

Module handbook

Study Programme Master Psychology

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1 Preamble

The Master Psychology programme lasts 4 semesters (minimum period of study), comprises 120 ECTS credits and concludes with the academic degree Master of Science (MSc.).

The Faculty of Psychology offer the Master Psychology programme

- at the Faculty of Psychology in Vienna in German and English (International Program)
- in the German language at the venue SFU Linz
- in the German language at the venue SFU Berlin
- in the Italian language at the venue SFU Milan

The requirements for admission to the Master Psychology programme are regulated in the Faculty of Psychology admission regulations under § 3.

The course types listed in this module manual are regulated in the Faculty of Psychology study regulations under III, § 10, the corresponding examination modalities in the examination regulations of the Faculty of Psychology under point 2.

The Master's programme is divided into core modules and various specialisations. These are presented separately below.

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2 Overview core modules

	Module designation	ECTS-Credits
M.4	Research methods and evaluation	12
M.5	Framework conditions	2
M.7	Practice	25
M.8	Preparation and supervision of the Master's thesis	10
	Master's thesis and Master's examination	25

3 Description of the core modules

Module 4: Research Methods and Evaluation (12 ECTS)

Course type	Course	ECTS	Credit hours	Semester
Integrated course	Research Methods and Evaluation- Quantitative Methods I	3	2	1
Integrated course	Research Methods and Evaluation- Qualitative Methods I	3	2	1
Integrated course	Research Methods and Evaluation- Quantitative Methods II	3	2	2
Integrated course	Research Methods and Evaluation- Qualitative Methods II	3	2	2

Amount of work: 12 ECTS / 8 credit hours
300 working hours; thereof 90 hours attendance time

Frequency: yearly

Options: none

Prerequisites: none

Duration: 1st and 2nd semester

ILV Research Methods and Evaluation- Quantitative Methods I

3 ECTS/ 2 SWS

LV Description:

In the course of the lecture, an overview of multivariate methods is given, building on the knowledge of the basis of descriptive and inferential statistics. In particular, the regression-analytical evaluation approach is dealt with in detail, considering the prerequisites and further developments, and the connection between the regression-analytical and variance-analytical approach is established. The following procedures are dealt with in detail: Linear Regression, Binary Logistic Regression, Multinomial Regression. Students receive homework assignments on the material presented in the lecture. These homework exercises are to be completed independently and will then be discussed in detail in the exercises. The homework examples are divided into theoretical questions, comprehension questions, and questions to be answered with SPSS, including reporting.

ILV Research Methods and Evaluation- Qualitative Methods I

3 ECTS/ 2 SWS

LV Description:

The course combines the consolidation of methodological knowledge from the Bachelor's degree programme with in-depth practical research training in methodological skills. In the context of the exercise, students are guided to implement the acquired competencies in project-based teaching. In addition to collecting one's own material, the focus here is on the ethical and practical handling of data in research (especially in relation to the current Basic Data Protection Regulation).

ILV Research Methods and Evaluation- Quantitative Methods II

3 ECTS/ 2 SWS

LV Description:

Continuation of the course 'Quantitative Methods I' from the winter semester (advanced). Also, AMOS is introduced as an evaluation programme for complex regression-analytical evaluations, including LISREL models. The following procedures are dealt

with in detail: Cluster analysis, discriminant analysis, path models (AMOS), confirmatory factor analysis (AMOS), LISREL models (AMOS), survival analyses and Cox regression, power analyses. In the exercise part, students receive a homework assignment consisting of 7 examples (3 theory examples + 2 comprehension examples + 2 SPSS examples) on the contents covered in the lecture.

ILV Research Methods and Evaluation- Qualitative Methods II

3 ECTS/ 2 SWS

LV description:

The consecutive continuation of the course from the winter semester aims to get to know and deepen qualitative evaluation methods by presenting concrete research projects. In the context of the exercise, the acquired competencies in the application of evaluation procedures and the preparation and presentation of results are deepened. Central to this step is the introduction to the publication of qualitative-reconstructive findings.

Module Learning Objectives:

Students have a theoretical and practical grounding in qualitative and quantitative research strategies. They have acquired a profound overview of both survey procedures (e.g., interview procedures, questionnaire construction) and evaluation procedures (e.g., reconstructive procedures, descriptive and inferential statistics) and can practically apply the different procedures and critically classify them concerning their validity claims. In addition, within the framework of project-based teaching, students have acquired the competence to develop research designs in the qualitative and quantitative field independently.

Module 5: Framework conditions (2 ECTS)

Course type	Course	ECTS	Credit hours	Semester
VO	History of Applied Psychology I	1	1	1
VO	History of Applied Psychology II	1	1	2

Amount of work: 2 ECTS / 2SWS
50 working hours; of which 11.25 hours attendance time

Frequency: yearly

Options: none

Prerequisites: none

Duration: 1st and 2nd semester

VO History of Applied Psychology I

1 ECTS/ 1 SWS

LV Description:

Along with the biography of William Stern, the beginnings of the history of the development of application references in the German-speaking world are introduced. Central to this is the transition from the development of application concepts to the emergence of actual professional fields for psychologists. The central concern of the course is a historical introduction to ethical-moral problems of psychological professional activity.

The integration of psychology in the police and judiciary (psychology of testimony, diagnosis of criminal offences, etc.), in education (educational psychology; development of intelligence tests; school psychology), in the military and economic contexts (psychotechnology) and child and youth welfare are dealt with.

VO History of Applied Psychology II

1 ECTS/ 1 SWS

LV Description:

The second part of the course's focus is initially the (further) development of application references in US-American psychology. In addition to the broad use of intelligence testing procedures in the school system, it is also primarily a matter of setting new priorities in terms of content, especially in the area of achievement motivation. A separate thematic focus is the emergence of clinical psychology, and finally, the historical development of psychotherapy is also addressed in this context.

Module Learning Objectives:

Students have an overview of the history of their profession; they understand that professional psychological activity develops in the context of social power relations and can therefore also address the emancipatory possibilities and limits of applied psychology in the present.

Module 7: Practice (25 ECTS)

Course type	Course	ECTS	Credit hours	Semester
	Traineeship	22		3
UE	Internship support	3	2	3

Amount of work: 25 ECTS

625 working hours in the internship; 22.5 hours of presence time in the internship supervision

Frequency: yearly

Options: none

Prerequisites: none

Duration: 3rd semester

Traineeship

22 ECTS

In the internship, students learn about psychological tasks and problems as they arise in practice and how to work on them themselves under supervision using the knowledge they have acquired so far. In addition to gaining experience in the future professional field and the opportunity to make initial professional contacts, the internship also serves above all to form a professional self-image.

UE Internship supervision

3 ECTS/ 2 SWS

LV Description:

The course serves to reflect on experiences from the internship. For this purpose, a diary must be kept from the beginning of the internship. Part of the diary consists of an entry of the daily activities during the internship. In addition, a weekly description and reflection of a particular learning experience are required.

In peer groups, students gain experience with the practice of intervision. A peer group consists of a minimum of three and a maximum of six people.

After completion of the internship, an internship report must be written.

Module Learning Objectives:

Students learn to adapt to new work situations, perceive needs (their own and those of others, of patients/clients/clients, of the organisation and of staff) and react adequately to them, developing a professional understanding of their role psychologist. They know that reporting is an essential part of the quality assurance of professional psychological activity and is also important for their own work organisation and reflection. They are familiar with the practice of intervision and can use it for professional development. Overall, they are prepared for entry into practical employment.

Module 8: Preparation and supervision of the Master's thesis (10 ECTS)

Course type	Course	ECTS	Credit hours	Semester
Seminar units	Master thesis preparation	5	3	3
Seminar units	Research workshop	3	2	4
UE	Scientific writing	2	2	4

Amount of work: 10 ECTS / 7 credit hours
250 working hours; of which 78, 75 hours attendance time

Frequency: yearly

Options: none

Prerequisites: none

Duration: 3rd and 4th semester

SE Preparation Master's thesis

5 ECTS/ 3 SWS

LV Description:

The seminar includes the supervision agreed with the supervisors, in the framework of which the concept, execution and writing of the Master's thesis is accompanied. The entire supervision process is documented in a written supervision passport.

SE Research Workshop

3 ECTS/ 2 SWS

LV Description:

In the research workshop, students present their concept and the progress of their Master's thesis to fellow students and members of the Faculty of Psychology. Approximately 10 minutes of presentation time and 20 minutes of discussion time are allotted per student. The discussion with fellow students and teachers serves to familiarise oneself with peer review processes common in the academic system and use constructive feedback to progress one's own work.

UE Scientific Writing

2 ECTS/ 2 SWS

LV Description:

The process of writing a scientific Master's thesis is deepened in all steps (brainstorming, research, exposé, raw text, dealing with scientific literature, paraphrasing scientific texts, text revision and linguistic fine-tuning). By creating own texts along with the Master's thesis, already acquired writing skills are consolidated and differentiated. Peer feedback is used to learn the principles of the review process of scientific texts.

Module Learning Objectives:

The scientific training enables students to acquire psychological theories, research the current state of the art of the subject, orient their own thesis based on experience, and move confidently in professional circles. Furthermore

students can assess the scientific and practical relevance of psychological studies, independently design and conduct empirical scientific studies, and also contribute to theory and method development in their focus areas.

Master's thesis and examination (25 ECTS)

Course type	Course	ECTS	Credit hours	Semester
	Master's Thesis	20		4
	Master's examination	5		4

Amount of work: 25 ECTS
325 working hours

Frequency: yearly

Options: none

Prerequisites: none

Duration: 4th semester

Master's Thesis

20 ECTS

LV Description:

The Master's thesis is a qualification thesis and serves to prove that the student can independently work on an empirical question from psychology using scientific methods and to present the results appropriately.

Master's examination

5 ECTS

LV Description:

The Master's examination is an examination before an examination board consisting of two examiners and a chairperson. The first examiner is usually the examiner (or the supervisor) of the Master's examination. The candidates freely choose the second examiner from a list of authorised examiners. The examination consists of two subject-specific examination interviews in two different agreed examination areas of the degree programme. In addition, the Master's thesis is presented in the form of a five-minute poster presentation as part of the Master's examination.

Module Learning Objectives:

Students can conduct independent psychological research under supervision. This empirical work follows the scientific, legal, and ethical standards of psychological research.

Students provide evidence of competently answering questions about psychological theory and problems of its application in an examination situation. They can engage in professional exchange with experts and present and communicate research results to others.

4 Overview of focus modules: Clinical Psychology

Module designation		ECTS- Credits
M.1	Theoretical foundations	12
M.2	Technical deepening	14
M.3	Elective	8
M.6	Competencies	12

Module 1: Theoretical foundations (12 ECTS)

Course type	Course	ECTS	Credit hours	Semester
VO	Paradigms of clinical psychology	3	2	1
VO	Psychopathology and Genesis of mental disorders	3	2	1
VO	Methods and fields of activity of clinical-psychological intervention	3	2	2
VO	Clinical diagnostics and assessment	3	2	2

Amount of work: 12 ECTS / 8 credit hours
300 working hours; thereof 90 hours attendance time

Frequency: yearly

Options: none

Prerequisites: none

Duration: 1st and 2nd semester

VO Paradigms of Clinical Psychology

3 ECTS/ 2 SWS

LV Description:

After defining the subject area, the fields of activity, the basic concepts, and the historical development of clinical psychology, biogenetic, deviation-theoretical, psychogenetic, sociogenetic and psychosocial models of explaining mental disorders are differentiated based on concrete case histories and theoretically explicated accordingly.

VO Psychopathology and Genesis of Mental Disorders

3 ECTS/ 2 SWS

LV description

The lecture deals with different models of the development of mental disorders. Psychosocial influences, genetic and biological, pre-, peri- or postnatal influencing factors, and life events and the use of psychotropic substances are addressed. Special emphasis is placed on the wide range of possible causative factors and their interactions. Students learn to identify developing as well as maintaining conditions of mental disorders. For practice purposes, "paper cases" are used, on which students apply the acquired knowledge to clinical cases and thus deepen it.

VO Methods and fields of activity of clinical-psychological intervention

3 ECTS/ 2 SWS

LV Description:

In the course, various clinical-psychological methods will be presented across disorders according to the distinguishing criteria of the specific intervention function, e.g., health care and prevention and crisis intervention, emphasising the ethical foundations of clinical-psychological action. This is followed by selected disorder-specific intervention techniques for disorders of mental functioning, functional patterns, and interpersonal systems

presented. Finally, community psychology, gender perspectives, and psychosocial counselling present guiding psychosocial concepts that break beyond the traditional individual-centredness of clinical psychology.

VO Clinical diagnostics and assessment

3 ECTS/ 2 SWS

LV Description:

The lecture deals in-depth with the basics of clinical-psychological diagnostics and the preparation of clinical-psychological reports. The aims, tasks, theoretical prerequisites and methodological procedures of clinical-psychological diagnostics are taught, criteria for the evaluation of methodological and practical quality are dealt with, and legal and ethical aspects of the development and application of psychological diagnostics are discussed. For individual fields of application, the basics are deepened using examples.

Module Learning Objectives:

The students have profound knowledge of various possible applications of diagnostic and differential diagnostic procedures in clinical psychology. They know the strengths and weaknesses of the various procedures. They can apply these procedures according to the standards and present the results accordingly in findings expert opinions.

They have in-depth basic knowledge of the psychodynamic, behavioural, cognitive, humanistic-psychological, and systemic paradigms that determine clinical psychology and can critically evaluate the advantages and disadvantages of these basic theoretical orientations and the intervention models derived from them. They know about concrete cross-disorder methods of clinical-psychological intervention (e.g., motivational interviewing, operant procedures, stimulus confrontation techniques, relaxation procedures, etc.) and can also apply them practically.

Module 2: Specialisation (14 ECTS)

Course type	Course	ECTS	Credit hours	Semester
VO	Psychiatric and neurological basics	3	2	1
Integrated course	Biological Psychology and Pharmacology	4	3	1
VO	Forensic psychology	3	2	2
Integrated course	Psychosomatics	4	3	2

Amount of work: 14 ECTS / 10 credit hours
350 working hours; thereof 112.5 hours attendance time

Frequency: yearly

Options: none

Prerequisites: none

Duration: 1st and 2nd semester

VO Psychiatric and Neurological Basics

3 ECTS/ 2 SWS

LV Description:

The lecture covers nosology (disease and disorder concepts of psychiatry based on the ICD-10 classification for psychiatric disorders), symptomatology, diagnosis and treatment from a psychiatric and neurological perspective.

ILV Biological Psychology and Psychopharmacology

4 ECTS/ 3 SWS

LV Description:

The goal of this course is to familiarise students with the basic principles of psychopharmacological treatment strategies. In particular, the neurobiological basis, i.e., mechanisms of action and pharmacokinetic data, will be addressed. Clinical indications and corresponding forms of intervention are described in detail, and treatment strategies in the case of insufficient response or resistance to therapy are also presented. Side effects, contraindications and interactions with other drugs are given special attention.

VO Forensic Psychology

3 ECTS/ 2 SWS

LV Description:

This course serves to convey basic knowledge about the connections between mental illness and delinquent behaviour. An overview of the main clinical pictures (psychopathology, epidemiology, genetic and environmental factors) is given. Furthermore, hypotheses regarding the development of aggression and violence and current data on the risk of crime and violence of mentally ill persons are discussed. The effects of social factors influencing delinquent behaviour are also addressed.

ILV Psychosomatics

4 ECTS/ 3 SWS

LV Description:

After a historical discussion of the problems inherent in the concept of psychosomatics, especially in the theory of science, typical psychosomatic illnesses, such as somatoform disorders, are presented to then deal with the various psychological intervention options. With the help of case studies, various exercises, and media presentations (video and audio examples, etc.), the various clinical pictures are illustrated and discussed practically.

Module Learning Objectives:

The students have a basic knowledge of neurology and psychiatry. They know the area of responsibility of psychological care within the framework of psychiatry, neurology and pharmacotherapy. They know about the mode of action of important psychopharmaceuticals and have a profound overview of research methods and results in psychopharmacology.

Scientific studies can be critically examined and appreciated in this field of research.

Students have an overview of the possibilities and limits of psychological intervention within the professional field of forensic psychology; in particular, they are familiar with the specific problems arising from the coercive context in which psychological action in this field often has to take place.

Students know about the most common psychosomatic illnesses and are familiar with appropriate psychological intervention measures. Furthermore, they are aware that in the field of psychosomatics, interdisciplinary thinking and multi-professional cooperation in clinical and extramural settings are an absolute prerequisite for successful intervention for the benefit of the patient.

Module 3: Elective (8 ECTS)

Course type	Course	ECTS	Credit hours	Semester
Integrated course	Rehabilitation of chronic diseases	4	3	1
Integrated course	Health Psychology	4	3	2

Amount of work: 8 ECTS / 6 credit hours

200 working hours; thereof 67.5 hours of attendance time

Frequency: yearly

Options: yes

Prerequisites: none

Duration: 1st and 2nd semester

ILV Rehabilitation of chronic diseases

4 ECTS/ 3 SWS

LV Description:

Students will learn about models of health behaviour, theories and research findings on the relationship between personality and health, and the relationship between social support and health. Special attention is given to chronic physical illnesses (e.g., cardiovascular disease, cancer, orthopaedic disease) and, in general, to illnesses that require fundamental lifestyle changes, with very practical instruction in appropriate psychological intervention or treatment strategies.

ILV Health Psychology

4 ECTS/ 3 SWS

LV Description:

After an introduction to the general basics of health psychology, its model concepts and its scientific-theoretical prerequisites, various core topics of health psychology will be discussed. This includes, for example, information on health behaviour, stress and emotions, and prevention and evaluation of health psychology measures. This course aims to differentiate teaching and reflection of the terms "disease" vs "health", of knowledge regarding different models and concepts of health psychology and basics regarding health promotion and prevention. Furthermore, the professional field of health psychology is discussed in more detail, which includes diagnostics and health psychology treatment.

Module Learning Objectives:

Students have a profound overview of the field of health psychology. They are familiar with intervention and prevention strategies, especially also strategies of health promotion in different social or organisational settings. They know about the most important chronic diseases and the corresponding possibilities of psychological intervention; in particular, they possess

they have a basic knowledge of psychologically relevant aspects related to lifestyle changes forced by illness.

Module 6: Competences for action (12 ECTS)

Course type	Course	ECTS	Credit hours	Semester
UE	Anamnesis	3	2	1
UE	Psychological intervention in groups	3	2	1
UE	Diagnostic	3	2	2
UE	Assessment	3	2	2

Amount of work: 12 ECTS / 6 credit hours
300 working hours; thereof 67.5 hours attendance time

Frequency: yearly

Options: none

Prerequisites: none

Duration: 1st and 2nd semester

UE anamnesis

3 ECTS/ 2 SWS

LV Description:

Anamnesis is one of the central skills of clinical psychologists that will be treated theoretically and practically in this seminar. To achieve the highest possible objectivity of the anamnesis activity, the model of iterative hypothesis formation is first introduced theoretically. The iterative hypothesis formation model enables existing clinical knowledge to be structured and applied in the anamnesis situation by forming hypotheses about the potentially present clinical syndrome based on information already collected in the interview. These are translated into questions and determine the next step of systematic exploration.

After the theoretical introduction of the model, various anamnesis situations are produced and practised in role play.

UE Psychological Intervention in Groups

3 ECTS/ 2 SWS

LV Description:

An important field of application of clinical psychology is clinical-psychological treatment within the group setting. This exercise aims to teach different techniques that can be implemented in group and individual settings and enable gaining experience regarding the leadership of a group. For this purpose, exercises are carried out in which students can lead groups themselves and get to know their own possibilities and limits within this setting.

UE Diagnostic

3 ECTS/ 2 SWS

LV Description:

Through the implementation and evaluation of disorder-specific test procedures, the systematic collection and processing of information is to be learned to be able to justify, control and optimise decisions and the resulting actions in the clinical-psychological field. In small groups, students learn how to synthesise collected information into a diagnosis of a person's problem by conducting and scoring standardised clinical interviews, disorder-specific projective testing procedures, self-report questionnaires, and intelligence tests. As students collect investigative data, they are asked to hypothesise about the nature, causes, and course of a person's disorder.

UE Appraisal

3 ECTS/ 2 SWS

LV Description:

The exercise should enable students to draft psychological reports competently. For this purpose, support-oriented questions, interviewing, and behavioural observation are dealt with, and their implementation in expert reports is practised. Furthermore, specific procedures, test selection and application of psychological diagnostics in the areas of performance and personality are carried out practically. Finally, the interpretation of test results, integration of the information gained, preparation of expert reports, formulation of proposals for measures for children and adolescents, and the feedback of results are dealt with in theory and finally also practised in practice.

Module Learning Objectives:

The training in clinical-psychological skills enables the student to take a competent medical history and derive well-founded clinical-psychological interventions. Students also can responsibly and professionally perform psychological diagnosis and assessment in the

clinical-psychological context and to pass on the results competently to non-psychologists. They have developed a confident approach to several types of groups in the clinical setting and also competencies in psychological supervision. The students orient their own clinical-psychological activities to the state of the art not only of their own subject but also of complementary subjects (psychiatry, neurology, psychotherapy, etc.).

5 Overview of focus modules: Psychological diagnostics and intervention

Module designation		ECTS- Credits
M.1	Theoretical foundations	12
M.2	Technical deepening	14
M.3	Elective	8
M.6	Competencies	12

Module 1: Theoretical foundations (12 ECTS)

Course type	Course	ECTS	Credit hours	Semester
VO	Paradigms of psychological diagnostics and intervention	3	2	1
VO	Psychopathology and Genesis of mental disorders	3	2	1
VO	Methods and fields of activity of clinical-psychological intervention	3	2	2
VO	Clinical diagnostics and assessment	3	2	2

Amount of work: 12 ECTS / 8 credit hours
300 working hours; thereof 90 hours attendance time

Frequency: yearly

Options: none

Prerequisites: none

Duration: 1st and 2nd semester

VO Paradigms of psychological diagnostics and intervention

3 ECTS/2 SWS

LV Description:

The course's focus is first on the historical development of the subject of psychological diagnosis, which is strongly linked to developments in differential psychology and psychiatry. The major basic directions and approaches of psychological diagnosis (selection vs support-oriented diagnostics; behaviour-oriented diagnostics vs depth-psychologically and psychodynamically oriented diagnostics; person- vs system-oriented approaches; trait vs state diagnostics) are presented, and the respective possibilities and limits are reflected upon (labelling/stigmatising vs diagnosing/supporting; psychopathology vs psychosyndromology; pathogenesis vs salutogenesis). The effects of the paradigmatic approaches on concrete case treatment, diagnosis, and intervention are discussed in detail.

VO Psychopathology and Genesis of Mental Disorders

3 ECTS/ 2 SWS

LV Description:

The lecture deals with different models of the development of mental disorders. Psychosocial influences, genetic and biological, pre-, peri- or postnatal influencing factors, and life events and the use of psychotropic substances are addressed. Special emphasis is placed on the wide range of possible causative factors and their interactions. Students learn to identify developing as well as maintaining conditions of mental disorders. For practice purposes, "paper cases" are used, on which students apply the acquired knowledge to clinical cases and thus deepen it.

VO Methods and fields of activity of clinical-psychological intervention

3 ECTS/ 2 SWS

LV Description:

In the course, various clinical-psychological methods will be presented across disorders according to the distinguishing criteria of the specific intervention function, e.g., health care and prevention and crisis intervention, emphasising the ethical foundations of clinical-psychological action. Selected disorder-specific intervention techniques for disorders of psychological functioning, patterns of functioning, and interpersonal systems are then presented. Finally, community psychology, gender perspectives, and psychosocial counselling present guiding psychosocial concepts that break beyond the traditional individual-centredness of clinical psychology.

VO Clinical diagnostics and assessment

3 ECTS/ 2 SWS

LV Description:

The lecture deals in-depth with the basics of clinical-psychological diagnostics and the preparation of clinical-psychological reports. The aims, tasks, theoretical prerequisites and methodological procedures of clinical-psychological diagnostics are taught, criteria for the evaluation of methodological and practical quality are dealt with, and legal and ethical aspects of the development and application of psychological diagnostics are discussed. For individual fields of application, the basics are deepened through examples.

Module Learning Objectives:

Students have a comprehensive understanding of the explanation, classification, and treatment of clinical-psychological disorders in childhood, adolescence, and adulthood. They are familiar with the different paradigmatic approaches and psychological models and know about their direct impact on understanding pathological developmental pathways, diagnosis, and treatment concepts. Students can reflect on concepts and theories of clinical-psychological disorders independently critically. You know common classification schemes

and diagnostic manuals and can use them to recognise and diagnose manifestations and variable phenotypes of mental disorders. They have a comprehensive disorder-specific knowledge of intervention and treatment options.

Module 2: Specialisation (14 ECTS)

Course type	Course	ECTS	Credit hours	Semester
VO	Psychiatric and Neurological Basics	3	2	1
Integrated course	Biological psychology and psychopharmacology	4	3	1
VO	Clinical-psychological basics: Families, children and teenagers	3	2	2
Integrated course	Clinical-psychological basics: Offender Assessment and Treatment	4	3	2

Amount of work: 14 ECTS / 10 credit hours
350 working hours; thereof 112.5 hours attendance time

Frequency: yearly

Options: none

Prerequisites: none

Duration: 1st and 2nd semester

VO Psychiatric and Neurological Basics

3 ECTS/ 2 SWS

LV Description:

The lecture covers nosology (disease and disorder concepts of psychiatry based on the ICD-10 classification for psychiatric disorders), symptomatology, diagnosis and treatment from a psychiatric and neurological perspective.

ILV Biological Psychology and Psychopharmacology

4 ECTS/ 3 SWS

LV Description:

The goal of this course is to familiarise students with the basic principles of psychopharmacological treatment strategies. In particular, the neurobiological basis, i.e., mechanisms of action and pharmacokinetic data, will be addressed. Clinical indications and corresponding forms of intervention are described in detail, and treatment strategies in the case of insufficient response or resistance to therapy are also presented. Side effects, contraindications and interactions with other drugs are given special attention.

VO Clinical-Psychological Basics: Families, children and teenagers

3 ECTS/ 2 SWS

LV Description:

This lecture serves as an in-depth examination of essential aspects of clinical family psychology. Family protective or risk factors for healthy or deviant child development are presented, particularly the aspects of attachment and sensitivity, parental well-being, partnership quality, and education. The latest research on the role of the family in child development will be presented, discussing topics such as new family models and their effects, family violence, abuse and victimisation, separation and divorce, the family as a resilience factor and possibilities for family health promotion, prevention, and family therapy. In addition, the legal

VO Clinical-Psychological Basics: Offender assessment and treatment

4 ECTS /3 SWS

LV Description:

The lecture provides an overview of the central forensic-psychological issues in the field of corrective measures. After introducing the framework conditions of forensic-psychological expert activities, the methodological principles, and the diagnostic procedure for questions of testimonial psychology, criminal and dangerousness prognosis, culpability, criminal responsibility, and developmental maturity are explained. The lecture is also dedicated to the possibilities and limits of forms of treatment in the correctional system, the development of delinquency, criminality and recidivism and their implications for prevention, treatment, and prognosis.

Module Learning Objectives:

On the one hand, students have a comprehensive understanding of neurological and biological foundations of clinical-psychological disorders and their pharmacological and psychiatric treatment; in addition, they know about the interaction of the disciplines of psychology, psychiatry, and medicine in the field of clinical-psychological diagnostics and treatment. On the other hand, the students have acquired the basics and concepts necessary for working in the field of children, youth, and families and the forensic context of the correctional system. In addition, they are able to critically reflect on organisational, legal, and ethical-moral issues in the execution of measures.

Module 3: Elective (8 ECTS)

Course type	Course	ECTS	Credit hours	Semester
Integrated course	Rehabilitation of chronic diseases	4	3	1
Integrated course	Health Psychology	4	3	2

Amount of work: 8 ECTS / 6 credit hours

200 working hours; thereof 67.5 hours of attendance time

Frequency: yearly

Options: yes

Prerequisites: none

Duration: 1st and 2nd semester

ILV Rehabilitation of chronic diseases

4 ECTS/3 SWS

LV Description:

Students will learn about models of health behaviour, theories and research findings on the relationship between personality and health, and the relationship between social support and health. Special attention is given to chronic physical illnesses (e.g., cardiovascular disease, cancer, orthopaedic disease) and, in general, to illnesses that require fundamental lifestyle changes, with very practical instruction in appropriate psychological intervention or treatment strategies.

ILV Health Psychology

4 ECTS/ 3 SWS

LV Description:

After an introduction to the general basics of health psychology, its model concepts and its scientific-theoretical prerequisites, various core topics of health psychology will be discussed. This includes, for example, information on health behaviour, stress and emotions, and prevention and evaluation of health psychology measures. This course aims to differentiate teaching and reflection of the terms "disease" vs "health", of knowledge regarding different models and concepts of health psychology and basics regarding health promotion and prevention. Furthermore, the professional field of health psychology is discussed in more detail, which includes diagnostics and health psychology treatment.

Module Learning Objectives:

Students have a profound overview of the field of health psychology. They are familiar with intervention and prevention strategies, especially also strategies of health promotion in different social or organisational settings. They know about the most important chronic diseases and the corresponding possibilities of psychological intervention; in particular, they possess

they have a basic knowledge of psychologically relevant aspects related to lifestyle changes forced by illness.

Module 6: Competences for action (12 ECTS)

Course type	Course	ECTS	Credit hours	Semester
UE	Developmental diagnostics and intervention	3	2	1
UE	Anamnesis	3	2	1
UE	Family law diagnostics and intervention	3	2	2
UE	Risk of relapse or Managing danger and intervening with lawbreakers	3	2	2

Amount of work: 12 ECTS / 6 credit hours
300 working hours; thereof 67.5 hours attendance time

Frequency: yearly

Options: none

Prerequisites: none

Duration: 1st and 2nd semester

UE Developmental Diagnostics and Intervention

3 ECTS/ 2 SWS

LV Description:

This exercise provides students with the competence to diagnose significant disorders in childhood and adolescence and, based on this, to derive concrete support measures. They learn to plan the diagnostic process, prescribe, evaluate, and interpret appropriate diagnostic procedures (tests, questionnaires, interview guidelines, observation inventories), draft final written reports and findings, and plan disorder-specific interventions. They develop the competence of a differential diagnostic differentiation of different disorders and their implications for intervention.

UE anamnesis

3 ECTS/2 SWS

LV Description:

Anamnesis is one of the central skills of clinical psychologists that will be treated theoretically and practically in this seminar. To achieve the highest possible objectivity of the anamnesis activity, the model of iterative hypothesis formation is first introduced theoretically. The iterative hypothesis formation model enables existing clinical knowledge to be structured and applied in the anamnesis situation by forming hypotheses about the potentially present clinical syndrome based on information already collected in the interview. These are translated into questions and determine the next step of systematic exploration.

After the theoretical introduction of the model, various anamnesis situations are produced and practised in role play.

UE Family Law Diagnostics and Intervention

3 ECTS/ 2 SWS

LV Description:

This exercise provides students with the competence to plan the diagnostic process for family law issues and issues of child welfare endangerment, to collect essential information (via behavioural observation, exploration with parents, adolescents and children, questionnaires, etc.), to integrate the information obtained, to draft written expert opinions and to present these orally. Based on the results, the students learn to plan appropriate system-wide interventions, knowing about the different professional groups' interaction (psychologists, psychiatrists, psychotherapists, social workers, educators) in this complex setting.

UE Recidivism risk management or managing danger and interventions with lawbreakers

3 ECTS/2 SWS

LV Description:

This exercise teaches students methodological and diagnostic strategies for predicting recidivism, assessing recidivism risks, evaluating the capacity for insight and control, and assessing juvenile offenders' moral and mental developmental maturity. Besides, methodological approaches relevant to practice for assessing the developmental status of adolescents are presented. In addition to the preparation of prognosis and culpability reports, essential interventions in the penal and correctional system are discussed with the students. In their later professional work, they may plan and implement the diagnostic procedure and interventions based on it.

Module Learning Objectives:

The students have comprehensive competencies in the planning, implementation, and evaluation of diagnostic processes in the field of children, youth and families, and offender assessment with special consideration of the intervention measures to be derived from the results. They know about the possibilities but also the limits of

psychological diagnosis in these complex clinical settings, can conduct interviews (anamnesis, exploration and counselling), know essential diagnostic procedures (tests, questionnaires, interview guidelines, observation inventories) and have the ability to apply, evaluate and interpret them. They have comprehensive skills in preparing written reports and findings and the ability to differentiate between various clinical disorders. They know about the interdisciplinary interaction of different professional groups in these complex clinical settings (psychologists, psychiatrists, psychotherapists, speech therapists, occupational therapists, social workers, educators, etc.) and are familiar with the planning and implementing multimodal forms of treatment.

6 Overview of focus modules: Business and Economic Psychology (Business and Economic Psychology)

	Module designation	ECTS-Credits
M.1	Theoretical foundations/ Theory	12
M.2	Specialisation/ Consolidation	14
M.3	Elective/ Optional Lectures	8
M.6	Competences and Capabilities	12

Module 1: Theoretical Foundations/ Theory (12 ECTS)

Course type	Lectures	ECTS	Credit hours	Semester
Integrated course	Research Paradigms in Business and Economic Psychology	3	2	1
Integrated course	Organisational Psychology	3	2	1
Integrated course	Work Psychology	3	2	1
Integrated course	Consumer and Market Psychology	3	2	1

Amount of work: 12 ECTS / 8 credit hours
300 working hours; thereof 90 hours attendance time

Frequency: yearly

Options: none

Prerequisites: none

Duration: 1st semester

ILV Research Paradigms in Economic and Business Psychology

3 ECTS/ 2 SWS

LV Description:

Students are introduced to key concepts of the main research topics and business- and economic psychology approaches. They are instructed to develop their first research proposal in this field. Additionally, students are supervised in developing their research proposals in the field of business- and economic psychology throughout the semester by a blended-learning approach (online and/or classroom teaching). They present and discuss their research proposals at a round table research meeting on week seven. Students get an overview and understanding of the key topics in business- and economic psychology and the possible empiric approaches to research these topics.

ILV Work Psychology

3 ECTS/ 2 SWS

LV Description:

By a blended-learning approach, students are coached to develop a state of the art understanding of the research field in work psychology. Students get an overview and understanding of the historic milestones of work psychology and are introduced to fundamentals of theories and processes in work psychology (workflow analysis, workplace design, stress and motivation, safety in the workplace, dis-occupation, etc.). They develop an understanding of the significance of the psychological fundamentals in the business environment. They discuss empirical research on psychological distress as well as the salutogenetic factors at the workplace.

ILV Organisational Psychology

3 ECTS/ 2 SWS

LV Description:

Students have an overview of the historical development of organisational psychology and are introduced to the organisation's central sociological, economic, and psychological theories. They understand the importance of findings from social psychological research in relation to the actions of individuals in organisations, as well as the role of power and authority in

organisational processes. Students are familiar with the state of the art theories and empirical research on personnel- and leadership psychology and have a profound overview of theories and intervention techniques of conflict management in organisations.

ILV Consumer and Market Psychology

3 ECTS/ 2 SWS

LV Description:

Students have a profound overview of the historical development of market and consumer psychology and an overview of the strategies with which companies seek to influence consumers' purchasing decisions. They know about the relationship between sales media (product, price, distribution, and communication policy) and influencing purchasing behaviour and are familiar with the empirical methods of consumer behaviour research and familiar with purchasing decisions. They also know strategies with which companies can promote their own image and learn about have an overview of the current state of knowledge regarding various forms of problematic purchasing behaviour (e.g. shopping addiction).

Module Learning Objectives:

In this module, students develop a basic understanding of contemporary economic and business psychology based on the development and history of the discipline. Students are familiarised with the central questions in the field of research and know the different paradigmatic approaches and epistemological and scientific positions. Students can assess independently- and reflect on psychological concepts and theories and have the basic knowledge for a critical understanding of the instruments and methods used in the field. Students are introduced to the conceptual-theoretical "tools" for a psychologically sound understanding of the economic and business environment in the course of the module. Special emphasis is placed on the relationship between different approaches and perspectives so that students can understand and adequately act in the complexity of psychosocial business environments.

Module 2: Specialisation/ Consolidation (12 ECTS)

Course type	Course	ECTS	Credit hours	Semester
Integrated course	Personnel Psychology	4	3	1
Integrated course	Behavioural Economics	3	2	1
Integrated course	Service Psychology	4	3	2
Seminar units	Conflict Resolution in Organisations	3	2	2

Amount of work: 14 ECTS / 10 credit hours
350 working hours; thereof 112.5 hours attendance time

Frequency: yearly

Options: none

Prerequisites: none

Duration: 1st and 2nd semester

ILV Personnel Psychology

4 ECTS/ 3 SWS

LV Description:

Students know concepts and methods of personnel psychology and can critically assess their relevance for addressing practical problems in human resource management in companies. They know central procedures of personnel selection and have learned to apply them in exercises. Students are familiar with the state of the art methods of personnel assessment and can identify their strengths and weaknesses in relation to concrete, practical problems. They know various instruments for assessing potential and have also tested them in practical exercises. In total, they have the necessary basic knowledge to independently develop a design for personnel development measures adapted to specific problems.

ILV Behavioural Economics

3 ECTS/ 2 SWS

LV Description:

The course is an introduction to the topic of behavioural economics, as well as an in-depth study of the following topics: decision heuristics, decision process anomalies, mental accounting, nudging, the role of emotions in decision-making, behavioural economics in research: laboratory experiments, behavioural economics in practice (e.g. in companies or in the consumer world). Students are introduced to the relevant materials and taught behavioural economics's key research topics and approaches. Furthermore, they are instructed to develop their first experiments in this field. Students are supervised in developing their experiments throughout the semester in the form of a blended-learning approach (online and/or onsite meetings). Results of the experiments (group work) are presented and discussed during a one-day research workshop at the end of the term.

ILV Service Psychology

4 ECTS/ 3 SWS

LV Description:

Students can identify the psychological factors influencing the relationship or interaction between providers and customers of services. Additionally, they are able to assess them in

terms of the success or failure of customer contact. They know psychological concepts for the development of "customer orientation" in sales-persons. Students are introduced to the state of the art empirical findings on relevant aspects of seller-buyer interactions and are familiar with findings on the special features of services offered via the Internet or social networks (especially concerning e-Consulting). Students know how customer satisfaction can be operationalised resp. measured and can assess which psychological aspects influence the customer's evaluation of services provided.

SE Conflict Resolution in Organisations

3 ECTS/ 2 SWS

LV Description:

Students get an overview and understanding of the complexity of the concept of culture and understand that at the heart of intercultural competence is acknowledging one's own intercultural incompetence and engaging curiously with others. Topics covered are: Conflict topic universalism versus particularism: recognition of diversity, without culturalistic stigmatisation, and the relevance of a dialogical human rights-based approach. Dialogality, conflicts, conflict capacity, conflict management in international relations are topics on which students learn to reflect.

Module Learning Objectives:

The module aims to gain a deeper insight into the special areas of business and economic psychology. The focus of this module lies on the empirical tools of the basic approaches and concepts. Students will understand the purpose and limitations of the instruments in the use of everyday business life in classic as well as new research areas and application in Business and Economic Psychology: basics and recent developments and challenges in (1) personnel selection and (2) the psychology of the service sector; behavioural economics for the understanding of psychologically decision mechanisms; dialogical organisational management for the understanding of new approaches in the organisational sector.

Module 3: Elective/ Optional Lectures (8 ECTS)

Course type	Course	ECTS	Credit hours	Semester
Integrated course	Introduction BWL	4	2	1
Integrated course	Psychological, organisational counselling	4	2	2

Amount of work: 8 ECTS / 6 credit hours
200 working hours; thereof 67.5 hours of attendance time

Frequency: yearly

Options: yes

Prerequisites: none

Duration: 1st and 2nd semester

ILV Introduction BWL

4 ECTS/ 2 SWS

LV Description:

Students have a general overview of the conceptual, theoretical, and methodological foundations of business administration and know about business management and marketing's economic basics. They are introduced to the fundamentals of human resources management, understand the logic of operational cost accounting (balance sheet preparation; controlling) and are taught labour-law issues.

ILV Psychological Organisational Consulting

4 ECTS/ 2 SWS

LV Description:

After completing the course, students are familiar with basic theories, concepts, and psychological, organisational counselling methods. They have also developed a differentiated and interdisciplinary understanding of selected approaches of organisational diagnostics, organisational development, and systemic counselling. In terms of content, students have dealt in-depth with theoretical and practical aspects of organisational culture and organisational learning and know the importance of leadership and power in organisations as well as the significance of resistance and conflicts in social change processes. In the process, they have also acquired practical conflict management strategies. After attending the exercise 'Psychological Organisational Counselling', students have a solid foundation for their further or later development of practical organisational competence.

Module Learning Objectives:

The elective courses provide complementary interdisciplinary perspectives in the field of business psychology. Students acquire the necessary basic knowledge on the concepts of the immediate neighbouring disciplines of business administration and systems theory to develop the necessary interdisciplinary connectivity in daily practice.

Module 6: Competences and Capabilities (12 ECTS)

Course type	Course	ECTS	Credit hours	Semester
UE	Personnel Selection	3	2	2
UE	Market Research	3	2	2
UE	Competences in Organisational Psychology	3	3	2
UE	Coaching, Mediation and Supervision	3	2	2

Amount of work: 12 ECTS / 6 credit hours
300 working hours; thereof 67.5 hours attendance time

Frequency: yearly

Options: none

Prerequisites: none

Duration: 1st and 2nd semester

UE Personnel Selection

3 ECTS/ 2 SWS

LV Description:

Students get an overview and understanding of the implications for human resource management of the behavioural sciences, government regulations, and the elements of HR (e.g., selection, training, onboarding and development) and are familiar with the key terminology. They can apply the principles and techniques of human resource management to the discussion of major personnel issues and the solution of typical case studies.

UE Market Research

3 ECTS/ 2 SWS

LV Description:

Students are familiar with market research done in companies and with trends in operational market research. They have the ability to plan a market research project in all its phases (sample planning, survey methods, and questionnaire design). They can select a research topic and pitch convincing presentations. They have the statistical knowledge to analyse results (univariate statistics, multivariate statistics, qualitative analyses, analysis trends) and can lastly present them in a state of the art fashion.

UE Competences in Organisational Psychology

3 ECTS/ 2 SWS

LV Description:

As organisational psychology is an evidence-based discipline, i.e. all interventions have to be underpinned by research, state of the art findings (see, e.g. Journal of Occupational and Organisational Psychology) will form the basis of the course. The course will focus on the following areas of knowledge: organisational development (including communication and employer branding), diversity management and equal opportunities (especially concerning questions of gender, age and intercultural competencies), assessment centres, change management (especially focussing digitalisation), teambuilding, project management.

UE Coaching, Mediation and Supervision

3 ECTS/ 2 SWS

LV Description:

Students get an introduction in coaching, mediation and supervision with a focus on coaching. They know about the history of coaching, the differentiation of coaching, counselling and mentoring and different coaching approaches and areas of coaching. They reflect on roles at an individual and organisational level and practice coaching skills via coaching groups and case formulations.

Learning objectives of the module

This module provides students with comprehensive skills in planning, implementing, and evaluating psychological interventions in the business environment based on case studies. Students are familiar with the central issues of the field, know the different paradigmatic approaches and are able to frame their meaning and effects within a historical context. They acquire comprehensive skills in writing up reports and findings. They know about the interdisciplinary interaction of different professional groups in the business environment (psychologists, economists, business administration managers, occupational therapists, social workers, etc.) and are familiar with the planning and implementing interventions.

7 Overview of focus modules: Subject Combination Social Psychology and Clinical Psychology

	Module designation	ECTS-Credits
M.1	Theoretical foundations	12
M.2	Technical deepening	14
M.3	Elective	8
M.6	Competencies	12

Module 1: Theoretical foundations (12 ECTS)

Course type	Course	ECTS	Credit hours	Semester
VO	Paradigms of clinical psychology	3	2	1
VO	Thematic fields and perspectives of social psychology: Theoretical foundations of psychological interventions	3	2	1
VO	Methods and fields of activity of clinical-psychological intervention	3	2	2
VO	Clinical diagnostics and assessment	3	2	2

Amount of work: 12 ECTS / 8 credit hours
300 working hours; thereof 90 hours attendance time

Frequency: yearly

Options: none

Prerequisites: none

Duration: 1st and 2nd semester

VO Paradigms of Clinical Psychology

3 ECTS/ 2 SWS

LV Description:

After defining the subject area, the fields of activity, the basic concepts and the historical development of clinical psychology, a distinction will first be made between biogenetic, deviation-theoretical, psychogenetic, sociogenetic and psychosocial models of explaining mental disorders based on a small example case.

VO Thematic fields and perspectives of social psychology: Theoretical foundations of psychological interventions

3 ECTS/ 2 SWS

LV Description:

The lecture series gives an overview of different social psychology approaches, whose common characteristic is not to look at people in isolation but in their social and historical development. Among others, psychoanalytically oriented, feminist, postcolonial and post-Marxist theories are dealt with, whereby the respective approaches are always considered from the perspective of what contribution they (can) make to understanding concrete lifeworld problems. In this respect, the course does not merely impart theoretical knowledge but should enable students to develop a comprehensive, socio-psychological perspective on mental health, psychological suffering, and ambivalences of lifestyle in complex social and historical conditions.

VO Methods and fields of activity of clinical-psychological intervention

3 ECTS/ 2 SWS

LV Description:

In the course, various clinical-psychological methods will be presented according to the differentiation criteria of the specific intervention function across disorders,

e.g. health care and prevention and crisis intervention, whereby there will also be a focus on the ethical foundations of clinical-psychological action. Selected disorder-specific intervention techniques for disorders of psychological functioning, patterns of functioning, and interpersonal systems are then presented. Finally, community psychology, gender perspectives, and psychosocial counselling present guiding psychosocial concepts that break beyond the traditional individual-centredness of clinical psychology.

VO Clinical diagnostics and assessment

3 ECTS/ 2 SWS

LV Description:

The lecture deals with the basics of clinical-psychological diagnostics and the preparation of clinical-psychological reports. The learning outcome is to instruct students scientifically on the goals, tasks, theoretical foundations, and methodological procedures of clinical-psychological diagnostics. The basics of psychological diagnostics also include the presentation and discussion of criteria for evaluating methodological quality (e.g., test quality criteria) and practical quality (e.g., diagnostic guidelines). Legal and ethical issues are dealt with in connection with the development and application of psychological diagnostics. The basics are deepened with reference to individual fields of application. Students are able to plan, perform and present clinical diagnostic findings according to scientific standards.

Module Learning Objectives:

The students have profound knowledge of various possible applications of diagnostic and differential diagnostic procedures in clinical psychology. They know the strengths and weaknesses of the various procedures. They can apply these procedures according to the standards and present the results accordingly in findings expert opinions.

They have an in-depth basic knowledge of the psychodynamic, behavioural, cognitive, humanistic-psychological and systemic paradigms that determine clinical psychology and can critically evaluate the advantages and disadvantages of these basic theoretical orientations and the intervention models derived from them.

. They know about concrete cross-disorder methods of clinical-psychological intervention (e.g., motivational interviewing, operant procedures, stimulus confrontation techniques, relaxation procedures, etc.) and can also apply them practically.

In addition, students have a profound overview of social psychological theories that address or problematise the relationship between the individual and society. They have the conceptual-theoretical "tools" also for a social psychological understanding of the clinical-professional psychological activity.

Module 2: Specialisation (14 ECTS)

Course type	Course	ECTS	Credit hours	Semester
Seminar units	Individual and society. Normality, health, and illness in a social context	3	2	1
Seminar units	Gender and mental health	4	3	1
Seminar units	Racism and mental health	3	2	2
Seminar units	Work and mental health	4	3	2

Amount of work: 14 ECTS / 10 credit hours
350 working hours; thereof 112.5 hours attendance time

Frequency: yearly

Options: none

Prerequisites: none

Duration: 1st and 2nd semester

SE Individual and Society. Normality, health, and illness in a social context

3 ECTS/ 2 SWS

LV Description:

Adorno wrote that social psychology had to "uncover determining social forces in the innermost mechanisms of the individual". This seminar will address the question of how the subject can be thought of as a historically socially situated being. How can the emergence of psychic space, inner conflicts or psychic development be thought of as processes that always already take place in a social, historically conditioned space permeated by relations of domination and power? It will be asked how the emergence of subjectivity can be grasped theoretically and which perspectives the various approaches adopt, but also which questions and perspectives remain underexposed in each case.

SE Gender and mental health

4 ECTS/ 3 SWS

LV Description:

The bio-psycho-social model assumes that biological, psychological, and social factors cause mental health and illness. This seminar delves into the social conditions of mental health with a special focus on gender relations. Gender is one of the first social categories into which a person is usually placed even before they are born. Gender also plays a role in how people experience, feel, and behave later in life. Questions of social inequality and power relations are brought into focus in this seminar, whereby it is to be recognised that women, as well as men, are not only individually different from each other but that every person can be located in diverse categories, which in turn have decisive consequences for mental health precisely in their interaction with the category of gender.

SE Racism and Mental Health

3 ECTS/ 2 SWS

LV Description:

In this seminar, the category 'race' is analysed as a central axis of the production of inequality, starting from the assumption of a fundamental structuration of social relations through postcolonial conditions of power and domination. In a first step, theoretical concepts of racism and its explanation are introduced. Subsequently, the question of the socio-psychological meaning of racism is explored: What role does racism play in the subject constitution? What consequences do racist attributions and behaviours have for those affected, especially in terms of mental health? How does racial othering work? What forms of resistance do affected people put up? The entanglement of psychology in racist relations and one's own situation as a psychologist will also be addressed.

SE Work and mental health

4 ECTS/ 3 SWS

LV Description:

The starting point of the course is Karl Marx's thesis that man's social (and individual) being is determined by his position in the production process. The seminar will first clarify what is meant when it is said that someone is determined in their subject form by a certain class position. Based on this fundamental introduction to the psychosocial meaning of the concept of class, the course of the seminar will explore the transformations and disputes that have developed in the course of the engagement with feminist and postcolonial critiques of the concept of class and production. Finally, current debates on 'cognitive capitalism', immaterial labour and the post-Fordist economy will be used to address the question of the extent to which the concept of 'class' (and the corresponding concept of commodity production) continues to have meaning, how relations of production/reproduction are currently constituted and in what way(s) the political-economic constitution of subjects can be understood at present.

Module Learning Objectives:

The students understand that the process of becoming a subject is socially framed, shaped by social categories such as 'race', 'class' and 'gender' and permeated by contradictions. With a transdisciplinary perspective that looks at psychodynamics as well as social structures and processes, they are able to understand people's actions and feelings as having become historical and have developed a fundamental understanding of power and domination relations in relation to 'gender',

'class' and 'race' as well as their effects on psychological experience and action. They can analyse the connection between mental health or illness and social conditions and have the necessary theoretical competencies to become practically active in various psychosocial fields in the sense of a critical-emancipatory basic attitude.

Module 3: Elective (8 ECTS)

Course type	Course	ECTS	Credit hours	Semester
Integrated course	Biological Psychology and Psychopharmacology	4	3	1
Integrated course	Health Psychology	4	3	2

Amount of work: 8 ECTS / 6 credit hours
200 working hours; thereof 67.5 hours of attendance time

Frequency: yearly

Options: yes

Prerequisites: none

Duration: 1st and 2nd semester

ILV Biological Psychology and Psychopharmacology

4 ECTS/ 3 SWS

LV Description:

The goal of this course is to familiarise students with the basic principles of psychopharmacological treatment strategies. In particular, the neurobiological basis, i.e., the mechanisms of action and pharmacokinetic data, will be addressed. Clinical indications and corresponding forms of intervention are described in detail, and treatment strategies are also presented in the case of insufficient response or resistance to therapy. Side effects, contraindications and interactions with other medicines are given special attention

ILV Health Psychology

4 ECTS/ 3 SWS

LV Description:

After an introduction to the general basics of health psychology, its model concepts and its scientific-theoretical prerequisites, various core topics of health psychology will be discussed. This includes, for example, information on health behaviour, stress and emotions, and prevention and evaluation of health psychology measures. This course aims to differentiate teaching and reflection of the terms "illness" vs "health", of knowledge regarding different models and concepts of health psychology and basics regarding health promotion and prevention. Furthermore, the professional field of health psychology is dealt with in more detail, which includes diagnostics and health psychology treatment.

Module Learning Objectives:

The students have a sound knowledge of neurobiological basics. They know about the mode of action of important psychopharmaceuticals and have a profound overview of research methods and results in psychopharmacology. Scientific studies can be critically examined and appreciated in this field of research.

Students have a profound overview of the field of health psychology. They are familiar with intervention and prevention strategies, especially also strategies of health promotion in different social or organisational settings.

Module 6: Competences for action (12 ECTS)

Course type	Course	ECTS	Credit hours	Semester
UE	Anamnesis	3	2	1
UE	Project and research funding	3	2	1
UE	Diagnostic	3	2	2
UE	Group Dynamics and Institutional Analysis. Clinical Interventions and their framework conditions	3	2	2

Amount of work: 12 ECTS / 6 credit hours
300 working hours; thereof 67.5 hours attendance time

Frequency: yearly

Options: none

Prerequisites: none

Duration: 1st and 2nd semester

UE anamnesis

3 ECTS/ 2 SWS

LV Description:

Anamnesis is one of the central skills of clinical psychologists that will be treated theoretically and practically in this seminar. To achieve the highest possible objectivity of the anamnesis activity, the model of iterative hypothesis formation is first introduced theoretically. The iterative hypothesis formation model enables existing clinical knowledge to be structured and applied in the anamnesis situation by forming hypotheses about the potentially present clinical syndrome based on information already collected in the interview. These are translated into questions and determine the next step of systematic exploration.

After the theoretical introduction of the model, various anamnesis situations are produced and practised in role play.

UE Project and research funding

3 ECTS/ 2 SWS

LV Description:

In this exercise, the social and institutional framework conditions of current knowledge production and psychosocial work will be looked at. In this way, various places and framework conditions of knowledge production and psychosocial work are analysed in their structures and characteristics. Finally, possibilities of action for the practical realisation of critical knowledge production and critical psychosocial projects will be elaborated. In practical exercise blocks, students learn to research funding bodies for scientific and psychosocial projects, plan projects, and write project proposals.

UE Diagnostic

3 ECTS/ 2 SWS

LV Description:

Through the implementation and evaluation of disorder-specific test procedures, the systematic collection and processing of information is to be learned to be able to justify, control and optimise decisions and the resulting actions in the clinical-psychological field. In small groups, students learn how to synthesise collected information into a diagnosis of a person's problem by conducting and scoring standardised clinical interviews, disorder-specific projective testing procedures, self-report questionnaires, and intelligence tests. As students collect investigative data, they are asked to hypothesise about the nature, causes, and course of a person's disorder.

UE Group Dynamics and Institutional Analysis. Clinical interventions and their frameworks

3 ECTS/ 2 SWS

LV Description:

In this exercise, which builds on the skills acquired in the exercise "Conversation and relationship work", special attention is paid to group dynamics when working with several clients, in teams and institutions. These group processes are to be understood in the context of institutional and social power relations that structure work in the psychosocial field. Therefore, students should also be given a set of tools that will enable them to shed light on institutions and their relational and power structures and to include these in reflections within psychosocial work.

Module Learning Objectives:

The training in clinical-psychological skills enables the student to take a competent medical history and derive well-founded clinical-psychological interventions. Students also can responsibly and professionally perform psychological diagnosis and assessment in the

clinical-psychological context and to pass on the results competently to non-psychologists. The students have competencies in conversation and relationship work and the context of group dynamics and institutional analysis. They know how to realise critical knowledge production and psychosocial project work in the context of the existing system of science and project funding. They have a critical understanding of social and institutional conditions in which psychological work is currently embedded in the scientific and psychosocial sectors.