The Bachelor Programme in Psychology 2011 – programme curriculum
Valid from 1 September 2019
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The programme curriculum for the bachelor programme in Psychology (2011)

1 Preamble
This programme curriculum should be read in conjunction with the Curricula's Common Part for the Faculty of Social Sciences, which applies to all bachelor and master's programmes run by the faculty. The Curricula's Common Part lays out rules that apply to all of the faculty’s programmes.

This curriculum was approved by Dean Troels Østergaard Sørensen on 31 May 2011. Amendments were approved on 4 July 2012, 25 June 2013, 26 June 2014, 20 March 2015, 24 August 2016, 27 March 2017, and 25 May 2018.

1.1 Commencement
The curriculum comes into force on 1 September 2011 and applies to students whose programme commences on or after 1 September 2011.

The revisions in this version concerns the all courses’ learning outcomes and exam regulations for elective courses. This revised Programme Curriculum was approved by Dean Troels Østergaard Sørensen on 25 April 2019 and applies to all students covered by this Programme Curriculum on 1 September 2019.

2 Title and affiliation
On successful completion of the programme, graduates are entitled to use the title Bachelor of Science in Psychology (BSc in Psychology)

Danish version: Bachelor i Psykologi

The bachelor programme in Psychology falls under the auspices of the Study Board in the Department of Psychology. External examiners for the programme are provided by the Corps of External Examiners for Psychology.

3 Objectives and competency profile

3.1 Objectives
The bachelor programme in psychology is a research-based and vocationally oriented full-time programme. The objectives are to:

- provide graduates with the knowledge, skills and competencies that enable them to work independently in the psychology profession at a level that meets the criteria for a bachelor’s degree in the Danish Qualifications Framework for lifelong learning, and to
- qualify graduates to continue their education, either on the master’s programme in psychology and subsequently working as a psychologist, or on another master’s programme.
The objectives are achieved via the programme’s academic focus, content and structure, as well as its overall didactic and pedagogical basis (see Part 3.2.1). Students receive an introduction to psychology’s scientific disciplines, including its theories, methods and applied subjects. The programme’s central subject elements cover both classic and contemporary issues, along with the theories, concepts, methods and empirical research associated with them. In this way, the student achieves a range of module-specific objectives for learning outcomes (see part 6) that lead to the general knowledge, skills and competences described in the competency profile (see 3.2 below).

3.2 Competency profile

Bachelor graduates in psychology are capable of fulfilling duties related to the whole target field of psychology.

Bachelor graduates in psychology should be able to:

Knowledge

- Have wide-ranging research-based knowledge and understanding, and the ability to reflect on psychological theories, methods and disciplines.
- Have a basic understanding of concepts, theories and methods in personality, cognitive, developmental and social psychology.
- Have basic insight into psychological conditions concerning work and organizational psychology, and clinical and educational psychology.

Skills

- Be able to use psychology’s scientific methods and tools, evaluate theoretical and practical problems in the field of psychology, justify and select relevant analytical models and solutions to psychological problems and assignments, and disseminate information about psychological problems and solutions.
- Be able to plan and run courses based on one or more psychology discipline(s)
- Be able to cast light on human relationships characterised by ethical, cultural and other conflicts, and suggest solutions
- Be able to identify problems within interpersonal relations that should be referred to (master’s) graduates in psychology (psychologists) and/or other professionals.
- Be able to convey general psychological problems – i.e. account for the treatment of a psychological theme in different psychological disciplines and on the basis of different theoretical assumptions – and the empirical and methodological basis for them

Competencies

- Be capable to deal with straightforward activities that require psychological expertise, e.g.
  - cast light on cases involving individuals, groups and organisations
  - establish and maintain contact with clients who need psychological knowledge
  - develop and implement projects to create better conditions for children, young people, adults and senior citizens
• participate in psychological development projects, e.g. in rehabilitation and unemployment
• assist in research projects
• Bachelor graduates in psychology are capable of dealing with psychology subjects and situations by analysing, structuring and setting targets in a practical or theoretical area, and planning, implementing and evaluating treatments in collaboration with other psychology professionals, as well as professionals in other disciplines.
• Be capable of identifying their own learning needs and structure their learning accordingly.

3.2.1 The overall didactic and pedagogical basis for the programme
The bachelor programme in psychology at the University of Copenhagen is research-based, vocationally oriented, and, in pedagogic and didactic terms, is based on the principle of constructive alignment.

Research-based is defined by the following criteria:

• researchers active in the various subject areas organise and provide some or all of the course
• the course content is largely evidence-based and reflects the most recent research findings
• students acquire academic and methodological knowledge, skills and competencies that can be applied in research and professional contexts.

Professionally oriented is defined by the following criteria:

• the course is based on practice-based learning
• practising psychologists take some of the classes
• the course content is related to psychological practice
• students acquire professionally relevant knowledge, skills and competencies that can be used directly in their subsequent work as psychologists.

The programme is based on the pedagogic and didactic principle of constructive alignment:

• modules/course elements are organised and conducted in a manner that guarantees mutually consistent targets for learning outcomes, type of instruction and forms of exam, and reflects the module’s objectives (alignment)
• through participation in organised (and other) learning activities, students construct their own learning process and outcomes (constructive).

The descriptions of the course elements specify the overall content, the objectives (in the form of specific learning outcomes) and the types of instruction and exam forms.

Descriptions of objectives, in the form of specific objectives for learning outcomes, enable lecturers, supervisors and examiners to organise and run the classes and exam in a way that provides students with the best-possible chance of achieving the defined learning outcomes. In addition, they ensure that exams can assess the extent to which the objectives are achieved. These descriptions, in the form of specific learning objectives, clarify for students the learning outcomes they are expected to achieve, and that it is
the extent to which they achieve these goals that will be assessed in the exam. Both of these conditions are linked to two other pedagogic principles: learning partnership and pedagogic diversity.

**Learning partnership:** The programme represents a learning partnership between students, lecturers and researchers. The University makes available to students various educational resources and expertise (academic, pedagogic and didactic). Students assume the role of independent learners with responsibility for their own learning and their own programme.

**Pedagogic diversity:** The programme is pedagogically diverse in terms of its type of instruction, supervision, ways of working and learning activities, as well as forms of exams, and takes into account the principle of constructive alignment. This diversity offers students the opportunity to learn in many different ways throughout the programme, and thus develop as learners.

### 3.3 Admission requirements and restrictions

Enrolment on the bachelor programme in psychology is as per the general rules for enrolment at the University of Copenhagen.

The following subject-specific admission requirements apply to all social science bachelor programmes in universities in Denmark, i.e.

- Danish at level A,
- English at level B and
- history, history of ideas, social studies or contemporary history at level B
- Mathematics at level B is a specific entry requirement for psychology.
- A grade point average equivalent to the Danish 6.0 from your upper secondary (high) school education.

Under particular circumstances, it is possible to make an exemption from the grade point average. You can read more here: [http://studier.ku.dk/bachelor/ansoegning-og-optagelse/adgangsgivende-eksamen/karakterkrav-6.0/](http://studier.ku.dk/bachelor/ansoegning-og-optagelse/adgangsgivende-eksamen/karakterkrav-6.0/) (in Danish only).
4 The programme’s content and academic profile

4.1 The overall programme content
The bachelor programme in psychology consists of the basic subject psychology, which includes nine constituent subject elements (140 ECTS credits), and six compulsory elective studies (30 ECTS credits) as well as elective subjects (10 ECTS credits). Please refer to section 6 below (Catalogue of subject elements) for descriptions of the content of each subject element. The range of courses for the semester is published in the online course catalogue at http://kurser.ku.dk/

4.2 The modular structure of the subject elements
The recommended order of the subject elements is listed below. However, the subject elements can be taken in any order as long as the requirements for participation and the first-year exam requirements are fulfilled, cf. the Curricula’s Common Part for the Faculty of Social Sciences.

Courses are offered only in the semesters indicated below.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
<th>Semester 5</th>
<th>Semester 6</th>
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<tbody>
<tr>
<td>Biological Psychology and Neuropsychology</td>
<td>Philosophy of Science and History of Psychology</td>
<td>Educational Psychology</td>
<td>Work and Organisational Psychology</td>
<td>Scientific Design and Philosophy of Science</td>
<td>Elective subject</td>
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<tr>
<td>Statistics 1</td>
<td>Statistics 2</td>
<td></td>
<td>Psychiatry</td>
<td>Communication training</td>
<td>Elective subject</td>
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Odd semesters: The autumn semester.
Even semesters: The spring semester.

Modules/subject elements are only offered in the semesters listed.

Constituent subject elements (total of 140 ECTS credits) (all compulsory)

Philosophy of Science and History of Psychology 5 ECTS credits
Social Psychology 20 ECTS credits
Personality Psychology 20 ECTS credits
Cognitive Psychology 20 ECTS credits
Developmental Psychology 20 ECTS credits
Educational Psychology 10 ECTS credits
Work and Organisational Psychology 10 ECTS credits
Clinical Psychology 15 ECTS credits
Bachelor project 20 ECTS credits

**Elective study (a total of 30 ECTS credits) (all compulsory)**

Biological Psychology and Neuropsychology 5 ECTS credits
Scientific Design and Philosophy of Science 7.5 ECTS credits
Statistics 1 5 ECTS credits
Statistics 2 5 ECTS credits
Psychiatry 5 ECTS credits
Communication training 2.5 ECTS credits

**Elective subject (total of 10 ECTS credits)**

The range of elective subjects is listed in the course plan each semester.

Research activities can be chosen as an elective subject (5 or 10 ECTS credits).

Elective subjects can also be taken outside the Department of Psychology.

**4.3 First-year Exam**

By the end of the first year, students must have sat the exams stipulated for the first-year exam in the curriculum in order to continue on the programme (see the Exam Order, section 15). To continue on the programme, students must pass the first-year exam before the end of the second year after they commenced their studies.
The first-year exam for the bachelor study programme in psychology constitutes 45 ECTS credits and includes the following subject elements:

- Statistics 1: 5 ECTS credits
- Personality Psychology: 20 ECTS credits
- Social Psychology: 20 ECTS credits

The above provisions apply regardless of whether the student has used three exam attempts, as per the Exam Order.

**4.4 Registration requirement**

The administration will make sure students are registered for classes and exams on the first five semesters of the bachelor programme.

Students in their sixth semester, who have been granted an exemption, who are not following the recommended order of subject elements, or who have had compulsory programme elements replaced by credit transfer, are personally responsible for registering for classes and exams during the registration period.

**4.4.1 Criteria for selection**

If there are more students registered for an elective course than there are available seats, the students will be selected by random electronic draw.

**5 Exam**

**5.1 Assessment and grading**

The Department of Psychology complies with the grading requirement by using external examiners to grade the following course elements:

- Cognitive Psychology: 20 ECTS credits
- Developmental Psychology theory and methods: 20 ECTS credits
- Bachelor project: 20 ECTS

The Department of Psychology meets the assessment requirement by using the 7-point grading scale to assess the following course elements:

- Social Psychology theory and methods: 20 ECTS credits
- Personality Psychology theory and methods: 20 ECTS credits
- Statistics 2: 5 ECTS credits
- Cognitive Psychology: 20 ECTS credits
The form of grading is also clearly stated in the individual course descriptions in Part 6, Course Catalogue.

### 5.2 Syllabus

Compulsory syllabus lists drawn up by the course lecturers and approved by the Study Board are available in early January and early August.

The syllabus for each course element must consist of key up-to-date academic literature.

Literature chosen by the student can be approved by the lecturer responsible for the exam no later than one month before submission of the assignment/synopsis. At least one third of the literature chosen by students must be primary literature. Primary literature is defined as literature in which the author(s) make a new and original contribution to the academic literature in the area concerned. This contribution can be empirical or theoretical in nature. Primary literature may include, to a limited extent, elements of references to other literature, academic books, chapters from these books and review articles. Textbooks of an explanatory nature do not fall within the definition of primary literature. Literature chosen by students must be on the same level (or higher) as the compulsory literature. Literature chosen by the student within the required syllabus framework must not include literature listed as either compulsory or chosen by the student for other course elements. In other words, the literature specified in the syllabus must be listed for the first time. However, in addition to the required syllabus framework, students may also cite supplementary literature that has been used previously.

All academic literature chosen and listed by students for major written assignments must be cited and referred to directly in the actual text of the assignment.

All mentions of the numbers of pages in the curriculum refer to standard pages. A standard page for a syllabus list is defined as 2,400–2,800 keystrokes (including punctuation and spaces). A standard page for an assignment is defined as 2,400 keystrokes (including punctuation and spaces).

### 5.3 Exam basis

The objectives for the course element and the latest approved curriculum form the basis for the exam. See also Part 6, “Course Catalogue”, for a full description of the content, objectives, etc. of the programme’s course elements. Additional and more detailed information is available along with the range of courses for the semester in the online course catalogue at [http://kurser.ku.dk/](http://kurser.ku.dk/).
6 Course catalogue

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Subject element no.1

6.1 Social Psychology theory and methods
- Socialpsykologi teori og metode

20 ECTS credits

Purpose and content
Social psychology explores all aspects of the way in which the individual functions socially. The subject area covers a psychological approach based on the individual and his or her social participation and the influence of social relationships and society, as well as on a society-oriented approach that examines the processes of individualisation and social relations from a societal perspective. A wide range of central subject elements are introduced, including how psychological and individual ways of functioning are formed socially; the influence of social and societal structures on the functioning of individuals, groups and institutions; the importance of attitudes, positions and norms for social action; individualisation and identity development; social integration and participation in social institutions; and groups and social relations as a link between the individual and society. The purpose is to introduce students to basic – classic and contemporary – theories and empirical research in social psychology, as well as their historical and current embedding and their contribution to the understanding of the subject area’s themes. Various methodological traditions are also introduced, along with their capabilities and limitations.

Learning objective
By the end of the module, the student will be able to:

Knowledge
- Account for selected social psychological concepts, theories and empirical data.
- Demonstrate knowledge of fundamental, both newer and classical, theories and empirical research within social psychology.
- Account for their historical and relevant embedding as well as contribute to the understanding of the subject area’s themes.

Skills
- Analyse central similarities and differences between reviewed terminology, theory and empirical data in relation to specific social psychological themes and problematics.

Competencies
- Apply methods used in social psychology.
- Analyse its possibilities and limitations in relation to the given problem.
- Assess and self-correct own method-empirical work in light of the methods prescribed principals, the object’s peculiarity and ethical scope.
Forms of teaching and working
The classes consist of lectures (theory, methodology and empirical studies), seminars classes (theory) and practice classes (methodology and empirical studies).

- Students are expected to prepare for the lectures by reading up on the literature. The recommended literature is stipulated in the lecture plan.
- In the seminar classes, the students look at the various theories, theoretical currents and concepts via various learning activities. Students are required to play an active part in the seminars, e.g. submitting response papers. They also learn basic study techniques.
- The practice classes conduct specific empirical methodological work (questionnaire methods, social experiments and interview methods) and discuss this in relation to the subject’s theories. Students are required to play an active part in the seminars, e.g. by submitting exercise reports.

Syllabus
1,800 pages of compulsory literature

Exam regulations

- FORM OF EXAM: Final compulsory written 72-hour take-home assignment.
- GRADING: Internal exam without external examiner
- FORM OF ASSESSMENT: The written take-home assignment is assessed according to the 7-point grading scale.
- REGULATIONS FOR GROUP TESTS: The written take-home assignment can only be taken individually. Response papers are written individually. Exercise reports can be written by groups of up to three students.
- EXTENT: The extent of the written take-home assignment is a maximum of ten standard pages.
- PREREQUISITES FOR SITTING THE EXAM: Approved active participation in the various exercises, activities, assignments, presentations, etc., as specified in the course catalogue, is a prerequisite for participation in the exam.
  - Active participation in seminar classes: 3 response papers.
  - Active participation in practice classes: 1 individual method assignment as well as 2 group based exercise reports, including methodology and collection of data.
Subject element no. 2:

6.2 Philosophy of Science and History of Psychology  
- Videnskabsteori og psykologiens historie

5 ECTS Credits

Purpose and content
Philosophy of Science and History of Psychology provides an introduction to general concepts and problems related to psychology as a science, and to the historical development of the discipline. The purpose is to provide students with insight into the history of psychology, from its 17th-century philosophical foundation onwards. The main emphasis is on the establishment of the discipline in the 19th century, but the main currents in the 20th century are also covered. Students are introduced to basic concepts such as ontology, epistemology, language, truth, relativism, theory, empirical data, method (inductive and hypothetical-deductive approach), models and the three fundamental approaches to psychology: scientific, humanities and social science.

Learning objective

By the end of the module, the student will be able to:

Knowledge
- Account for fundamental approaches to psychology: natural science approach, humanities approach, social science approach.
- Identify and demonstrate an understanding of terminology used in philosophy of science such as ontology, epistemology, language, truth, relativism, theory, empirical data and method, including the inductive and hypothetical-deductive approach in relation to given theories.
- Demonstrate insight into the history of psychology from the philosophical basic assumptions from the 1600’s with emphasis on the establishment during the 1800’s, as well as an overview of the most important directions in the 1900’s.

Skills
- Analyse implicit assumptions within philosophy of science in a given theory.
- Place given theories in a historical context and relate the theory’s point of view to overall dichotomies such as legacy-environment and freedom-determination, rationalism-empiricism etc.

Competencies
- Analyse and assess a theory’s strengths and limitations in relation to given problematics.
Forms of teaching and working
The classes consist of a combination of lectures and seminars.

- Students are expected to prepare for the lectures by reading up on the literature. The recommended literature is stipulated in the lecture plan.
- In the seminar classes, the students consider the various theories, theoretical currents and concepts via a variety of learning activities. Students are required to play an active part in the seminars, e.g. submitting response papers. Students will be advised in class on how to write response papers. Response papers can be written in groups.

Syllabus
500 pages of compulsory literature

Exam regulations

Ordinary exam

- FORM OF EXAM: Final compulsory 72-hour take-home assignment
- GRADING: Internal exam
- FORM OF ASSESSMENT: Pass/Fail
- RULES FOR GROUP EXAMS: The compulsory take-home assignment is written in groups comprising a maximum of four students. For group assignments, each student’s contribution must be clearly identified to facilitate individual assessment. A minor part of the assignment may, however, be carried out collaboratively (see 4.6 of the Curricula’s Common Part).
- EXTENT: The compulsory written take-home assignment is a maximum of 12 pages for four students, maximum 10.5 pages for three students and maximum 9 pages for two students.
- PREREQUISITES FOR SITTING THE EXAM: Approved active participation in the various exercises, activities, assignments, presentations, etc., as specified in the course catalogue, is a prerequisite for participation in the exam.
  - Active participation in seminar classes: 4 response papers (one page) – at least three out of fours must be approved by the instructor.

Extraordinary examination and make-up exam/resit:

- FORM OF EXAM: Written exam at the University
- GRADING: External.
- FORM OF ASSESSMENT: Pass/Fail
- EXTENT: Students have four hours to complete the exam.
- EXAM AIDS: Students may use written exam aids (see the Programme pages on KUnet).
PREREQUISITES FOR SITTING THE EXAM: Approved active participation in the various exercises, activities, assignments, presentations, etc., as specified in the course catalogue, is a prerequisite for participation in the exam.

- Active participation in seminar classes: 4 response papers (one page) – at least three out of fours must be approved by the instructor.
Subject element no.3:

6.3 Statistics 1  
- Statistik 1

5 ECTS credits

Purpose and content
Statistics 1 is an introduction to the statistical analysis of psychological data. It focuses on statistical procedures used in the analysis of quantitative research data, e.g. questionnaire responses and psychological test results. Other topics covered include planning and running statistical analyses of simple studies, e.g. of two treatment groups.

Learning objective
By the end of the module, the student will be able to:

Knowledge
- Demonstrate knowledge of the most central terminology and their meaning in statistics.
- Account for and understand statistical results.
- Know the basic possibilities and operating principles in a statistical software, e.g. SPSS.

Skills
- Operate analytically when choosing statistical methods.
- Plan and execute statistical analyses of simple studies, ex with two groups.
- Execute statistical analyses by use of a statistical software, e.g. SPSS.
- Mediate statistical conclusions with correct terminology.

Competencies
- Use suitable statistical methods to solve psychological problematic.
- Draw conclusions about unknown sizes and parameters attached to the population.

Forms of teaching and working
The classes consist of lectures (theory, methodology and empirical studies) and practice classes (methodology and exercises, including in the use of statistical software).

- Students are expected to prepare for the lectures by reading up on the literature. The recommended literature is stipulated in the lecture plan.
The practice classes study examples of data analysis and interpretation of results in the light of statistical tests introduced in the lectures. Students will be advised on how to write the compulsory take-home assignments.

Syllabus
250 pages of compulsory literature

Exam regulations
- FORM OF EXAM: Written exam at the University
- GRADING: Internal exam
- FORM OF ASSESSMENT: Pass/Fail
- RULES FOR GROUP EXAMS: The exam can only be taken individually.
- EXTENT: Students have two hours to complete the exam.
- EXAM AIDS: Students may use written exam aids (see the Programme pages on KUnet).
- PREREQUISITES FOR SITTING THE EXAM: Approved active participation in the various exercises, activities, assignments, presentations, etc., as specified in the course catalogue, is a prerequisite for participation in the exam.
  - Active participation in exercise classes: 2 group based assignments.
Subject element no. 4

6.4 Personality Psychology theory and methods
- Personlighedspsykologi teori og metode

20 ECTS credits

Purpose and content
Personality Psychology explores theories of personality, subjectivity, identity, the self, etc., as well as methodological and empirical means of studying them. Students are introduced to a wide range of theoretical and methodological currents and traditions, including comprehensive personality profiles, and cognitive, humanistic, psychoanalytic, socio-cultural and biological theories.

The purpose is to introduce students to the basic theories of, and empirical research into, personality psychology as defined in international research circles. Students also learn about historical and specific traditions in personality psychology. The subject element introduces various methodological traditions and forms of personality-psychology testing, as well as their capabilities and limitations.

Learning objective

By the end of the module, the student will be able to:

Knowledge

- Demonstrate a broad and deep knowledge of selected personality psychological theories, terminology and empirical studies.
- Account for these theories’ historical traditions within personality psychology.
- Have knowledge of personality psychological methods.

Skills

- Analyse theories’ and methods’ possibilities and limitations by usage in relation to the given problem.

Competencies

- Use methods used in personality psychology based on an analysis of its possibilities and limitations.
- Critically decide on the theories’ and methods’ liability.
- Assess and self-correct own method-empirical work in light of the methods prescribed principals, the object’s peculiarity and ethical scope.
Forms of teaching and working
The classes consist of lectures (theory, methodology and empirical studies), seminars classes (theory) and practice classes (methodology and empirical studies).

- Students are expected to prepare for the lectures by reading up on the literature. The recommended literature is stipulated in the lecture plan.
- In the seminar classes, the students consider the various theories, theoretical currents and concepts via a variety of learning activities. Students are required to play an active part in the seminars, e.g. submitting response papers. They also learn basic study techniques.
- The practice classes are involved in specific empirical methodological work (personality tests, studies and experiments) as well as discussion of these in relation to the theories. Students are required to play an active part, e.g. writing exercise reports.

Syllabus
1,800 pages of compulsory literature

Exam regulations

- FORM OF EXAM: One week written take-home assignment on a specific theme.
- GRADING: Internal exam without external examiner
- FORM OF ASSESSMENT: The written take-home assignment on a specific theme is assessed according to the 7-point grading scale.
- RULES FOR GROUP EXAMS: The written take-home assignment on a specific theme can only be submitted individually. Response papers are also written individually. Exercise reports can be written by groups of up to three students: For one student, three pages; for two students, four pages; for three students, five pages.
- EXTENT: The extent of the written take-home assignment on a specific theme is a maximum of twelve standard pages.
- PREREQUISITES FOR SITTING THE EXAM: Approved active participation in the various exercises, activities, assignments, presentations, etc., as specified in the course catalogue, is a prerequisite for participation in the exam.
  - Active participation in seminar classes: 3 response papers
  - Active participation in exercise classes: 3 exercises and 3 exercise reports
Subject element no. 5

6.5 Biological Psychology and Neuropsychology
- Biologisk psykologi og neuropsykologi

5 ECTS credits

Purpose and content
Biological Psychology and Neuropsychology covers healthy as well as pathological and damaged anatomy, physiology and neurochemistry.

Biological Psychology and Neuropsychology is mainly concerned with the basic biological mechanisms that are important to an understanding of the central nervous system and its function, both under normal conditions and during illness. Topics covered include basic genetics and genetic factors in the development of both normal and pathological processes in neurobiology, psychiatry and neurology. The subject element also covers the nervous system’s prenatal (embryonic) and postnatal development. In terms of pathology, students learn about psychopathology (psychiatry) and neuropathology (neurology), as seen from a biological and neurobiological perspective. This includes psychology and neuropharmacology.

The organic (primarily neural) substrate for cognitive processes is studied, and students receive a general introduction to the functions of the nervous system.

Learning objective

By the end of the module, the student will be able to:

Knowledge

- Account in detail for terminology, methods and empirical results within anatomy, physiology, neuroscience, psycho- and neuropharmacology and neuropathology.
- Demonstrate insight in diseases relating to the nervous system.

Competencies

- Identify the biological foundation in the appearance of diseases that relate to the nervous system.

Forms of teaching and working

The classes consist of lectures.

- Students are expected to prepare for the lectures by reading up on the literature. The recommended literature is stipulated in the lecture plan.

Syllabus

350 pages of compulsory literature
Exam regulations

- FORM OF EXAM: Multiple choice
- GRADING: Internal exam
- FORM OF ASSESSMENT: Pass/Fail
- RULES FOR GROUP EXAMS: The exam can only be taken individually.
- EXTENT: Students have two hours to complete the exam.
- EXAM AIDS: Students are not allowed to take any exam aids into the exam.
6.6 Statistics 2
- Statistik 2

5 ECTS credits

Purpose and content
Statistics 2 is an introduction to the statistical analysis of psychological data. It focuses on statistical procedures used in the analysis of quantitative research data, e.g. questionnaire responses and psychological test results. Statistics 2 focuses on the statistical analysis of more complex studies with multiple groups, and/or repeated measurements.

Learning objective
By the end of the module, the student will be able to:

Knowledge
- Demonstrate knowledge of the selection of statistical methods presented in the course.
- Account for and understand statistical results.
- Know of possibilities and operating principles in statistical software, e.g. SPSS.

Skills
- Describe academic problems as statistical problems.
- Think analytically when choosing methods.
- Plan and execute statistical analyses of studies, e.g. with multiple groups and/or repetitive measurements.
- Execute statistical analyses by use of statistical software, e.g. SPSS.
- Intermediate statistical conclusions in correct terminology.

Competencies
- Use suitable statistical methods to solve psychological problematics.
- Draw conclusions about unknown sixes and parameters attached to the population.
- Describe and assess results of statistical studies and their conditions.

Forms of teaching and working
The classes consist of lectures (theory, methodology and empirical studies) and practice classes (methodology and exercises, including in the use of statistical software).
- Students are expected to prepare for the lectures by reading up on the literature. The recommended literature is stipulated in the lecture plan.
The practice classes study examples of data analysis and interpretation of results in the light of the statistical tests introduced in the lectures. Students will be advised on how to write the compulsory take-home assignments.

Syllabus
250 pages of compulsory literature

Exam regulations

- FORM OF EXAM: Written exam at the University
- GRADING: Internal exam
- FORM OF ASSESSMENT: The 7-point grading scale.
- RULES FOR GROUP EXAMS: The exam can only be taken individually.
- EXTENT: Students have three hours to complete the written exam.
- EXAM AIDS: Students may use written exam aids (see the Programme pages on KUnet).
- PREREQUISITES FOR SITTING THE EXAM: Approved active participation in the various exercises, activities, assignments, presentations, etc., as specified in the course catalogue, is a prerequisite for participation in the exam.
  - Active participation in exercise classes: 2 group based assignments.

Prerequisites for registration:
It is recommended, but not required, that students pass Statistics 1 before taking Statistics 2.
6.7 Cognitive Psychology Theory and Methods
- Kognitionspsykologi teori og metode

20 ECTS credits

Purpose and content
Cognitive psychology deals with fundamental human mental and cognitive processes and various scientific methods of studying them. The students will be introduced to a wide range of cognitive phenomena: sensation and perception, attention, behavioural and cognitive learning, memory, language, thinking and problem solving, cognitive control, emotional processes and social cognition. The purpose is to introduce students to basic theories and empirical research into cognitive psychology, as defined in international research circles. The emphasis is on research methods based on experimental cognitive psychology and neuroscience, and on the quantitative statistical analysis of test results. Students also learn about the possibilities and limitations of these methods.

Learning objectives
By the end of the module, the student will be able to:

Knowledge
- Account for and have insight into selected cognitive psychological theories, terminology and empirical studies in articles.
- Demonstrate knowledge of selected cognitive psychological methods and empirical data, their strengths and weaknesses in relation to their liability.

Skills
- Identify key elements in the chosen cognitive psychological literature, including textbooks and selected research articles.
- Analyse cognitive psychology’s theories and methods’ advantages and limitations concerning their possible utilization and generalisability.

Competencies
- Analyse cognitive psychological experiments and studies by usage of cognitive psychological methods.
- Assess and self-correct own method-empirical work in light of the methods dictated principals, the object’s peculiarity and ethical scope.
Forms of teaching and working
The classes consist of lectures (general theory and methodology), seminar classes (general theory and methodology), article classes (selected scientific articles) and practice classes (practical experimental methods).

- Students are expected to prepare for the lectures by reading up on the literature. The recommended literature is stipulated in the lecture plan.
- In the seminar classes, the students consider the various theories, theoretical currents and concepts via a variety of learning activities. Students are required to play an active part in the learning activities.
- The article classes teach students to analyse specific scientific articles. Active participation takes the form of submitting response papers, presentations and discussions in groups and plenary.
- The practice classes carry out specific empirical methodological work (cognitive-psychology experiments) and quantitative statistical analysis of the results, and discuss these in relation to the theories. Students are required to play an active part in the seminars, e.g. by submitting exercise reports.

Syllabus
1,800 pages of compulsory literature. Of this total, approximately 300 pages must consist of exam articles, from which the students draw one article at random as the question for the exam. A list of exam articles is published one month before the start of the exam period.

Exam regulations

- FORM OF EXAM: Set oral exam, with preparation time
- GRADING: External exam
- FORM OF ASSESSMENT: The 7-point grading scale
- RULES FOR GROUP EXAMS: The exam can only be taken individually.
- EXTENT: Students submit a total of five exercise reports before the exam. The lecturers determine the subjects of the reports. Students draw a question at random from the list of exam articles and one of the five exercise reports. The exam lasts approx. 45 minutes, including ten minutes for grading and feedback. Students are entitled to approximately 15 minutes’ preparation time before the exam. During this preparation time, the exercise report is available to the internal and external examiners. During the exam, the report may be incorporated into the students’ presentation and the subsequent discussion. Exercise reports are not included in the assessment of the students’ performance.
- EXAM AIDS: Students are allowed to use all exam aids (see the Programme pages on KUnet during the preparation.
- SPECIAL REGULATIONS: The exam takes the form of an approximately five-minute presentation of the exam article, followed by about 15 minutes of discussion between the student and the internal and external examiners, led by the internal examiner. The discussion is based on the exam article, which is discussed and put into perspective in relation to the rest of the syllabus. This is followed by an approximately five-minute presentation of the exercise report, followed by about ten minutes of discussion between the student and the internal and external examiners, led by the internal examiner.
PREREQUISITES FOR SITTING THE EXAM: Approved active participation in the various exercises, activities, assignments, presentations, etc., as specified in the course catalogue, is a prerequisite for participation in the exam.
- Active participation in article classed: 1 group based oral presentation and 1 group based response paper.
- Active participation in exercise classes: 8 experiments and 8 exercise reports. 3 of the reports are handed in as group assignments and the remaining 5 reports are written individually and are handed in as part of the exam. Students are also required to participate in 1 group based oral presentation.

Prerequisites for registration:
It is recommended that students pass Statistics 1, Statistics 2 and Biological Psychology and Neuropsychology before taking Cognitive Psychology. It is extremely difficult to pass the subject without good knowledge of statistics.
6.8 Educational Psychology  
- Pædagogisk psykologi

10 ECTS credits

Purpose and content
Educational Psychology explores the mental aspects of educational processes and practices. The subject covers teaching and learning in children and adults in different contexts, and how psychologists can intervene in different ways and in different conditions, e.g. learning difficulties, problematic behavioral patterns and other educational challenges.

The purpose is to introduce students to basic theories and methods, as well as different research traditions in educational psychology. Students are introduced to the subject’s various practices, fields and traditions in Denmark and abroad. The module analyses specific intervention problems and methods, forms of assessment and intervention in various practical contexts, e.g. a school.

Learning objectives
By the end of the module, the student will be able to:

Knowledge
- Account for pedagogical psychological theories, terminology and intervention methods in relation to pedagogical psychological problems.
- Account for key similarities and differences between the reviewed terminology, theories and empirical data.

Skills
- Identify key subjects and conditions in pedagogical psychological problems, e.g. learning disabilities and problematic behaviour.
- Analyse the used theories’ and methods possibilities and limitations in relation to pedagogical psychological problems.

Competencies
- Choose and reflect over relevant theories and intervention initiatives in pedagogical psychological problems.
Forms of teaching and working
The course consists of lectures (theory, methodology and forms of practice) and seminar classes (theory, methodology and forms of practice).

- Students are expected to prepare for the lectures by reading up on the literature. The recommended literature is stipulated in the lecture plan.
- In the seminars, a range of learning activities is used to analyse various theories, theoretical currents and methods. Case studies introduce students to different types of intervention and practice.

Syllabus
1,000 pages of compulsory literature

Exam regulations

Ordinary exam:

- FORM OF EXAM: Compulsory written one-week exam:
- GRADING: Internal exam
- FORM OF ASSESSMENT: The 7-point grading scale
- REGULATIONS FOR GROUP TESTS: The exam can be taken as a group exam (up to a maximum of three students). For group assignments, each student’s contribution must be clearly identified to facilitate individual assessment. A minor part of the assignment may, however, be carried out collaboratively (see 4.6 of the Curricula’s Common Part).
- EXTENT: The compulsory written take-home assignment is a maximum of 14 pages for one student, maximum 21 pages for two students and maximum 24 pages for three students.
- PREREQUISITES FOR SITTING THE EXAM: Approved active participation in the various exercises, activities, assignments, presentations, etc., as specified in the course catalogue, is a prerequisite for participation in the exam.
  - Active participation in seminar classes. 3 exercise reports (3 pages long) and 1 response paper (1 page).

Extraordinary examination and make-up exam/resit:

- FORM OF EXAM: 72-hour assignment
- GRADING: Internal exam
- FORM OF ASSESSMENT: The 7-point grading scale
- RULES FOR GROUP EXAMS: The exam can only be taken individually.
- EXTENT: The paper is a maximum of ten pages.
- PREREQUISITES FOR SITTING THE EXAM: Approved active participation in the various exercises, activities, assignments, presentations, etc., as specified in the course catalogue, is a prerequisite for participation in the exam.
  - Active participation in seminar classes. 3 exercise reports (3 pages long) and 1 response paper (1 page).
Prerequisites for registration
It is recommended, but not required, that students pass the following courses before taking Educational Psychology:

- Philosophy of Science and History of Psychology
- Statistics 1 and Statistics 2.
6.9 Developmental Psychology theory and methods
- Udviklingspsykologi teori og metode

20 ECTS credits

Purpose and content
Developmental Psychology deals with how the individual develops within a culture during childhood and adolescence. Developmental Psychology emphasises that the individual simultaneously undergoes general human development, development as participant in specific cultural contexts, and development as a person with a unique perspective and distinctive characteristics.

The purpose of the module is to introduce developmental psychology’s basic theories and empirical research, with special emphasis on children and young people and the plurality of development contexts they experience. The module also introduces the methods used in developmental psychology, and presents and discusses their capabilities and limitations. Another purpose is to present dominant contemporary discourses on children and young people and their development, and discuss these in relation to relevant development-theory perspectives.

Learning objectives

By the end of the module, the student will be able to:

Knowledge

- Demonstrate an understanding of basic theory and empirical research within the developmental psychology field with special focus on children and teenagers’ development and the plurality of the developmental contexts they live in.
- Account for selected developmental psychological theories, terminology and empirical studies, which scientifically can explain the thematically decided written home assignment and the chosen thesis.

Skills

- Analyse developmental psychological theories and methods’ usage / possibilities and their grounds.
- Identify and define development conditions and –tasks, which are important for children and/or teenagers’ life and development.

Competencies

- Formulate and define a developmental psychological problem.
- Use developmental psychological methods in concrete empirical contexts and analyse their premises and limitations.
• Asses and self-correct own method-empirical work in light of the methods’ dictated principals, the object’s peculiarity and the ethical scopes in assignments relating to developmental psychological research of the lives of children and teenagers.

Forms of teaching and working
The classes consist of lectures (theory, methodology and developmental-psychology themes), seminar classes (theory and development-psychology themes) and practice classes (methodology).

- Students are expected to prepare for the lectures by reading up on the literature. The recommended literature is stipulated in the lecture plan.
- Students are required to play an active part in the seminar-classes, e.g. by submitting response papers. Students will receive supervision in class on how to write the take-home assignment on a specific theme.
- The practice classes carry out specific empirical methodological work (interviews, observation and experiments) with children and adolescents, and write exercise reports.

Syllabus
1,500 pages of compulsory literature and 300 pages of literature chosen by the student

Exam regulations
- FORM OF EXAM: Final written six-week take-home assignment on a specific theme
- GRADING: External exam
- FORM OF ASSESSMENT: The 7-point grading scale
- RULES FOR GROUP EXAMS: The written take-home assignment on a specific theme can be submitted as a group by up to four students. For group assignments, each student’s contribution must be clearly identified to facilitate individual assessment. A minor part of the assignment may, however, be carried out collaboratively (see 4.6 of the Curricula’s Common Part). Exercise reports can be written by groups of up to four students. For one student, five pages; two students, seven pages; three students, nine pages; four students, 11 pages. Response papers must be written individually.
- EXTENT: The written take-home assignment on a specific theme is a maximum of 12 pages for one student, maximum 18 pages for two students, maximum 21 pages for three students and maximum 24 pages for four students.
- PREREQUISITES FOR SITTING THE EXAM: Approved active participation in the various exercises, activities, assignments, presentations, etc., as specified in the course catalogue, is a prerequisite for participation in the exam.
  - Active participation in seminar classes: 2 response papers (1 page, individual) and 2 group based text presentations.
  - Active participation in exercise classes: 3 exercise reports (experiment, interview and observation). The reports can be handed in individually or in groups. Extent: experiment: 1 student 3 pages, 2 students 5 pages, 3 students 6 pages og 4 students 8 pages. Observation and interview 1 student: 5 pages, 2 students: 7 pages, 3 students: 9 pages, 4 students: 11 pass. (pass/fail, internal
- Participation in 1 methodology conference. If the student is absent from the conference, a written report of 2-3 pages can be handed in as substitute. The report should account for a methodologically relevant theme across the three methodology reports.
Subject element no. 10

6.10 Work and Organisational Psychology
- Arbejds- og organisationspsykologi

10 ECTS credits

Purpose and content
Work and Organisational Psychology deals with the relationship between the individual, work and the organisation, including the development of people, groups, companies and organisations based on work and organisational contexts. The module includes practice and research in the areas of assessment, intervention and evaluation, based on theoretical and empirical reference frameworks.

The purpose is to provide students with a basic introduction to the applied field, including a wide range of the subject area’s themes, as well as a basis for analysis, discussion and assessment of related problems and possible interventions.

The key topics for the subject element are conditions relating to the individual member of staff, e.g. selection, motivation, performance, job satisfaction, stress and development; the organisation of the work and the duties it entails; relationships in the workplace, e.g. group dynamics, team relations and management; and organisations’ structure, culture, frameworks, dynamics and development.

The purpose is to introduce students to basic theories and empirical research into work and organisational psychology. The lectures introduce the basic concepts and problems from a theoretical perspective, illustrated by case material and empirical research. The lectures are co-ordinated with and complemented by class teaching. In class, the students analyse work and organisational-psychology case studies that bring theory and practice into interaction, and in this way prepare for the written exam in the subject.

Learning objectives

By the end of the module, the student will be able to:

Knowledge

- Demonstrate knowledge of the key work and organisational psychological terminology, theories, empirical data and approaches to analyses of work and organisational psychological problems.
- Account for key similarities and difference between the reviewed terminology, theories and empirical data and their premises and resulting intervention approaches.

Skills

- Choose work and organisational psychological terminology, theories and empirical data, which are relevant to illuminate the given problem.
- Identify relevant work and organisational psychological intervention theories and data in a given case, including consideration of preventive and reviewed precautionary measures.
• Analyse possible relations and connections, e.g. causes and effects in work and organisational problems from a theoretical and research-related perspective.

Competencies

• Analyse a thesis from a deeper understanding of the problem.
• Use relevant work and organisational psychological intervention theories, empirical knowledge and data to answer a given problem.
• Plan a possible intervention including plan of action and phases based on the tools and principles used in work and organisational psychological initiatives.
• Manage the complexity that lies in the implementation of work and organisational psychological intervention in a fluent context.
• Analyse and assess strengths and limitations in work and organisational psychological interventions and preventive measures.

Forms of teaching and working

The teaching consists of lectures (presentation of theory, methodology and research in work and organisational-psychology themes) and class teaching (links between theory and practice, based on work and organisational psychology cases, on particular themes scheduled and facilitated by instructors).

- Students are expected to prepare for the lectures by reading up on the literature. The recommended literature is stipulated in the lecture plan.
- Students must participate actively in classes. In class, the students study various theoretical currents and methods via a variety of learning activities. Case studies introduce students to different types of intervention and practice.

Syllabus

1,000 pages of compulsory literature

Exam regulations

Ordinary examination:

• FORM OF EXAM: Final compulsory written one-week take-home assignment
• GRADING: Internal exam
• FORM OF ASSESSMENT: The 7-point grading scale
• REGULATIONS FOR GROUP TESTS: The exam can be taken as a group exam (up to a maximum of three students). For group assignments, each student’s contribution must be clearly identified to facilitate individual assessment. A minor part of the assignment may, however, be carried out collaboratively (see 4.6 of the Curricula’s Common Part).
• EXTENT: The compulsory written take-home assignment is a maximum of 12 pages for one student, maximum 18 pages for two students and maximum 21 pages for three students.
PREREQUISITES FOR SITTING THE EXAM: Approved active participation in the various exercises, activities, assignments, presentations, etc., as specified in the course catalogue, is a prerequisite for participation in the exam.
- Active participation in exercise classes:
  * 1 presentation/discussion of 1 or more scientific articles or chapters from the syllabus.
  * 2 response papers (5-6 pages) written individually. The second response paper is a revision of the first with added content.
  * 1 written feedback on the report of another student (1-2 pages, individual).

Extraordinary examination and make-up exam/resit:
- FORM OF EXAM: 72-hour take-home assignment
- GRADING: Internal exam
- FORM OF ASSESSMENT: The 7-point grading scale
- RULES FOR GROUP EXAMS: The exam can only be taken individually.
- EXTENT: The paper is a maximum of ten pages.
- PREREQUISITES FOR SITTING THE EXAM: Approved active participation in the various exercises, activities, assignments, presentations, etc., as specified in the course catalogue, is a prerequisite for participation in the exam.
- Active participation in exercise classes:
  * 1 presentation/discussion of 1 or more scientific articles or chapters from the syllabus.
  * 2 response papers (5-6 pages) written individually. The second response paper is a revision of the first with added content.
  * 1 written feedback on the report of another student (1-2 pages, individual).

Prerequisites for registration
It is recommended, but not required, that students pass the following courses before taking Work and Organisational Psychology:
- Philosophy of Science and History of Psychology
- Statistics 1 and Statistics 2.
Subject element no.11

6.11 Clinical Psychology
- Klinisk Psykologi

15 ECTS credits

Purpose and content
Clinical Psychology deals with problems related to development, assessment, intervention and the evaluation of interventions in mental-health problems. Health- and cultural-psychology problems are illustrated and linked to various concepts of health and illness.

The purpose of the subject element is to introduce students to various psychological theories and models for mental disorders, ranging from common problems to serious psychopathology, and to illustrate these on the basis of current research.

Clinical screening tools, interviews and tests will be used to study clinical assessment of psychopathological conditions, as well as intervention methods for the prevention and treatment of mental disorders in clinical psychology. The process will also encompass the work of clinical psychologists on cultural and health-psychology problems, including in relation to adjacent disciplines, e.g. psychiatry and social work.

Learning objectives

By the end of the module, the student will be able to:

Knowledge

- Demonstrate knowledge of relevant theories of clinical psychological problems.
- Demonstrate knowledge of clinical screening tools, interviews and tests.
- Demonstrate knowledge of intervention methods for the prevention and treatment of mental disorders and their relation to adjacent subject areas, e.g. the psychiatrical and social area.
- Account for key similarities and differences between the reviewed terminology, theories and empirical data.

Skills

- Identify key elements in given clinical psychological problems.

Competencies

- Analyse and assess the used theories, methods and working methods’ possibilities and limitation in relation to the problem area.
**Forms of teaching and working**

The classes consist of lectures (theory, methodology, empirical evidence and ways of working) and seminar classes (theory, methodology, empirical evidence and ways of working).

- Students are expected to prepare for the lectures by reading up on the literature. The recommended literature is stipulated in the lecture plan.
- In the seminar classes, the students study various theoretical currents and methods via a range of learning activities, including case studies that illustrate clinical-psychology problems, e.g. assessment of psychopathology.

**Syllabus**

1,500 pages of compulsory literature

**Exam regulations**

**Ordinary exam:**

- FORM OF EXAM: Written one-week take home assignment on a specific clinical problem.
- GRADING: Internal exam (resits are external)
- FORM OF ASSESSMENT: The 7-point grading scale
- REGULATIONS FOR GROUP TESTS: The exam can be taken as a group exam (up to a maximum of three students). For group assignments, each student’s contribution must be clearly identified to facilitate individual assessment. A minor part of the assignment may, however, be carried out collaboratively (see 4.6 of the Curricula’s Common Part).
- EXTENT: The compulsory written take-home assignment is a maximum of 14 pages for one student, maximum 21 pages for two students and maximum 24 pages for three students.
- PREREQUISITES FOR SITTING THE EXAM: Approved active participation in the various exercises, activities, assignments, presentations, etc., as specified in the course catalogue, is a prerequisite for participation in the exam.
  - Active participation in seminar classes: 1 response paper (app. 2 pages) and 2 reflection papers (app. 2 pages). Reciprocal feedback on both papers. Feedback will be given reciprocally as part of 3 classes.

**Extraordinary examination and make-up exam/resit:**

- FORM OF EXAM: 72-hour assignment
- GRADING: Internal exam (resits are external)
- FORM OF ASSESSMENT: The 7-point grading scale
- RULES FOR GROUP EXAMS: The exam can only be taken individually.
- EXTENT: The assignment is a maximum of 12 pages.
- SPECIAL REGULATIONS: Approved active participation in the various exercises, activities, assignments, presentations, etc., as specified in the course catalogue, is a prerequisite for
participation in the exam.
- Active participation in seminar classes: 1 response paper (app. 2 pages) and 2 reflection papers (app. 2 pages). Reciprocal feedback on both papers. Feedback will be given reciprocally as part of 3 classes.

Prerequisites for registration
It is recommended, but not required, that students pass Developmental Psychology before taking Clinical Psychology.
Subject element no.12

6.12 Scientific Design and Philosophy of Science
- Forskningsdesign og Videnskabsteori

5 ECTS credits

Purpose and content
The purpose of the first half of the course is to introduce students to the basic disciplines in the philosophy of science, i.e. epistemology, sociology of knowledge and history of science. This includes the classic perceptions of science in Popper, Kuhn and structuralism, and more recent approaches in post-structuralism, discourse theory, constructivism and new materialism. The purpose of the second half of the course is to present and analyse a research project in terms of its standard phases (delineation of subject matter, hypothesis, operationalisation, methodology and theory) and to perform a systematic review.

Learning objectives

By the end of the module, the student will be able to:

Knowledge

- Account for the different phases in the construction of a scientific design.
- Describe basic differentiations in philosophy of science between types of problems in philosophy of science, sociology of science and history of science.
- Demonstrate insight into the disciplines in philosophy of science by using them in the composition of a scientific design.

Skills

- Execute a systematic literary review.

Competencies

- Define a psychological subject in a way in which a hypothesis/problem can be laid out.
- Lay out a hypothesis and operationalise accompanying terminology.
- Identify and choose relevant literature.
- Design a data retrieval and data handling method well suited to answer the self-chosen hypothesis/problem.
- Stay critically assessing to his/her own scientific design, its possible results and perspectives.
- Work individually, analytically and progressively with the designing of the self-chosen scientific design.
Forms of teaching and working
The classes consist of a combination of lectures and seminars.

- Students are expected to prepare for the lectures by reading up on the literature. The recommended literature is stipulated in the lecture plan.
- In the seminar classes, the students study the various theoretical currents and methods via a variety of learning activities, including the submission of progressive process papers. The self-chosen research design will be produced as outlined above. The ongoing research design starts in the middle of the lecture series and is subject to a fixed sequence: delineation of subject matter, hypothesis, operationalisation, methodology and theory. A report is written at each stage. The progress of the design will be subject to regular feedback from both the instructor and the lecturer.

Syllabus
400 pages of compulsory literature and 100 pages of literature chosen by the student

Exam regulations

- FORM OF EXAM: Written take-home assignment in the form of a hypothetical research design
- GRADING: Internal exam
- FORM OF ASSESSMENT: Pass/Fail
- RULES FOR GROUP EXAMS: The exam can only be taken individually.
- EXTENT: The final assignment is a maximum of eight pages.
- PREREQUISITES FOR PARTICIPATION: Approved active participation in the various exercises, activities, assignments, presentations, etc., as specified in the course catalogue, is a prerequisite for participation in the exam.
  Active participation in seminar classes: 5 progressive process papers. The fifth paper is a collected presentation of the research design of the student and this will be assessed by the instructor. The collected presentation of the research design should substantially display the feedback, that the student has received on his/her process papers during the semester.

Prerequisites for registration
It is recommended, but not required, that students pass the Philosophy of Science and History of Psychology before taking Scientific Design and Philosophy of Science.
Subject element no. 13

6.13 Psychiatry
– Psykiatri

5 ECTS credits

Purpose and content
Psychiatry deals with diagnosable psychiatric disorders and their treatment in children and adults. The subject element covers key problems in psychiatry, including psychiatric assessment, methods of treatment and identification of psychiatric problems, based on the international classification systems’ categories and differential diagnosis. Students are introduced to epidemiological concepts such as prevalence and incidence, including in relation to mental disorders. The subject element also introduces and discusses themes including empirical knowledge of mental illness and treatment efficacy, social and cultural influences on mental illness, and prevention of mental illness.

Learning objectives
By the end of the module, the student will be able to:

Knowledge

- Demonstrate basic knowledge of the psychiatric working method, including psychiatrical elucidation, treatment methods and identification of psychiatrical problems about the international classification systems’ categorizations and differential-diagnostics.
- Have insight in empirical knowledge of mental disorder and treatment effect, social and cultural circumstances influence on mental disorder and prevention of mental disorder.
- Have knowledge of mental disorders’ spreading and epidemiological terminology such as prevalence and incidence.

Skills

- Identify, describe and analyse key elements in psychiatry’s diagnosis and treatment.

Competencies

- Acknowledge the disordered condition from the normal one.
- Use elucidation, diagnosis and treatment of mental disorders (often in collaboration with a doctor) with focus on future work as a psychologist.
- Know when a reference is required to and/or a collaboration with a psychiatrist.
**Forms of teaching and working**
The classes consist of lectures.

- Students are expected to prepare for the *lectures* by reading up on the literature. The recommended literature is stipulated in the lecture plan.

**Syllabus**
600 pages of compulsory literature

**Exam regulations**

- FORM OF EXAM: Written exam at the University
- GRADING: Internal exam
- FORM OF ASSESSMENT: Pass/Fail
- RULES FOR GROUP EXAMS: The exam can only be taken individually.
- EXTENT: Students have five hours to complete the exam.
- EXAM AIDS: Students may use written exam aids (see the Programme pages on KUnet).

**Prerequisites for registration**
It is recommended, but not required, that students pass Clinical Psychology before taking Psychiatry.
Subject elements no. 14 and 15

6.14 Elective subject

6.15 Elective subject
- Valgfag

5 + 5 ECTS credits or 10 ECTS credits

Purpose and content
The purpose of these modules is to expand knowledge or put the psychological subject area into perspective through theoretical or empirical specialisation within subject areas within or related to psychology.

Elective subjects may be taken within the Department of Psychology or via other study programmes. The specific objectives for the individual elective subjects offered in Psychology are described in the syllabus published each semester. The descriptions for subjects offered in other departments are specified in those programmes’ curricula/syllabuses. Research activities can be chosen as elective subjects – approval must be sought from the study board (5 or 10 ECTS credits). Elective subjects are also offered as summer courses.

Learning objectives
Upon completion of the elective subject module within the Department of Psychology, students are able to:

- Describe and account for relevant concepts and themes within the elective subject
- Describe and account for relevant methodological approaches in relation to the subject matter for the elective subject
- Explain contexts, analyse and/or conduct procedures relevant to the elective subject under supervision.

Upon completion of an elective subject from another study programme, the students’ learning objectives will be in line with the learning objectives for the course concerned.

Forms of teaching and working
Forms of teaching and working will vary according to the content and focus of the elective subject.

Syllabus
Elective subjects prescribed to 5 ECTS credits are usually based on a syllabus of approximately 500 pages, while elective subjects prescribed to 10 ECTS credits are usually based on a syllabus of approximately 1,000 pages. Any deviation from this will be made clear in the teaching programme.

The syllabus can be compulsory or part compulsory, part chosen by the student. This will also be indicated in the course description.
Exam regulations

- FORM OF EXAM: The assignment can be a free written take-home assignment or a set assignment with options. This will be indicated in the teaching programme. The assignment is set/prepared from the beginning of the course.
- GRADING: Internal exam
- FORM OF ASSESSMENT: The 7-point grading scale.
- RULES FOR GROUP EXAMS: The final assignment can be written in a group (max. three people) unless otherwise stated in the teaching programme.
- EXTENT: Elective subjects prescribed to 5 ECTS credits usually conclude with an assignment of max. 8 pages for one student, 12 pages for two students and 14 pages for three students. Elective subjects prescribed to 10 ECTS credits usually conclude with an assignment of max. 12 pages for one student, 15 pages for two students and 18 pages for three students. Any deviation from this will be made clear in the teaching programme.
- EXAM AIDS: Depends on the specific curriculum.
- PREREQUISITES FOR SITTING THE EXAM: For all elective subjects, minimum 75% attendance is a prerequisite for submitting assignments. However, the teaching is based on full participation. In addition to standard expectations of preparation and participation, prerequisites may include regular assignment writing, preparation of presentations, and participation in midterm seminars or other assignments. Where this is the case, it will be indicated in the course description.

Research activity as elective subject

Syllabus for research activity as elective subject
5 ECTS: 300 pages
10 ECTS: 600 pages
Syllabus must be approved by the research leader

Exam regulations for research activity as elective subject

- FORM OF EXAM: Active participation in a research project. Final written exam in the form of an article based on the research project in question.
- GRADING: Internal examiner is specified in the approved contract with the research group.
- FORM OF ASSESSMENT: Pass/Fail
- RULES FOR GROUP EXAMS: The exam can be taken as a group exam (up to a maximum of three students). For group assignments, each student’s contribution must be clearly identified to facilitate individual assessment. A minor part of the assignment may, however, be carried out collaboratively (see 4.6 of the Curricula’s Common Part).
- EXTENT: 5 ECTS is usually 5 pages for 1 student, 7,5 pages for 2 students and 9 pages for 3 students.
  10 ECTS is usually 8 pages for 1 student, 12 pages for 2 students and 14 pages for 3 students.
- SPECIAL REGULATIONS: A research activity can be approved under the following prerequisites:
  1. The research must be headed by academically trained personnel and conducted in a research institution such as a university, government research institution, etc. or an institution/organization, where research is part of their usual praxis (e.g. a hospital).
2. There must be a learning process related to the research activity and it must include training in data acquisition and/or research instruments, introduction to research design and data analysis and seminars on theory.

3. There must be a written agreement on the extent of the students’ participation.

4. The activity must have a specified number of hours: -> for 5 ECTS, at least 60 hours in the research project. -> for 10 ECTS at least 120 hours in the research project.

5. There must be a written agreement on the students’ rights in terms of co-authorship on possible publications.

The Study Board will make a specific assessment when applying for substituting an elective subject with research activity. The assessment will be made on the basis of a written account by the research institution on the above prerequisites. You will find an application form on the Institute web pages: http://www.psy.ku.dk

- PREREQUISITES FOR SITTING THE EXAM: At least 60 hours of active participation for 5 ECTS and 120 hours of active participation for 10 ECTS.

Students are permitted to register for research activity as an elective course even after the end of the registration period. In such cases, they can be granted an extraordinary exemption to withdraw registration from elective courses corresponding to the extent of the research activity. The procedure for registration and withdrawal outside the registration period is described on the study pages on KUnet.
Subject element no. 17

6.16 Bachelor project
- Bachelorprojektet

20 ECTS credits

Purpose and content
The purpose of the bachelor project is that students perform a systematic treatment of a selected subject by applying the methods, theory and empirical data from the bachelor programme’s other subjects. The project serves both to conclude the bachelor programme and as an introduction to the academic requirements for the master’s programme, particularly the thesis. The project consists of a major independent assignment that treats a psychological phenomenon from one or more (interdisciplinary) areas: personality psychology, social psychology, developmental psychology and cognitive psychology, or a problem from applied psychology based on methods and theories from one or more of the basic subjects mentioned. The bachelor project can also take the form of a general psychology assignment that addresses fundamental problems in psychology.

Learning objective
By the end of the module, the student will be able to:

Knowledge
- Demonstrate knowledge of a relevant scientifically generated psychological knowledge of the chosen problem.
- Demonstrate knowledge of methodical qualifications and basic assumptions of the theory and the empirical findings used in the project.

Skills
- Identify relevant literature through systematic literature search.
- Produce a limited description of the problems psychological phenomenon, including inclusion of relevant theory and empirical data / your own empirical data.
- Choose scientific literature and assess its relevance in relation to the chosen problem.

Competencies
- Develop a research questions on a psychological phenomenon.
- Discuss the psychological problem on a certain complexity level in light of the retrieved data.
- Generate a coherent and argued product – from research question to conclusion.
- Assess strengths and weaknesses in the theory and empirical data selected to illuminate the research question and critically reflect on the project’s use of this material.
**Forms of teaching and working**
During the spring semester, the teaching consists of lectures, seminar classes and supervision. In the autumn semester, it only consists of seminar classes and supervision.

- **Lectures** are generally introductory in nature and deal with technical issues related to writing and topics to do with the philosophy of science.
- **Seminar classes** bring together a broad and diverse range of scientific perspectives and subjects from the bachelor programme. Students are encouraged to establish the best possible knowledge basis for their bachelor project. Seminar classes include teaching of and practical exercises in writing techniques, analysis of specific projects and general discussions about forms of bachelor theses in different academic traditions.
- **Supervision** of the bachelor project can take the form of individual or group supervision.

**Syllabus**
1,200 pages of literature chosen by the students.

**Exam regulations**
- **FORM OF EXAM**: Free written take-home assignment
- **GRADING**: External exam
- **FORM OF ASSESSMENT**: The 7-point grading scale
- **RULES FOR GROUP EXAMS**: The exam can be taken as a group exam (up to a maximum of three students). For group assignments, each student’s contribution must be clearly identified to facilitate individual assessment. A minor part of the assignment may, however, be carried out collaboratively.
- **EXTENT**: The project is a maximum of 25 pages for one student, 38 pages for two students and 44 pages for three students.
- **SPECIAL REGULATIONS**: The subject for the bachelor project must be approved by the course director at least one month before submission. It must include an English summary of maximum one page. The summary is included in the assessment.

If explicitly agreed in advance with the supervisor, an exemption may be granted to allow the project to be written in the form of an article. The article must be deemed by the supervisor to be almost a final draft. In addition to the article, an introduction is drafted in relation to the article or its subject matter, consisting of, e.g. a short review of the field or methodological discussions.

**Extent**: For one student, the article plus introduction combined must not exceed a maximum of 25 standard pages. Two students must write their own articles separately, but can write (parts of) the introduction jointly, as per the rules for group exams. The resulting product must not exceed a maximum of 38 pages.

Exemptions from the language requirements may be granted. The summary must be written in English. The article and the introduction will be assessed as a whole against the objectives for learning outcomes.
Prerequisites for registration
It is a prerequisite for submission of the bachelor project that the student has acquired a minimum of 120 ECTS credits on the bachelor programme in psychology. Before writing the bachelor project, it is recommended that the student has passed following subject elements:

- Cognitive Psychology
- Personality Psychology
- Social Psychology
- Developmental Psychology
6.17 Communication training
- Samtaletræning

2.5 ECTS credits

Content
Professional conversations are an extensive part of the psychologist’s job. They take the form of counselling, assessment interviews, recruitments interviews, coaching and employee development sessions, therapeutic conversations, etc. Thus, training communication skills are a core element in the psychology programme. The objective is to introduce the student to theoretical psychological perspectives on the professional conversation and different hands-on conversational tools and techniques as well as giving the student the opportunity to practice the skills that are necessary for a psychologist to be able to enter into a professional conversation with clients.

The content of the module is psychological perspectives on professional communication, such as entering the psychological contract, the roles of both the psychologist and the client, the phases of the conversation, conversation processes and content management. Moreover, the student will be presented with concrete techniques and tools at the psychologist disposal in the professional conversation, i.e. creating contact, empathy, management, attention and distribution of attention, observation, understanding and interpretation, hypothesizing and conversation evaluation, as well as the criteria for the use of these tools and techniques in different types and phases of the conversations.

Learning objectives

By the end of the module, the student will be able to:

Knowledge
- Account for the psychologist’s role(s) and the patient’s roles in the professional conversation.
- Demonstrate knowledge of insight in phases, course and processes in the professional conversation, including the psychological contract.
- Demonstrate insight in the conversation’s key elements, e.g. contact creation, empathy, managing, attention, observation, interpretation, hypothesis-testing and conversation evaluation including criteria for these techniques and tools’ usage in different types and phases of conversations.

Skills
- Reflect on own professional conversations on the basis of feedback.
- Analyse others’ professional conversations on the basis of observation.

Competencies
- Carry out a professional conversation.
• Reflect over own role in a professional conversation and self-correct one’s behaviour and technique on the basis of reflection and feedback.
• Give professional feedback to others’ conversation technique.

Forms of teaching and working
The teaching is a combination of a joint introduction and demonstration of elements and techniques of the professional conversation and exercises in smaller groups. The exercises are organized as an active training space in which students acquire the opportunity to develop their own conversation skills and the ability to analyse and reflect professionally on their own practice and that of others. The teaching entails that all students familiarize themselves with the positions as both psychologist, client and observer. There is great emphasis on establishing a safe and confidential space that allows for constructive experiences with the professional psychological conversation.

Syllabus

○ 400 pages compulsory literature.

Exam regulations

○ FORM OF EXAM: At least 80 % attendance and active participation in the training sessions.
○ GRADING: Internal exam
○ FORM OF ASSESSMENT: Pass/Fail
○ RULES FOR GROUP EXAMS: The exam can only be taken individually.