethnic relations, public opinion.

Course objectives

To understand in more detail applications of social psychological in psychological practice and other professional disciplines, and to experience specific techniques in various areas of applied social psychology.

Didactics

1 hour of lectures and 2 hours of practical work per week during one semester.

Student grades will be based on in-class and out-class assessments (individual and group) and final exam comprising written and oral part.

Required Readings

Aronson, E., Wilson, T. D. & Akert, R. M. (2002). *Social Psychology*. Prentice Hall.

Hewstone, M. & Stroebe, W. (2002). *Uvod u socijalnu psihologiju*. Naklada Slap, Jastrebarsko.

Readers will depend on a particular area of applied social psychology

Recommended Readings

Reader of ongoing research studies.

ECTS: 3

Student evaluation

Written and oral

Prerequisites

Social perception and attitudes, Interpersonal and intragroup relations

COMPUTER USE IN PSYCHOLOGY

Course description

Computer use in psychodiagnostic; possibilities of stimulus administration; Computerised adaptive testing (CAT); Computer Assisted Telephone Interviewing (CATI); Doing research with the computer, Use of information technology in conducting a survey, Using computers for database search; Possibilities of computer usage in education and lectures; Programmed learning via computer, Distance learning systems; Multimedia presentation; Computer use with disabled people; programmes for blind and partially sighted; Possibilities of Internet use, psychological contents on the Web, psychodiagnostic, counseling, Use of computers in experimental testing; Expert systems and artificial intelligence; Overview of specific applications for use in psychological research (psychometrics, methodology, learning).

Course objectives

Students will get acquainted with the use of information technologies in research and applied psychology. Students will be able to search various sources of scientific information for their own, as well as to choose a suitable software support.

Didactics

1 hour of lectures and 1 hour of practical work which include individual work on the computer and demonstrations of computer use in psychology. Part of the lectures will be organized via web page including students' individual work and a continuous observation of their activities.

Required Readings

Suler, J. (2004). The Psychology of Cyberspace, <http://www.rider.edu/~suler/psycyber/psycyber.html>

Van der Linden, W.J., Glas, C.A.W. (2000.) Computerized Adaptive Testing: Theory and Practice. Assessment Systems Corporation.

Own WEB page with links to assigned class topics.

Recommended Readings

Jacko, J. A. & Sears, A. (2003). *The Human Computer Interaction Handbook*. Mahwah, NJ: Erlbaum.

ECTS: 2

Student evaluation

Student grades will be based on in-class activity assessments, project accomplishment, and final exam comprising written and oral part.

Prerequisites

None.

PSYCHOLOGY OF GENDER

Course description

Gender differences in development from early childhood to adult years. Biological, socializational and cognitive influences on gender differences. Gender specific problems and needs in various domains in people lives. Specific expectations and problems during education. Division of work and concern for family members. Two sexes in work environment. Men and women as parents. Different physical and psychological health problems and areas of seeking help. Psychosocial help consistent with gender specificities. The impact of psychologist's own gender attitudes on psychosocial work with person of the same or opposite sex. Gender sensitive counseling work with individuals, groups and families.

Course objectives

Students will become sensitive to recognize and take into account gender specificities in various domains of psychological work: in education, organizations, psychosocial help. They will understand theoretical basics for gender differences and specific problems and they will learn to apply required psychological methods and techniques in their professional work.

Didactics

1 hour of lectures and 1 hour of practical work and seminars per week during one semester.

Student grades will be based on in-class assessments via various individual and group tasks and final exam comprising written and oral part.

Required Readings

Oosten, N. van, Vlugt, I. van der (2004). *Rod i spol u psihosocijalnom radu*. Zagreb: Društvo za psihološku pomoć.

Maccoby, E. E. (1998). *The two sexes: growing up apart, coming together*. Cambridge: Harvard University Press.

Recommended Readings

Canary, D. J., Emmers-Sommer, T. M. (1997). *Sex and gender differences in personal relationships*. New York: The Guilford Press.

Gilligan, C. (1993). *In a different voice*. Cambridge: Harvard University Press.

ETCS: 2

Student evaluation

Written and oral.

Prerequisites

Completed courses in Biological psychology II, Child and adolescent psychology, Social perception and attitudes

PSYCHOLOGICAL DISORDERS – THEORIES AND DIAGNOSTIC PROCEDURES

Course description

Biological, psychoanalytic, cognitive and behavioural etiological theories of anxiety disorders, somatoform and dissociative disorders, mood disorders, personality disorders and sexual disorders. Clinical features and clinical assessment procedures for each disorder. Specific assessment procedures.

Course objectives

Students will get acquainted with different etiology theories of anxiety disorders, somatoform and dissociative disorders, mood disorders, personality disorders and sexual disorders. They will learn diagnostic differences in symptoms and assessment results.

Didactics

Lectures and practical classes. Practical classes organized at psychiatric department will include the clinical assessment procedures of people with psychological disorders and interpretation of collected data.

Required Readings

Davison GC, Neale JM. (1999). *Psihologija abnormalnog doživljavanja i ponašanja*. Jastrebarsko: Naklada Slap.

Carson RC, Butcher J.N, Mineka S (2002.) *Fundamentals of Abnormal Psychology*. Boston: Allyn and Bacon.

Recommended Readings

Lindsay SJE, Powel GE (1995.). *The Handbook of Clinical Adult Psychology*; Routledge.

Groth-Marnath G. (1997.). *Handbook of Psychological Assessment*, New York: Wiley&sons.

ETCS: 4

Student evaluation

Written and oral exam.

Prerequisites

Completed courses in Clinical assessment of psychological disorders and Theory and practice of counselling and psychotherapy

PSYCHOLOGICAL DISORDERS– TREATMENTS AND INTERVENTIONS

Course description

Treatments: biological, psychological and social. Indications for different treatments. Treatments for anxiety disorders, somatoform and dissociative disorders, mood disorders, personality disorders and sexual disorders. Choosing a treatment. Evaluation methods.

Course objectives

Students will learn how to recognize indications for different treatments. They will acquire knowledge about effectiveness of each therapeutic approach regarding different psychological disorders.

Didactics

Lectures and practical classes.

Required Readings

Davison G.C., Neale J.M. (1999). *Psihologija abnormalnog doživljavanja i ponašanja*. Jastrebarsko: Naklada Slap.

Carson R.C., Butcher J.N., Mineka S (2002.) *Fundamentals of Abnormal Psychology*. Boston: Allyn and Bacon.

Recommended Readings

Lindsay SJE, Powel GE (1995.). *The Handbook of Clinical Adult Psychology*; Routledge.

ETCS: 4

Student evaluation

Written and oral exam.

Prerequisites

Completed courses in Psychological disorders – theories and diagnostic procedures

PSYCHODIAGNOSTIC METHODS

Course description

Integrative overview of contemporary psychodiagnostic practice in Croatia and the world; Sources of information about psychodiagnostic instruments (evaluative and non-evaluative databases); Selection of an adequate method with regard to purpose(s) of measurement, technical and ethical standards (APA, ITC, domestic standards); Criteria for categorization of psychodiagnostic methods; Methods for data collection; New technologies in psychodiagnostics and their methodological and psychometric properties (Computer testing; Presenting of test stimulus with use of multimedia; Computer adaptive testing; Psychological assessment on Internet; Expert systems in psychodiagnostic; Software for quantitative and qualitative test interpretation); Selected topics in construction and validation of

psychological measuring instrument: Item bias; Cross-cultural test validation; Simulation and dissimulation problems); Contemporary intellectual assessment; Contemporary assessment of personality; Contemporary assessment of stress and trauma.

Course objectives

Students will get acquainted with current and modern ideas, and ways how to improve psychodiagnostic methods and instruments. Students will learn how to find and use information on current psychodiagnostic instruments and methods including validation and evaluation data. They will also be able to decide on an optimal instrument for a given research problem.

Didactics

2 hours of lectures, 1 hour of seminars and 1 hour of labs. In-class activities consist of practical problem solutions, writing papers on a given topic, demonstration of methods and examples of psychological practices which include visits to institutions that deal with psychodiagnostics.

Required Readings

- Anastasi, A. (1997). *Psychological testing* (7th edition). New York: MacMillan.
- Cronbach, J.L. (1990). *Essentials of psychological testing* (5th edition). New York: Harper and Row.
- Jackson, C. (2000). *Psihologijsko testiranje*. Naklada Slap, Jastrebarsko.
- Fernandez-Ballesteros, R. (Ed.) (2003). *Encyclopedia of Psychological Assessment*. Sage Publication.

Recommended Readings

- Flanagan, D.P., Genshaft, J.L., Harrison (1997). *Contemporary Intellectual Assessment Theories, Tests and Issues*. New York – London: The Guilford Press.
- Beutler, L.E., Berren, M.R. (1995). *Integrative Assessment of Adult Personality*. The Guilford Press. New York - London.
- Gregory, R.J. (1992). *Psychological Testing: History, principles, and applications*. Boston: Allyn & Bacon.
- Mental Measurement Yearbook (I-XIII) University of Nebraska Press.

ECTS: 4

Student evaluation

Student grades will be based on in-class activity assessments, project accomplishment, and final exam comprising written and oral part.

Prerequisites

Completed course in Psychometrics.

EDUCATIONAL PSYCHOLOGY OF GIFTED STUDENTS

Course description

Characteristics of gifted children (cognitive and socio-emotional characteristics of gifted children). Identification of gifted children (the process of identification, measuring and assessing giftedness). Work with gifted children within the school system (acceleration and enrichment of school program). Psychologist's work with gifted children (development of programs for gifted students, counselling, professional orientation). Psychologist's work with the teachers and parents of gifted students (assistance to teachers in the development, implementation and evaluation of programs, counselling teachers and parents).

Course objectives

Students will become familiar with the characteristics of the gifted children, identification procedures and possibilities for work with them. They will be able to perform adequate identification procedures and to plan their work in practice. Students will be prepared for cooperation with school teachers in planning and implementing programs for gifted students.

Didactics

The course is conducted by lectures and practical classes in one semester (2+2). During the practical classes, students take place in identification and take part in workshops for gifted children. In small groups students prepare a workshop for gifted children or a small research project, which they show to their colleagues.

Student's work is monitored through accomplishment in practical work and final exam.

Required readings

Čudina-Obradović, M. (1991.). *Nadarenost: razumijevanje, prepoznavanje, razvijanje*. Školska knjiga, Zagreb.

Heller, K.A., Monks, F.J., Sternberg R.J., Subotnik, R.(2000.). *International handbook of giftedness and talent*. Oxford: Elsevier Science Ltd.

Recommended readings

Koren, I. (1989.). *Kako prepoznati i identificirati nadarenog učenika*. Školske novine, Zagreb

ECTS: 4

Student evaluation

Written and oral exam. Final grade is a combination of student's accomplishment during the classes and exam results.

Prerequisites

Educational Psychology: Motivational and social factors

EDUCATIONAL PSYCHOLOGY OF STUDENTS WITH SCHOOL PROBLEMS

Course description

The concept of individual differences. School approaches to students with special needs. Children with learning disabilities: types of cognitive problems, sources of learning disabilities, determining and recognizing learning disabilities, approaches and methods of work with children with learning disabilities. Children with behaviour and emotional problems: types of problems, aetiology of emotional and behavioural difficulties, identification and assessment of children, group and individual interventions with the emotionally disturbed children and children with behaviour problems.

Course objectives

The aim of the course is to enable students to understand and explain the concept of special needs in school context, to be able to make a distinction between particular types of needs and recognize the role of different factors in their emergence. Students will be able to assess advantages and shortcomings of different intervention approaches. It is expected that after taking this course students will be able to recognize adjustment problems of children with school problems in real situations, and that they will be able to participate in team planning, implementation and evaluation of their studying programs. Students will be able to assess the suitability of different intervention strategies for different kinds of disabilities, and apply case analysis method in their work.

Didactics

The course is conducted by lectures and practical classes in one semester (2+2). Student's work is monitored and tested through accomplishment in practical work and final exam.

Required readings

Vizek Vidović, V., Rijavec, M., Vlahović-Štetić, V., Miljković, D. (2003.) *Psihologija obrazovanja*, Zagreb: IEP.(poglavlje 2))

Ormrod, J.E (2003.): *Educational psychology –developing learners* (4th ed.),Columbus, Merrill Prentice Hall (poglavlje 5)

Kocijan Hercigonja D. (1997.): *Hiperaktivno dijete*, Slap, Jastrebarsko.

Recommended readings

Woolfolk, A. (2005.) *Educational psychology*, (8th.ed.), Boston: Allyn and Bacon (poglavlje 4)

Ajduković, M. i sur. (1995.): *Prevenција poremećaj u ponašanju kod djece stradalnika rata*, DPP, Zagreb.

Winkel, R. (1996.): *Djeca koju je teško odgajati*: Educa Zagreb.

Visser, J., Daniels, H., Cole,T. (2001.) *Emotional and behavioural difficulties in mainstream schools*, New York: Elsevier.

ECTS: 4

Student evaluation

Written and oral exam. Final grade is a combination of student's accomplishment during the classes and exam results.

Prerequisites

Educational psychology: Motivational and social factors

PSYCHOLOGY OF INTIMATE RELATIONSHIPS

Course description

Basic determinants of attraction and liking. Theories of interpersonal attraction. Mate preferences. Need for closeness. Relationship development. Adult attachment. Attachment styles. Definition of love. Types of love. Myths about love. Love and addiction. Marriage: expectations and satisfaction. Factors influencing marriage. Factors contributing to relationship satisfaction. Factors endangering relationships. Consequences of problems and dissatisfaction in relationship. Breaking up. Coping with the end of a relationship. Process of divorce and related issues. Specific problems of relationships between same-sex partners.

Course objectives

Students will gain basic theoretical knowledge about factors influencing starting, maintaining or ending an intimate relationship. They will learn about relationship issues and become familiar with existing treatments and methods for dealing with these issues.

Didactics

2 hours of lectures and 1 hour of practical work and seminars per week during one semester.

Student grades will be based on in-class assessments via various individual and group tasks and final exam comprising written and oral part.

Required Readings

Brehm, S. S. (1992). *Intimate Relationships*. New York: McGraw-Hill.

Duck, S. W. (1991). *Understanding Relationships*. New York: Guilford Press.

Sternberg, R. J. i Barnes, M. L. (Eds.). (1988). *The Psychology of Love*. New Haven, CT: Yale University Press.

Recommended Readings

Rijavec, M. & Miljković, D. (2002). *Srce moje i tvoje u ljubavi stoje: psihologija ljubavi*. Zagreb: IEP-D2.

Ajduković, M. & Pavleković, G. (Ur.) (2000). *Nasilje nad ženom u obitelji*. Zagreb: Društvo za psihološku pomoć.

Christensen, A. & Jacobson, N. S. (2000). *Reconcilable differences*. New York: The Guilford Press.

Milivojević, Z. (1995). *Formule ljubavi*. Novi Sad: Prometej.

Knapp, M. L. & Vangelisti, A. L. (2000). *Interpersonal communication and human relationships*. Boston: Allyn and Bacon.

ETCS: 3

Student evaluation

Written and oral

Prerequisites

Completed courses in Non-experimental methods in psychology, Social perception and attitudes, Interpersonal and intragroup relations.

PSYCHOLOGY OF PERSUSION AND PROPAGANDA

Course description

Attitude formation and change. Attitude structure. Attitude strength. Methodological issues in research of attitude formation and change. Simple affective processes, the impact of behaviour on attitude formation and change, social influences in attitude formation and change. Theories of attitude formation and change.

Persuasion and propaganda. Persuasion as a basis of propaganda. Persuasion as communication. The role of motivation and affective processes. Self-generated attitude change.

Effects of attitude change. Techniques of resistance to persuasion and propaganda. Counter-persuasion. The impact of media. Principles of shaping media campaign. Political propaganda.

Application of persuasion principles in counseling and psychotherapy. Ethical issues in persuasion and propaganda.

Course objectives

To provide knowledge about basic processes underlying attitude formation and change. To explain and discuss principles of persuasive communication and propaganda. To explain factors of persuasive efficacy. To prepare students to ethical application of persuasive principles and propaganda in psychological practice.

Didactics

Lectures, some group activities and discussion groups.

Required readings

Bohner, G. (2001). Stavovi. In M. Hewstone i Stroebe, W. *Socijalna psihologija: Europske perspektive*. Jastrebarsko: Naklada Slap., str. 195-234.

Cialdini, R. B. (1993; 1998). *Influence: The psychology of persuasion*. New York: Quill William Morrow.

Čorkalo, D. (1997). *Mijenjaju li se stavovi racionalno: provjera postavki modela vjerojatnosti elaboracije*. Doktorska disertacija. Zagreb: Odsjek za psihologiju, Filozofski fakultet.

Pratkanis, A. R. & Aronson, E. (2001). *Age of propaganda: The everyday use and abuse of propaganda*. NY: W. H. Freeman and Co.

Šiber, I. (1992). *Politička propaganda i politički marketing*. Zagreb: Alinea.

Recommended readings

Eagly, A. H. & Chaiken, S. (1993). *The psychology of attitudes*. Fort Worth: Harcourt Brace Jovanovich.

Petty, R. E. (1997). The evolution of theory and research in social psychology: from single to multiple effect and process models of persuasion. In C. McGarty & S. A. Haslam (Eds), *The message of social psychology: Perspectives on mind in society* (pp. 268-290). Oxford: Blackwell.

Petz, B. (1980). *Psihologija u ekonomskoj propagandi*. Zagreb: DEPH.

Zimbardo, P. G. & Leippe, M. R. (1991). *The psychology of attitude change and social influence*. New York: McGraw Hill.

ECTS: 2

Student evaluation

Written exam. Oral exam is optional, if students want to improve their final grade.

Prerequisites

Completed course in Social perception and attitudes.

CONSUMER PSYCHOLOGY

Course description

Defining consumer psychology. Basic approaches to analysis of consumer behavior. Psychological analysis of consumer behavior: the role of individual and situational factors. Models of consumer behavior: how consumers make purchase decisions. Designing and conducting market research. Marketing segmentation, targeting and positioning. Brand identification and brand-preference research. Product testing. Principles and methods of marketing promotion. Evaluating the effectiveness of promotion. The Internet in consumer psychology: current situation and trends.

Course objective

To introduce students to one additional practical application of psychology and to provide them with basic tools that will increase their employment possibilities after graduation. At the end of the course, the students will be acquainted with basic marketing concepts and models, determinants and characteristics of consumer behavior, methods and techniques of marketing research, and basic principles and types of promotional activities.

Didactics

The main didactical tool of the course is computer-based conferencing, process of exchanging messages between students that includes sending one's own contributions and reacting to the

contributions of others. The content of these discussions, along with the appropriate references, is determined at the beginning of the course. Students also have access to a digital textbook as well as to other web-based content relevant to consumer psychology. Besides virtual teaching, the teachers and invited experts will give several live lectures.

Required Readings

Šverko, B., & Galešić, M. (2002): Odabrana poglavlja iz psihologije potrošnje: e-skripta. <http://webct.carnet.hr:8900/>.

Berkowitz, E. N., Kerin, R. A. & Rudelius, W. (1989): Marketing. Irwin. (Chapters: 1., 2., 3., 4., 6., 7., 8., 16. i 17.)

Marušić, M. i Vranešević, T. (1997): Istraživanje tržišta. Adeko, Zagreb. (5. poglavlje)

Petz, B. (1980): Psihologija u ekonomskoj propagandi. DEPH, Zagreb.

Recommended Readings

Engel, J. F., Blackwell, R. D. & Miniard, P. W. (1995). *Consumer Behavior* (Eight Edition). The Dryden Press.

Peter, P.J. & Olson, J.C. (1996). *Consumer Behavior and Marketing Strategy* (Fourth Edition). McGraw-Hill Companies, Inc.

Kotler, P., & Armstrong, G. (2001). *Principles of Marketing* (Ninth Edition).

Marketing teacher for marketing learners: <http://www.marketingteacher.com/Lessonstore.htm>

Perner, L.: Consumer behavior and marketing: <http://www.consumerpsychologist.com/>

Academy of Marketing Science Review: <http://www.amsreview.org/>

Quirk's Marketing Research Review magazine - article archive:

<http://www.quirks.com/articles/search.htm>

ECTS 4

Student Evaluation

Student grades will be primarily based on the frequency and quality of contributions in computer conferencing.

Prerequisites

Introduction to Work Psychology, Statistics in psychology I and II, Introduction to methodology of experimental psychology, Social perception and attitudes and Interpersonal and intragroup relations

PSYCHOLOGY OF NEGOTIATING

Course description

The art or science of negotiating. Analysis of problems. Taking a stand. Compromise vs. consensus. Getting to YES. Interpersonal skills in negotiating. What if they are more powerful? Usual mistakes in negotiating. Negotiating techniques. Training negotiators. The need theory of negotiating.

Course objectives

Students will learn basic negotiating techniques and connect this knowledge with those of elective courses dealing with social skills.

Didactis

1 hour of lectures and 1 hour of seminars weekly

Required readings

Fisher, R. and Ury, W. (1981, 1983, 1991). Getting to YES – Negotiating Agreement Without Giving In. Penguin Books.

Nierenberg, I. G. (1997). The Art of Negotiations – Psychological Strategies for Gaining Advantageous Bargains. Souvenir Press.

Ury, W. (1991). Getting Past NO – Negotiating with Difficult People.

Fisher, R. and Ertel, D. (1995). Getting Ready to Negotiate – The Getting to YES Workbook. Penguin Books.

ECTS: 2

Student evaluation

Written exam

Prerequisites

Social skills in interpersonal relations

PSYCHOLOGY OF CONFLICT RESOLUTION

Course description

Roots and causes of interpersonal, intragroup and intergroup conflicts. Negative and positive aspects of conflicts. Differentiation between positions, interests and needs of conflicted parties. Constructive

and destructive interaction and communication. Preconditions for constructive and destructive conflict resolution. Motivational orientation: competitive, individualistic or cooperative. Problem solving and conflict resolution techniques: collaborative problem solving, bargaining and negotiation, mediation. Application of adequate techniques in various domains of psychological work. Conflict prevention and control.

Course objectives

Students will acquire knowledge about the causes and characteristics of interpersonal, intragroup and intergroup conflicts. They will learn strategies of conflict resolution and collaborative problem solving. They will develop basic skills useful for constructive conflict management.

Didactics

1 hour of lectures and 2 hours of practical work per week during one semester.

Student grades will be based on in-class assessments via various individual and group tasks and final exam comprising written and oral part.

Required Readings

Bolton, R. (1986). *People skills*. New York: Touchstone.

Fisher, R., Ury, W., Patton, B. (2003). *Kako do DA: do dogovora pregovorom, a ne predajom*. Zagreb: Neretva.

Recommended Readings

Stewart, J. (Ed.) (1999). *Bridges, not walls: a book about interpersonal communication*. McGraw-Hill.

ETCS: 3

Student evaluation

Pismeno i usmeno

Prerequisites

Completed courses in Social perception and attitudes, Interpersonal and intragroup relations.

PSYCHOLOGY OF PARENTING

Course description

Determinants of parenting (characteristics of parents, characteristics of child, contextual factors). Individual differences in parental behavior (dimensions and styles of parenting). Transition into parenthood and stages of parenting (parenting infant, preschool child, school child and adolescent; parents of adult children). Influences of parental behavior on child behavior and development. Parental role and personal development of parents. Parental role and other life roles. Infertility and life without children. Parenting in special circumstances (adolescent parents, single-parent and reconstructed families, parenting child with the special needs, foster parenting and adoptive parenting). Educating parents.

Course objectives

Students will become familiar with the field of psychology of parenting, and will comprehend the complexity and importance of the roles of mother and father in modern societies. Students will gain understanding of the influences of parental behavior on child behavior and development as well as of the impact of parental role on personal development in adulthood. After completing the course the students will be able to apply their knowledge to promoting optimal parenting behaviors in practice.

Didactics

Lectures combined with classroom discussion, writing assignments, and group projects.

Required Readings

Martin, C.A. & Colbert, K.K. (1997). *Parenting: A life span perspective*. NY: McGraw-Hill.

Delač Hrupelj, J., Miljković, D. i Lugomer Armano G. (2000). *Lijepo je biti roditelj*. Zagreb: Creativa.

Recommended Readings

Hoghugh, M. & Long, N. (Eds.). (2005). *Handbook of parenting: Theory, research and practice*. SAGE.

Bornstein, M.H. (2002). *Handbook of parenting*. Vol. 1-5. Mahwah, NJ: Lawrence Erlbaum Associates.

Brooks, J.B. (2001). *Parenting* (3rd ed). Mountain View, CA: Mayfield Publishing Co.

Muzi, M.J. (2000). *The experience of parenting*. Upper Saddle River, NJ: Prentice Hall.

Maccoby, E.E. (2000). *Parenting and its effects on children: On reading and misreading behavior genetics*. Annual Review of Psychology, 51, 1-27.

Golombok, S. (2000). *Parenting: What really counts?* Philadelphia, PA: Routledge.

ECTS: 4

Student evaluation

Student grades will be based on in-class activity assessments, assignments accomplishment, and final exam.

Prerequisites

Completed courses in Introduction to developmental psychology, Child and adolescent psychology, and Psychology of adulthood and aging.

PSYCHOLOGICAL ASSESSMENT OF CHILDREN

Course description

Definition, approaches to assessment and diagnosis and context of psychological child assessment. Classification of child psychopathology and overview of vulnerability and protective factors. Methods of psychological assessment of children: observation, interviewing techniques, testing, projective techniques. Issues in psychological screening of children. Assessment of cognitive development and intelligence. Assessment of socio-emotional development and problems and of adaptive behavior. Assessment of language development. Neuropsychological assessment of children. Forensic assessment of children. Formulating recommendations based on the assessment results. Principles of psychological report writing. Ethical issues of child assessment.

Course objective

Students will understand basic approaches and principles of psychological assessment of children and develop some fundamental skills of the use of different methods of development such as child and parent interview, observation and psychological testing. Students will be familiarize with some specific instruments for the assessment of different aspects of child development and functioning.

Didactics

Besides lectures, the course will include practical classes of use of psychological assessment procedures and techniques on field, a project on psychological tests and expert guest presentations.

Required Readings

Blau, T. H. (1991). The psychological examination of the child. New York: John Wiley and Sons, Inc.

Sattler, J. M. (2001). *Assessment of children: Cognitive Applications*. San Diego: J. M. Sattler Publisher.

Sattler, J. M. (2001). *Assessment of children: Behavioral and Clinical Applications*. San Diego: J. M. Sattler Publisher.

Hughes, J.N., Baker, D. B. (1990). *The clinical child interview*. New York: The Guilford Press.

Hobart, C., Frankel, J. (2004). *A practical guide to child observation and assessment*. Nelson Thornes.

Recommended Readings

Wenar C. (2003). *Razvojna psihopatologija i psihijatrija*. Jastrebarsko: Naklada Slap.(Pog. 16)

Davison G.C., Neale J.M. (1999). Emocionalni poremećaji i poremećaji ponašanja u djetinjstvu i adolescenciji, u knjizi *Psihologija abnormalnog doživljavanja i ponašanja*. Jastrebarsko: Naklada Slap, str. 491-525.

Galić S. (2002) Neuropsihologijski testovi i baterije testova za primjenu u dječjoj dobi, u knjizi *Neuropsihologijska procjena*. Jastrebarsko: Naklada Slap, str. 309-341.

Vazquez Nuttall, E., Romero, I., Kalesnik, J. (1999) (Eds.). *Assessing and Screening Preschoolers*. Boston: Allyn and Bacon.

Morrison, J., Anders, T.F. (2001). *Interviewing children and adolescents*. New York: The Guilford Press.

ECTS: 4

Student evaluation

Evaluation of students will be based on completion of individual and group projects, practical and written assignments as well as on final oral exam.

Prerequisites

Completed courses in Introduction to developmental psychology, Child and adolescent psychology, Statistics I and II and Psychometrics.

PSYCHOLOGICAL COUNSELLING IN CRISIS

Course description

The nature of crisis. Psychological crisis intervention and vulnerability circles. Psychological crisis intervention in community. Critical incident stress debriefing: group and individual support. Basic

skills necessary for counselling clients in crisis. Effectiveness of psychological crisis interventions and critical incident stress debriefing. Psychological difficulties of professionals who work with people in crisis.

Course objectives

Students will gain knowledge of goals and models of psychological crisis intervention. They will be able to review critically qualities and limitations of crisis intervention processes. They will learn assessment process in different environments which leads to interventions and process of planning therapeutic interventions. Students will be sensibilized to the need of providing psychological support for professionals included in crisis interventions.

Didactics

Lectures (1 hour per week), seminars (1 hour per week) and practical classes (1 hour per week).
Practical classes will include demonstrations of basic skills and role playing.

Required Readings

Arambašić, L. (Ed.) (2000.) *Psihološke krizne intervencije*, Društvo za psihološku pomoć, Zagreb.
Everly, G.S. (Ed.) (1995.). *Innovations in disaster and trauma psychology, Volume one: Applications in emergency services and disaster response*, Chevron Publishing Corp., Maryland.
Everly, G.S. i Mitchell, J.T. (1996.). *Critical incident stress debriefing: An operations manual for the prevention of traumatic stress among emergency services and disaster workers*, Chevron Publishing Corp., Maryland.

Recommended Readings

Brock, S.E., Sandoval, J. i Lewis, S. (2001.). *Preparing for crisis in the schools: A manual for building school response teams*, John Wiley and Sons, New York.
Roberts, A.R. (2000.). *Crisis intervention handbook: Assessment, treatment and research*, Oxford University Press.

ETCS: 3

Student evaluation

Oral exam.

Prerequisites

Completed courses in Psychology of trauma and Theory and practice of counselling and psychotherapy

PSYCONEUROIMMUNOLOGY AND PSYCHONEUROENDOCRINOLOGY

Course description

Basic concepts of psychoneuroimmunology and psychoneuroendocrinology. Interaction between nervous, endocrine and immune systems. Research paradigms. Clinical applications.

Course objectives

Familiarizing with complex issues within the field of biological psychology and interdisciplinary research.

Didactics

1 hour lectures and 2 hours seminars. Student grades will be based on in-class activity assessments and final written exam.

Required Readings

Schedlowski, M., Tewes, U. (Eds.) (1999). *Psychoneuroimmunology – An Interdisciplinary Introduction*. New York: Kluwer

Recommended Readings

Ader, R., Felten, D.L., Cohen, N. (2001). *Psychoneuroimmunology*. San Diego: Academic Press.

Kandel, E.R., Schwartz, J.H., Jessell, T.M.(1991). *Principles of Neural Science*. Amsterdam: Elsevier.

A selection of journal papers

ECTS: 3

Student evaluation

Written exam.

Prerequisites

Biological psychology I , Biological psychology II

SELF-CONCEPT AND SELF-PRESENTATION

Course description

Self. Social interaction and development of self-concept. Others as source of self-concept. Social comparison. Theory of self-perception. Attributing causes of own and behavior of others. Self-consciousness and self-evaluation. Self-esteem. Fundamental social motives: accuracy and self-justification. Self-enhancing and self-verification. Self-regulation.

Self-presentation. Self and interpersonal behavior. Goal-oriented strategic and self-presentation. Impression management theory. Theory of strategic presentation. Self-handicapping. Individual differences in orientation to self and self-presentation skills. Self-monitoring. Private and public self-consciousness.

Course objectives

The students will understand basic theoretical perspectives and empirical findings concerning self-concept and self-presentation strategies. They will understand factors that affect self-concept and increase understanding of how self is connected to behavior in different situations and with different people. The students will broaden the range of self-presentational strategies.

Didactics

1 hours of lectures and 1 hour of practical work and seminars per week during one semester.

Student grades will be based on in-class activity assessments (individual and group assignments) and final exam comprising written and oral part.

Required Readings

Tesser, A. & Schwartz, N. (Ur) (2003). *Blackwell Handbook of Social Psychology: Intraindividual Processes*. Blackwell Publishing

Snyder, M. (1987). *Public Appearance/private realities*. New York: W.H.Freeman and Company

Recommended Readings

Gibbons, F.X. (1990). Self-attention and behaviour: A Review and theoretical Update. In: Zanna (Ed). *Advances in Experimental Social Psychology*, Vol. 23, 249-303. New York Academic Press.

Baumeister, R.F. (1993). *Self-Esteem: The puzzle of low self-regard*. Hillsdale NJ: Lawrence Erlbaum

Higgins, E.T. (1987). *Self-discrepancy: A theory relating self and affect*. *Psychological Review*, 94, 319-340.

Wylie, R.C. (1979). *The Self-Concept*. (Vol.2) Lincoln NE: University of Nebraska Press

ECTS: 2

Student evaluation

Written and oral.

Prerequisites

Social perception and attitudes.

COMPLEX RESEARCH DESIGNS

Course description

Research designs with more than one independent variable. Designs with two, three and more independent variables. Between-subjects designs, within-subjects designs and mixed designs. Planning and structure of complex research designs. Possibility for using factorial designs in laboratory and natural settings. Procedures for selecting subjects and group formation. Usage of general linear model in complex research designs. Role and influence of research planning on General linear model usage (and vice versa). Usage of General linear model in other types of research design (non-factorial) (Latin square). One-way analysis of variance and General linear models. Comparison of means from different groups of subjects; interaction and interpretability of significant interactions. Independent data, correlated data. Effect size and statistical power. Analysis of covariance.

Course objectives

To acquire knowledge necessary to conduct and plan psychological fundamental and applied research. Knowledge and skills of applying appropriate statistic procedures for data analysis and its interpretation.

Didactics

Partly through lectures, but mostly through exercises in planning typical research and usage of appropriate procedures of data analysis.

Required Readings

Edwards, A. L. (1984). *Experimental design in psychological research*. New York: Rinehart & Company, Inc.

Winer, B. J. (1970). *Statistical principles in empirical design*. New York: McGraw Hill.

Recommended Readings

Breakwell, G. M. (2003). *Research Methods in Psychology*. London: SAGE Publications.

Hock, R. R. (2004). *Četrdeset znanstvenih studija koje su promijenile psihologiju*. Jastrebarsko: Naklada Slap.

Banyard, P. & Grayson, A. (1996). *Introducing Psychological Research*. London: MacMillan Press Ltd.

ETCS: 2

Student evaluation

Written and oral exam.

Prerequisites

Completed courses in Statistic in psychology I and Statistic in psychology II.

SOCIAL COGNITION

Course description

Cognitive approach to social psychology. Automatic and controlled processing of information. The role of schemas and heuristics in people construction of social world. Attribution theories.

Antecedents, attributional dimensions and consequences of the attributional process. Attributional biases; actor-observer effect. Self - perception. Attribution of emotions. Application of attribution theory; attribution therapy. Cognitive and attributional approach to stereotypes. The relation between social cognition and social behavior. Cultural differences in social cognition.

Course objectives

Students will become familiar with the most important theories and empirical findings that explain social cognition, as well as its impact on perceiving and memorizing information, judgment, emotion and behavior. They will become aware of their own biases and limitations in judgment and reasoning and they will improve their reasoning.

Didactics

2 hours of lectures and 2 hour of practical work and seminars per week during one semester.

Student grades will be based on in-class activity assessments (individual and group assignments) and final exam comprising written and oral part.

Required Readings

Hewstone, M. & Stroebe, W. (2002). *Uvod u socijalnu psihologiju*. Naklada Slap, Jastrebarsko.

Aronson, E., Wilson, T. D. & Akert, R. M. (2002). *Social Psychology*. Prentice Hall.

Recommended Readings

Myers, D.G. (1993). *Social Psychology*. McGraw Hill, Inc.

Fiske, S.T. & Taylor, S.E. (1991). *Social Cognition*. McGraw-Hill, Inc.

Kunda, Ž. (2002). *Social Cognition: Making Sense of People*. The MIT Press, Massachusetts.

Chaiken, S. & Trope, J. (Ur) (1999). *Dual-process theories in social psychology*. New York: The Guilford Press

ETCS: 4

Student evaluation

Written and oral

Prerequisites

Completed courses in Introduction to methods of experimental psychology, Statistics in psychology I. Statistics in psychology II, Non-experimental methods in psychology, Social perception and attitudes.

SOCIAL SKILLS IN INTERPERSONAL RELATIONS

Course description

Indices of social adequate behaviors. Social skills and social competence; assertiveness. Social-psychological and clinical view of social skills. Theoretical models of social skills Social skills as situation-specific reactions; functional analysis of social situations (structural approach). Illustration of social skills building in one area, e.g. persuasive skills, leadership skills, supervision skills, communication skills.

Course objectives

The students will understand the socio-psychological foundations of social skills and the role of social skills in everyday life and professional work of a psychologist.

Didactics

1 hour of lectures and 1 hour of practical work per week during one semester.

Student grades will be based on in-class activity assessments (individual and group assignments) and final exam comprising written and oral part.

Required Readings

Hargie, O., Saunders, C. & Dickinson, D. (1981). *Social skills in interpersonal communication*. London: Croom Helm.

O'Donohue, W. T. & Krasner, L. (Eds.) (1994). *Handbook of psychological skills training: Clinical techniques and applications*. General Psychology Series, v. 177.

Recommended Readings

Argyle, M., Furnham, A. & Graham, J. (1981). *Social situations*. Cambridge: Cambridge University Press.

McKay, M., Davis, M. & Fanning, P. (1995). *Messages: The communication skills book*.

ECTS: 2

Student evaluation

Written and oral

Prerequisites

Completed courses in Social perception and attitudes, Interpersonal and intragroup relationships

THEORY AND PRAXIS OF VOCATIONAL GUIDANCE

Course description

Vocational guidance: definition and components. Methods of vocational guidance. Theories of vocational choice and career development: Holland's typological theory, Lofquist's and Dawis's theory of work adjustment, Super's career development theory, Gottfredson's circumscription and compromise theory, Brown's theory of career choice and life roles, Krumboltz's social learning theory. Theory and techniques of career counseling. Potentiality of Internet-based career planning and counseling. Vocational guidance in Croatia.

Course objective

To introduce students to one additional practical application of psychology and to provide them with basic tools that will increase their employment possibilities after graduation. At the end of the course, the students will be acquainted with basic theories and methods of career planning and counselling.

Didactics and student evaluation

The course comprises 45 contact hours in the semester, combining 2 hours of lectures and 1 hours of student activities per week. The later include hands on use of assessment procedures, group

discussions, and site observations.

Required Readings

Brown, D. Brooks, L., & associates. (1996): *Career Choice and Development: Applying contemporary theories to practice* (Third Edition). Jossey-Bass, San Francisco.

Šverko B. (Ur.) (1998): *Vodič kroz zanimanja*. Zagreb: Razbor,. Elektroničko izdanje na URL <http://mrav.ffzg.hr/zanimanja/>

Recommended Readings

Holland, J.L., (1992): *Making Vocational Choices: A Theory of Vocational Personalities and Work Environments*. Odessa, FL: Psychological Assessment Resources.

O*NET OnLine. <http://online.onetcenter.org/>

Osipow, S. H., & Fitzgerald, L. F. (1996): *Theories of career development*. (4th ed.). Allyn & Bacon, Boston.

Walsh, W.B. & Osipow, S.H. (Eds.) (1995): *Handbook of Vocational Psychology* (2nd Ed.). Hillsdale, N.J.: Erlbaum.

ETCS: 4

Student evaluation

Student grades will be based on in-class activity assessments and final exam comprising written and oral part.

Prerequisites

Introduction to work psychology

PERSONALITY THEORIES

Course description

Introduction to personality theories (Role and importance of theory in personality psychology; Historical development of personality theories; Requirements for the good personality theory; Comparison of the concepts from different personality theories; Evaluation of different personality theories); Structural and process personality theories; Differentiating between theories and models in personality psychology; Fundamental theoretical perspectives in personality psychology (Trait perspective; Psychoanalytical perspective; Cognitive perspective; Learning theories perspective;

Humanistic perspective); Overview of the most important personality theories; Application of different personality theories; Comparison and critical evaluation of different personality theories.

Course objectives

Objective of this course is to gather knowledge about different personality theories. Besides just acquainting students with personality theories, special notice will be given to potential application and critical evaluation of the personality theories.

Didactics

1 hour of lectures and 2 hours of seminars per week.

Required Readings

John, O.P., Cervone, D., Pervin, L.A. (2005). *Personality: Theory and Research*, 9th Ed. Wiley.

Recommended Readings

Fulgosi, A.(1985). *Psihologija ličnosti: Teorije i istraživanja*. Zagreb: Školska knjiga

ECTS 3

Student evaluation

Written exam.

Prerequisites

Personality psychology.

MILITARY PSYCHOLOGY

Course description

Objectives, development, research area and methods in military psychology; Selection and classification in the army; Techniques and environment as a factor of military success; Fatigue, relaxation, circadian rhythms and military effectiveness; Sociopsychological specificities of military groups; Psychology of the behavior of military officials; Organization of psychological training of military officials; Psychological basis of special wars; Clinical and counseling psychology in the military; War trauma and PTSD; Military psychologist in Croatian army; Negotiating techniques, Women in the military; General military and psychological experiences of war in Croatia

Course objectives

Students will learn about fundamental research in contemporary military psychology (democracies of the western world). Students will be given a review of current status of defense system in the Republic of Croatia.

Didactics

1 lecture and 1 seminar weekly

Required Readings

Pavlina, Ž., and Komar, Z.(Eds.) (2000). Vojna psihologija (knjiga prva), Zagreb:MORH.

Pavlina, Ž., and Komar, Z.(Eds.)(2003). Vojna psihologija (knjiga druga), Zagreb:MORH.

Recommended Readings

Gal, R. and Mangelsdorff (Eds.) (1991). Handbook of Military Psychology. New York, NY : John Wiley.

ECTS: 2

Student evaluation

Written exam

Prerequisites

None

HEALTH PSYCHOLOGY

Course description

Definition of health psychology. Biopsychosocial perspective on health and illness. Attitudes and beliefs about health. Psychological reactions to illness. Health psychology in pediatric, dermatology, cardiology, oncology, endocrinology and neurosurgery setting. Health psychology and prevention activities (lifestyles changes and reducing risk factors).

Course objectives

Students will acquire basic knowledge in health psychology. They will learn how health psychologist can assist patients. Students will be able to contribute to organization of health promotion programs.

Didactics

Lectures and practical classes. Practical classes will be organized in different hospitals departments.

Required Readings

Sarafino EP.(2002) *Health Psychology: Biopsychosocial Interactions*, New York: Wiley&Sons

Recommended Readings

Ogden J. (2004). *Health Psychology: A Textbook*, Berkshire: Open University Press, McGraw-Hill Education

ETCS: 4

Student evaluation

Written exam.

Prerequisites

Theory and practice of counseling and psychotherapy

**LIST OF COMPULSORY COURSES IN THE GRADUATE PROGRAMME OF
PSYCHOLOGY FOR STUDENTS WHO, IN ADDITION TO BEING
PSYCHOLOGISTS, AIM TO BE TEACHERS OF PSYCHOLOGY**

METHODOLOGY OF TEACHING PSYCHOLOGY***Course description***

Different approaches to teaching. Teaching goals. Planning of teaching. Applying psychological methods in teaching psychology in secondary schools. Teaching methods. Direct instruction. Cooperative learning. Classroom discussion. Discovery teaching. Monitoring of students' progress. Evaluation of teaching outcomes and grading. Assessment of teachers and courses. Adult teaching.

Course objectives

Students will gain knowledge about lesson planning, different teaching methods and ways for assessing student learning. Students will be able to apply the achieved skills in school and extracurricular teaching.

Didactics

The course is conducted by lectures (2+0)

Required readings

Arends, R.,I., (1991), Learning to teach, McGraw Hill, New York

Vizek Vidović, V., Rijavec,M., Vlahović-Štetić, V., Miljković, D. (2003.): Psihologija obrazovanja. IEP – Vern: Zagreb

Recommended readings

Kyriacou , C. (1997), Temeljna nastavna umijeća, Educa, Zagreb

ECTS: 8

Student evaluation

Written examination.

Prerequisites

Educational Psychology: Learning and Teaching

PRACTICUM IN METHODOLOGY OF TEACHING

Course description

Different programs for teaching. Writing and analysis of students' lesson plans. Watching and analysing video recordings of psychology classes. Teaching on giving feedback information. Making teaching materials. Simulation of teaching sequences. Students' prepare and perform lessons in classrooms, which are being recorded. After each lesson the mentor and students together comment the planning and performance of lesson.

Course objectives

Students will achieve teaching skills through preparing and performing lessons in classrooms. The goal is to develop practical aspects of teaching competence. Students will be trained to develop the plans for the particular teaching units and to thoughtfully observe teaching courses. Students will be able to apply the achieved skills in school and extracurricular teaching.

Didactics

The course is conducted by practical classes (0+4). Students prepare lesson plans and perform teaching lessons, which is assessed.

Required readings

Arends, R.,I., (1991), Learning to teach, McGraw Hill, New York

Recommended readings

Kyriacou , C. (1997), Temeljna nastavna umijeća, Educa, Zagreb

ECTS: 12

Student evaluation

Final grade is a result of student's performance during the exercises.

Prerequisites

Methodology of teaching psychology

PRACTICE***Course description***

Students attend compulsory practice organized in grammar schools and high schools where psychology is taught. Demonstration classes are carried out in groups of three students. After each lesson given by the mentor, planning and performing of the lesson is being commented. Students also prepare and perform lessons in classrooms. After each lesson the mentor and students comment the planning and performance of lesson together. During the practice students will prepare portfolios where they will present copies of teaching plans, lectures, mentor's grades on the quality of the student's independent lecturing, self-evaluation of the achieved teaching competence, copies of independently prepared teaching material and journal of the practice.

Course objectives

To develop practical aspects of the teaching competence through personal experience in teaching in a classroom.

ECTS: 10

Prerequisites

Practicum in methodology of teaching

Head of Department of Psychology

Prof. dr. Vladimir Kolesarić

Zagreb, March 15, 2005