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 \textit{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 \textit{baccalaurea/baccalaureus of social sciences, field of psychology}, and by finishing the graduate study the title \textit{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

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

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

## THE LIST OF ELECTIVE COURSES IN THE UNDERGRADUATE AND THE GRADUATE PROGRAMME

<table>
<thead>
<tr>
<th>UNDERGRADUATE PROGRAMME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Courses</strong></td>
</tr>
<tr>
<td>Data analysis in psychology</td>
</tr>
<tr>
<td>Treatment evaluation</td>
</tr>
<tr>
<td>Course</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Evolutionary psychology</td>
</tr>
<tr>
<td>Practicum in communication skills</td>
</tr>
<tr>
<td>Measuring techniques in psychology</td>
</tr>
<tr>
<td>Fundamentals of biology</td>
</tr>
<tr>
<td>Psychology of trauma</td>
</tr>
<tr>
<td>Psychophysiology of sleep</td>
</tr>
<tr>
<td>Psychology of pain</td>
</tr>
<tr>
<td>Psychology of persons with special needs</td>
</tr>
<tr>
<td>Sport psychology</td>
</tr>
<tr>
<td>Use of computers in data analysis</td>
</tr>
<tr>
<td><strong>GRADUATE PROGRAMME</strong></td>
</tr>
<tr>
<td>Current issues in work psychology</td>
</tr>
<tr>
<td>Child clinical psychology</td>
</tr>
<tr>
<td>Environmental psychology</td>
</tr>
<tr>
<td>Ecological developmental psychology</td>
</tr>
<tr>
<td>Ergonomic psychology</td>
</tr>
<tr>
<td>Forensic psychology</td>
</tr>
<tr>
<td>Behavior genetics</td>
</tr>
<tr>
<td>Group treatment</td>
</tr>
<tr>
<td>Clinical neuropsychology</td>
</tr>
<tr>
<td>Comparative psychology and ethology</td>
</tr>
<tr>
<td>Structural equation modeling</td>
</tr>
<tr>
<td>Multivariate methods: prediction and classification models</td>
</tr>
<tr>
<td>Multivariate methods: models of dimensionality</td>
</tr>
<tr>
<td>Advanced practicum of psychosocial development in adolescence</td>
</tr>
<tr>
<td>Attitudes and behavior</td>
</tr>
<tr>
<td>Organizational psychology</td>
</tr>
<tr>
<td>Basic counselling skills</td>
</tr>
<tr>
<td>Basic practicum of psychosocial development in adolescence</td>
</tr>
<tr>
<td>Applied developmental psychology</td>
</tr>
<tr>
<td>Applied social psychology</td>
</tr>
<tr>
<td>Computer use in psychology</td>
</tr>
<tr>
<td>Psychology of gender</td>
</tr>
<tr>
<td>Psychological disorders – theories and diagnostic procedures</td>
</tr>
<tr>
<td>Course</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Psychological disorders– treatments and interventions</td>
</tr>
<tr>
<td>Psychodiagnostic methods</td>
</tr>
<tr>
<td>Psychology in the care for the elderly</td>
</tr>
<tr>
<td>Educational psychology of gifted students</td>
</tr>
<tr>
<td>Educational psychology of students with school problems</td>
</tr>
<tr>
<td>Psychology of intimate relationships</td>
</tr>
<tr>
<td>Psychology of persusion and propaganda</td>
</tr>
<tr>
<td>Consumer psychology</td>
</tr>
<tr>
<td>Psychology of negotiating</td>
</tr>
<tr>
<td>Psychology of religion</td>
</tr>
<tr>
<td>Psychology of conflict resolution</td>
</tr>
<tr>
<td>Psychology of parenting</td>
</tr>
<tr>
<td>Psychological assessment of children</td>
</tr>
<tr>
<td>Psychological counselling in crisis</td>
</tr>
<tr>
<td>Psyconeuroimmunology and psychoneuroendocrinology</td>
</tr>
<tr>
<td>Self-concept and self-presentation</td>
</tr>
<tr>
<td>Complex research designs</td>
</tr>
<tr>
<td>Social cognition</td>
</tr>
<tr>
<td>Social skills in interpersonal relations</td>
</tr>
<tr>
<td>Theory and praxis of vocational guidance</td>
</tr>
<tr>
<td>Personality theories</td>
</tr>
<tr>
<td>Military psychology</td>
</tr>
<tr>
<td>Health psychology</td>
</tr>
<tr>
<td>Summer school of psychology</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours (ECTS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methodology of teaching psychology</td>
<td>2 (8)</td>
</tr>
<tr>
<td>Practicum in methodology of teaching</td>
<td>4 (12)</td>
</tr>
<tr>
<td>Practice</td>
<td>(10)</td>
</tr>
</tbody>
</table>
3.2.

COMPULSORY COURSES IN THE UNDERGRADUATE PROGRAMME

PSYCHOLOGY AS A SCIENCE AND PROFESSION

Course description

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 knowledge. Aim of the course is to inform students 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

Recommended readings
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

Recommended Readings
NON-EXPERIMENTAL METHODS IN PSYCHOLOGY

Course description

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**

**Recommended Readings**

**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

**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**

**Recommended Readings**

**ETCS**: 6

**Student evaluation**
Written and oral exam.

**Prerequisites**
None

**STATISTICS IN PSYCHOLOGY II**

**Course description**
Correlation; correlation coefficients, r, rho, φ, serial correlation, coefficient of contingency, coefficient of curvilinear correlation. Using correlation coefficients: coefficient of determination; prediction of

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

Recommended Readings

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,

**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**

**Recommended Readings**
Anatomical Atlas – nervous system

**ECTS**: 6

**Student evaluation**
Written and oral exam.

**Prerequisites**
None.
BIOLOGICAL PSYCHOLOGY II

Course description

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

Recommended Readings
ANATOMSKI ATLAS – živčani sustav.
A selection of journal papers

ECTS 5

Student evaluation
Written exam.
Prerequisites
Biological psychology I

PERCEPTION AND MEMORY

Course description

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 filed 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
**Recommended readings**


**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**


**Recommended readings**


**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


Recommended readings


ECTS: 5

Student evaluation

Written exam
Prerequisites
Biological psychology I, Biological psychology II, Learning, thinking and intelligence

PERSONALITY

Course description

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

**Recommended readings**

**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 research reports that are evaluated by teacher’s associates.

**Required readings**

**Recommended readings**

**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**

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

Recommended readings

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

Recommended Readings

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

Recommended Readings

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**


**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**


**Recommended Readings**


**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**


**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**


**Recommended Readings**


**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**

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


Recommended Readings


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

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

Recommended Readings
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
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
**Recommended readings**


**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**


**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**

**Recommended readings**

**ETCS**: 4

**Student evaluation**
Written and oral exam.

**Prerequisites**
Completed course in Biological psychology II.

**INTRODUCTION TO CLINICAL PSYCHOLOGY**

**Course description**
**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**

**Recommended Readings**

**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**

**Recommended readings**

**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

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
A selection of journal papers

Recommended Readings

ETCS: 4

Student evaluation
Student grades will be based on in-class activity assessments and periodic chapter quizzes and lecture tests.
HISTORY OF PSYCHOLOGY AND PSYCHOLOGICAL SYSTEMS

Course description

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

Recommended Readings

ECTS: 3

Student evaluation
Written exam.
Prerequisites
None.

COMPULSORY COURSES IN THE GRADUATE PROGRAMME

WORK PSYCHOLOGY 1: SELECTING AND DEVELOPING EMPLOYEES

Course description

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 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 later 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**


A selection of journal papers

**Recommended readings**


**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**

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**
8, 9, 10, 11, and 12).
A selection of journal papers

**Recommended Readings**
M.D. i Hough, L.M. (eds.) Handbook of Industrial and Organizational Psychology (Volume 2). Palo

**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**

**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**

**Recommended Readings**
THEORY AND PRACTICE OF COUNSELLING AND PSYCHOTHERAPY

Course description

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).

Required Readings


**Recommended Readings**


**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**


**Recommended readings**


**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**

**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**


**Recommended readings**


**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

Recommended Readings

ECTS: 4

Student evaluation
Written exam.

Prerequisites
Personality psychology. Introduction to test theory and Quantitative test interpretation

PRACTICUM IN PSYCHOLOGY III

Course description

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**


**Recommended Readings**


**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


Recommended Readings

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**

**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**

Recommended Readings

**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**

**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**
Reader of ongoing research studies.

**Recommended Readings**

**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

**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**


**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 thru
classroom activities, students’ presentations, class discussions, and the exam upon completion of the
course program.

Required Readings
Jersey: Prentice Hall.

Recommended Readings
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.


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

Recommended Readings
A selection of journal papers

ECTS: 4

Student evaluation
Written exam.

Prerequisites
Biological psychology I , Biological psychology II
PRACTICUM IN COMMUNICATION SKILLS

Course description

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

Recommended Readings

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**

**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**

**Recommended Readings**
All textbooks that include some topics from the course description.

**ETCS**: 2

**Student evaluation**
Oral exam.

**Prerequisites**
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. Principals 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 principals 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

Recommended Readings

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

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

Recommended Readings
ETCS: 2

Student evaluation
Written and oral exam.

Prerequisites
Completed course in Biological psychology I.

PSYCHOLOGY OF PERSONS WITH SPECIAL NEEDS

Course description

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

Recommended Readings

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**
Own WEB page with links to assigned class topics
**Recommended Readings**

**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

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

**Recommended Readings**


**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**


**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 hours 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**


**Recommended Readings**


**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.

**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**

**Recommended Readings**

**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

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

Recommended Readings

**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**

**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**


**Recommended Readings**


**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

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. Ethnic 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

Recommended Readings
Journal *Group work*

ECTS: 4
**Student evaluation**
Oral exam

**Prerequisites**
Interpersonal and intragroup relations

**CLINICAL NEUROPSYCHOLOGY**

**Course Description**

**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**

**Recommended Readings**


A selection of journal papers

**ECTS: 4**

**Student evaluation**

Written exam.

**Prerequisites**

Biological psychology I, Biological psychology II

**COMPARATIVE PSYCHOLOGY AND ETHOLOGY**

**Course description**


**Course objectives**

Students will be introduced with the filed 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**


Recommended Readings

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**

**Recommended Readings**

**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**

**Recommended Readings**

**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 ungoverned 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

Recommended Readings

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**


**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 homogenous 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**


**Recommended Readings**

**ECTS**: 3

**Student evaluation**
Student evaluation will be based on on-going assessment 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**


**Recommended Readings**


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**


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.

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 teamwork, 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

Recommended Readings

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*

*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*

*Recommended Readings*
ETCS: 4

Student evaluation
Written exam.

Prerequisites
Completed course in Practicum of communication skills.

BASIC PRACTICUM OF PSYCHOSOCIAL DEVELOPMENT IN ADOLESCENCE

Course description

Course objectives
By attending Practicum students will increase their understanding of developmental tasks and aspects of succesfull 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 aquire usefull knowledge and techniques for resolving various types of problems – in the field of studing, social relationships, undisarible habits and self relations. The aim is to increase students capacities for succesfull relations with others and for people oriented work. The secondary aim is to get experiantialy 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 clasic and experiential learning in group setting with lectures given partialy in big group, are workshops in small by interest homogenous groups. Stress is on students acitive involvement in choosing the field of special interes 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**

**Recommended Readings**

**ECTS:** 3

**Student evaluation**
Student evaluation will be based on on-going assessment of knowledge and skills acquisition 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

Recommended Readings (only partially contained here)
*By choosing readings students have to cover at least three relevant areas of applied developmental psychology.*
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

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**

Own WEB page with links to assigned class topics.

**Recommended Readings**

**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**

**Recommended Readings**

**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**

**Recommended Readings**

**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**
**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**

**Recommended Readings**

**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**

**Recommended Readings**
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

Recommended readings

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

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
Recommended readings

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

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**


**Recommended Readings**


**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 PERSUASION 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.
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

Recommended readings


**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**

**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**

**Recommended Readings**
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

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

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

**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**

**Recommended Readings**

**ETCS**: 3

**Student evaluation**
Pismeno i usmeno

**Prerequisites**
Completed courses in Social perception and attitudes, Interpersonal and intragroup relations.
PSYCHOLOGY OF PARENTING

Course description

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

Recommended Readings
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

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

**Recommended Readings**


**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**


**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 sensitized 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**


**Recommended Readings**


**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 psyconeuroimmunology 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

Recommended Readings
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

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

Recommended Readings

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**

**Recommended Readings**
SOCIAL COGNITION

Course description

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
**Recommended Readings**


**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**


**Recommended Readings**


**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**


**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**


**Recommended Readings**


**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**

**Recommended Readings**

**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, circadiuric 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 PTSP; 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

Recommended Readings

ECTS: 2

Student evaluation
Written exam

Prerequisites
None

HEALTH PSYCHOLOGY

Course description

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**

**Recommended Readings**

**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**

**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
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**

**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